CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
EDUC 646 - Second Language Acquisition: Research and Practice
(CRN # 22470)

Term / Meeting Days: Spring 2010 / Tuesday evenings @ 5:30 – 8:15 p.m. Univ. Hall 442
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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 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).

Furlough Statement:

Due to the devastating effects of current budget crisis in California, faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, faculty are required to submit formal certification that we will not work on furlough days. We are prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, faculty will make every effort to support your educational experience at CSUSM. However, be mindful that business will NOT be as usual, given the inevitable delays that will occur in many areas of the university such as instructional technology support, bookstore hours, student advisement office hours, faculty availability, and so on. Visit CSUSM Budget Central [http://www.csusm.edu/budgetcentral/] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central. You are also strongly encouraged to complete and submit the Student Furlough Complaint Form (available on the course WebCT shell.)

Common Faculty Furlough Days are Tues. Jan. 19, Friday March 26, and Monday April 5.

Furlough plans may be altered after the beginning of the semester as a result of administrative actions or other emergencies. Thus, subsequent revisions to this syllabus may occur.

Dr. McField's Furlough Days: Tuesday, 1/19; Wednesday, 1/27; Thursday, 2/11; Monday, 2/22; Wednesday, 3/17; Friday, 3/26; Monday, 4/5; Thursday, 4/29; Friday, 5/7.

Administrative Furlough Days: Due to state budget reductions & mandated furloughs, the College of Education Administrative and Student Services Center offices will be closed the following days: January 15 & 29, February 5 & 19, March 29 & 30, April 1 & 2, May 21 & 28, June 22 & 25.

Campus Closures:☐December 25, 29, 30☐January 1, 18☐March 29, 30, 31☐April 1, 2☐May 31

COURSE DESCRIPTION

This course examines theoretical, developmental, social, instructional, and community issues related to second language acquisition in the context of a multicultural / multilingual society. Topics include identity development of second language learners; parallels between first and second language development; second language acquisition theories; approaches in second language instruction; survey of program models and research outcomes; implications for effective instruction and assessment (including the role of the first and second language); and the home / school connection in fostering second language acquisition.

Course Objectives

The purposes of this course are to:
- Examine and be knowledgeable of second language acquisition theories, and instructional approaches in second language instruction.
- Examine parallels between first and second language development.
- Evaluate the assessment process for English learners in regards to identification, placement and instructional planning.
- Assess effectiveness of program models and research outcomes for English learners.
- Consider connections between home, community and school contexts in providing language, literacy and content area instruction and support for English learners.

Course Prerequisites
Admission to the MA in Education program or approval from the College of Education and instructor.

GENERAL CONSIDERATIONS

Professional Disposition

The College of Education mission statement and professional standards (see below) are the driving force behind all readings and activity related to this class. This course addresses many sensitive and controversial topics. We will be exploring these topics together and striving to expand our perspectives by considering the diverse lenses through which fellow educators see educational issues. Keep in mind that all students are expected to demonstrate professional behavior at all times. Professional behavior is defined herein as one that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect in depth on other points of view, and deal proactively with constructive criticism. Any unprofessional behavior is grounds for process and review of the candidate's continued participation in this course and/or program progress.

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).

Students with Disabilities Requiring Reasonable Accommodations

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.

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. **Said attendance presumes *prepared* attendance, with readings and assignments and other preparations done *prior* to each class session.** 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).*

FOR THIS CLASS: 1. If you miss three (3) class sessions, you cannot receive a passing grade for the class. 2. I will allow up to two (maximum) makeup assignments for absences due to unreschedulable professional obligations, illnesses, emergencies, etc. on a case by case basis. Do talk to me at the earliest opportunity if you plan to / need to make up absences. 3. Do strive for punctuality, and be mindful of late arrivals and early departures.

Class Structure
This course is structured as a graduate-level seminar. The success of a seminar course is dependent upon each and every participant being well prepared. **As noted elsewhere, being prepared means that all readings and assignments and other preparations are done *prior* to each class session.**

My role will be to "facilitate" and to intervene or redirect class discussions as necessary, rather than to exclusively lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations, activities and assignments. Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work (e.g., weekly Readings Discussion Leaders), and online work.

Grading Policy & Grading Scale:
Note: I reserve the right to change, add to, or delete any material or assignment from the course.

A=93+, A- =92-90, B+=89-88, B = 87-83, B- = 82 – 80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59 or lower. Students must receive a C+ or higher in all coursework in order to be eligible for or remain in Education programs.

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 an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. 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, WebCT6, 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. All assignments will be submitted online on WebCT6, and will also be submitted in hard copy. Details will be given in class.

Required Texts
Baker, C. (2006). *Foundations of bilingual education and bilingualism (4th edition).* Philadelphia: Multilingual Matters.

Crawford, J. and Krashen, S. (2007). *English learners in American classrooms: 101 questions, 101 answers.* New York: Scholastic.

Faltis, C. and Hudelson, S. (1999). *Bilingual education in elementary and secondary school communities: Towards understanding and caring.* Boston, MA: Allyn and Bacon.

Lightbown, P. and Spada, N. (2006). *How languages are learned.* Oxford: Oxford University Press. ISBN-10 0194222241

Recommended Texts

Crawford, J. (2008). *Advocating for English Learners.* Buffalo: Multilingual Matters.

Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education.* Portsmouth, NH: Heinemann.

Krashen, S. (1996). *Under Attack: The Case Against Bilingual Education.* Culver City, CA: Language Education Associates.

Assignments

1. **Active participation in class / Discussion of the readings   (200 points)**
   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, online discussion postings, and assignments before the designated class session.

Note: For the following written assignments, please consult the APA Manual (6th Edition) for proper formatting and presentation guidelines (see pdf under the Resources module on WebCT, and www.apa.org). The two exceptions to APA formatting are that the papers be in 14-point font and single spaced.

Submission: All 3 core written assignments need to be submitted both electronically on WebCT and in paper format. WebCT tasks for online sessions only need to be submitted electronically and do NOT need to be printed out.

Collaborative Work: You have the option for all 3 core assignments to either do the work independently or do team up with one other student in this class. It is your choice!

2. **Assignment #1**
   Second Language Learner Study   (200 points)
   Note: *If you are taking this course in order to obtain your CTEL, you must post this assignment to your WebCT CTEL Portfolio.* **Both the completion of the CTEL assignment and passing the course fulfills part of the CTEL requirement, specifically, addressing Standard 4: Language Structure and Use and Standard 5: First- and Second-Language Development and Their Relationship to Academic Achievement.**

   Purpose: The purpose of this assignment is to provide you with an opportunity to study and to demonstrate understanding of key factors in the development of English Learners' comprehension, aural and written production, and to consider both the instructional strategies and contexts that would encourage and enhance English language literacy and proficiency. *Both monolingual and bilingual factors, contexts, and goals need to be considered, analyzed and presented in this study.*

Focus Student: You will choose an English learner in your class (or school) to focus on for a case study. If you do not have access to a regular classroom, I strongly encourage you to use a self-paced language learning book and write about your own (second or foreign) language learning process for this assignment!

Data on the Focus Student: Your case study will include information on the "whole child" (i.e. academic, social, home environment), but will primarily focus on his/her language abilities and needs across the various settings. Your case study will include the following:

- Initial and annual assessment information based on the student's CELDT scores.
- The student's proficiency level(s) in <u>each</u> language domain (listening, speaking, reading, writing) from the beginning of CELDT testing to present.
- Any available formal or informal assessments in the student's primary language (information from previous report cards or cums, teachers, or EL coordinators are acceptable)
- Observations of the student's sociocultural interactions in/outside the classroom using the first and second languages. For example, language functions and variations, including social functions and dialectical variations, may also be considered.
- To the extent possible, an interview with the student that encompasses his/her cultural background, proficiency in the first language, information about family and friends and corresponding language use, interests, language abilities/needs, academic likes/dislikes, etc. A permit form is included at the end of this syllabus for your modification and use. Additionally, a list of chapters on how English is learned by speakers of various world languages will be made available on WebCT→Resources. Be sure to explicitly reference this chapter resource in your paper.
- A consideration of the student's psycholinguistic and developmental needs and how they are addressed and met (or not addressed and met) across home, school, or other (e.g., community) settings. For example, if the school offers an English only program, and the student's family communicates primarily in a non-English language, describe the differential needs and considerations of language use, development, functions, competence, etc. in these two very different settings.
- Language development needs/goals based on teacher evaluation, grades, standardized test scores, etc. (a combination of first and second language needs/goals may be considered depending on the student's program placement). For example, the language systems, structures, forms, functions and variations in the first and second language, including phonology, morphology, syntax and semantics, may be considered. Effective strategies that promote literacy and communicative competence may also be considered.
- Content area needs/goals based on teacher evaluation, grades, standardized test scores, etc. (a combination of first and second language needs/goals may be considered depending on the student's program placement). For example, ways to build positive transfers, and a consideration of specific linguistic challenges may be addressed.

Written Assignment: Based on the above information you have gathered on your English Learner, you will develop an instructional plan in a specific content area that addresses the specific needs of your student. Your customized plan should address both ELD and content objectives (i.e., be based on ELD and content standards). In addition, your plan should include a consideration of the emotional, psychosocial, psycholinguistic, and developmental needs of the student in home, school, and community settings.

Format of Written Assignment: Be sure to use clear headings and subheadings so that your paper is organized and presented in a user-friendly manner.

3.   **Assignment #2**
     Assessment Review and CELDT Trends Study   **(200 points)**

The goal of this assignment is to examine various assessment and testing tools in place for English learners, with attention to the state-mandated CELDT. The purpose of this assignment is to provide you with an opportunity to consider the full range of assessment tools to be used with English Learners in informing language, literacy, and content area development and achievement.

This assignment entails an examination of the components, process, and effectiveness of the CELDT (California English Language Development Test, mandated in California as of 2002) as implemented at your site of choice. (Note: If you are not familiar with the CELDT, see the California Department of Education website for CELDT information and reporting. A CELDT video may also be made available if needed.) The analysis portion of this assignment also entails an analysis of the various types of assessment tools that are needed to flesh out a fuller snapshot of English Learners' progress in the areas of language, literacy, and academic content areas.

First, locate and review CELDT scores over the past 5 years for your site and/or grade level of choice. What patterns do you see? What questions come to mind in examining any trends or patterns? Use the following questions to guide your analysis of the trends and factors related to CELDT scores over the past 5 years. Be sure to frame your analysis using the literature on assessment for this population.

Written Assignment: Based on the above information you have gathered, answer the following analysis questions:
-What factors have likely influenced CELDT scores (e.g., site or district rezoning, who was included in the test scores, focus on literacy instruction, focus on testing under No Child Left Behind, site being designated a program improvement site, professional development, smaller classes, new programs or materials, etc.)?
(Outcome – Discussion of factors, with clear subheadings and cogent analysis.)
-What aspects of CELDT score reporting need to be improved? For example, are CELDT scores reported at the student level? By student outcomes in different types of programs (Structured English Immersion, ELD, Sheltered instruction, bilingual education, etc. as available at the site) levels of detail to facilitate tracking of student progress by program placement or not? Why might this be the case?
-How might CELDT scores be impacted differentially by changes in the population?
-What are the implications for improved assessment data reporting? For example, if students who score at a level of "reasonable fluency" are reclassified and designated fully English proficient (FEP), there may be a "skimming from the top" effect, with the illusion of English Learners stagnating in their progress. An alternative type of reporting may include reports on the numbers of students redesignated or reclassified, so that the number of "graduates" of EL programs can be tracked.
-Are standardized test score reports available for review together with CELDT scores? What is known about using the CELDT as a predictor of overall academic achievement? What other types of formative and summative assessment are in place? What other types of formative and summative assessment need to be utilized and included in order to provide a fuller picture of EL students' progress?
-What other questions do you have about this topic?

Format of Written Assignment: Discussion of above topics with clear headings and as needed, subheadings, and cogent analysis.

4.   **Assignment #3 OR Assignment #4 – CHOOSE ONLY ONE – IT'S YOUR CHOICE!**

   Assignment #3

Classroom Environment Study **(200 points)**
The purpose of this assignment is to provide you with an opportunity to examine your instructional practice with consideration of best practices in supporting the whole child in the classroom (i.e., the social, emotional, developmental, cognitive, and home/community dimensions of working with English Learners).

In this assignment, you will videotape a class session of your teaching for analysis and reflection. (Note: a consent form is provided for your convenience at the end of this syllabus packet.)

First, include information on the classroom context such as the grade level, subject matter, classroom student composition, number of English Learners and their EL levels, and other pertinent details.

Second, briefly describe your lesson or attach a lesson plan used for the video.

Third, include the videotape of your lesson. (Note: If videotaping proves challenging due to consent issues, etc. alternative artifacts such as still photographs or other available media may be substituted, pending discussions with the professor.)

Fourth, address the following questions when writing your analysis / reflection. **Be sure to liberally reference your readings including those on second language acquisition in your analysis.** If your class session does NOT address a question, you should reflect upon HOW you would modify your practice to do so.
- Have you taken into account students' background knowledge – both content knowledge and experiential knowledge about the subject matter?
- Have you incorporated the students' cultures, experiences, and languages into your lesson?
- Which languages (first and second) are incorporated into the lesson? Does your lesson allow for the student to utilize and demonstrate his/her stronger domains as well as those that are weaker / developing?
- Which language areas are incorporated in the lesson (listening/speaking, reading and writing)?
- What strategies are you using to ensure that all students have the opportunity to participate?
- Are all the students engaged in the lesson throughout the lesson?
- Do you have clear content and ELD objectives in the lesson?
- What instructional strategies are you using in order to make the content accessible to your English learners?
- Are students able to demonstrate learning in a variety of ways (consider language domains and proficiency in each language; learning styles and multiple intelligences; etc.)?
How does the lesson support the whole child in the classroom (i.e., the social, emotional, developmental, cognitive, and home/community dimensions of learning)?

5. **Assignment #4**
Program Review Study **(200 points)**
The purpose of this assignment is to provide you with an opportunity to review the programs in place at an English Learner's site and to critically examine the various factors that play a part in the types of programs and services made available to English Learners.

First, locate, review, and include 1) a description of programs for English Learners and 2) parental waiver information that are offered at your site and/or district. (Note: Be sure to

include the original program description and parental waiver documents in the appendices section of your paper.)

Then, examine and analyze the types of programs offered to the students in your district or site, using the following guiding questions.

-Have the programs offered at the site remained the same over the last 10 years of Proposition 227 implementation (1998-2008)? Or have the programs offered changed? (Outcome – table or chart with 10 years of data and programs offered, with main components and features of each program, and analysis.)

-Go back and review your findings from the Assessment and CELDT Trends study. Have the CELDT scores changed significantly as a possible result of program availability or program selection? (Outcome – table or graph of CELDT scores over 5 years and analysis.)

-What factors have likely influenced the programs and services made available at your site/district?

-What levels of access do parents in the site/district have in selecting programs?
In other words, what steps does your district take to disseminate information about programs and the waiver process? (For example, are information sessions held and in ways and at times that are convenient for parents? Are bilingual personnel readily available at the front office? Etc.)

-What are some current issues concerning English Learners being examined in the site/district of study? (For example, focus topics of professional development; schoolwide or districtwide goals – see district websites for this information; etc.)

-What comments and observations do you have concerning the fit between the programs offered and the communities served?

6. **Final Presentation**   **(100 points)**
   For your final "examination," you will choose one of the four formal assignments and present it to class. Prepare a media presentation (e.g., a PowerPoint or video presentation or a combination or variation thereof) for the class. The presentation should be a brief summary of your paper, and be about 7 minutes in length (maximum) + 3 minutes for Q & A with the audience. Select papers will be chosen for full class presentation, while others will be presented in a poster fair format. More information will be given in class. As with the four assignments, this examination presentation needs to be submitted electronically on WebCT as well as in paper format for a full grade.

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│                        Session 1 (1/19/10):                           │
│                  All Faculty Furlough Day – No Class                  │
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│                        Session 2 (1/26/10):                           │
│                  Course Overview / Needs Assessment                   │
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Introductions

Course Overview

Course Expectations and Needs Assessment – What do you know? What do you want to know?

Sign up for Discussion Leaders for WebCT online discussions.

Homework:
1. Try WebCT. If you need additional help with WebCT, call 760-750-4790.
2. Do your *readings for the next session (see WebCT → Resources). For each session, you need to arrive prepared to discuss the listed readings. For example, you need to read the articles listed for next week *before coming to class.*
3. Post a comment to the Discussion Board on WebCT. *Each week, you will respond to a discussion question on WebCT→ Discussion Board *before coming to class.*

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│                        Session 3 (2/2/10):                            │
│              Case Studies of Second Language Learners:                │
│             Focus on Emotional and Psychosocial Needs and             │
│    Identity Development (Cultural Shift, Acculturation vs. Assimilation, etc.) │
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(These articles are available on WebCT→Resources)
Huang, J. & Hatch, E. (1995). A Chinese child's acquisition of English. In D. B. Durkin (Ed.),
      Language issues: Readings for teachers (pp. 117-129). White Plains, NY: Longman
      Publishers.

Jimenez, R.T. (2001). Strategic reading for language-related disabilities: The case of a bilingual
      Latina student. In M. de la Luz Reyes and J. J. Halcon (Eds.), The best for our children:
      Critical perspectives on literacy for Latino students (pp. 153-167). New York: Teachers
      College Press.

Nieto, S. (1992). Hoang Vinh. In Affirming diversity: The sociopolitical context of multicultural
      education (pp. 141-152).

Online Discussion of the Readings
      1. If you could ask the focus child in each of these articles some questions related to their
      moves (changes in the home, school and community settings, significant people in their lives,
      language learning, etc.), what would you ask?
      2. What are some implications for the children's emotional and psychosocial needs and for
      identity development (cultural and linguistic shift, acculturation vs. assimilation, etc.)?

Class Activity

Based on a close reading of the text (pick one of the three articles), chart the domains of L1 and L2 use (speaking with friends, speaking with family members, learning at pre/school, etc.), and opportunities to use L1 and L2, using the chart found on the Resources module.

Identity Development of English Learners:

Factors that shape an English Learner's identity development: cultural, social, economic, family background, prior experiences in various contexts – school, home, community, etc. Effects on language acquisition across different contexts - primary language and English language development.

IMPORTANT For next week, prepare and have available data for the Class Activity. You will need to talk to parents of both an English Learner and a native English speaker (NES) and locate information on programs offered in your district / school.

Session 4 (2/9/10):
Bilingualism Basics and Languages in Society
Possible WebCT Session

(Book)
Baker, C. (1993). Foundations of Bilingual Education and Bilingualism
    Chapter 1 – Bilingualism, Definitions and Distinctions
    Chapter 4 – Languages in Society

(WebCT)
Perez, B. and Torrez-Guzman, M.E. (2002). Learning in Two Worlds, Chapter 1 – Society, Culture and Literacy. Boston: Allyn and Bacon.

Discussion of Readings
    English learners and the context of a multicultural / multilingual society
    Cultural and linguistic backgrounds of English learners in California
    Mother tongues and heritage languages as linguistic and economic capital
    What kind of society do you envision for the next generation?
    What is the role of schooling in a multicultural society?

Class Activity (for this and next week)
    What are some NES or EL parents' perspectives regarding language learning (both L1 and L2)?
    What programs are offered for English Learners in your district and at your school site?
    How are students in your district / school site doing on standardized tests of reading / language arts? Compare at least 2 years, one from before 1998 and another after 2008. Be sure to compare any differences in program contexts between the two years of data sets.

Session 5 (2/16/10):
Second Language Acquisition Theories

(Book)
Baker, C. (1993). Foundations of Bilingual Education and Bilingualism
    Chapter 6 – Second Language Acquisition
    Chapter 7 – Theories of Second Language Acquisition
    Chapter 10 – Cognitive Theories of Bilingualism and the Curriculum

(Book)
Faltis, C. & Hudelson, S. (1999). *Bilingual Education in Elementary and Secondary School Communities*

Chapter 4 – A Theoretical Framework for Learning and Language Acquisition in Bilingual Education Settings

Discussion of the Readings

Reflection on second language acquisition theories and your teaching and learning experiences

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Session 6 (2/23/10):
English Learners and First and Second Language Acquisition

(Book)
Lightbown P. & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.
  Chapter 1 – Learning a First Language
  Chapter 2 – Theoretical Approaches to Explaining Second Language Learning
  Chapter 3 – Factors Affecting Second Language Learning

Session 7 (3/2/10):
Considering Bilingual Development in Sociocultural Context
WEBCT SESSION

(WebCT)
Hudelson, S. (1984). *Kan yu ret an rayt en Ingles: Children become literate in English as a Second Language*, TESOL Quarterly 18, 2.

Rickford, J. R. (1999): African American Vernacular English. Features, Evolution, Educational Implications. (Language in Society, 26) Oxford: Blackwell.
  Chapter 1 – Phonological and Grammatical Features of African American Vernacular English (AAVE)
  Chapter 15 – Suite for Ebony and Phonics

(Book)
Crawford, J. & Krashen, S. (2007). English Learners in American Classrooms
  Introduction, Students, Programs. Pp. 9 –16.

Online discussion of the readings

Class Activity
  TBD, but will focus on connecting oral (listening and speaking), reading and writing domains of language and literacy development.

IMPORTANT For next week, bring data for the In-class Activity next week. You will need to bring some sample completed assessments for one or more English Learner. You will need information on the English language level of the student(s). (This is part of your Assignment #2.)

Session 8 (3/9/10):
Individual Learners and Learner Strategies

(Book)
Lightbown P. & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.
  Chapter 4 – Learner Language

(WebCT)

Ellis, R. (1994). *The Study of Second Language Acquisition*
    Chapter 11 – Individual Learner Differences
    Chapter 12 – Learning Strategies

Discussion of the Readings

Session 9 (3/16/10):
Topic 1 - Assessment of First and Second Language Proficiency
Topic 2 - Diversity among English Learner Populations

ASSIGNMENT #1 DUE

(WebCT)
ARC Associates. (2004). A Study of content area assessment for English Language Learners. Final
    report. Oakland: A Report to the U.S. Department of Education.

(WebCT)
Cheng, L. L. (1998). Language assessment and instructional strategies for limited English proficient
    Asian and Pacific Islander American children. In V. O. Pang & L. L. Cheng (Eds.) Struggling
    to be heard: the unmet needs of Asian Pacific American children (pp. 181-196). Albany, NY:
    State University of New York.
Bialystok, E. (2001). Bilingualism in Development
    Chapter 8 – The Extent of the Bilingual Mind (SES and other factors related to L2
        Acquisition)
(Book)
Crawford, J. & Krashen, S. (2007). English Learners in American Classrooms
    Assessment and Accountability. Pp. 56-59.

Discussion of the Readings

Class Activity:
In small groups, analyze the assessment data you have for a group of English learners, and
determine an appropriate instructional plan for two different ELs.
How have you included the following information in your decision?
- CELDT scores in all language areas
- Community/Home/Parent literacy factors
- Students' emotional and psychosocial needs
- Students' language and content abilities and needs
- Students' progress on the CELDT (initial scores, annual scores, etc.)
- Teacher evaluations
- Standardized test scores

Session 10 (3/23/10):
Classroom Level and Instructional Considerations
WEBCT SESSION

Remember that Assignment #2 will be DUE 4/6/10 after Spring Break!

(Book)
Lightbown P. & Spada, N. (2006). *How languages are learned.* Oxford: Oxford University Press.
    Chapter 5 – Observing Second Language Teaching

Chapter 6 – Second Language Learning in the Classroom: Five Proposals for Classroom Teaching

Optional Readings
(WebCT)
Gass, S. M. & Selinker, L. (2001). Second Language Acquisition: An Introductory Course
Chapter 11 – Instructed Second Language Acquisition

Ellis, R. (1994). The Study of Second Language Acquisition
Chapter 13 – Classroom interaction and second language acquisition
Chapter 14 – Formal instruction and second language acquisition

Online Discussion of Readings

WebCT Task

(3/30/10): Spring Break – No Class

Session 11 (4/6/10):
Academic and Literacy Instruction for English Learners

ASSIGNMENT #2 DUE

(WebCT)
Krashen, S. & Brown. C. L. (2007). What is Academic Language Proficiency? Singapore Tertiary
English Teachers Society: Author.

Bear, D. & Helman, L. (2003). Orthographic Development and Learning to Read in Different
Languages.

(Book)
Crawford, J. & Krashen, S. (2007). English Learners in American Classrooms
Pedagogy. Pp. 17-26.

OPTIONAL / CHOOSE ONE OF THREE:
(WebCT)
Quiocho, A. & Ulanoff, S. (2008). Differentiating Literacy Instruction for English Language Learners
Chapter 3 – The Role of Language in Planning and Delivering Differentiated Literacy
Instruction to English Language Learners
Ovando, C., Collier, V. & Combs, M.C. (2003). Bilingual and ESL Classrooms: Teaching in
Multicultural Contexts
Chapter 6 – Mathematics and Science
Chapter 7 – Social Studies

Discussion of the Readings

Session 12 (4/13/10):
Survey of Program Types

(Book)
Faltis, C. & Huldelson, S. (1999). Bilingual Education in Elementary and Secondary School

Communities
Chapter 1 – Why Bilingual Education (History / Ideologies)
Chapter 2 – What Does Bilingual Education Look Like? (Program Models)
Chapter 3 – Bilingual Education as a Schoolwide Concern
(Effective Schools and Programs)

(WebCT)
McField, G. P. (2007). *What is Structured English Immersion? Variations on a theme*. International
Journal of Foreign Language Teaching, 3(2), pp. 2-22. (WebCT or www.ijflt.com)
McField, G. P. (2006). *The many faces of Structured English Immersion*. International Journal of
Foreign Language Teaching, 2(2), pp. 16-24. (WebCT or www.ijflt.com)

(Book)
Crawford, J. & Krashen, S. (2007). English Learners in American Classrooms
Criticisms of Bilingual Education. Pp. 39 – 59.

(In Class) Videos: "Visions of Literacy" and "Newtown High"

Discussion of the Readings
Discussion of site program models and instructional services
What kind of environment and climate does your school provide for English learners?
What are some observations and questions you have about the history and current status of
programs and services offered for English learners?
(cont'd)
Prepare for Class Activity for next week
Locate program documents and parental waiver documents from your district/site.
(This is part of your Assignment #4.)

Online Discussion of Readings
WebCT Task

Session 13 (4/20/10):
Summary of Second Language Development and Professional Development Needs
WEBCT SESSION

(WebCT)
Snow, C. (1992). *Perspectives on second language development: Implications for bilingual
education*. Educational Researcher, 21 (2), 16-19.

(Book)
Lightbown P. & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.
Chapter 7 – Popular Ideas about Language Learning: Facts and Opinions

Gandara, P. Maxwell-Jolly, J. and Driscoll, A. (2005). Listening to Teachers of English Language
Learners: A Survey of California Teachers' Challenges, Experiences, and Professional
Development Needs

Session 14 (4/27/10):
Topic 1 - Bilingual Education Classrooms
Topic 2 - Legal/Historical Context of Programs and Requirements

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(Book)
Faltis, C. & Hudelson, S. (1999). Bilingual Education in Elementary and Secondary School

Communities
Chapter 5 – Elementary Bilingual Education
Chapter 6 – Secondary Bilingual Education
Chapter 7 – Caring about Bilingual Education

(WebCT)
Overview of State Requirements and Instructional Programs for English Learners
Categorical Program Monitoring (the OPSET and the review process)
Proposition 227 (Education Codes 300-340)
(Book)
Crawford, J. & Krashen, S. (2007). English Learners in American Classrooms
Legal Requirements. Pp. 53-55.

Discussion of the Readings
What are some turning points in the history and legal timeline for English learners?
What are some turning points in the history of programs and service delivery for English learners at your site / in your district?
What questions or factors seem to drive and determine the programs and services made available to English Learners at your site/district?

*C*lass Activity
Examine the type of communication and documents provided to parents of English Learners. Specifically, how are EL parents provided access to:
1. Documents describing the different types of programs available to their children who are English Learners?
2. Documents describing the parental waiver process under Proposition 227?

Session 15 (5/4/10):
Research Outcomes

(Book)
Crawford, J. & Krashen, S. (2007). English Learners in American Classrooms
Research. Pp. 26-36.

(WebCT)
Krashen, S. & McField, G. (2005) *What works for English learners? Reviewing the latest evidence.* Language Learner, 29(3), 7 – 11.

American Institutes for Research and WestEd . (2006). *How are English Learners faring under Proposition 227? Summary of a comprehensive 5-year study.*

Krashen, S. (1999). Condemned Without a Trial: Bogus Arguments Against Bilingual Education
Chapter 4 – Bogus Argument #4 – Bilingual Education Failed in California

Krashen, S. (2001). *Are children ready for the mainstream after one year of Structured English Immersion?* TESOL Matters, Vol. 11 No. 4

Final Examination Presentations are DUE Next Week

Session 16 (5/11/10):
Final Presentations

Assignment #3 OR #4 DUE!

(Book)
Crawford, J. & Krashen, S. (2007). English Learners in American Classrooms
      Public Opinion. Pp. 51-53.
      Politics of Language. Pp. 59-62.
      Language Policy. Pp. 67-75.

Discussion of the Readings

Final Examination Presentations

Course Evaluations

STUDENT RELEASE FORM

Dear Parent/Guardian:

I am participating this school year in a graduate program at California State University San Marcos. The primary purposes of my program are to enhance student learning and encourage excellence in teaching.

A current project requires that short videotapes of lessons taught in your child's class be conducted. Although the videotapes involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the videotape. Also, at times during the year, I will be asked to submit samples of student work as evidence of teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted. All materials will be kept confidential. The form below will be used to document your permission for these activities.

Sincerely,

_____, Teacher

_____, Principal

PERMISSION SLIP

Student Name:_____

I am the parent/legal guardian of the child named above. I have received and read the letter above and agree to the following:
(Please check appropriate line below.)

_____ **I DO** give permission to you to include my child's image on videotape as he or she participates in class and to reproduce materials that my child may produce as part of the activities. No names will appear on any materials.
_____ **I DO NOT** give permission to videotape my child or to reproduce materials that my child may produce as part of the classroom activities.

Signature of Parent of Guardian:_____
Date:_____

FORMULARIO DE AUTORIZACION

Estimado padre o madre de familia, encargado o tutor:

Este año soy uno de los participantes en un programa de estudiosavanzado en la Universidad de California, San Marcos. El propósito de este programa es mejorar el aprendizaje de los alumnos y fomentar la exelencia en la enseñanza.

Este proyecto requiere que yo exhiba videos de las lecciones que doy en el grupo de su hijo(a). Aunque en los videos aparecen el maestro y sus estudiantes, la atención se centra en el maestro y su manera de enseñar, no en los estudiantes. Al grabar mi clase, su hijo(a) podría aparecer en el video. También, se le pide al maestro que exhiba muestras del trabajo de sus estudiantes en varias ocasiones durante el año como evidencia de su práctica de enseñanza. El trabajo de su hijo(a) podría ser incluido en esas muestras.

Los apellidos de los estudiantes no aparecerán en los materiales que se exhiban. Todos los materiales serán confidenciales. El formulario que aparece abajo será utilizado como prueba de su autorización para que su hijo(a) pueda ser incluido(a) en estas actividades.

Atentamente,

_____, Maestro(a)

_____, Director(a)

AUTORIZACION
Nombre del (de la) Estudiante: _____

Yo soy padre, madre, encargado o tutor legal del (de la) estudiante que se menciona arriba. Ha recibido y leido su carta y expreso lo siguiente:
(Por favor marque abajo en el cuadro correspondiente)

_____ **DOY** mi autorización para que la imagen de mi hijo(a) aparezca en el video al participar en clase y para que se haga copia de los materiales que él (ella) pueda llegar a producir como parte de sus actividades en el salón de clases. Los apellidos de los estudiantes no aparecerán en los materiales que el maestro exhiba.

_____ **NO DOY** mi autorización para grabar a mi hijo(a) ni para que se haga copia de los materiales que él (ella) llegue a producir como parte de sus actividades en el salón de clases.

Firma del padre o madre, encargado o
Tutor:_____Fecha:_____