

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDUC 641 Socio-cultural Contexts of Language and Learning**

**Fall 2010**

**CRN 41074**

**Thursdays / 5:30 – 8:15pm / UH 440**

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

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**COURSE DESCRIPTION**

This course explores the theoretical, empirical, pedagogical and sociocultural issues inherent in schooling contexts where multiple languages and cultures exist. Topics include the examination of home, community and school cultures; issues of bilingualism; and instructional contexts which relate to literacy and learning. It explores the relationships between the school context and the implicit and explicit theoretical foundations that support instruction for students who are first and second language learners, and the implications of such instruction.

**Course Objectives**

The purpose of this course is to:

- Explore home, community and school cultures.
- Research issues of bilingualism and multilingualism.
- Understand and develop instructional contexts which relate to literacy and learning.

This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Certificate Program leading to CLAD certification:

***Standard 6: Assessment of English Learners***

The program provides candidates with opportunities to develop conceptual research-based understanding of standards-based assessment of English learners' academic progress. Coursework requires candidates to analyze the role, purposes, and features of various formative and summative assessments and to evaluate the benefits and limitations of specific formal and informal assessments for use with English Learners, including evaluating assessment instruments and methods for cultural and linguistic bias. Coursework also requires candidates to learn how to differentiate and scaffold assessments for and to provide feedback to English Learners. The program also requires candidates to interpret and use the results of

assessments to help English learners achieve success in standards-based language curriculum and in content area instruction.

Following is the alignment of this course with the California Standards of Program Quality and Effectiveness for the Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials for the “Add On” Level I Education Specialist Mild/Moderate and Moderate/Severe credential candidates without AB 2042 or CLAD authorization

***Standard 7a: Multiple Subject Reading, Writing, and Related Language Instruction in English***

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

***Standard 13: Preparation to Teach English Learners***

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

**GENERAL CONSIDERATIONS**

**Outcomes and Standards**

The context for and scope of this course is aligned with CTEL Standards as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher

Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Stall, Interim Associate Dean.

### **Writing**

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

### College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

### COURSE REQUIREMENTS

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. You will work to develop your knowledge base through the readings, discussions and presentations.

#### Required Texts

Perez, B. (2004). *Sociocultural contexts of language and literacy*, 2<sup>nd</sup> edition. Mahwah, NJ: Lawrence Erlbaum Associates.

Zentella, A. (2005). *Building on strength: language and literacy in Latino families and communities*. New York, NY: Teachers College Press.

#### Grading Policy

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. Written assignments will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.) and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citations, etc.). All assignments should reflect graduate level composition and use APA format.

The following grading scale will be used:

92 – 100	A;	82 – 87	B;
90 – 91	A-;	80 – 81	B-
88 - 89	B+;	79 – below	Failing

- 1. Attendance and Class Participation **15 points****  
You are expected to attend all class sessions and participate actively in discussions and activities on Moodle. In order to do so, you are expected to complete all required readings by the assigned date. Being consistently late and/or leaving class early can also lower your grade.
- 2. Reading Discussion Leader **15 points****  
Students will work in small groups to lead a class discussion from assigned chapters in the Perez book.  
**DUE: September 16, 23**

3. **Current Event Reports** **10 points**  
Individually or in pairs, students will lead a small group discussion on current events focusing on the socio-cultural context of language, language use, and/or learning. Students can choose the aspects they wish to highlight for the discussion, as well as the format for presenting. (approx. 10 minutes)  
**DUE: Oct. 14, Nov. 4**

4. **Short writings for Moodle** **15 points**
- English language development – Sept. 9
  - English language development at my school- Sept. 16
  - Prop 227 implementation – Sept. 23
  - CELDT scores for an English learner- Sept 30
  - Burning questions to lead to Literature Review- Oct. 7

5. **Analysis and Application of An English Learner's Assessment Data** **10 points**  
Identify one English learner in your class, at your school, or assigned by the professor who you will holistically investigate his or her background, schooling experiences (academic, social, linguistic), and assessment information. Your write-up should include an analysis of the following information that you have gathered on your English learner:
- Obtain background information on your English learner. What do you know about your student's life, family, community, culture, peer group, schooling history, learning styles, disability information, and other relevant information to help you best address your student's educational needs.
  - Obtain as much testing data on your English learner as you can. Include standardized test scores – CST, CELDT, etc. as well as your in-class assessments. What is your analysis of the cultural and/or linguistic biases that may be present in the testing data you have obtained?
  - Obtain explanations for the scoring of the standardized test data that you collected. What objectives were being tested? How are the scores reported? How are the scores used at your school site – by administrators and by teachers?
  - Obtain information on how authentic and formative assessment is scored? For example if a reading inventory is used, what process what used? What was the rate of administration? What other types of assessment were used? Running records? Checklists? Rubrics? What criteria were English learners held to? Equitable as compared to native-English speakers?
  - What other information can you obtain that would help you analyze your English learner's assessment data – other support the student receives? Special program(s) the student is involved in? How long? Who referred him/her? Why
  - **DUE: Oct. 14**

***Successful completion of this assignment fulfills CTEL requirements for Standard 6. Students must post this assignment to their CTEL Portfolio as evidence they have met this standard.***

- 6a. **Literature Review: Sociocultural Contexts of Language and Learning** **25 points**  
**If you are taking this course for CTEL certification, one of the themes you write about must address English learners with a focus on assessment issues.**  
Using the annotated bibliographies collected in EDUC 602, and/or the articles, book chapters, research reports presented in class, you will analyze the resources and

identify major socio-cultural themes for English Learners. As themes emerge, you will begin to organize resources to write an 8 to10-page Literature Review. Your paper will be strictly research based with cited resources according to APA criteria.

**Themes identified with articles and ideas due: Oct. 21 (5 points);**

**Draft due: Nov. 18 (5 points);**

**Final paper due: Dec. 2 or 9 (10points)**

**Class presentation due: Dec. 2 or 9 (5 points)**

**OR**

**6b. Literature Review: Supporting English Learners With Disabilities (same scoring and due dates as above)**

**Alternative Assignment Required for “Add On” Mild/Moderate and Moderate/Severe Education Specialist Credential Candidates without AB 2042 Preliminary Credentials or a CLAD Certificate**

Using websites, articles, book chapters, research reports (see sample articles, sites, and books provided by the instructor) develop a menu of supports and services that enable English learners with and without disabilities to access the core curriculum in inclusive educational settings. Include in the review a) the use of expertise of specialists and support personnel (e.g., paraprofessionals) and b) school-base structures and organizations that support English learners and student eligible for special education. As categories of supports emerge, organize them as you would in a thesis Chapter 2: Literature Review. The final product is an 8 to10-page paper written using APA-format conventions.

**7. Final presentation 10 points**

Students will individually give a brief presentation on the findings of their literature review. Students may choose Power Point or Prezi for their format.

**Due: Dec. 2 and 9**

Session/Date	Topics	Activities/Homework
<b>Session 1</b> September 2	<ul style="list-style-type: none"> <li>• Team building activity</li> <li>• Course Overview</li> <li>• Definition of terms</li> <li>• Sociocultural contexts of learning and language diversity</li> </ul>	Read: Perez, Chapter 1
<b>Session 2</b> September 9	<ul style="list-style-type: none"> <li>• Language structure and use</li> <li>• Language acquisition</li> <li>• English learners and CA law</li> </ul>	Read: Perez, Chapter 2, 3 Write: What is English language development?
<b>Session 3</b> September 16	<ul style="list-style-type: none"> <li>• Identity and language</li> <li>• Language boundaries at school</li> </ul>	Report: Groups for Perez, Chapters 4-6 lead inquiry Write: English language development at my school.
<b>Session 4</b> September 23	<ul style="list-style-type: none"> <li>• Library overview</li> <li>• Cultural and linguistic</li> </ul>	Report: Groups for Perez, Chapters 7-9 lead inquiry

	backgrounds of English learners in California <ul style="list-style-type: none"> <li>• CELDT scores</li> </ul>	Write: How is Prop 227 implemented in a local school?
<b>Session 5</b> September 30 <b>Class online/Moodle</b>	<ul style="list-style-type: none"> <li>• Moodle</li> </ul>	Post on Moodle the interpreted CELDT and CST results of an English learner
<b>Session 6</b> Oct 7	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Funds of knowledge</li> </ul>	Read: Perez, Chapter 10 Write: Burning questions in socio-cultural research, diversity, achievement gap, family involvement, etc.
<b>Session 7</b> October 14	<ul style="list-style-type: none"> <li>• Language and literacy</li> <li>• Parent/community points of view</li> </ul>	Read: Perez, Chapter 11 Write: Analysis and application of an English learner's assessment data Current events sharing
<b>Session 8</b> October 21	<ul style="list-style-type: none"> <li>• Constructivist theory</li> <li>• International Baccalaureate curriculum</li> </ul>	Read: Perez, Chapter 12 Write: Topic and key questions for literature review
<b>Session 9</b> October 28 <b>Class online/Moodle</b>	<ul style="list-style-type: none"> <li>• Research week</li> </ul>	Research and begin writing your literature review
<b>Session 10</b> Nov 4	<ul style="list-style-type: none"> <li>• Latino families case scenarios</li> </ul>	Read: Zentella, Chapters 1,2 Write: Literature review Current events sharing
<b>Session 11</b> November 11 <b>Holiday/No class</b>	<ul style="list-style-type: none"> <li>• No class</li> </ul>	Continue to work on your Literature Review
<b>Session 12</b> November 18	<ul style="list-style-type: none"> <li>• Special circumstances and English learners</li> <li>• Peer edit Literature Review rough drafts</li> </ul>	Read: Zentella, Chapters 8, 11 Write: Rough Draft of Literature Review Due
<b>Session 13</b> November 25 <b>Holiday/No class</b>	<ul style="list-style-type: none"> <li>• No class</li> </ul>	Continue to work on your Literature Review
<b>Session 14</b> December 2	<ul style="list-style-type: none"> <li>• Final Presentations: Literature Review summary</li> </ul>	Due: Presentation, lit review
<b>Session 15</b> December 9 Final session	<ul style="list-style-type: none"> <li>• Final Presentations: Literature Review summary</li> <li>• Course Evaluations</li> </ul>	Due: Presentation, lit review