

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

**EDMS 555: Elementary Multilingual Education  
CRN # 42118 BONSALL WEST, Tuesdays 8:00am-2:15pm  
FALL 2007**

**Professor: Gisella Giggberger, M.A.**

**Distinguished Teacher in Residence**

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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 addresses the needs of school teachers faced with the growing diversity that exists in today's classrooms. As such, it will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques (SDAIE) and successful bilingual, multilingual education for language minority students.

In this class prospective teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California*.

**Course Prerequisites**

Admission to the Multiple Subject/CLAD Teacher Credential Program.

**Course Objectives**

- 1) You will have opportunities to become familiar with basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- 2) You will have opportunities to demonstrate understanding of the most important goals of bilingual/multicultural education.

- 3) You will have opportunities to explain the theoretical framework upon which bilingual education is founded.
- 4) You will have opportunities to demonstrate understanding of existing student identification, assessment, and language redesignation requirements for the state of California.
- 5) You will have opportunities to explain the connections between bilingual education, English as a second language, SDAIE and other pertinent methodologies.
- 6) You will demonstrate several models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) You will have opportunities to explain the meaning of culture, differentiated index, the necessity for cultural convergence in schools, and other research-based related notions of multicultural education.
- 8) You will learn to develop and understand each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

### **Unique Course Requirements (optional)**

This course may incorporate some WebCT components (i.e., WebCT E-mail, assignments, postings).

### **Required Texts**

Peregoy, S. F. & Boyle, O. F. (2005) *Reading, Writing, & Learning in ESL*. (4<sup>th</sup> Edition). Longman.

### **ELD Standards for the 2nd class session, you will need to download and bring the ELD standards to class.**

CDE. (1998) *English-Language Arts Content Standards for California Public Schools K-12*. Sacramento, CA. may be purchased in a soft-bound cover for \$12.50. [Ordering Information](#) or use link below for a free download.

<a href="#">English-Language Arts Content Standards</a> - free download	(PDF; 600KB; 92pp.)
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TaskStream account.

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

## STUDENT LEARNING OUTCOMES

### Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

#### TPE 7: Teaching English Learners

- Understanding and applying theories, principles, and instructional practices for English Language Development
- Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
- Drawing upon student backgrounds and language abilities to provide differentiated instruction

#### TPE 15: Social Justice and Equity

- Valuing socially equitable teaching, learning, and schooling in a variety of organizational settings
- Incorporating pluralism and divergent perspectives on educating diverse students
- Democratizing public education to achieve social justice and equity

### 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*).

### 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 Disabled 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.

## Course Requirements

*Assignments, DUE DATES, and Point Values/Grading Standards*

### 1. Attendance, Professional Disposition, and Class Participation 30 points or 30%

First is the expectation that you will attend all class sessions and participate actively in class activities, group and individual sharing, and discussions. Professional, credentialed educators are evaluated on “performance of non-instructional duties and responsibilities” by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category.

Your participation in the Bonsall West classrooms from 9:00-10:00am is mandatory and counts toward attendance. Our day begins at 8:00 sharp on Tuesdays. The first hour together will be spent with signing in, previewing that day’s agenda, and various activities. I will deduct attendance points if you fail to adhere to these specifications. Your Professional Disposition is related to how you conduct yourself in class and at a school site. Please see the description below and the CSUSM College of Education’s Mission Statement for guidelines.

#### CSUSM College of Education Professional Dispositions

The California State University San Marcos College of Education fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

- **Social Justice and Equity:** Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.
- **Collaboration:** Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers and those in the wider community.
- **Critical Thinking:** Candidates analyze various professional contexts, resulting in more informed decision making about professional practice.
- **Professional Ethics:** Candidates learn to make and act on well-reasoned, principled judgments.
- **Reflective Teaching and Learning:** Candidates critically review their professional practice and the impact it has on student success.
- **Life-Long Learning:** Candidates are committed to actively seeking new knowledge, skills and experiences throughout their career.

### 2. SDAIE Lesson Observation

**15 points or 15%**

For this assignment you will (Part 1) *observe* an ELD or SDAIE lesson at a school site. You will collect and document evidence of any instructional modifications made during the lesson to provide comprehensible input, build background knowledge, scaffold instruction, address content & language standards and objectives, build vocabulary, adapt the materials/curriculum, and

provide student interaction for English learners in the class. (Part 2) In your *write-up* explain your observations and discuss how (if necessary) you would modify the lesson and/or activities observed in light of the information and knowledge gained in the course.

**Your lesson observation should address TPEs 7 and 15 (see rubric).**

Please structure your write-up as follows:

- (1) **use provided checklist** during your observation and attach to your write-up
- (2) **identify program** (bilingual, sheltered inst., structured immersion, etc.), grade level, & content/subject
- (3) **describe how teacher** used SDAIE/SJ&E strategies during the lesson
- (4) **describe how students** were engaged and used second language/SJ&E in the lesson/activities
- (5) **analyze** if the lesson observed used effective SDAIE/SJ&E strategies, or reflect upon how you would modify the lesson/activities to better serve the needs of the ELLs-remember to use non-evaluative language in your analysis, i.e.: good, bad, poor, awesome, boring, etc.
- (6) **proofread**: tone, spelling, grammar & punctuation; **length 3-5 pages maximum**
- (7) **submit** SDAIE observation write-up to WebCT6 and **also bring a hard** copy to class

**IMPORTANT: Late work will be marked down.**

### Lesson Observation and Write-Up – Scoring Rubric (15 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
TPE 7 Teaching English Language Learners	Teacher candidate is <b>unable</b> to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners.	Teacher candidate is <b>partially</b> able to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners.	Teacher candidate is <b>able</b> to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners.
TPE 15 Social Justice And Equity	Candidates of English learners are <b>unaware</b> if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education.	Candidates of English learners are <b>partially aware</b> if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational	Candidates of English learners are aware if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education.

		settings in public education.	
Guidelines: SDAIE Observation	Candidate has followed <b>few</b> directions on how to structure and submit observation.	Candidate has followed <b>some</b> directions on how to structure and submit observation.	Candidate has followed <b>all</b> directions on how to structure and submit observation.

### 3. Multicultural Resources/Literature Lesson Plan

**20 points or 20%**

With a partner, you will have the opportunity to collect multicultural resources (books, websites, text sets, etc.), and develop a **content standards based** lesson plan based on the resources rooted in concepts of social justice and equity for elementary school students. You will address at least 2 ELD levels and include SDAIE strategies to meet the needs of the learners through **differentiated** instruction.

***This assignment must address TPEs 7 & 15.***

The following questions should help guide your selection of multicultural resources:

- Does this resource provide English learners access to the core curriculum & ELD language objectives?
- Does this resource help scaffold instruction to attain the content standard in an equitable classroom?
- Does this resource promote social justice and equity?
- Does this resource help your students see themselves & feel as if they are part of the culture of the school?
- How well do all the resources relate/connect to the multicultural theme, content standards, and one another?
- Provide your rationale for your selections. Did you choose purposefully? Do your selections reflect current issues of the day? Add any news stories, reports or articles that prove this.

Please structure your assignment as follows:

#### **Part 1: Lesson Plan 10 points**

1. With your partner, **choose 5 multicultural resources/literature pieces** that address appropriate proficiency and content area knowledge for the students' levels of ELD. The 5 resources should be related to a specific theme, topic, or subject/content standard. You need to incorporate at least one or two of the resources as materials in your lesson and use the rest as supplementary materials to further extend, expand, enrich, or follow-up your lesson.
2. If appropriate, at least **two** of the resources **must be bilingual** (English and another language to provide primary language support).
3. With your partner, **write a lesson plan** that clearly delineates how every student will be a successful learner by providing universal access to diverse students (e.g., **differentiation** for gifted, English learners (*at least 2 ELD levels*), special needs, non-readers, emergent/reluctant readers). Please use grouping strategies for use of language through student interaction. Make sure you incorporate content standards, language objectives, and SDAIE strategies.

**Part 2: Annotated Bibliography 10 points**

This bibliography will be shared with the class. For each of your 5 MC resource/literature pieces, you will **write a brief (one paragraph) annotated bibliography in the American Psychological Association (APA) format** encompassing:

- a. Appropriate grade level
- b. Appropriate ELD proficiency level(s)
- c. Appropriate content area(s)
- d. Description of the story/text

Refer to the APA website for correct electronic reference listing at <http://www.apastyle.org/electsource.html>.

Note: Dr. Alice Quiocho has developed an excellent website with a bibliography of children's literature and multicultural books that could be a great resource for you (<http://www.csusm.edu/Quiocho>).

**Multicultural Resources & Literature / Lesson – Scoring Rubric (20 points)**

<b>Criteria</b>	<b>Developing – 2 points</b>	<b>Approaching – 3 points</b>	<b>Meets – 5points</b>
<b>TPE 7</b> Lesson meets Teaching English Learners	Candidate's multicultural resources <b>are not</b> authentic, do not reflect the diversity in schools, and the primary language of students is not considered. Lessons do not support levels of ELD. Assessments are non-existent or inappropriate. SDAIE strategies are limited or omitted.	Candidates select <b>some</b> authentic multicultural resources; primary language is not included or not well translated. Some reading and writing activities are appropriate for ELD levels. Some use of academic language objectives. Some assessments are appropriate. Inconsistencies in SDAIE strategies.	Candidates select authentic multicultural resources that reflect diversity of the classroom, to include the primary language of English learners. Lesson plans include instructional activities appropriate for ELD levels, and have relevant assessments. Lessons include language activities to meet the academic and social needs of <b>all</b> students. SDAIE strategies are in place.
<b>TPE 15</b> Lesson meets Social Justice and Equity	Candidate's multicultural assignment <b>does not</b> address issues of social justice and equity in the classroom. Lesson plans are not designed for students from diverse backgrounds.	Candidates select <b>some</b> multicultural resources that address issues of social justice and equity. Lesson plans inconsistent with instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates select authentic multicultural resources that address issues of social justice and equity. Lesson plans are designed to include instructional practices that are grounded in theories of multicultural education, and provide equitable outcomes for <b>all</b> students from different linguistic, cultural, social and economic backgrounds.

Annotated Bibliography	Candidate followed <b>few</b> directions on how to write & include annotated bibliography.	Candidate followed <b>some</b> directions on how to write & include annotated bibliography.	Candidate followed <b>all</b> directions on how to write & include annotated bibliography.
Guidelines/Multicultural Resources/Lesson Plans	Candidate has followed <b>few</b> directions on how to structure and submit MC lesson.	Candidate has followed <b>some</b> directions on how to structure and submit lesson.	Candidate has followed <b>all</b> directions on how to structure and submit lesson.

**4. Literature-based SDAIE Social Justice/Equity Thematic Unit                      25 points or 25%**

**Critical Assessment Task (CAT)**

For this assignment you will apply the SDAIE methodologies and principles discussed in class to create a SDAIE “unit plan” appropriate for English Language Learners at various proficiency levels (*you must address at least 3 ELD levels*). You may work in a group of 2-4 students to create the unit and calendar. Together you will design a 4 week interdisciplinary approach for an in depth **content standards based** thematic study of lessons/activities. Each group member will then write out his/her own SDAIE lesson plans as part of the “unit” for his/her content area. The “unit” is defined as a one week (5 day) development of lessons/activities, which includes one complete SDAIE lesson plan for Monday as stated below, followed by descriptions of activities, differentiated instruction, and assessments related to the main lesson for the following days of the week Tuesday-Friday (see below). Reminder: SDAIE strategies are used to teach English to second language learners through the use of content instruction. Our goal is to teach both, English & content.

**Technical Assistance:** we will dedicate part of our class sessions to work on the unit plan in your groups and apply what you have learned from the readings, class discussions, and SDAIE observation lesson. As part of your professional disposition grade for the class, you are expected to attend all working sessions and actively participate. Please, bring your Textbook, notes/drafts, standards, and resources in order to use class time effectively.

***This assignment must address TPEs 7 and 15 (see rubric).***

**IMPORTANT: All work due on day of presentations.**

**Part 1 – Calendar**

Group will develop a monthly calendar of lessons and activities to incorporate their subject area instruction in an interdisciplinary thematic approach. A well coordinated calendar will develop a clear plan of topics/activities for each subject area with an integration of assessments.

**Part 2 –** Each member will write up a **main lesson** for his/her content area unit in the following format:

**Subject:**

**Grade Level:**

**Unit Topic:**

**Facts about the learners:** include at least 3 levels of ELD students, along with other learners

**Materials / Resources:**



- Will you use state-adopted materials?
- Will you make adaptations?
- Will you use supplementary materials?  
(bilingual books, primary language, audio tapes, visuals, realia, manipulatives, picture cards, etc.)

#### Plan for Assessments:

- What formal or informal daily/weekly assessments will guide your instruction?
- How will your students demonstrate mastery of the content and language standards/objectives in summative assessments?
- What varied authentic products will be produced?
- How will you scaffold assessments for ELD levels?
- What multi-level assessment criteria will be used?

#### Content Standard(s) / Objectives:

##### ELD Standard(s) / Objectives: *address at least 3 ELD levels*

- Who are your students?
- What are your English learners' proficiency levels?
- What do your students need to know prior to the lesson?

#### Vocabulary and Grammatical Structures:

- How will you make vocabulary development part of the lesson?
- What language structures are needed to acquire the content?
- How will all students have access to academic language?

#### SDAIE Strategies:

- What SDAIE strategies will you use to make the content accessible to *all your ELD students*?
- How and where will you incorporate the SDAIE strategies throughout your lesson?
- How are you drawing upon student background and language abilities to provide differentiated instruction?
- Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?

#### Social Justice & Equity:

- Does the lesson incorporate the language and culture of language minority students?
- How will you ensure that your lesson provides equitable outcomes for ALL your students (from diverse linguistic, cultural, social and economic backgrounds)?
- Will students have equal access to all materials & equipment at school, including labs, computers/technology, library services, multimedia center, etc.?

#### Lesson Plan/Procedures:

- Intro:
- Through:
- Beyond:

#### Statement on how you met your TPEs with this SDAIE Unit Plan:

**Part 3** – Each member will write out **4 short follow-up lessons** for the main lesson of the unit (SDAIE strategies, activities, differentiated instruction, and assessments related to the 3 levels of ELD) as follows:

#### Content & Language Objectives:

##### Materials:

##### Vocabulary:

##### Description of lesson:

- What will you do to meet the student’s needs (3 levels of ELD) in content delivery?
- How will you incorporate SDAIE strategies during the lesson?

**Differentiated Instruction:**

- What accommodations will you make for all ELD levels to process information/interact?
- How will you differentiate access for all learners?

**Assessments:**

- What product differentiation (scaffolding) will be necessary for all the ELD students?
- What assessments did you use/create to document learning?

**Part 4 – Presentations**

Each group will have 15-20 minutes to present their SDAIE Unit Plan. Presentation is vivid, engaging, and meaningful and incorporates use of visual aids.

**SDAIE Social Justice/Equity Unit Plan / Presentation – Scoring Rubric (25 points)**

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
<b>TPE 7</b> Lesson meets Teaching English Learners	Candidates know and can apply <b>few</b> of the pedagogical theories, principles, and instructional practices for English learners. ELLs do not comprehend key academic concepts and ideas.	Candidates know <b>some</b> pedagogical theories, principles, and instructional practices for English learners, but cannot apply them in a comprehensive manner.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of <b>all</b> English learners.
<b>TPE 15</b> Lesson meets Social Justice and Equity	Candidates <b>do not</b> address issues of social justice and equity in the classroom, and lessons are not designed for students from diverse backgrounds.	Candidates know <b>some</b> issues of social justice and equity, but lessons do not include instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates know and can apply issues of social justice and equity in the classroom. Lessons include instructional strategies that are grounded in multicultural education, and provide equitable outcomes for <b>all</b> students from different linguistic, cultural, social and economic backgrounds.
Calendar & Thematic PI	Candidate followed <b>few</b> directions on how to write calendar & connect all content areas.	Candidate followed <b>some</b> directions on how to write calendar & connect all content areas.	Candidate followed <b>all</b> directions on how to write calendar & strongly connect all content areas appropriately.

<p>Guidelines: SDAIE Unit Plan</p>	<p>Candidate has followed <b>few</b> directions on how to structure and submit SDAIE Unit Plan. <b>Limited</b> participation in class/group preparation &amp; planning.</p>	<p>Candidate has followed <b>some</b> directions on how to structure and submit SDAIE Unit Plan. <b>Partial or full</b> participation in class/group preparation &amp; planning.</p>	<p>Candidate has followed <b>all</b> directions on how to structure and submit SDAIE Unit Plan. <b>Full</b> participation in class/group preparation &amp; planning.</p>
<p>Presentation</p>	<p>Presentation of SDAIE Unit Plan was <b>limited</b> in techniques to make it vivid, engaging, and incorporate visual aids in class.</p>	<p>Presentation of SDAIE Unit Plan incorporated <b>some</b> techniques to make it vivid, engaging, and incorporate visual aids in class.</p>	<p><b>Various techniques</b> incorporated into the presentation of SDAIE Unit Plan to make it vivid, engaging with the use of visuals.</p>

**TPE's 7 & 15 Reflective Statements and Artifacts****10 points or 10%**

This course requires that you address the TPE's listed above for your **TaskStream Electronic Portfolio**. Write a reflective essay of approximately 250-350 words for each one. Each reflection provides evidence that you have met your TPEs. Each TPE is to be submitted, responded to, and archived via TaskStream with your **SDAIE Unit Plan** as the main artifact (Critical Assessment Task) for both reflective statements (TPE 7 & 15). In addition to the unit plan, you may attach other artifacts which also support your TPEs. **Final copies of your TPE Reflective Statements are due at your last session with me and must be on WebCT6 and TaskStream to receive credit (5 points each).**

Each TPE reflective statement must include a paragraph for each of the following (COE format):

1. a **description** of the teacher candidate's learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features* <http://lynx.csusm.edu/coe/fieldExperience/index.asp> )
2. an **analysis** of how the attached artifact(s) is (are) **evidence** of that learning (one paragraph for each piece of evidence)
3. a **reflection** describing personal significance of this learning, next steps in the journey toward continuing to meet this TPE, and how it will make you a highly qualified teacher

**TPE Reflective Statements & Artifacts – Scoring Rubric (10 points)**

<b>Criteria</b>	<b>Developing – 2 points</b>	<b>Approaching – 3 points</b>	<b>Meets – 5 points</b>
<b>TPE 7</b> Teaching ELLs	Candidate's statement written, but attachment missing or wrong artifact. Text revisions needed.	Candidate's statement written with correct attachment(s). Some text revisions needed.	Candidate's statement written with correct attachment(s) and text. Sent to <b>WebCT6 and TaskStream.</b>
<b>TPE 15</b> Social Justice and Equity	Candidate's statement written, but attachment missing or wrong artifact. Text revisions needed.	Candidate's statement written with correct attachment(s). Some text revisions needed.	Candidate's statement written with correct attachment(s) and text. Sent to <b>WebCT6 and TaskStream.</b>

## Grading Standards

### 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.

### Course Requirements and Grading Standards

- Attendance, Participation, & Professional Disposition 30 points
- SDAIE Lesson Observation & Write-up 15 points
- Multicultural Resources & Literature / Lesson Plan 20points
- SDAIE "Unit" Plan 25 points
- Reflective Statements for TPEs 7 and 15 with artifacts 10 points

**(TPEs must be on both WebCT6 & TaskStream to receive points)**

**Total 100 points**

### Grading Scale

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

### All University Writing Requirement

Writing requirements for this class will be met as described in the assignments above. Every course at the university, including this one, must have a writing requirement of at least 2500 words. TPE reflection will count toward this requirement.

### 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.

### **Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang; often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### Schedule/Course Outline

Fall 2007 Course EDMS 555 Instructor: Gisella Giggberger, Distinguished Teacher in Residence  
The instructor reserves the right to provide and infuse supplemental materials pending "Teachable Moments".

Date	Topic	Assignment (if any)
Session 1 Date 8/28	<b>Creating a Community of Learning, Getting to Know your Students</b> Syllabus, Dispositions, Standards, Access Prior Knowledge Preview SDAIE Observation due: 9/11	In Class: Peregoy & Boyle Ch. 1 pgs. 3-16  Home: Be ready to discuss Ch. 2 & 3 pgs.76-105 and apply next week. Set up your observation.
Session 2 Date 9/4	How Second Language Acquisition Theories and SDAIE Connect  <b>Focus: Teacher Expectations &amp; Social Justice/Equity Connections</b>	Home: Read P&B Ch. 1 pgs.23-28 Programs and Policies
Session 3 Date 9/11	Debrief Observations Programs and Policies Preview MC Resources/Lit. Lesson Plan	<b>Turn In SDAIE Observation**</b> Begin Lesson Plan Home: Review all of Ch. 3
Session 4 Date 9/18	Standards & Assessment: <b>Focus on Issues of Social Justice/Equity</b>	Home: Work on Lesson Plan Read and Prepare Ch. 4 Oral Language
Session 5 Date 9/25	Preparing and Promoting Oral Language in the Classroom	<b>Turn In MC Resource/Lit. Lesson Plan**</b> Read and Prepare Ch. 5 & 7
Session 6 Date 10/2	Literacy: <b>Focus on Creating a Multicultural &amp; Literacy Rich Environment even in Content Areas!</b> Preview SJ&E Thematic Unit	Home: Begin Social Justice/Equity Thematic Unit (CAT) Read and Prepare Ch. 6 & 9
Session 7 Date 10/9	Process Writing/Writing Workshop Writing Across the Curriculum	Work on SJ/E Thematic Unit Work on TPE 7&15 Reflections
Session 8 Date 10/16	Presentations Now What? Looking towards the future Keeping Social Justice/Equity Alive	<b>Present and Turn In Group SJ/E Thematic Unit</b>  <b>Turn In TPE 7&amp;15 Reflection</b>

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration