

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

EDUC 641 Sociocultural Contexts of Language and Learning

Fall 2006

CRN 42064

Wednesdays / 5:30 – 8:15pm

UH 444

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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.

Following is the alignment of this course with the California Standards of Program Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential:

Standard 2: Developing Fluent Reading

The program provides each candidate with current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners. The program provides instruction in: linguistic elements (including phonemic awareness and the phonological and morphological structure of the English language); decoding/word attack strategies (such as systematic instruction in sound-symbol relationships); spelling instruction; the role of extensive practice with appropriate materials (such as decodable texts); and skills and strategies that contribute to independent reading.

Standard 6: Areas of Study Related to Reading and Language Arts: Certificate Level

In the program, each candidate acquires a professional perspective through examination of research and research-based practice pertaining to how students learn how to read; the structure of the English language, including phonology, morphology, and orthography; second language acquisition; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Standard 8: Application of Research-Based and Theoretical Foundations

Each candidate articulates and applies an understanding of the research basis and theoretical foundations for instruction in reading and language arts, and of relevant research and theories pertaining to language, assessment and evaluation.

GENERAL CONSIDERATIONS

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.)

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).

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). The DSS 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.

Academic Honesty

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, 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 e-reserve (CSUSM Library)

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

COURSE REQUIREMENTS

- 1. Attendance and Class Participation 15 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 15 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 (10/18) and 9 (10/25)
- 4. Essay: What is language? 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 language out of context?
 - How is language affected by the social context?
 - What kinds of contexts affect language?
 - What is a language variety?
 - What is a dialect?
 - How does a particular language's prestige affect its learning and usage?
 - What is the relationship between language and self esteem?
 - Is there language without thought?

DUE: Session 4 (9/20)
- 5. Organizational Framework for a Literature Review 45 points**
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. Students will write a minimum 8-10 page paper focusing on 2-3 of the themes identified, and that can become sections of the literature review of your

thesis or proposal. All papers must be APA-formatted, and resources cited according to APA criteria. A scoring rubric will be developed in class.

Themes Identified – With Articles and Ideas: DUE Session 10 (11/1) 5 points
Draft of One Section: DUE Session 12 (11/15) 5 points

FINAL PAPER DUE: Session 15 (12/6) 35 points

**THE FOLLOWING IS A REQUIRED ASSIGNMENT FOR LITERACY STUDENTS TO
REPLACE ORGANIZATIONAL FRAMEWORK FOR A LITERATURE REVIEW ASSIGNMENT**

5. Examining Children’s Literacy Development 45 points

Accomplished Early Childhood/Generalists use their knowledge of child development and their relationship with children and families to understand children as individuals and to plan in respect to their unique needs and potentials. They use this knowledge and observations to create challenging, meaningful, and engaging learning experiences. They select experiences and approaches to instruction that ensure equitable participation while creating a safe and secure learning environment (National Board for Professional Teaching Standards).

What Do I Need To Do?

In this assignment, you will demonstrate your skill in assessing and supporting children’s literacy development. You will describe the ways in which you foster literacy in your classroom. You will also analyze work samples from two children, discuss their development, and outline your approach to supporting their learning. You will provide evidence of your ability to describe, analyze, and evaluate student literacy development, help parents support their child’s literacy development, and reflect on your practice. This assignment is designed to capture your ability to assess and support children’s literacy development.

For this assignment, you will submit the following:

- A Written Commentary of no more than 10 pages that provides a context for your instructional choices and analyzes and evaluates your support for these children’s literacy development.
- Student work samples for each child to illustrate your analysis of the children’s literacy development.

The Level 4 rubric, the highest level of the rubric, specifically requires **clear, consistent, and convincing evidence** in your response that you:

- set high, worthwhile, and appropriate goals and objectives for student learning;
- foster an equitable, accessible, and fair learning environment in which students are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs;
- use varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children’s literacy and language abilities, to gain deeper understanding of the children, and to monitor the children’s progress over time;
- use information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children’s strengths, interests, and needs;
- are able to describe the children’s preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher-level processes;

- provide rich and varied opportunities for children to use reading, writing, and oral language in interconnected ways;
- draw on families' knowledge to better understand factors that influence children's literacy development and dispositions to learning, and, in turn, provide useful information to families to help them enrich and extend their children's school-based learning; and
- analyze, evaluate, and strengthen the quality and effectiveness of your work through reflection.
- edit and proofread final drafts so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.

Composing Your Written Commentary

The Written Commentary has been divided into sections with specific questions to help organize and direct your response. Your Written Commentary must address the following italicized questions and be organized into four sections using the headings that appear in boldface below.

- 1. Instructional Context**
- 2. Analysis of Two Children's Literacy Development**
- 3. Supporting Literacy Development**
- 4. Reflection**

Statements in plain text that immediately follow an italicized question will assist you in interpreting the question.

The entire Written Commentary must be no longer than 10 typed, double-spaced pages. Suggested page lengths for each section are included to help you make decisions about how much to write for each of the four sections.

1. Instructional Context

In this section, address the following questions about your selected class:

- *What is the name of your school and the location? What are the general demographic characteristics?*
- *What are the number, ages, and grades of the students in the class featured in this entry and subject matter of the class? (Example: There are 24 students in grade two, ages seven and eight in the language arts class.)*
- *What are the relevant characteristics of this class that influenced your instructional strategies for this period of instruction: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class?*
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this period of instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor "see" this class.*
- *What are the relevant features of your teaching context that influenced the selection of this period of instruction? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, room allocation—own classroom or shared space) that are relevant to your response.*

[Suggested total page length for **Instructional Context: 1 page**]

DUE: Session 10 (11/1) 5 points

2. Analysis of Two Children's Literacy Development

In separate sections labeled with each student's first name, address the following questions:

- *What are the relevant and important characteristics of each child you have selected? Why did you select each child?* Give a brief sketch of each child, including any relevant information that will help readers to understand your assessment and instructional strategies. You might consider selecting one child with special needs, e.g. language level, gifted, specific disabilities, etc. and one child who might be considered average (if there is really such a thing.)
- *What questions did you have about each child's literacy development, and how did you gather information that helped you answer them?* Include information about both formal and informal methods of assessment that you used.
- *What are the relevant features of each child's developing abilities to produce and understand oral language for varied purposes? What are the relevant features of each child's abilities to read and write?* Be sure to focus on each child's skills as these relate to discrete features of text (e.g., sounds, letters, words) as well as larger units (e.g., sentences, accounts of personal experiences, comprehension, stories). Analyze specific work samples that support your discussion and explain other sources of information that you used.
- *What patterns of behaviors (strengths, interests, needs, and preferences) does each child exhibit toward literacy-related activities?* Discuss activities that involve both print and oral language (e.g., book reading, discussions, journals, and dramatic play).

[Suggested total page length for **Analysis of Two Children's Literacy Development: 3-5 pages**]

DUE: Session 12 (11/15) 5 points

3. Supporting Literacy Development

In separate sections labeled with each student's first name, address the following questions:

- *How do you ensure fairness, equity, and access for each student you have selected?* Cite specific examples.
- *In what ways did the materials and the daily routines in your classroom support each featured child's literacy development?*
- *What instructional strategies will you employ in the coming weeks to support each child's learning objectives?* Explain why you have chosen these strategies and objectives. Describe how they connect with your assessment of each child's abilities stated in the preceding section, "2. Analysis of Two Children's Literacy Development."
- *Which strategies did you employ to help each selected child's family foster their child's literacy development?* Explain why you selected these strategies, how you used them over this period of time, how you fostered two-way communication, and how each child benefited.

[Suggested total page length for **Supporting Literacy Development: 2-3 pages**]

DUE: Session 15 (12/6) – part of the FINAL paper

4. Reflection

In this section, address the following questions:

- *How successful was this planned learning experience? What is your evidence?*
- *If you were given the opportunity to teach this particular sequence again with these students, what alternative strategies would you use? Why?*

[Suggested total page length for **Reflection: 1-2 pages**]

DUE: Session 15 (12/6) – part of the FINAL paper

Making Good Choices

Selecting the students

You have two important and interconnected choices to make for this assignment. The first is the selection of the children whose literacy development you want to feature. You may want to collect work samples for twice the number of students this assignment requires you to feature. Collecting extra student work samples will give you more choices when deciding which students to feature, and will ensure that you have sufficient work samples in the event that a student permanently leaves your class prior to the completion of all assignments for your featured lesson for this entry. You should choose two children who allow you to display the depth of your understanding of literacy and your skill in nurturing children's literacy development. These children may reflect any level of literacy skill. The children you choose to feature need not be able to write connected text. It is not necessary that the children you select to feature make dramatic gains over the time span covered by this entry. **The focus is on your teaching practice, not on the level of student performance.**

Selecting materials

The second choice you have to make is the selection of student work samples that you will use to discuss the children's literacy development. You may submit the student work samples in three different forms: either as dictation and drawing, dictation and writing, or as writing alone. (See the section "Selecting options," below, for more detail.) The specific work samples from these children allow you to demonstrate how you have assessed their abilities and how you have used this information to promote their learning. You will need to submit student work samples that consist of the children's writing or dictation collected from three distinct points in time. **The time span covered by these student work samples should be at least four weeks. However, if you have samples from the beginning of the year, a more lengthy time period is helpful.** What you submit will differ depending on whether the children you are describing are able to write connected texts.

Selecting options

Option 1: Dictations and Drawing/Brief Writing Samples

This option is intended for children who have limited ability to use print in conventional ways. Such children are likely to be able to produce marks that reflect their understanding of the nature and uses of print, but these marks do not reflect conventional ways of forming letters. At the same time, these children are able to tell stories, report events, draw pictures, and describe objects. Document the child's emerging literacy skills by collecting student work samples. Strive to collect samples that reflect a broad range of the ways that children use print and oral language. The samples you collect must:

- cover a span of time of at least six weeks and be taken from three distinct points in time;
- include three samples of each child's writing and/or drawing. Each sample must be accompanied by a dictation that you wrote as the child described the sample or told you a story based on the sample. Altogether, the samples and dictations must total no more than 12 pages. (Three pages of student writing and/or drawing for each child and three pages of teacher dictation for each child);
- include both the illustration and the writing on the same side of the page (if you choose to include illustrations);
- include all translations of the dictation in English.

Option 2: Samples of Extended Writing

This option is intended for children who are able to express themselves in writing, alone or with support. (Submissions of work samples with illustrations are acceptable.) Select samples that reflect each child's ability to do different kinds of writing (e.g., story, report, poem). The student work samples you collect must:

- cover a span of time of at least six weeks and be taken from three separate points in time;
- include three samples for each child. Altogether, these must total no more than 6 pages of student work;
- be first drafts produced by the child in the context of normal classroom routines. Be accompanied by a typed copy that you produce on a separate piece of paper. Do not change the child's words; simply provide a legible version that is spelled using conventional spelling. The typed pages do not count toward the page limit; only student work pages count toward the page limit.

Aug. 30	Session 1: Course Overview / Definition of Terms
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Course Overview

Definition of Terms

Sociocultural Contexts of Learning

Language Diversity

Language Structure

Phonology, Morphology, 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 (e-reserve)

Sept. 6	Session 2: Theoretical Perspectives of Language and Literacy
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Discussion of the Readings

What is Language?

In groups, begin to respond to questions for the assigned essay

Reading Assignment for Session 3:

Perez – Chapters 2 -5

Sept. 13	Session 3: First and Second Language Acquisition
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Field Trip – Library Database Searching

Discussion of Readings

First and Second Language Development

Historical, Psychological, Sociocultural, Pedagogical and Political Factors

English Only / English Plus

Assignments DUE Session 4:

What Is Language? Essay

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

Sept. 20	Session 4: Language and Literacy Acquisition in Diverse Communities
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Discussion of Readings
Analysis of What is Language? Essays
 Commonalities / Differences
 What is missing from our definitions?
Theories and Methods of Bilingual / Multilingual Education

Assignments DUE Session 5:

Bring a content area lesson to class.

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

Sept. 27	Session 5: Language and Literacy Acquisition in Diverse Communities
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Discussion of the Readings
Cultural and linguistic backgrounds of English learners in California
Instructional Methods for English Learners

In-class assignment:

In groups, analyze content area lessons (English Language Arts, Social Studies, Math or Science). Use the following questions as a basis for your analysis:

- Is the lesson designed to teach content and language?
- What activities are incorporated into the lesson to accommodate for English learners' proficiency levels?
- How are students' cultures and/or home languages acknowledged?
- Is the assessment aligned with the content and language objectives?
- Is the assessment equitable for English learners?

What modifications will you make to the lesson so that the above questions are addressed?

Reading Assignment for Session 6:

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

Oct. 4	Session 6: Language and Literacy Acquisition in Diverse Communities
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Discussion of the Readings

Reading Assignment for Session 7:

Olsen (e-reserve); Routman (e-reserve)

Oct. 11 Session 7: Language and Literacy Acquisition in Diverse Communities

Guest Speaker: Pat Stall
Discussion of the Readings
Identity and Language
Language Boundaries in Schools

Assignments DUE for Session 8:

Gather information on students in your class – primary languages, languages spoken at home, how they communicate with their peers

Article Reports

Oct. 18 Session 8: Language Diversity and A Social Justice Curriculum

Presentation of Articles

In-class Assignment:

Background knowledge

- 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.

Assignments DUE for Session 9:

Article Reports

Reading: Zentella – Chapters 5 & 6

Oct. 25 Session 9: Language Diversity and A Social Justice Curriculum

Discussion of Readings
Presentation of Articles
Teaching Scenarios
 Classroom activities that value students' cultures and languages

Assignments DUE for Session 10:

Themes Identified with Articles and Ideas for Final Paper

Reading: Zentella – Chapters 7 & 8
 Perez – Chapters 10 & 11

Nov. 1 Session 10: Language Diversity and A Social Justice Curriculum

Discussion of the Readings

Group Work on Organizational Framework Papers
The Politics of Language
English as the Official Language
Canadian and European Examples of “Official” Languages

Nov. 8 Session 11: Research Week

You should use this time to gather resources (from the EDUC 602 Annotated Bibliography assignment, from this class and other relevant resources) that you will use in your Organizational Framework for A Literature Review

Assignments DUE for Session 12:

Draft of one section of your Organizational Framework

Reading: Zentella – Chapter 9, 10 & 11
 Perez – Chapter 12

Nov. 15 Session 12: Critical Analysis of Our Work

Organizational Framework

- 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 for Session 13:

Bring a draft of your Organizational Framework for a Literature Review

Nov. 22 Session 13: Critical Analysis of Our Work

In small groups, edit drafts of writing

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

Assignments DUE for Session 14:

Bring a revised draft of your Organizational Framework for a Literature Review for peer review

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

Nov. 29 Session 14: Critical Analysis of Our Work

Using examples of Literature Reviews provided, work in pairs to analyze and improve upon students' work

Assignment for Session 15:

Final Assignment / Presentations of Our Work

Dec. 6	Session 15: Final Presentations
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Final Presentations: Organizational Frameworks for a Literature Review
Course Evaluations

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
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
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. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	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	II. Manifestations of Culture: Learning About Students
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)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
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	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and Immigration