

California State University San Marcos  
College of Education

**EDML 552- Elementary Multilingual Education**

**Instructors:**

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**Class Hours: T-Th12:00-2:45**

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Mission of the College of Education at CSUSM. 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)

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)

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (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 Description**

This course addresses the needs of K-8 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 and successful bilingual, multilingual education for language minority students.

### **Standard Alignment**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

**Standard 3: Relationship between Theory and Practice**

**Standard 4: Pedagogical Thought and Reflective Practice**

**Standard 5:** Equity, Diversity, and Access to the Core Curriculum  
**Standard 7.a.b:** Preparation to Teach Reading-Language Arts  
**Standard 8:** Pedagogical Preparation for Subject-Specific Content Instruction  
**Standard 11.c :** Preparation to use Educational Ideas and Research  
**Standard 13:** Preparation to Teach English Learners

## **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers seeking the Multiple Subjects 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. The following TPE's are addressed in this course:

### **Primary Emphasis**

**TPE 1:** Specific Pedagogical Skills for Subject Matter Instruction

**TPE 4:** Making Content Accessible

**TPE 5:** Student engagement

**TPE 7:** Teaching English Learners

### **Secondary Emphasis:**

**TPE 3:** Interpretation and Use of Assessments

**TPE 6:** Developmentally Appropriate Teaching Practices

**TPE 11:** Social Environment

**TPE 14:** Educational Technology

**TPE 15:** Social Justice and Equity

## **Required Texts**

Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3<sup>rd</sup> edition)

Crawford, J. (1999). *Bilingual education: History, politics, theory and practice (4<sup>th</sup> Edition)*. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA

Peréz, B. & Torres-Guzmán, M. (2002). *Learning in Two Worlds*. Allyn & Bacon.

Peregoy, S. F. & Owen, F. B. (1997) *Reading, Writing, & Learning in ESL (2<sup>nd</sup> Edition)*. Longman.

## **Course Objectives**

- 1) Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- 2) Demonstrate understanding of the most important goals of bilingual/multicultural education.
- 3) Explain the theoretical framework upon which bilingual education is founded.
- 4) Demonstrate understanding of existing student identification, assessment, and language redesignation requirements for the state of California.
- 5) Explain the connections between bilingual education, English as a second language, and SDAIE methodologies.
- 6) Demonstrate understanding of the five models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.

- 8) Use confluent education techniques to develop understand of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

### Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced (yes, including the class journal).

- |   |           |
|---|-----------|
| • Attendance and Participation                | 20 points |
| • Interactive Journal                         | 20 points |
| • SDAIE Unit Plan                             | 20 points |
| • SDAIE Presentation                          | 10 points |
| • Multicultural literature mini-book activity | 20 points |
| • Lesson Observation                          | 10 points |

### Grading

|               |            |
|---------------|------------|
| 96 – 100 = A; | 80–82 = B- |
| 90 – 95 = A-; | 77-79 = C+ |
| 87 - 89 = B+; | 73-76 = C  |
| 83 – 86= B;   | 70-73 = C- |

### Attendance Policy

Due to the dynamic and interactive nature of EDMS 552, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or “early exits” will be the equivalence of an absence. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

### ASSIGNMENT DESCRIPTIONS

#### Interactive Journal & ELD Standards (20 points-Due October 21)

A daily class journal will be maintained for each class session that needs to include the following:

- A written summary and/or description of the topics discussed in class that reflects understanding of the key concepts. Both comments from professor and other students must be reflected in the journal.
- Meta-reflections and/or analysis of key concepts, particularly in terms of the connections that can be made between class discussions and teaching English language learners, with specific

examples from student teaching experiences, school observations, or other personal experiences in diverse settings. It is critical that direct connections are made with teaching experiences in the form of anecdotes, case studies, or narratives.

The class journal will be graded according to its comprehensiveness, insightful connections, and “deep understanding” of the issues. The class journal should address instructional concerns, school structures, teaching strategies, and school environments related to social justice and equity in diverse settings.

### **ELD Standards Requirement**

For the 3<sup>rd</sup> week of class (6<sup>th</sup> class session) you will need to search the CDE website and download the ELD standards and print a copy for yourself. Please bring the standards to class. Work with your interactive email partner if you run into any trouble with this assignment.

### **SDAIE Unit Adaptation (20 points-Due October 19) – Critical Assessment Task (CATs)**

Applying the SDAIE criteria discussed, include SDAIE activities into an integrated comprehensive unit of study.

- Does the lesson use visuals, manipulatives, realia, drama, or other techniques that would facilitate understanding?
- Does the lesson take into consideration the varying English proficiencies of language minority students?
- Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?
- Does the lesson incorporate the language and culture of language minority students?
- Is the curriculum reflected in the lesson challenging and not watered-down?
- Does the lesson include the 7-Intelligences and/or multiple modalities?
- Are the community/parents of English learners included in the unit of study?

You may work in a group of 2-4 students. Unit has already been completed before Winter Break 2002. If you have any questions, please attend office hours or schedule a meeting.

### **SDAIE Presentation: (10 points-Due October 19) – Critical Assessment Task (CATs)**

Present a SDAIE component of your Unit Plan to the class. Each group will have 20 minutes to present a SDAIE portion of their Unit Plan..

### **Multicultural Literature Mini-Book Activity (20 points-Due October 3) – Critical Assessment Task (CATs)**

With another person, you will have the opportunity to develop a multicultural literacy unit that will address appropriate literature selections reflecting multicultural perspectives for students in grades K-2 or 3-6. Choose six powerful children’s multicultural selections that should be the center of the curriculum for different times throughout the year. This plan should include an **outline of how the multicultural books will be used throughout the year** and a justification (explanation) of the selections made. At least three of the books must be bilingual (English and another language) with a brief discussion of how “primary language support” will be incorporated into the literacy unit. Write **one** detailed reading and writing lesson plan that will clearly delineate how every child will be successful by providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor).

The format of the multicultural literature mini book activity should include:

1. Focus of the unit and brief summary of each book
2. Grade level this unit is appropriate for
3. Outline/plan of how the books will be used throughout the year.
4. Reading and writing lesson plan that will identify standards being covered.
5. Identify Assessment strategies: how you will determine they learned what you intended (how you will assess them).
6. Primary language support component of the unit plan
7. At least 3 non-fiction books to support your unit

**Poster Sessions (20 minutes each)**

Tables will be set up to provide space for half the groups to present/display their Multicultural Literature Selection. Other class members will walk around and listen to the discussions on the different books selected.

Note: Dr. Alice Quioco 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/Quioco>).

**Lesson Observation (10 points-Due 9/17)** - For this assignment you will follow an English learner or group of students during your teaching assignment. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the student(s). As part of your write-up, you are to discuss how you would change the lesson/activity in light of the information and knowledge gained in the course. (Please note: If applicable, this lesson observation can be connected to the lesson observations that are being conducted for the 521/522 classes.)

**Course Outline**  
(Timeline Subject to Change pending “Teachable” Moments)

| Date                | Topic  | Assignment  |
|---------------------|--|---|
| Session 1<br>9-3    | Reintroducing Diversity-Bilingual Theories   |   |
| Session 2<br>9-5    | Who are English Language Learners?<br>1 <sup>st</sup> and 2 <sup>nd</sup> Language Acquisition-Theory of Bilingual Education | Peregoy & Boyle<br>Chapter 1 & 2  |
| Session 3<br>9-10   | History and Politics of Bilingual Education/Legal Mandates/Prop 227  | Crawford 1, 2, & Appendix E<br>Social Justice Timeline                                      |
| Session 4<br>9-12   | Theory and Practice of Bilingual education. What can the classroom teacher do?   | Crawford-3-12 Jigsaw  |
| Session 5<br>9-17   | Oral Language Development-The Foundation of the Oral Tradition-A Bilingual Theoretical Model-ELD                             | Peregoy & Boyle<br>Chapter 3 & 4<br><b>DUE: Lesson Observation</b>                          |
| Session 6<br>9-19   | Emergent Literacy-My Mother Never Read to Me-ELD Standards   | Peregoy & Boyle -Chapter 5<br>Crawford-Appendix A-ELD Standards                             |
| Session 7<br>9-24   | Writing-Research on Second Language Writing-SDAIE  | Peregoy & Boyle<br>Chapter 6  |
| Session 8<br>9-26   | Models of Language Development-Reading and Literature-SDAIE  | Peregoy & Boyle<br>Chapter 7  |
| Session 9<br>10-1   | Education—The Great Equalizer!!!-SDAIE-Models of Bilingual Education   | Peregoy & Boyle-Chapter 8 & 9<br>Pérez & Guzmán--Chapter 6                                  |
| Session 10<br>10-3  | Identification/Placement/Assessment of EL/CELDT  | Peregoy & Boyle-Chapter 10<br>Pérez & Guzmán--Chapter 7<br><b>DUE: Literature Mini Unit</b> |
| Session 11<br>10-8  | Biliteracy Education: The Good, The Bad and The Ugly   | Pérez & Guzmán<br>Chapter 1,2 & 3   |
| Session 12<br>10-10 | Two-Way Immersion Programs-Parental Involvement  | Pérez & Guzmán—<br>Chapter 4 & 5  |
| Session 13<br>10-15 | Myths of ELLs. Bilingual education, and the socio-political context  | Pérez & Guzmán—<br>Chapter 8  |
| Session 14<br>10-17 | Border Pedagogy-We all share the same children   | To be assigned  |
| Session 15<br>10-22 | SDAIE Presentations  | <b>DUE: SDAIE Presentations &amp; Unit Plans</b>  |
| Session 16<br>10-24 | Closure  | <b>DUE: Interactive Journals</b>  |

## Authorization to Work with English Learners Competencies

| <b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>   | <b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>                        | <b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>   |
|--|---|---|
| I. Language Structure and Use: Universals and Differences (including the structure of English)   | 2. Theories and Methods of Bilingual Education  | I. The Nature 3. Culture  |
| A. The sound systems of language (phonology)   | <b>A. Foundations</b>   | 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)  | <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  |
| <b>II. Theories and Factors in First- and Second-Language Development</b>  | <b>III. Language and Content Area Assessment</b>  | C. How teachers can use what they learn about their students (culturally responsive pedagogy) |
| A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | A. Purpose  | <b>III. Cultural Context</b>  |
| B. Psychological factors affecting first- and second-language development  | B. Methods  | A. Concepts of cultural contact   |
| C. Socio-cultural factors affecting first- and second-language development   | C. State mandates   | B. Stages of individual cultural contact  |
| D. Pedagogical factors affecting first- and second-language development  | <b>E. Limitations of assessment</b>   | C. The dynamics of prejudice  |
| E. Political factors affecting first- and second-language development  | E. Technical concepts   | D. Strategies for conflict resolution   |

**EDMS 555** stresses competencies highlighted in bold.