

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDML 552
Theory and Methods of Bilingual Education

Fall 2000

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Meeting times/places: Thursday 9:00-11:45 University Hall 444

DESCRIPTION

This course seeks to increase the ability of participants to work and communicate effectively and confidently with students and parents from diverse cultural and socio-economic backgrounds, to identify and apply basic CLAD competencies, to participate in culturally and linguistically effective programs, and to develop and use teaching strategies for multicultural populations.

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. Explain the most important goals of bilingual education.
3. Explain the theoretical bases upon which bilingual education is founded.
4. Explain the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California.
5. Explain the interrelationships between bilingual education and English as a second language/English language development goals and methods.
6. Explain five models of multicultural education and their resulting implications for curriculum, instruction, and educational policy.
7. Explain how the current laws (prop. 227, etc.) affect the education of English language learners .
8. Explain the basic competencies related to language acquisition and language development that are necessary to possess CLAD certification.

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. (*adopted by COE Governance Community October, 1997*)

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

The Governance Community of the College of Education adopted the following policy on 12/19/97:

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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING

Grading Scale: A=95 -100, A-=90-94, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

Submission Schedule: Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit, at the discretion of the instructor.

Grading Emphasis: Each written assignment 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 citation, etc.). All citations will use APA format.

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, 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). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

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.

REQUIRED TEXTS

California State Department of Education. (1995). *Schooling and language minority students: A theoretical framework*. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA.

Lessow-Hurley, J. (1990). *The foundations of dual language instruction*. New York, NY: Longman.

Uhl Chamot, A. & O'Malley, M. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*, Reading, MA: Addison-Wesley Publishing

RECOMMENDED TEXT

Crawford, Bilingual Education: History, Politics, Theory and Practice, Second Edition

NOTE: Texts and readings for each week **MUST** be brought to each class sessions.

COURSE REQUIREMENTS

Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Assignments may be submitted via e-mail as text messages or enclosures. If you choose to submit your work electronically, please send it to the e-mail address indicated, to ensure timely receipt and response. Text should be readable by MS Word 97 (Windows 95). If submitting in paper form, submit 2 copies of all work - one will be returned to you with comments and the other will be retained on file.

Assignments/Requirements:

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|---|---|-----------|
| • Attendance & Thoughtful Participation | - | 10 points |
| • SDAIE Unit Plan | - | 35 points |
| • Response Journal | - | 20 points |
| • Facilitator | - | 10 points |
| • SDAIE Unit Plan Presentation | - | 15 points |
| • Outcome Assessment | - | 10 points |

1. **SDAIE/Integrated Thematic Unit.** You are to develop a unit that will be useful for you in your teaching. Please make two copies of your unit. One will be kept by the instructors for future reference.

- You must **describe the students:** grade level(s), language level(s), placement information on students.
- You must identify the **major concepts** that you want children to learn in the unit.
- Identify the areas of curriculum (**content**) you will use. For example, literature, mathematics, science, etc.
- State the **content objectives** of the unit.
- State the **language objectives** of the unit.
- Identify the **learning/scaffolding strategies and the metacognitive strategies** you have chosen to use to help students make meaning. Give **specific reasons** for choosing the strategies you are using, that is, how do these strategies build scaffolds to meaning making and help students think about thinking as well as the task(s) while they are doing the task(s).

Remember that English Only students will usually need only **one** scaffold, whereas English Learners may need **more than one** scaffold, depending on their schemata and level of language development in both languages. Use content learned in your other courses to support your **rationale**.

- Develop an **overview of the topics of the unit.** Use the CALLA format (see CALLA book/handout.)
- Develop the lessons that will **teach** the critical concepts. What are the **objectives** of your lessons, and how are those tied into the goals and objectives you have set for the entire unit? Be clear and specific so that someone will be able to take your lessons and replicate them.

You need not develop more than **3 complete lessons.** The idea is to have your work for your own classroom completed. We will share the units that are being developed so that other students in the class can receive copies, if they wish to have them.

- Be sure to include an authentic **assessment** in your unit. How will you assess that students have met the objectives of the unit and the lessons?
How will students demonstrate understanding? And how will you know?

Have you developed a **rubric** and a clear description of what the various degrees of that rubric mean?

- Include a **resources list** to include bibliographical information for all materials used, such as books, art prints, CD's, computer software, videos, etc.

- The unit must also contain a **reflective section**. What have you learned from the development of these lessons? (5 points)

Overall Presentation:

- You may do a computer technology project, if that is the medium in which you wish to present your project. Check with me as to the programs you are using.

Sample Rubric for Grading Projects: this rubric is included for your information only

- **Student Population.** In order to receive 10 points, the paper has to **clearly** describe the language levels of students. It is not enough to say that students are at the intermediate level of fluency. There are varying levels of fluency. To make it easy on yourself, you may use the descriptions from one of the State approved tests, or use the Terrell descriptions. A 10 point paper must also address **each** of these **language levels** in the lessons. This issue will be referred to in the lesson plans points.

- **Major Concepts.** To receive 10 points on this section, a project must identify the **major concepts** that students are to learn in the unit. Statements can be patterned after those used in the CALLA handout. If you are teaching elementary students and are doing an ELD (English language development) unit, you will still identify major concepts based on the developmental age or ages of your students.

- **Content Areas.** To receive 10 points, a paper clearly identifies the area(s) of curriculum (**content**) used in the unit. For example, literature, mathematics, science, etc. (See the model unit.)

- **Content Objectives.** To receive 10 points in this section, the paper must clearly state the **content objectives** of the unit. The model in the handout should be used as a guide.

- **Language Objectives.** A 10 point paper is clear about the language students will use and learn in the unit. State the **language objectives** of the unit in ways similar to that in the text model.

- **Scaffolds.** A paper receiving 20 points on this section is one that shows thought in the selection and identification of the **learning/scaffolding strategies and the metacognitive strategies** chosen to help students make meaning. Thought has been given to the principal types of scaffolding. **Specific reasons** for selecting strategies are given. Thought has been given as to how these strategies help build scaffolds between content and thought and help students think about thinking as well as the task(s) while they are doing the task(s). Remember that English Only students will usually need only **one** scaffold, whereas English Learners may need **more than one** scaffold, depending on their schemata and level of language development in both languages. Content learned in other courses has been used to support the **rationale** for selecting scaffolding strategies.

- **Overview of Unit.** A paper receiving 5 points in the section is one that shows clear development of an **overview of the topics of the unit**. The CALLA format (see handout) has been used as a model. There should be at least **4** parts to the overview. Each of the five sections essential for planning (preparation, presentation, practice, evaluation and expansion) has been clearly thought out and each is related to the other. The overview is cohesive.

- **Lesson Plans.** A paper receiving 30 points in this section has **three** well-developed lesson plans that are based on the unit overview. The lessons can be replicated by anyone reviewing this project. Therefore, description of what the teacher does and what the students do as well as a description of the product and/or the process must be very clear.

- **Assessment.** A paper receiving 10 points in this section is one that includes authentic **assessment**. Thought has been given as to how students will be assessed on **authentic tasks** performed - tasks that can provide information about how students have met the objectives of the unit and can demonstrate understanding.

This part of the paper clearly describes the rubric being used - the rubric that clearly describes performance standards and well as the various degrees of performance.

- **Resource List.** A paper receiving 5 points on this section includes a **resource list** to include bibliographical information for all materials used, such as books, art prints, CD's, computer software, videos, etc. (10 points)

- **Reflection.** The paper receiving 5 points on this section of the unit must contain a **reflective section**. The reflection section shows that thought has been given to the relationships between what has been taught and learned in the development of this unit as well as how prior learning has influenced the work of the unit.

Response Journal- For each set of readings we will respond in a variety of ways that attempt to model multiple ways of knowing (intelligences). Possible formats may include “found poems”, graphic organizers, double entry, sketches, K-W-L, open minds, drama as well as narrative responses. Specific details will be given in class for each reading assignment. Effective journals are practical in nature, connecting course content with teaching experiences and observations, expressing your ideas, opinions, questions and concerns, relating to your life as a teacher of second language learners. It is an ongoing assignment that begins on the second class and will continue until the last week. Because it is an interactive journal, during each class you will share your journal with a partner(s) to respond and “bounce” around ideas. The entries need to include the date and title of readings or discussions, both the original writing and the feedback from the partner, and signatures of both partners. Each entry need not be more than one page in length. Journals must be completed before each class meeting, except for class for which you are a facilitator. Responses will be collected each class meeting, and a complete collection of your journal writings will be turned in at a later date.

Facilitator - Each class member will have the opportunity to lead/facilitate a short, (15-20 minutes maximum) discussion or presentation about the readings for that week. Possibilities will be discussed in class. You are encouraged to do this with a partner, and a sign up sheet will be circulated the first week of classes. Ongoing

2. Outcome Assessment. Your opportunity to examine your own learning .

You will select the most important learning or closely related sets of learning you have acquired during the course. You will write in detail:

- (1) what you learned,
- (2) how you knew you were learning something of significance (assessing your own learning),
- (3) how this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction, and
- (4) how you will demonstrate overall “cultural competence” (as this definition is developed in class)

Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice.

3. Pre and Post Test. There will be a pre and post test in this course. The scheduled dates are . The pre and post tests will be focused on the demonstration of what you have learned about instructional practices and how what you have learned will change the way you perceive as well as instruct students. This will be an open book multiple choice type exam. **Bring your notes!**

5. Attendance and Participation. Daily Reflections, Quickwrite activities and outlines of reading assignments are counted as part of the participation points.

Course Outline

Note: The instructor reserves the right to add, delete, or change any of the following reading assignments

Date	Topic(s)	Assignment
Session 1 8/23/01	<ul style="list-style-type: none"> • Introduction/course overview • Diagnostic Test: Pre- Assessment of CLAD Competencies • Sign-ups for Unit Presentations and Facilitation of Readings 	
Session 2 8/30/01	<ul style="list-style-type: none"> • Historical overview of L2 learning • Language Learning: Bringing together content learned in 364 with an understanding of <i>language ability</i>. 	Lessow-Hurley, Ch. 1 & 10; Leyba, pp. 3-46 (in class review) pp. 52-75 (in class review) Journal 1
Session 3 9/06/01	<ul style="list-style-type: none"> • Begin discussion of ELD, Content Based ESL, and Traditional Sheltered Instruction. Language structure and use: The systems of language, oral and written discourse, language change. • Theories of L1 and L2 language development: Krashen 	Crawford in Leyba, pp. 79-132, Communicative Approaches to Second Language Acquisition: From Oral Language Development to Core Curriculum and L2 Literacy; Lessow-Hurley, Ch. 3 & 4. Journal 2
Session 4 9/13/01	<ul style="list-style-type: none"> • English language learning and modern approaches that facilitate English language acquisition and academic achievement in multilingual classroom settings: The role of L1 in L2 learning. Literacy in the primary language 	Snow in Leyba, pp. 134-161, Language Instruction: A Bridge to Literacy. Journal 3
Session 5 9/20/01	<ul style="list-style-type: none"> • Theories and Methods of Instruction through English: ESL and ELD: A look at current materials being used in classrooms today 	Thonis in Leyba, pp. 165-202, Reading Instruction for LM Students. Journal 4
Session 6 9/27/01	<ul style="list-style-type: none"> • Cognitive factors of L2 learning; comprehending nonfiction and scaffolding meaning • Introduction to SDAIE 	CALLA Handbook, Ch. 1 & 2 Journal 5
Session 7 10/04/01	<ul style="list-style-type: none"> • Socio-cultural factors affecting L1 and L2 development; application to teaching • Continuation of SDAIE- Unit Presentation 	Lessow-Hurley, ch. 8 & 9; CALLA Handbook, Ch. 3 Journal 6
Session 8 10/11/01	<ul style="list-style-type: none"> • Literacy: Strategies in the S.E.I. classroom. Sample Units 	CALLA Handbook, Ch. 4 & 5 Journal 7
Session 9 10/18/01	<ul style="list-style-type: none"> • The L2 writing connection, bridging the gap, • Teaching for transfer 	CALLA Handbook Ch.6 & 8 Journal 8
Session 10 10/25/01	<ul style="list-style-type: none"> • Using whole language with second language learners • Writing development in a second language; teacher delivery . 	CALLA Handbook Ch. 9 & 10 Journal 9
Session 11 11/01/01	<ul style="list-style-type: none"> • Language and content area assessment • Identification process and assessment. SOLOM and different tests and forms such as HLS, etc. • Thematic Unit Presentations 	Lessow-Hurley, ch. 5 CALLA Handbook Ch. 11 & 12 Journal 10
Session 12 11/08/01	<ul style="list-style-type: none"> • Foundations of bilingual education: program models • Thematic Unit Presentations 	Leyba, pp. 47-51 & 62-73 Response Journal Due
Session 13 11/15/01	<ul style="list-style-type: none"> • Proposition 227- what are its effects? • Thematic Unit Presentations 	Lessow-Hurley, ch. 11
Session 14 11/29/01	<ul style="list-style-type: none"> • Cultural congruence in instruction • Thematic Unit Presentations 	
Session 15 12/06/00	<ul style="list-style-type: none"> • Parental Involvement • Thematic Units Presentations 	
Session 16 12/13/00	<ul style="list-style-type: none"> • Outcome Assessments Due • Final Exam, Recap. 	

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) 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	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
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	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. 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	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

