

Foundations of Teaching as a Profession
EDUC 350 (6): CRN 22072
TH 5:30 - 8:15 PM; UNIV 439
California State University San Marcos Spring 2011

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Course Description: This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career. Major topics include:

- Understanding the roles of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

This course is required for all credential candidates. All students must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.

Mission of the College of Education at Cal State San Marcos: 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: The Cal State San Marcos credential programs have 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 2002)

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate a knowledge of laws and dispositions that relate to special education.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office 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.

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. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 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 students have extenuating circumstances, please contact the instructor as soon as possible. In this section of EDUC 350, the following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F.

Credential Program Recommendations: As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at Cal State San Marcos. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

Fieldwork: In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the Cougar Courses site. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A recommendation (usually from the classroom teacher where most of the fieldwork is done, also known as a Field Experience Recommendation) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs. If you need this form, you can download it from the Cougar Courses site.

All University Writing Requirement

Every course at the university must fulfill the university's writing requirement of at least 2,500 words. In EDUC 350, this is accomplished through the following written assignments: Teacher Interview, Philosophy Paper, Reading/Movie Logs, and The Outsider.

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 a student and future educator, each student is expected to do his/her own work and to 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, Cougar Courses, 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. 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.

Teaching Performance Expectation (TPE) for EDUC 350: A primary goal of EDUC 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE of the California Commission for Teacher Credentialing is expected to be met during this course:

TPE 12: Professional, Legal and Ethical Obligations

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

Teaching Performance Assessment for Developing as a Professional Educator

The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

Course Requirements: Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Required Texts:

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press.
ISBN 0807745936, Approximately \$12 - 20.

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everyone's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.
ISBN 0-534-64467-8, Approximately \$ 45 - 65

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. , ISBN 0-87120-251-4 Approximately \$12 - 25

Required Movies:

Race to Nowhere, Sage Canyon Elementary, San Diego Screening, Tuesday February 8th, 2011 at 7:00 – 9:00 p.m.

Cost: \$10 in advance / \$15 at the door; tickets may be sold out before day of screening

Tickets: <http://rtnsagecanyon.eventbrite.com/>

Check <http://www.racetonowhere.com/screenings> for additional screenings

Waiting for Superman, to be released on Blu-Ray and DVD on February 15th

Assignments and grading:

1. Reading/Movie log

12 points

The reading/movie log provides an opportunity to reflect on learning about teaching through the assigned readings and movie viewings for class sessions. In the reading/movie log, do not summarize. Instead, respond to the readings or movie viewings: agree, disagree, note specific ideas, etc. Entries should be one paragraph in length per week. Reading log entries for week's classes must be submitted via the Cougar Courses site by 4 p.m. on the class day, with the exception for the movie viewings. Movie log entries must be submitted via the Cougar Courses site by midnight of the class day for which they are assigned. See the schedule for readings and movie viewings. The log will be graded holistically; you will either receive full credit or none.

No credit will be given for late submissions of reading logs. In extraordinary circumstances, if you do not have access to Cougar Courses for a timely submission, you may email the reading log entry to me by 4 p.m. on the class day at asantama@csusm.edu. Movie log entries need to be emailed to me by midnight of the class day for which they are assigned. Later, as soon as you re-establish Cougar Courses access, you will resubmit on Cougar Courses.

Key skills/knowledge I'll be evaluating:

- At what level have you comprehended the reading/movie viewing? Is your work reflective of the issues and your thinking?
- What connections and relationships have you been able to make with the reading/movie viewing and prior class discussions, fieldwork, and class activities?

2. Current events in education

3 points

Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education (5 minutes maximum). The item may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national, or international issues. You will summarize and present the importance of the news for your classmates. Be sure that you make a connection to future teachers in California if the news is from afar. After you present your current event, go to the Cougar Courses site and submit a one-sentence report as the "Current Events" assignment, so that you can receive credit. You must submit your report by May 12.

Key skills/knowledge I'll be evaluating:

- Did you select an article that has depth and importance to future teachers in Southern California?
- Can you speak articulately about your article's content
- Can you answer questions related to the article?

3. Interview of a teacher

10 points

The written report is due via the Cougar Courses site on February 17 by 4 p.m.

In this assignment, you will interview a teacher and write a 3-4 (double-spaced) page (1,500-2,000 word) summary of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

Gathering information:

Interview a current or retired teacher who has had at least 3 years of full-time experience in elementary, middle, or secondary school classrooms. Suggested questions are:

Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?

What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?

What were/are the teacher's goals for the education of students? Have these goals changed over the years?

What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? If so, what are they, and why?

What have been the major joys and frustrations of teaching? What would help increase the joys and minimize the frustrations? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?

How did/does the teacher learn about his/her students' lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher's experiences with "culture shock" in working with students from different backgrounds?

What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?

What does the teacher think of current "hot issues" in education such as the California High School Exit Exam and the No Child Left Behind Act? How does the teacher take action to address new reforms that impact his/her classroom?

What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher learned from being a teacher?

Analysis:

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. *Protect your teacher's confidentiality by using a pseudonym and masking identifying details.*

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include at least one reference to the readings/discussions we have in class.

Key skills/knowledge I'll be evaluating:

- Were you able to arrange, organize, and conduct an interview that yielded useful and interesting information?
- Were you able to "paint a portrait" of the teacher as a person with a distinct story and character?
- Did you "mask" the teacher's identity by using a pseudonym and blurring other identifying markers?
- Were your analyses and reflections based on information you have learned in EDUC 350 and prior knowledge?
- Were you able to explicitly connect the teacher's responses to EDUC 350 texts/class sessions?
- Were you able to explicitly connect the interview to your own thinking about becoming a teacher?
- Does your writing incorporate a professional level of writing skills (grammar, syntax, spelling)?

4. The Outsider

10 points

The written report is due via the Cougar Courses site on April 7 by 4 p.m.

Many students with special needs come to view themselves as “outsiders” because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 years. After reading chapters 1-3 in Villa/Thousand’s *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (2 to 3 double-spaced pages, or 1,000-1,500 words) in which you comment on your own (or a friend’s) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the VT text. Consider the following questions:

What personal characteristics fostered your (or your friend’s) feelings of being an outsider?

How did you react to and cope with the situation?

Did you share your experience with any teachers or other school personnel? Did any of them assist you?

What could school staff, parents or friends have done to help?

In what ways did this experience change you? Did you “learn” from this experience?

How might this experience make you a more sensitive and effective teacher?

Key skills/knowledge I’ll be evaluating:

- Were you able to devise a cogent written reflection that addresses the questions above in a thoughtful/analytical manner?
- Did you make at least one specific (quote) connection to the VT book?
- Does your writing incorporate a professional level of writing skills (grammar, syntax, spelling)?

5. Classroom observation reports

20 points

Using the classroom observation instrument provided online, write up five observations in your field sites. The template is on the Cougar Courses site under Fieldwork Instructions and is also on the College of Education website at the top of the syllabus webpage. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). Submit these via the Cougar Courses site as instructed on March 3 and April 21 by 4 p.m. Turn in your Classroom Observation Record (timesheet) and Report Summary (distribution report) in class on May 5. If you do not complete the classroom observations, you will receive a grade of INC for the course.

Key skills/knowledge I’ll be evaluating:

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe key details, seeing both the “big picture” of the classroom and specific methods, interactions, etc.?
- Can you responsibly monitor your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your class work and readings to your observations and provide an insightful analysis?
- Does your writing incorporate a professional level of writing skills (grammar, syntax, spelling)?

6. Contemporary issues research

20 points

Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) one or two partners with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue in approximately 15 minutes. You will present during the weeks of April 21, 28, May 5, or May 12. When you present your research orally, provide a one-page summary and a reference list for your classmates. Each partner must submit the one-page summary to the Cougar Courses site to receive credit for this assignment. The one-page handout is due to Cougar Courses on May 12 by 4 p.m.

Key skills/knowledge I’ll be evaluating:

- Do you understand a major issue affecting education and can you speak intelligently to your peers?
- Did you read from enough sources to gather relevant information and then present this in a synthesized manner?
- Are you able to organize resources (materials, people, etc.) in support of a goal (in this case, your presentation—which includes the use of Power Point technology)?

- Did you present your information confidently, creatively, concisely and in an organized manner?
- Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
- Did you develop an appropriate abstract and bibliography?
- Does your writing incorporate a professional level of writing skills (grammar, syntax, spelling)?

7. Personal philosophy of schooling, learning and teaching (TPE 12) 15 points

The written report is due via the Cougar Courses site on April 28 by 4 p.m.

Write a 4-5 page paper (2,000-2,500 word) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper.

Paper Introduction

Describe the level of schooling and subject field(s) you hope to teach.

Name your philosophy (or combination of philosophies) as described by Grant & Gillette Ch 8.

Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

Nature of schooling

Describe what you believe is the purpose of schooling in a democracy.

How will you as a teacher help achieve these purposes?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

Nature of the learner

Describe what you believe is the nature of the learner.

What are your thoughts about the students you will teach? What do they need from a teacher?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

Nature of the teaching/learning process

Describe what you believe is the nature of the teaching/learning process?.

What do you believe counts as knowledge and how should it be presented?

How will you as a teacher use subject matter and other experiences to guide students toward

meaningful learning activities?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.

Give at least one concrete example of how you will conduct yourself in light of your beliefs.

Conclusion

Recap your philosophy.

What are your outstanding questions/concerns/thoughts about becoming a teacher?

Criteria for Self- Assessment and Instructor Assessment of Philosophy Paper

Self-assess your philosophy paper using the following criteria. Submit the self-assessment with your final draft of your philosophy paper (at least one “beefy” paragraph). These are the same criteria that I will use to evaluate your philosophy paper.

Exemplary papers have the following characteristics:

Ideas: The paper is clear and focused. It holds the reader’s attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

Organization: The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

Connections: The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).

Voice: The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

Sentence Fluency: The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

Conventions: The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

8. Participation

10 points

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. You will submit a self-assessment on Cougar Courses by May 12. The instructor will consider your self-assessment when assigning points for this assignment. Answer the questions below and illustrate with examples from your participation in class.

Key skills/knowledge I’ll be evaluating:

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

Grades will be determined by the total number of points earned (100 points possible):

A = 93-100

A- = 90-92

B+ = 87-89

B = 83–86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D = 60-69

F = 0-59

Schedule as of 1/27/11
Schedule is subject to change at the discretion of the instructor

Date	Topic	Reading log due by 4 p.m. of class day	Assignment
Jan 27	Course intro Becoming a teacher (Advisor presentation)	Read the website brochure of your choice at: http://www.csusm.edu/coe/Programs/index.html and the EDUC 350 advising session info at: http://www.csusm.edu/coe/advising/credentialadvising.html	Access the Cougar Courses website at http://cc.csusm.edu/ Read the field experience guidelines. Bring questions with you Feb 3 rd
Feb 3	Why teach?	Log 1: GG ch 6 (Log due by 4 p.m. on Feb 3 rd)	
Feb 10	Schooling in a democracy	Log 2: GG ch 1 (Log due by 4 p.m. on Feb 10 th)	Waiver requests for field experience hours must be turned in during class today Teacher interview due Feb 17 by 4 p.m.
Feb 17	Philosophical perspectives	Log 3: GG ch 8	Take "What is Your EP?" survey in GG pp. 300-305 and bring your results to class
Feb 24	School organization	Log 4: GG ch 7	Observations 1 & 2 due Mar 3 by 4 p.m.
Mar 3	Rights and responsibilities	Log 5: GG ch 10	
Mar 10	The lives and work of teachers	Log 6: GG ch 2	
Mar 17	Inclusion	Log 7: VT ch 1, 2, 3 and "Voices of Inclusion"	Personal philosophy draft 1 due Apr 7 (bring hard copy to class) Finish Nieto The Outsider due Apr 7 by 4 p.m.
Mar 24	No Class	Spring Break	
Mar 31	Online (Cougar Courses)	Cesar Chavez Day – Campus Closed Log 8: <i>Waiting for Superman</i> movie viewing due by midnight on March 31 st	
Apr 7	Why We Teach	Log 9: Reaction to Nieto	Personal philosophy draft 2 due Apr 21 (bring hard copy

			to class) Observations 3, 4, and 5 due Apr 21 by 4 p.m.
Apr 14	Online (Cougar Courses)	Log 10: <i>Race to Nowhere</i> movie viewing due by midnight on April 14 th	Some issues presentations
Apr 21	Middle schooling Presentations	Log 11: Peruse the National Middle School Association website, www.nmsa.org React to the website for your reading log.	Some issues presentations Personal philosophy due Apr 28 by 4 p.m.
Apr 28	School finance & governance Presentations	Log 12: GG ch 9, 11	Some issues presentations Turn in your time sheet and your fieldwork record on May 5 in class
May 5	Presentations		Some issues presentations Due May 12 by 4 p.m.: 1. Issues presentation handout 2. Current events 3. Participation self-assessment
May 12	Presentations		

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. Intra-group 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 both 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