California State University San MarcosCalifornia State University San Marcos
College of Education

EDML E563- 1st and 2nd Lang Acq Theory

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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 ongoing 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 middle 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.

Standards 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 1: Specific Pedagogical Skills for Subject Matter Instruction
TPE 4: Making Content Accessible
TPE 5: Student engagement
TPE 7: Teaching English Learners

Secondary Emphasis:
TPE 3: Interpretation and Use of Assessments
TPE 6: Developmentally Appropriate Teaching Practices
TPE 11: Social Environment
TPE 14: Educational Technology
TPE 15: Social Justice and Equity

Required Texts

Crawford, J. (1999). Bilingual education: History, politics, theory and
practice (4th Edition). Los Angeles, CA: Evaluation, Dissemination and
Assessment Center, CSULA
Peregoy, S. F. & Owen, F. B. (1997) Reading, Writing, & Learning in ESL (2nd
Edition). Longman.
Uhl Chamot, A., & O'Malley, J. M. (1994). The CALLA Handbook. Reading, MA:
Addison-Wesley.
Walter, Teresa (1996). Amazing English. Addison-Wesley Publishing Company.

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 redesignation 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.

Course Requirements

All 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 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).

·   Attendance and participation   30 points
·   Interactive Journal   30 points
·   SDAIE Unit Plan   30 points
·   SDAIE Presentation   10 points
·   Multicultural literature mini-book activity   30 points
·   Lesson Observation   20 points

Grading

140 – 150 = A;   120 – 124 = B-
135 – 139 = A-;   115 – 119 = C+
130 - 134 = B+;   110 – 114 = C
125 – 129 = B;   105 – 109 = C-

Attendance Policy

Due to the dynamic and interactive nature of EDML 552, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 5 % of their total points. Attendance will be taken during the first 5 minutes of class. Three tardiness or "early exits" will be the equivalence of an absence. A passing grade will not be issued for students who do not attend 80% or more. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

ASSIGNMENT DESCRIPTIONS

Interactive Journal (30 points) Due May 8, 2004
A daily class journal will be maintained for each class session (a.m. and p.m.)
that needs to include the following:

·   A written summary and/or description of the topics discussed in class
that reflects understanding of the key concepts. Both comments from professor
and other students must be reflected in the journal.

·   Meta-reflections and/or analysis of key concepts, particularly in
terms of the connections that can be made between class discussions and teaching
English language learners, with specific examples from student teaching
experiences, school observations, or other personal experiences in diverse
settings. It is critical that direct connections are made with teaching
experiences in the form of anecdotes, case studies, or narratives.

The class journal will be graded according to its comprehensiveness, insightful
connections, and "deep understanding" of the issues. The class journal should
address instructional concerns, school structures, teaching strategies, and
school environments related to social justice and equity in diverse settings.

SDAIE Unit Adaptation (30 points) – Critical Assessment Task (CATs) Presentation
and Unit Due April 24, 2004
Applying the SDAIE criteria discussed, include SDAIE activities into an
integrated comprehensive unit of study.

·   Does the lesson use visuals, manipulatives, realia, drama, or other
techniques that would facilitate understanding?
·   Does the lesson take into consideration the varying English
proficiencies of language minority students?
·   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?
·   Is the curriculum reflected in the lesson challenging and not
watered-down?
·   Does the lesson include the 7-Intelligences and/or multiple
modalities?
·   Are the community/parents of English learners included in the unit of
study?

You may work in a group of 2-4 students. Unit has already been completed before
Winter Break 2002. If you have any questions, please attend office hours or
schedule a meeting.

SDAIE Presentation: (10 points) – Critical Assessment Task (CATs) Due April 24,
2004
Present a SDAIE component of your Unit Plan to the class. Each group will have
20 minutes to present a SDAIE portion of their Unit Plan..

Multicultural Literature Mini-Book Activity (30 points) – Critical Assessment
Task (CATs) Due March 13, 2004
With another person, you will have the opportunity to develop a multicultural
literacy unit that will address appropriate literature selections reflecting
multicultural perspectives for students in grades K-2, 3-6, or 7-12. Choose six
powerful children's multicultural selections that should be the center of the
curriculum for different times throughout the year. This plan should include an
outline of how the multicultural books will be used throughout the year and a

justification (explanation) of the selections made. At least three of the books must be bilingual (English and another language) with a brief discussion of how "primary language support" will be incorporated into the literacy unit. Write one detailed reading and writing lesson plan that will clearly delineate how every child will be successful by providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor).

The format of the multicultural literature mini book activity should include:
  Focus of the unit and brief summary of each book
  Grade level this unit is appropriate for
  Outline/plan of how the books will be used throughout the year.
  Reading and writing lesson plan that will identify standards being covered.
  Identify Assessment strategies: how you will determine they learned what you
  intended (how you will assess them).
  Primary language support component of the unit plan

Poster Sessions (20 minutes each)
Tables will be set up to provide space for half the groups to present/display their Multicultural Literature Selection. Other class members will walk around and listen to the discussions on the different books selected.

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).

SCORING RUBRICS

SDAIE Unit Plan/Presentation – Scoring Rubric

CriteriaDeveloping
 Nearly
Meets
 MeetsExceeds
TPE 1-
Specific pedagogical
skills for subject
matter instruction
 Candidates use very traditional and limited (e.g., lecture only) pedagogical skills for subject matter instruction that prevent understanding of information to English learnersCandidates use some specific pedagogical skills for subject matter instruction, but many English learners do not have access to the content.Candidates use a variety of specific pedagogical skills for subject matter instruction to English learners.The specific pedagogical skills for subject matter instruction will incorporate the level of proficiency in English and the primary language.

TPE 3-
Interpretation
and use of
assessments
 Candidates understand and use primarily traditional assessments strategies with English learners.Candidates understand and use some informal and formal assessments to determine progress and plan instruction for English learners.Candidates understand and use a variety of informal

and formal assessments to determine progress and plan instruction for English learners.Assessments will also incorporate English learners' levels of proficiency in English and the primary language to develop and modify instruction accordingly.

TPE-4
Making content
accessible
 Candidates use mostly traditional instructional practices that do not provide English learners access to content.Candidates use some instructional practices, but few English learners have access to content.Candidates use a variety of instructional practices to make content accessible to English learners.All students have access to content, including non-readers and students with varying levels of English proficiency.

TPE-5
 Student EngagementCandidates are mostly concerned about covering content to English-only speakers, makes little effort to communicate objectives to EL, understanding is unlikely, instruction does not consider student level of English proficiency and primary language Candidates of English learners communicate some objectives clearly, understanding is partial, progress is undetermined, instruction is sometimes adjusted, and community resources are untapped.Candidates of English learners clearly communicate objectives, ensure understanding, monitors progress, adjust instruction according to level of English proficiency and primary language, and use community resources.. All students are engaged in the academic program, know objectives of lessons, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.

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.

Teacher Performance Expectations
Lesson Observation – Scoring Rubric

CriteriaDeveloping
 Nearly
Meets
 MeetsExceeds
TPE 4-
Making
Content Accessible
 Teacher candidate is unable to determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.Candidates can partially determine if lesson observed is consistent with pedagogical theories,

principles, and instructional practices for making content accessible to English learners.Candidates are able to determine if lesson observed makes content accessible to students with different levels of proficiency in English and primary language.Candidates can apply pedagogical theories, principles, and instructional practices for making content accessible to all English learners by offering appropriate suggestions.

TPE 5-
Student
Engagement

Candidates of English learners are unaware if lesson observed engages students or is appropriate for the levels of English proficiency and primary language.Candidates of English learners are not always certain if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.Candidates of English learners are able to determine if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.Teachers candidates can confirm that the lesson observed engages ALL English learners in the academic program; and students know objectives, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.

Multicultural Literacy Unit – Scoring Rubric

CriteriaDeveloping
 Nearly
Meets
 MeetsExceeds
TPE 4-Making
Content Accessible
 Candidates use mostly traditional instructional practices that deny access to the content to non-readers and English learners. Candidates use some instructional practices to make multicultural literature books accessible, but few non-readers and English learners have access to content.Candidates use a variety of instructional practices to make multicultural literature selections accessible to diverse students. All students have access to the content of multicultural literature books, including non-readers and students with varying levels of English proficiency
TPE-7
Teaching English
LearnersMulticultural literature books are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered. Candidates select some authentic multicultural books, primary language is not included or not well translated, reading and writing activities are inappropriate for levels of proficiency in English and primary language, and assessments are non-existent or inappropriate.Candidates select authentic multicultural literature books that reflect diversity of the classroom, to include the primary language of English learners, develop reading and writing instructional activities appropriate for levels of proficiency in English and primary language, and create relevant assessments.Teaching candidates include justification for

the selection and purpose of each book, taking into account the varying learning and social needs of individual students or groups in their own classroom. Writing and reading activities meet the academic and social needs of all students.

Interactive Journal – Scoring Rubric

CriteriaDeveloping
 Nearly
Meets
 MeetsExceeds
TPE 4-
Making
Content Accessible
 Although there is some understanding of theory and practice, candidates are unable to demonstrate in their written reflections access to content for Els.Candidates apply some theories and practice in writing that likely will provide access to content for ELs.Candidates apply theories and practice to demonstrate how Els will have access to content as they reflect in writing on the major ideas, concepts, and topics discussed in class and readings.Candidates application of theory and practice demonstrate in the reflective writing access to content for all students

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 EnglishCandidates 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.

Tentative Schedule for EDML 555
Date Topic Assignment

1/23
(1) Re/Connections; Course overview and orientation; review demographics
Please click on the following link, literacy. Open the "Literacy" folder and as possible resourcesPeter Senge – suspending assumptions
English Immigrant Language Learners: Cultural Accommodation and Family LiteracyRichard Durán
 - - - - - -

(2) Historical Overview of Language Plans; Title VII and Lau); Crawford Chapt. 1&2 pp 20-61

(3) Language Planning Orientations.
Language structure and use: The systems and subsystems of language, oral and written discourse; Language change, shift, extinction. Crawford pp 264-69 Appendix A
Crawford pp. 158 -224 Chapts 8-11
Walter pp. 18-24
2/27
(4) Multicultural Curriculum, Instruction, Classroom Management
Review theories of L1 and L2 language acquisition Click here for English Language Development Standards
Grant & Gomez, ch. 3, 4 (by professor)
   Peregoy Chapt. 1&2

(5) Vygotsky, Krashen: Learning as a Social and Natural Interaction; School and Community Language and Culture Match; Role of L1 in L2 Learning. Crawford pp. 102-157
Crawford 225-263

Feb 28,2004
(6) Language Hegemony and Bias.
ESL/Content Based ESL/SDAIE: Compare and contrast. Lesson plan template
Grant & Gomez, ch. 7 -(by professor)

  (7) ESL: The intersection of language theory and learning theory toward ESL methods; Crawford (in Leyba), 79-104
CALLA, ch. 1
 March 13
  (8)
ELD: Language development and Communicative Approaches; SDAIE

   Elements of Effective SDAIE Instruction
CALLA, ch. 2-3
Peregoy Chapt 3
Due Multicultural Literature
 Presentation of Multicultural literature

(9) SDAIE & CALLA: Definitions, extensions, model lesson, structures
CALLA, ch. 4-5

April 24
 (10) Primary Language Instruction;   Snow (in Leyba) –by instructor
Grant & Gomez, ch. 6 –by instructor
Peregoy ch. 4
Language Proficiency Chart
Due: SDAIE Presentations
SDAIE Unit Completed

(11) Language and Literacy
Present articles chosen from link at topThonis (in Leyba) –by instructor

Peregoy Ch. 5,6,7,8

May 7
(12) Cyber assignment
Multiculturally Responsive Pedagogy;
 Selected and assigned reading from site
www.backflip.com/members/dmasur
To be assigned on April 24Grant & Gomez, ch. 8-17 lecture (will be presented on-line as outline of information)
CALLA, ch. 8
CALLA Chapt 9-12
Peregoy Chapt 6
 (13) Peregoy Chapt 7

 (14) Peregoy Chapt. 8
Peregoy Ch. 9

May 8
 (15) Discussion and sharing of Articles read.
What we learned and what's next for us in our careers Interactive Journal due

Cross-cultural, Language, and Academic Development (CLAD) Competencies

PART 1: LANGUAGE STRUCTURE
AND
FIRST- AND SECOND-LANGUAGE DEVELOPMENTPART 2: METHODOLOGY
OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT,
AND
CONTENT INSTRUCTIONPART 3:
CULTURE
AND
CULTURAL DIVERSITY
I. Language Structure and Use:
Universals and Differences
(including the structure of English)2. Theories and Methods of Bilingual EducationI. The Nature   3.   Culture
A. The sound systems of language (phonology)A. FoundationsA. Definitions of culture
B. Word formation (morphology)B. Organizational models: What works for whom?B. Perceptions of culture
C. SyntaxC. Instructional strategiesC. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)II. Theories and Methods for Instruction In and Through EnglishD. Physical geography and its effects on culture

E. Language in contextA. Teacher delivery for both English language

development and content instruction
E. Cultural congruence
F. Written discourseB. Approaches with a focus on English language developmentII. Manifestations of Culture: Learning About Students
G. Oral discourseC. 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 communicationD. Working with paraprofessionalsB. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language DevelopmentIII. Language and Content Area AssessmentC. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy
A. Purpose
III. Cultural Context
B. Psychological factors affecting first- and second-language developmentB. MethodsA. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language developmentC. State mandatesB. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language developmentE. Limitations of assessmentC. The dynamics of prejudice
E. Political factors affecting first- and second-language developmentE. Technical conceptsD. Strategies for conflict resolution

EDMS 555 stresses competencies highlighted in bold.