

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMS 521: Elementary Literacy I  
(Section 1) CRN: 21724  
Wednesdays, 7:30 am – 2:20 pm, UNIV 444  
Spring 2008**

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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 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, Oct. 1997)*

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**Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

**Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750 – 4905, or TTY (760) 750 – 4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**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 for use in your teaching portfolio. Assignments will be submitted online, and some will be submitted hard copy as well.

### **Electronic Communication Protocol:**

Electronic correspondence is part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email 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 email 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.

### **All University Writing Requirement**

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

### **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 in all class activities. At a minimum, a student 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 (*Adopted by the COE Governance Community, December, 1997*).

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

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Credential (Single Subject, Multiple Subject, Special Education, etc.). This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs will be addressed in this course: TPE 3: Assessment and TPE 8: Learning About Students

## California Teacher Performance Assessment (TPA)

### General Information

*“Teachers are committed to students and their learning. Accomplished teachers act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other and taking account of these differences in their practice. They adjust their practice as appropriate, based on observation and knowledge of their students’ interests, abilities, skills, knowledge, family circumstances and peer relationships” (from National Board Core Proposition I).*

This course includes assignments designed to help you prepare for successful completion of part of the California Teacher Performance Assessment, a legislatively mandated evaluation. These assignments help you to think about individual student needs within the context of whole class instruction and assessment. As a teacher, you will use assessment on a regular basis to determine how and what your students are understanding so that you can monitor their progress and also inform your teaching decisions. The information that you generate through the TPA assignments can be transferred to Task Stream for the CA-TPA assessment and scoring.

### **COURSE DESCRIPTION**

Official description from the course catalog: “The primary aim of this course is for students to develop a preliminary understanding of the theory, methodology and assessment of English Language Arts and second language learning in integrated and inclusive K-8 school classrooms. This course is aligned with the California 2042 standards.”

### **Course Prerequisite**

Admission to the Multiple Subject/CLAD Teacher Credential Program.

### **Standards Alignment:**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

3- Relationship between theory and practice                      4-Pedagogical thought and reflective practice  
5-Equity, Diversity & Access    7-Equity, Preparation to Teach Reading Language Arts

### **Course Objectives:**

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how a first and second language is acquired.
- To understand the reading process and its relationship to thought, language and learning.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- Become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms.
- Become familiar with classroom diagnostic techniques and evaluation procedures.
- Become familiar with current approaches to the teaching of reading and writing to children with special learning needs.

SKILLS - Teacher candidates will:

- Become sensitive observers of children’s language using behaviors.
- Analyze children’s reading /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children’s reading and writing behaviors into instructional plan.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- Learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES – Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' own personal and professional growth.
- Develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

**Required Texts:**

Tompkins, G. E. (2006). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach. 4<sup>th</sup> Edition.*

Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.*

Hoyt, L. (1999). *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension.*

Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments.*

**Optional Texts:**

Galindo, Mary Sue. (2001). *Icy Watermelon: Sandía fría.* Piñata Books

Seely, Amy. (2008). *Literacy Lives: Teaching Reading and Writing in Elementary Classrooms.*

**Additional Texts:**

Additional texts on-line will be assigned, such as the English Language Arts Standards, the ESL standards, as well as select websites and on-line articles.

**WEBCT 6:**

This course is *Web Based Instruction enhanced using WEBCT*. On-line access and completion of web based assignments is required. Students must follow guidelines for appropriateness in on-line discussions. You can find the site for this course at <http://courses.csusm.edu>. Find WEBCT 6 by going to Library page on CSUSM website & click WEBCT 6 link in the upper right hand corner.

**Task Stream:**

This course requires students to use a Task Stream electronic portfolio.

<http://lynx.csusm.edu/coe/eportfolio/index.asp>. This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

<http://www.taskstream.com>. This is the Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio.

**Grading Standards**

The following grading scale will be used. *Note: The College requires completion of this course with a C+ or higher in order to meet credentialing requirements.*

<b>93-100 points</b>	<b>A</b>	<b>88-89 points</b>	<b>B+</b>	<b>75-79 points</b>	<b>C+</b>
<b>90-92 points</b>	<b>A-</b>	<b>83-87 points</b>	<b>B</b>		
		<b>80-82 points</b>	<b>B-</b>		

All students are expected to participate in class activities and demonstrate reflective learning. Students must bring to class the required texts listed in the readings for each session. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. **ALL assignments are to be submitted on the due date to WEBCT6.** Assignments not submitted on due date will lose 10 % of earned credit per day. All assignments should be typed in size 11 Times Roman font. All assignments should be double spaced except for TPE reflections and RICA Study sheets. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade. **For every day of absence students will lose 8 points.** The student may “make up” one absence by submitting a reflection for an

approved “options event” described in the assignments section below. Students missing more than 2 class sessions will not receive a passing grade. Attendance will be taken during the first 5 minutes of class and at the end of class. Three tardiness or “early exits” will be the equivalence of an absence.

- Field Observations Forms (x 7) 20 points
- Reading Lesson Plan for a Reading Unit 30 points
- Literacy Assessments Assignment 30 points
- E-Journal: Reflections on Reading Instruction 20 points
- RICA Study Sheets \_\_\_\_\_

**100 Total Points Possible**

- Attendance: 8 points are deducted each class session a student is absent
- Multicultural/Multilingual Literacy Options: A total of 8 make up points can be earned.

**Descriptions of Assignments**

**FIELD OBSERVATION FORMS**

In both the Literacy courses EDMS 521 and EDMS 522, you will study topics in literacy instruction related to RICA areas. Find the list of RICA topics in the table below under the title of the literacy course you are taking this semester, EDMS 522. You will complete one Field Observation Form (FOB) for each topic in the list.

<b>RICA Topics EDMS 521 Spring 08</b>	<b>RICA Topics EDMS 522 Fall 08</b>
Literacy Assessment	Content Area Literacy
Comprehension – Narrative	Comprehension –Expository
Spelling Instruction	Vocabulary Development
Phonemic Awareness	Literary Response & Analysis
Concepts about Print	Independent Reading
Phonics Instruction	
Structure of English Language	Supporting Reading through Oral & Written Language

To complete the FOB, you must observe lessons teaching each topic. For example, if the topic is comprehension of narratives, make sure that you are observing a lesson which teaches narrative comprehension. Your observations should be written on the left hand side of the form and your reflections should be written on the right hand side of the FOB form. In other words, on the left hand side of the form, you do not make any judgments but only write what you observe the teacher doing during the lesson. On the right side of the form, you should reflect on the effectiveness of the lesson and express your opinions and evaluations. Below is the FOB form with a brief example. Replicate the FOB form on your computer. Completed forms should be no longer than one full page. To complete the forms, type them using size 10 Times New Roman font, with 1 ½ spacing. Please remember to compile all FOB forms into one document file, one after the other, and submit them as one document.

**FIELD OBSERVATION FORM SAMPLE**

<b>Topic:</b> RICA 5, Phonics	<b>Date:</b> 9/7/98
<b>Grade Level:</b> Kindergarten	<b>Additional Descriptors:</b> SEI class
<b>Activity:</b>	<b>Reflective Notes to Myself</b>
Teacher taught “B” sound using alphabet cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help her place the picture cards and the word cards together in a matching activity. Then, the teacher had the students work at the tables writing words beginning with B then illustrated the following – bird, ball, balloon, and boat.	The teacher did a good job being inclusive with all students. Accommodations were made for second language learners when the teacher used some words that were close cognates (ball-bola) to help the students make connections. She was very effective in selecting children to participate actively. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how the beginning sounds work in their language.

**RICA CONTENT AREA STUDY SHEETS**

In both the Literacy courses EDMS 521 and EDMS 522, you will study topics in literacy instruction related to RICA areas. Find the list of RICA topics in the RICA Topics Table under the title of the literacy course you are taking this semester, EDMS 521. You will complete one RICA Study Sheet for each topic in the list.

RICA Content Area Study Sheets include information on (a) what the RICA content area is about, (b) ways of assessing it, (c) ways of teaching it. Besides the course readings, Dr. Alice Quiocho’s web site can also serve as a resource. The address is: <http://www.csusm.edu/Quiocho>. Click on “reading instruction portfolio.” See the [section on accommodations](#) for ideas on ways to support second language learners. Note: See [www.ed.gov/free/](http://www.ed.gov/free/) for free Educational Materials.

Name of RICA Content Area	<b><u>RICA STUDY SHEET</u></b>	Your name
<b>What is it?</b>	<b>How do you assess it?</b>	<b>How do you teach it?</b>

**READING LESSON PLAN FOR A READING UNIT  
PART 1 AND PART 2**

You will write and present a lesson that will be evaluated on the following criteria:

- Follows the lesson plan guide and is sufficiently detailed
- Demonstrates research based practices for reading instruction
- Demonstrates techniques giving access to diverse learners

**Part 1**

You will develop a lesson plan that specifically addresses comprehension or word recognition issues related to reading narrative texts. The lesson should engage the students actively and be meaningful and

accessible to diverse students. Your lesson plan **MUST** be sufficiently detailed so that it describes what the teacher's actions are during each phase of the lesson. Your lesson must follow the general outline of the guide below.

**Part 2**

Get together in a group of approximately 5 students and take turns sharing your lesson plans.

As a group, choose one of the shared lesson plans to present to the rest of the class.

Your group will have 15 minutes to present the lesson.

Your presentation should include the following:

1. A handout for each student of the **HEADING** of your lesson plan. (You may share this)
2. Group collaborative teaches the **THROUGH** part of the lesson

**LESSON PLAN GUIDE**

**Heading:**

**Facts About Learners:**

Grade level, specific reading unit for which this lesson is designed, a brief description of students' strengths and needs related to reading narrative text in this reading unit.

**The Reading Instructional Activity/Strategy:**

First, **describe** the instructional activity/strategy.

Second, **explain** your rationale for choosing it. How will it support your students' development of reading related to your reading unit?

**The Lesson Objective:** Complete this sentence frame:

While reading narrative text in the reading unit of \_\_\_\_\_, my students will improve their \_\_\_\_\_ by doing the following:

**Lesson Assessment: Check list**

Create a checklist that will help you to evaluating the students' reading improvement in the specific area identified in your objective. What specifically will they be able to know and do when they are successfully applying the objectives of your lesson? List at least 3 observable performance criteria.

Performance Criteria	Yes/ No

**Into:**

Write a detailed paragraph that does the following:

1. describes the reading unit's learning activity(ies) in which your reading lesson will occur.
2. shows how will you initiate your reading lesson and build on student background knowledge.

**Through:**

Remember, your lesson plan **MUST** be sufficiently detailed so that it describes what the teacher's actions are during each phase of the **THROUGH**. It is highly recommended that you include a **graphic organizer** that will support students in achieving your lesson objectives. Write a detailed outline on what you plan to do **during** your lesson across the teaching continuum:

- *modeled instruction*
- *shared instruction*
- *guided instruction*

**Beyond:**

Write a paragraph that describes how you want students to apply what you have taught them to do in this lesson as they continue reading in the overall reading unit you have chosen. How will you reinforce and review the key concepts and skills of this lesson so that they continue applying them?

**E-JOURNAL: REFLECTIONS ON READING INSTRUCTION**

Students engage in conversations with their group members and submit their reflections to the instructor via the WebCT6 discussion board. Students must follow guidelines for appropriateness in on-line discussions. See

“Guidelines for On-Line Discussions” below. All Reflections Journal assignments are due on the due date indicated in the syllabus.

- First read the professor’s prompt/question and do the required readings. Next, participate in a discussion with your group related to the prompt/question. Take notes during the discussion so that you will be able to reflect on your discussion later on. Reflect on the ideas and insights that you developed during the discussion with your group.
- Write your reflection based on directions given to you in the prompt and send it to the course instructor via the Webct6 discussion board. Each entry will be evaluated for quality of thought in response to the prompt given to the group.
- Unless otherwise specified in the prompt, the written reflection should include:
  - 1) a **brief** summary of your group’s conversation topic,
  - 2) the insights you gained from the conversation about the topic. Please note that the instructor will look for your references to the required reading material as well as to your own personal experiences.
  - 3) your thoughts on how this influences your development as a teacher.

### **Guidelines for On-Line Discussions**

Electronic correspondence is part of your professional interactions. All electronic messages should be crafted with professionalism and care. They are a very specific form of communication, with their own form of nuances and meaning. For instance, messages sent in all upper case letters, with major typos, or in slang often communicate more than the sender originally intended. Please be mindful of all messages you send, to your colleagues, to faculty members in the CoE, and to persons within the greater educational community. The core rules of “Netiquette” are described at the following link: [http:// www. albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html). If there is ever a concern with an electronic message sent to you, talk to that person face-to-face to correct any confusion.

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?

### **LITERACY ASSESSMENTS ASSIGNMENT**

This assignment is designed to familiarize you with a variety of literacy assessments and give you opportunities to conduct literacy assessments, interpret assessment data and reflect on the purpose and process of literacy assessment. You will develop an Annotated Menu of Literacy Assessments using the guidelines to be distributed in class. From that menu you complete an assessment mandated by the instructor and will choose 2 other assessments to complete. You will gather and interpret the assessment data, and write a detailed reflection for each one that includes:

- 1) a brief summary of the literacy assessment and how you conducted it
- 2) a summary of the data and your interpretation of that data
- 3) your insights gained from this experience about the purposes of the assessment and how your experience with the assessment influences your development as a teacher.

### **EXTRA CREDIT / MAKE UP Multicultural/Multilingual Literacy Options Events:**

A total of 8 extra credit or make up points can be earned by attending and writing a 2 page reflection on an “options event” approved by the instructor. The 2 PAGE reflection must be written in Times New Roman font, size 11, double spaced, and include the following:

- 1) a brief summary of the event,
- 2) the insights you made as a result of your experience about culture, language and literacy,
- 3) how your experience at the event influences your development as a teacher.

## Course Schedule / Course Outline

EDMS 521, Spring 2008

The instructor reserves the right to make reasonable changes to the course schedule as needed.

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
Session One	Overview of course ELA Standards & Literacy Assessment	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a> <a href="http://www.sdcoe.net/standards">www.sdcoe.net/standards</a>
Session Two	Phonemic Awareness & Concepts About Print	<a href="http://www.colorincolorado.org">www.colorincolorado.org</a>
Session Three	Phonics & Spelling	
Session Four	Reading Comprehension – Narrative	<a href="http://www.pammuñozryan.com">www.pammuñozryan.com</a> <a href="http://home.att.net/~teaching/litlessons.htm">http://home.att.net/~teaching/litlessons.htm</a>
Session Five	Comprehension & Meaning Vocabulary	<b>DUE: Reading Lesson Plan</b>
Session Six	Structure of the English Language	<b>DUE: Lesson Plan Presentations</b>
Session Seven	A Balanced Approach to Literacy Instruction	<b>DUE: Literacy Assessment Assignment</b>
Session Eight	Preparing for Literacy Instruction during Student Teaching	<b>DUE: E-Journal</b> <b>DUE: Field Observations Forms</b> <b>DUE: RICA Study Sheets</b>

## **Teacher Performance Expectations (TPE)**

### **EDMS 521, Spring 2008**

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

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

#### ***TPE 8: Learning about Students***

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
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	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration