

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

EDUC 641 Sociocultural Contexts of Language and Learning Fall 2008
CRN 41545
Wednesdays / 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).

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 has an on-line component. The following class sessions will take place on-line in WebCT: Sept. 10, Oct. 1, Oct. 8, Oct. 29, and Nov. 19.

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. Kelly, 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

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “facilitate” and to intervene as necessary to prompt a topic. I do not intend to lecture each week, or to be the focus of the class. 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*, 2nd 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.

Selected articles available on WebCT

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

1. Attendance and Class Participation

10 points

You are expected to attend all class sessions and participate actively in discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. **Missing more than one class session will result in the reduction of your grade.** Being consistently late and/or leaving class early can also lower your grade.

2. **Reading Discussion Leader** **15 points**
Individually in pairs, students will lead a class discussion on one of the required readings. Students should identify 2-3 critical questions from the readings to lead the discussion. All students will submit their questions at the beginning of the class in which they lead the discussion. (approx. 20-30 minutes)
DUE: Throughout the semester
3. **Article Reports** **10 points**
Individually or in pairs, students will lead a small group discussion on an article, book chapter, research report, etc. focusing on the sociocultural 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. 20-30 minutes)
DUE: Sessions 8 and 9
4. **Essay: What is English language development?** **10 points**
For this assignment you will attempt to define language on both a theoretical and a personal level. This is an opportunity for you to express your personal feelings, but also to synthesize and discuss some of the readings that relate to language and literacy, as well as contexts at your school site. The following questions may help you focus your thoughts or you can pose and respond to your own questions about language:
- How would you define language?
 - Can you define English language development?
 - How is language development affected by the social context?
 - What kinds of contexts affect language development?
 - What are materials, methods and strategies used to support English proficiency?
 - What is a language difference versus a disability?
 - What is the relationship between language and self esteem?
 - Is there thought without language? (Perspectives on Autism)
- DUE: Session 3**
5. **Analysis and Application of An English Learner's Assessment Data** **15 points**
Identify one English learner in your class (or at your school) for whom you will holistically examine their backgrounds, their schooling experiences (academic, social, linguistic), with a focus on assessment information on your student. 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 other in-class 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? All of the above? Some of the above? 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? Has assessment on involvement in program been on-going? What data do you have regarding these program(s)?

DUE: Session 7

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 40 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 the articles, book chapters, research reports presented in class, you will analyze the resources and identify themes. As themes emerge, you will begin to organize resources you will use in a Literature Review. Your literature review will focus on the sociocultural aspects of language and learning that we have discussed throughout the course. Prepare an 8 to 10-page paper focusing the categories identified, dividing them into sections as you would in a literature review of a thesis or project using the rubric provided. Resources must be cited and referenced according to APA criteria. A scoring rubric will be developed in class.

Themes identified with articles and ideas: DUE: Session 11 (5 points); Draft of one section: DUE: Session 12 (5 points); Final Paper: DUE Session 15 (30 points)

6b. Literature Review: Supporting English Learners With and Without Disabilities 40 points

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 to 10-page paper organized by categories and written using APA-format conventions. Resources must be cited and referenced in APA format. A scoring rubric will be developed in class.

Categories identified with articles and sources: DUE: Session 11 (5 points); Draft of one section: DUE: Session 12 (5 points); Final Paper: DUE Session 15 (30 points)

Session 1: Aug. 27	Course Overview / Definition of Terms
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Course Overview

Definition of Terms

Sociocultural Contexts of Learning

Language Diversity

Language Structure and Use

Phonology, Morphology, Syntax and Semantics, Discourse, Communication

Assignments DUE Session 2:

Define “they” at your school. Record the language used to describe “them,” and who used the language (i.e. students, teachers, parents, school personnel, etc.)

Reading: Perez – Chapter 1, Gumperz (WebCT), Olsen (WebCT)

Session 2: Sept. 3	Theoretical Perspectives of Language and Literacy
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Discussion of the Readings

Language Structure and Use

Discourse and Language Pragmatics

First and Second Language Development

Historical, Psychological, Sociocultural, Pedagogical and Political Factors

Identity and Language

Language Boundaries in Schools

Assignments DUE Session 3:

“What Is English Language Development?” Essay (10 points)

Reading: Perez – Chapters 2 -5

Session 3: Sept. 10	First and Second Language Acquisition (WebCT)
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Discussion of Readings

Postings and Analyses of “What is English Language Development?” Essays (10 points)

Commonalities / Differences

What is missing from our definitions?

Assignments DUE Session 4:

Gather information on 1-2 English learners in your class – primary languages, languages spoken at home, how they communicate with their peers

Reading: Moll (e-reserve); Diaz-Rico (e-reserve)

Session 4: Sept. 17	Language Acquisition in Diverse Communities – Assessment
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Field Trip – Library Database Searching

Discussion of Readings

Theories and Methods of Bilingual / Multilingual Education

Cultural and linguistic backgrounds of English learners in California
Assessment – A Critical Look at the CELDT

In-class Assignment:

Background knowledge

- What California and federal laws impact students' placement and programs? (Refer to EDMX 631 Legal Brief and Protection and Advocacy website)
- What do you know about your students' prior content knowledge (in any language) and language proficiency skills (L1 and L2)?
- What do you know about your students' lives, families, communities, cultures, histories that you can incorporate into your pedagogy / curriculum?
- What do you know about your students' learning styles?
- Write a plan for how you will transform your teaching with the knowledge of your students' backgrounds – prior knowledge and cultures, academic and language.

Assignments DUE Session 5:

Investigate your English learners' CELDT scores and ELD / SDAIE placements

Reading: Perez – Chapters 6 & 7
Zentella – Chapters 1 & 2

Session 5: Sept. 24 Language Acquisition in Diverse Communities – Assessment

Discussion of the Readings

Assessment Issues

Analysis of CELDT Test Data and Scoring
Cultural and Linguistic Biases of Tests
English Learner Placements at Your School

Assignments DUE Session 6 (WebCT):

Perez – Chapters 8 & 9
Zentella – Chapters 3 & 4

Session 6: Oct. 1 Lang. Acquisition in Diverse Communities – Assessment (WebCT)

Discussion of the Readings

Instructional Methods for English Learners

Assessment of English Learners Across Content Areas

Assignments DUE Session 7 (WebCT):

Analysis and Application of an English Learner's Assessment Data (15 points)

Session 7: Oct. 8 Lang. Acquisition in Diverse Communities – Assessment (WebCT)

Analysis of English Learners' Assessment Data Assignment

Compare and contrast your English learners

What trends do you find in the data – commonalities as well as what is missing from your data analyses

Assignment DUE Session 8:

Article Reports (10 points)

Session 8: Oct. 15	Language Diversity and A Social Justice Curriculum
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Presentation of Article Reports: Group 1
Debriefing of English Learner Assessment Data Assignment

Assignments DUE Session 9:

Article Reports (10 points)

Reading: Zentella – Chapters 5 & 6

Session 9: Oct. 22	Language Diversity and A Social Justice Curriculum
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Presentation of Article Reports: Group 2
Discussion of Readings
Teaching Scenarios - Classroom activities that value students' cultures and languages

Assignments DUE Session 10 (WebCT):

Reading: Perez – Chapters 10 & 11

Session 10: Oct. 29	Language Diversity and A Social Justice Curriculum (WebCT)
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Discussion of the Readings
The Politics of Language
 English as the Official Language
 Canadian and European Examples of "Official" Languages

Assignments DUE Session 11:

Themes or categories identified with articles for Assignment #6a (5 points)

Categories Identified with articles and sources for Assignment #6b (5 points)

Reading: Zentella – Chapters 7 & 8

Zentella – Chapters 9 & 10

Session 11: Nov.5	Critical Analysis of Our Work
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Discussion of the Readings
Organizational Framework / Literature Review

- In small groups, students will discuss how they organized their annotated resources (from EDUC 602), other resources and their ideas into common themes.

Assignments DUE Session 12:

Draft of one section of Literature Review - Assignment #6a and #6b (5 points)

Reading: Zentella – Chapter 11

Session 12: Nov. 12	Critical Analysis of Our Work
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In small groups, edit drafts of writing

Use APA Style Manuals to format writing, citations, and references

Session 13: Nov. 19	Research Week (WebCT)
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Use this time to gather resources (from the web other courses, this class and other relevant resources) that to use in your Assignment #6 Literature Review

Assignments DUE Session 14:

Bring a revised draft of your Literature Review for peer review

Reading: Kohl (e-reserve); Ladson-Billings (e-reserve)

Session 14: Nov. 26	Critical Analysis of Our Work
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Using examples of Literature Reviews provided, work in pairs to analyze and improve upon Assignment #6a & 6b drafts

Assignment DUE Session 15:

Prepare for Final Presentations of Assignment #6a & 6b (30 of 40 points)

Final Papers DUE: Literature Reviews

Session 15: Dec. 3	Final Presentations
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Final Presentations: Literature Review (30 of 40 points)

Course Evaluations