

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

**Elementary Multicultural/Multilingual Education
EDMS 555 Spring 2008
CRN 22067
Section 1**

Instructor: Patti Pettigrew

E-mail: ppettigr@csusm.edu

Phone: 760-750-4283

Location:

Time/Day: Monday, 7:30a.m. to 2:15 p.m. – UNIV 337

Office Hours: Before or after class, or by appointment CSUSM Office UH 204

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, October, 1997).*

COURSE DESCRIPTION

This course addresses the needs of elementary school teachers faced with the growing diversity that exists in today's classrooms. As such it will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for language minority students.

Course Prerequisite:

Admission to the Multiple Subject/CLAD Teacher Credential Program

Course Objectives

- 1) Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- 2) Demonstrate understanding of the most important goals of bilingual/multicultural education.
- 3) Explain the theoretical framework upon which bilingual education is founded.
- 4) Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
- 5) Explain the connections between bilingual education, English as a second language, and SDAIE methodologies.

- 6) Demonstrate understanding of the five models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
- 8) Use confluent education techniques to develop understand of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

Required Texts

S. F. Peregoy & O. F. Boyle (2004). *Reading, Writing, and Learning in ESL*. 4th Edition.

Teresa Walters. *Amazing English*. Addison & Wesley.

Pettigrew *Reader*

Authorization to Teach English Learners

This credential program has 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 02)

Standard Alignment

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Standard 3: Relationship between Theory and Practice

Standard 4: Pedagogical Thought and Reflective Practice

Standard 5: Equity, Diversity, and Access to the Core Curriculum

Standard 7.a.b: Preparation to Teach Reading-Language Arts

Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

Standard 11.c : Preparation to use Educational Ideas and Research

Standard 13: Preparation to Teach English Learners

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects 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 TPE's are addressed in this course:

Primary Emphasis

TPE 7: Teaching English Language Learners

TPE 15: Social Justice and Equity

Secondary Emphasis:

TPE 4: Making Content Accessible

TPE 5: Student engagement

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. 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).*

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (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 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.

Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages). Writing requirements for this class will be met as described in the assignments. **Use the Cal State San Marcos Writing Center (Kellogg 1103), www.csusm.edu/writingcenter.** This support service is available to all students.

Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, or do not participate in class activities will not receive attendance and participation points for that session. **Six (6) points will be deducted for each missed class session.** It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will**

lose 10% of earned credit per day. Assignments should be typed and double-spaced (yes, including the class journal). Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor.

- Attendance and participation 10 points
- Interactive Journal / ELD Standards 30/5 points
- Multicultural Resources 15 points
- SDAIE Unit Plan/presentation 20/10 points
- TPE Reflective Statements 10 points

Grading

95 – 100	A	80 – 82	B-
90 – 94	A-	77 – 79	C+
87 - 89	B+	73 – 76	C
83 – 86	B	70 – 72	C-

ASSIGNMENT DESCRIPTIONS

Reading Responses/Essential Questions & ELD Standards 30/5 Points

In order to have effective discussions within our classroom, you will be asked to come to class prepared with the readings for each session. You will be required to come to class with a one page discussion of the assigned reading. **While one type-written journal entry is due each session, at the end of the course you will be asked to turn in your complete packet of reading responses.**

Interactive Journal – TPE Guide

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English Learners	Candidates demonstrate in their interactive journals that they know and can apply few pedagogical theories, principles, and instructional practices for comprehensive instruction of English.	Candidates demonstrate in their interactive journals that they know and can apply some pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of ALL English learners.

ELD Standards Requirement

For the 3rd class session, you will need to download the ELD standards and print a copy for yourself. Please bring the standards to class. You can download the ELD standards from the CDE website (www.cde.ca.gov) or from WestEd (www.wested.org).

On the WestEd Website, type “ELD Standards” in the “Search WestEd” box. Click on “WestEd: The Map of Standards for English Learners” then “Sample Chapters” then “9-12 PDF Version”

**Multicultural Literature Resources
– Critical Assessment Task (CAT)**

15 points

In groups of three, you will have the opportunity to collect multicultural literacy resources and develop lesson plans that will address appropriate literature selections reflecting multicultural perspectives for elementary school students. This assignment must address TPEs 7 and 15.

The required elements of the assignment are:

1. Choose six multicultural selections that should be the center of the curriculum for different times throughout the year, and that address appropriate proficiency and content area knowledge for students.
2. For each selection, you will write a brief (one paragraph) annotated bibliography encompassing:
 - a. Appropriate grade level
 - b. Appropriate ELD proficiency level(s)
 - c. Appropriate content area(s)
 - d. Description of the story/text
3. At least two of the books must be bilingual (English and another language) with a brief discussion of how “primary language support” will be incorporated into your curriculum (to be included in the annotated bibliography).

Poster Sessions (20 minutes each)

Tables will be set up to provide space for the groups to present / display their Multicultural Resources and lesson plans. Class members will walk around and discuss the different resources selected, how they will be used throughout the year in the given content area, and the descriptions of the lessons plans.

Note: Dr. Alice Quiocho has developed an excellent website with a bibliography of children’s literature and multicultural books that could be a great resource for you (<http://www.csusm.edu/Quiocho>). Also, check out Teaching Tolerance’s website at www.tolerance.org for other great materials.

Multicultural Resources / Lessons – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English Learners	Multicultural resources are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered.	Candidates select some authentic multicultural resources, primary language is not included or not well translated.	Candidates select authentic multicultural resources that reflect diversity of the classroom, to include the primary language of English learners.	Teaching candidates include justification for the selection and purpose of each resource, taking into account the varying learning and social needs of individual students or groups in their own classroom.
TPE-15 Social Justice and Equity	Multicultural assignment does not address issues of social justice and equity in the classroom.	Candidates select some multicultural resources that address issues of social justice and equity.	Candidates select authentic multicultural resources that address issues of social justice and equity.	Candidates include justification for each multicultural selection that show how issues of social justice and equity are addressed for all students.

TPE Reflective Statements

Due 10/12

10 points

In EDSS 555, you are specifically responsible for writing a reflective statement for TPEs 7 and 15 in the TaskStream Electronic Portfolio. **You must attach your SDAIE lesson plan as an artifact to support your ideas for both reflective statements (TPEs 7 and 15).** You may attach other artifacts which also support your ideas. The same artifact may appear in multiple TPE reflections.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the “so what?”) and where you need to go next related to the TPE. A four paragraph structure will help you develop your response:

- **1st Paragraph:** Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE (refer to *TPEs-at-a-Glance with Salient Features*)
- **2nd Paragraph:** Explain how one attached artifact is evidence of your learning related to the TPE. The key here is “evidence.” How does this artifact prove that you have learned something specific related to the TPE?
- **3rd Paragraph:** Explain how another attached artifact is evidence of your learning related to the TPE. (**Optional for EDSS 555**)
- **4th Paragraph:** Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the “so what?” of your learning.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revisions or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your Taskstream portfolio until the instructor says you are done with each TPE response for the course. More details about using Taskstream will be given in class and can be found the Taskstream website.

SDAIE Unit Plans Due 10/15 and 10/12 unit/10 presentation

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– Critical Assessment Task (CAT)

Applying the SDAIE methodologies and principles discussed in class, create a SDAIE unit plan (three related lessons in three different curricular areas) appropriate for English learners at various proficiency levels. Each lesson in the unit should contain the following:

1. Grade level, Content standard(s), ELD standard(s), requisite background information (i.e. Who are your students? What are your English learners’ proficiency levels? What accommodations need to be made for students in your class? What do your students need to know prior to the lesson?)
Materials / resources necessary for the lesson
2. A plan for assessment (**addressing TPEs 3 and 7**)
 - How will your students demonstrate mastery of the content and language standards/objectives?
 - What varied authentic products will be produced?
 - What multi-level assessment criteria will be used?
 - What different levels of mastery will be accepted?
3. Vocabulary (and grammatical structures if applicable) to be learned or reinforced in the lesson – how will you make vocabulary development part of the lesson?
4. Have you addressed specific pedagogical skills for subject matter instruction? (**TPEs 1 & 7**)
 - For example, do the activities you have designed for lesson support the content and ELD standards you have selected?
5. How do ALL your students have access to the content you are presenting? (**TPEs 4 and 7**)
 - Does the lesson use visuals, manipulative, regalia, drama, or other techniques that would facilitate understanding?
 - Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?

- Does the lesson incorporate the language and culture of language minority students?
 - Does the lesson include multiple intelligences and/or multiple modalities?
 - Are the community/parents of English learners included in the unit of study?
6. How will you ensure that ALL your students are engaged in the lesson? **(TPEs 5 and 7)**
 7. How will you ensure that ALL your students have access to academic language? **(TPE 7)**

You may work in a group of 3 students. Each group member will be responsible for one lesson plan in the unit. During several class sessions, students will have the opportunity to work on their unit plan by applying what they have learned from the readings, class discussions, and their classroom experiences. This assignment must address TPEs 1, 3, 4, 5 and 7 (see rubric).

SDAIE Presentations – Critical Assessment Task (CAT)

Each group will have 25-30 minutes to present a portion or lesson of their SDAIE Unit Plan and explain the process involved in creating their unit.

SDAIE Unit Plan/Presentation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English learners	Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for English learners. English learners do not comprehend key academic concepts and ideas.	Candidates know many pedagogical theories, principles, and instructional practices for English learners, but cannot apply them in a comprehensive manner.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of ALL English learners.
TPE 15 Social Justice and Equity	Candidates do not address issues of social justice and equity in the classroom, and lessons are not designed for students from diverse backgrounds.	Candidates know many issues of social justice and equity, but lessons do not include instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates know and can apply issues of social justice and equity in the classroom. Lessons include instructional practices that are grounded in multicultural education, and provide equitable outcomes for students from different linguistic, cultural, social and economic backgrounds.	Candidates know and apply issues of social justice and equity in their lessons. Lessons apply instructional strategies grounded in theories, principles & ideas of multicultural education, ensure equitable outcomes for all students from different backgrounds, and are designed collaboratively with stakeholders representing all students in the classroom.

Tentative Class Schedule:

Week	Date	Topic	Assignment(s) due at that meeting
Week 1	1/28	Overview Syllabus Model a reflection	
Week 2	2/2	Educating Diverse Students: Who are our English language learners? Lesson Demonstrations	📖 Chapter 1 Peregoy and Boyle
Week 3	2/11	Language Proficiency, Bilingualism, and Academic Achievement	📖 P & B chapter 2 and chapter 7 Chapter 1 Walters DUE: Download the ELD Standards from CDE or WestEd Website
Week 4	2/18	Classroom practices	📖 Chapter 2 Walters P & B chapter 3 Due : Multicultural Resources and poster Presentations
Week 5	2/25	Cooperative Learning Oral language development	📖 Chapters 3 and 4 Walters P & B chapter 4 & 5
Week 6	3/3	Academic Activities: <i>Applying Content and Language Knowledge</i>	📖 Chapter 5 Walters P & B chapter 6 SDAIE Unit Draft due for revision in class
Week 7	3/10	Engaging Instruction: <i>A Focus on Content and Language</i>	📖 P & B chapter 8 SDAIE check
Week 8	3/17	Group Presentations Evaluations	P & B chapter 9 DUE: SDAIE Presentations & Unit Plans DUE: TPE Reflective Statements Due: Turn in packet of reflections PP

B 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. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development and <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

EDMS 555 stresses competencies highlighted in bold.

Reading Responses/Essential Questions Rubric

Very Effective

- Packet consists of complete and thoughtful reading responses as well as essential questions
- Responses **exceeds** expectations of TPE 7
- Responses go beyond the obvious when reflecting, summarizing, and discussing, etc.
- Packet is well organized

Effective

- Packet consists of mostly complete and thoughtful reading responses as well as essential questions. A few questions or entries might be missing
- Responses **meets** TPE 7
- Responses summarize more than really explore implications, but there's some sense of attempting to make some kind of personal or professional connection.
- Packet is well organized

Somewhat Effective

- Packet is somewhat complete but doesn't develop the thinking. Questions or entries are clearly missing
- Responses **nearly meets** TPE 7
- Responses are mostly summaries of the readings.
- Packet is somewhat organized

Less Effective

- Packet is not complete. Questions and entries are missing
- Responses are **developing** to meet TPE 7
- Work is generally incomplete and/or lacks thought
- Packet is not organized