

California State University, San Marcos
College of Education
Fall 2001

EDUC 624: Seminar in Cognitive Strategy Instruction and Strategic Learning

Instructor: Gilbert Valadez, Ed.D.
Phone: Office- 760-750-8514
Home- 619-269-7765
Address: 4166 4th Avenue, 308
San Diego, California 92103
E-mail gvaladez@csusm.edu
Room: UNIV 237
Days: Tuesday
Class Time: 5:00 p.m. – 7:45 p.m.
Office Hours: Monday 10:00 a.m.- 2:00 p.m.
Class Dates: August 28- December 11, 2001

Mission of the College of Education at CSUSM

The mission of the College of Education community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism, and shared governance.

CLAD Emphasis

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.

Course Description

In this course we will be examining the instruction and application of cognitive strategies in classroom contexts. Areas of study include: strategies for learning, thinking, and problem solving; metacognitive and strategy monitoring; self-regulated learning; models of successful strategy instruction; multicultural/bilingual and special population aspects of strategy use; the role of attitudes, beliefs, and feelings. Current research, techniques, issues, and perspectives in instruction are explored.

Required Texts

Gardner, Howard (1993) *Frames of mind: The theory of multiple intelligence* New York: Basic Books

Moll, L.C. (1990) *Vygotsky and education: Instructional implications and application of sociohistorical psychology* New York: Cambridge University Press

Short, K., Schoroeder, J., Larid, J., Kauffman, G., Ferguson, M.J., Crawford, K. (1996) *Learning together through inquiry: From Columbus to integrated curriculum* New York, Maine: Stenhouse Publishers

Date	Topic and assignments	Chronicle
8/28/01	<p>Introductions: What is the difference between strategic and prescriptive learning and teaching? Chronicle: Guidelines and group assignments</p>	Group 1
9/4/01	<p>Synecotics- Teaching creative through guided processes. Assignment: In class assignment: When is bone like glass?</p>	Group 2
9/11/01	<p>Presentation: Group 1- Short- Inquiry process Reading: Chapter One of Short</p>	Group 3
9/18/01	<p>Math Menus: Lecture from Dr. Valadez Reading: Chapter 5 from Moll.</p>	Group 4
9/25/01	<p>Presentation: Vygotsky- Group 3- Constructivism and it instructional implications Reading: Chapters 1 and 2 from Moll</p>	Group 1
10/2/01	<p>Drama: Strategies for employing drama and the arts in elementary classrooms. Assignment: In class process</p>	Group 2
10/9/01	<p>Presentation: Group 2- Gardner's multiple intelligences and classroom practice Reading: Chapters 1-2 in Gardner</p>	Group 3
10/16/01	<p>Midterm: In class assignment. How can we best illustrate what we have learned to date?</p>	Group 4
10/23/01	<p>The Second Language Learner: Technique for sheltering English instruction in the content areas. Assignment: In class demonstration.</p>	Group 1

Date	Topic and Assignments	Chronicle
10/30/01	Presentation: Group 4- Madeline Hunter's Motivational Theory	Group 2
11/6/01	Topic: Critical literacy- An introduction Reading: Lewis Lampham's <i>Notebook: School Bells</i>	Group 3
11/13/01	Workshop: Curriculum Development in Cognitive Strategies Assignment: Work on individual units	Group 4
11/20/01	Presentations: Group 1- Individual units	N/A
11/22/01	Thanksgiving Break	
11/27/01	Presentations: Group 2- Individual units	N/A
12/4/01	Presentations: Group 3- Individual units	N/A
12/11/01	Presentations: Group 4- Individual units	N/A

Presentations and Assignments:

There are four major assignments in this course. These assignments are as follows:

- a. Chronicle
- b. Group presentation focusing on an educational theorist
- c. An individual unit plan that employs cognitive strategies across the curriculum
- d. A midterm examination

In order to complete these assignments it will be necessary to divide the seminar into four work groups. These work groups will remain constant throughout the semester. Each group will be responsible for one group presentation and for creating a chronicle of the seminar for the assigned weeks in the course outline.

Chronicle

We will create a chronicle of our seminar experience. Each week one work group will be responsible for taking notes, drawing, taking photos, etc. in an effort to record what we do in our time together. Each group will then create their chronicle to be reported back to the group. Each group will also submit a document to added to a large binder where we will be storing our chronicle. The chronicles will be graded by the professor and will also be evaluated by the group.

Group Presentation

Each work will be assigned a group presentation that will highlight one educational theorist or teaching methodology. This report will cover major contributions of the theorist as well as that theorist relevance to curriculum design and teaching practice. The group will teach the entire class for the entire class period. The manner in which this presentation is given is entirely up to the group. Creativity is encouraged. It is a good suggestion that each group engaged the seminar in activities that engage multiple modalities and provide the participants with means of tracking their learning.

Unit Plan

Each individual student in this seminar will complete a unit plan that employs a number of cognitive teaching strategies across the curriculum. This unit will be the compilation of at least six lessons that cover three contents areas. For instance, you may design a unit that contains lessons in science, math, social studies, and reading. A more detailed explanation of the unit requirements will be given to all the participants of this seminar. In addition to writing this unit, the participant will present their unit to the class in lieu of a final examination.

Midterm

There will be an in class midterm in this class.

Grading Table

Assignment	Grade Points
Chronicle	20
Group Presentation	30
Unit Plan	30
Midterm Examination	10
Class Participation	10
Total	100

Grading Scale

A= 100-90, B= 89-80, C= 79-70, D= 69-60, F= Below 59

Addendum:

CLAD alignment document

APPENDIX A
CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD)
COMPETENCIES.

TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	TEST 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
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	III. Cultural Contact
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