

California State University San Marcos

Middle Level Program
Spring 2000

EDML 552

Theory and Methods of Bilingual/Multicultural Education

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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,

Required Texts

- Manning, M. L. (1994). *Celebrating Diversity: Multicultural Education in Middle Level School*. Norfolk, VA: National Middle School Association.
- Chamot, A. U. & O'Malley, J. M. (1994). *The CALLA Handbook: Implementing the cognitive academic language learning approach*. Menlo Park, CA: Addison-Wesley Publishing Company.
- Crawford, J. (1999). *Bilingual education: History, politics, theory and practice*. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA
- Leyba, C. F. (editor). (1994). *Schooling and language minority students: A theoretical framework, 2nd Edition*. Los Angeles, CA: Evaluation, Dissemination, and Assessment Center, CSULA

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.

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
- Class journals 30 points
- Walking in the shoes of a person 20 points
- SDAIE Unit Plan 30 points
- SDAIE Presentation 10 points
- Choice Assignment 20 points
- Surf the Net 10 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

Class Journal: 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. ***Due on March 19 (or before), 2001***

Walking in the shoes of a person: In this assignment, you are to “walk in the shoes of a person” who is very different from you in terms of ethnicity, social economic class, and/or language background. Your task is essentially to acquire the perspective of the person “by walking in his/her shoes” and compare/contrast that perspective with your own. As part of the discussion, please describe the significant life events that could have contributed to the formation of similar/different values, norms, expectations, and belief systems. Additionally, you need to discuss what process you followed to acquire the perspective of the person. You may work in a group of up to 4 students to complete this assignment. *Due: February 20, 2001.*

SDAIE Unit Adaptation: 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 2000. If you have any questions, please attend office hours or schedule a meeting.

SDAIE Presentation: 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. *SDAIE Presentations will be conducted on March 1, 2001.*

Surf the Net: Surf the net to discover those sites related to the teaching of English Language learners. You need to do a short write-up (or assessment) of the sites discovered. Your write-up should include the address of those sites you’ve explored (at least 5), your reflections/revelations regarding what you have learned, and mostly, their applicability to you in your classroom of English learners. How will you use what this site has to offer? Be prepared to discuss your observations during class. (Recommendation: California Association for Bilingual Education; National Association for Bilingual Education; National Clearinghouse for Bilingual Education; CATESOL). *Assignment due on February 12, 2001*

Choice Assignment: You may work in groups of up to 4 to complete the choice assignment. You are to select one of the options below:

- a) Interview a bilingual, ESL, or SDAIE teacher who you feel is very successful with English learners. Discuss his/her experiences with English learners, minority parents, and the school. In particular, ask about some effective strategies for classroom teachers dealing with English learners and why these strategies are deemed effective. Ask about how they are viewed by others, particularly other educators and the outside community. Find out what are the rewards and drawbacks in working with English learners. Finally, include your own reactions to the interview, the successes described, the concerns and issues that are faced, and other applicable comments to teachers of English learners.
- b) Write an essay on the bilingual controversy pertinent to Proposition 227. Please present both perspectives on the controversy.
- c) Take a walk through a neighborhood which is different from your own in terms of socio-economic status, ethnicity, and language. Write a reflective essay on your observations.
- d) Visit a biliteracy, two-way immersion, or bilingual program (or classroom). Ask questions about parental involvement; teaching and learning in two languages; curriculum and instruction; staff development provided; materials available; central office support; etc.
- e) Visit a public school in Tijuana and write your reflections/reactions about your visit.
- e) Negotiate your own assignment with the professor. The assignment can be as diverse as a book review, research on the nature and functions of language, a cultural immersion experience, or another applicable option (Be certain to get approval for the choice assignment).

Due: on March 1, 2001

Course Outline
 (Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1	Reintroducing Diversity *Impossible Dream	Who am I? Manning foreword, preface, 1
Session 2	Cultural Responsive Teaching	Theme Readings: ROC pp. 16-17, 29; Manning 4
Session 3	Politics of Bilingual Education	Necochea & Cline Article
Session 4	Politics of Bilingual Education	Necochea & Cline Article
Session 5	MC Education/Debriefing Perspectives	Handout
Session 6 2/12/01 a.m.	Bil/MCED Reintroduction MCE Theories Culture and Contact	Manning 3; CALLA 1, 8 Crawford 1, 2; ROC pp. 134-135
Session 7 2/12/01 p.m.	Language Theories	CALLA 3; Irvin, Ch. 11
Session 8 2/14/01 a.m.	Models of Language Development	Leyba pp. 47-75; 79- 131; ROC pp 142-144 Due: Surfing the Net
Session 9 2/14/01 p.m.	Bilingual Education	Leyba (pp. 133-164)
Session 10 2/19/01 a.m.	Bilingual Education	Crawford 3 - 12 (Jigsaw)
Session 11 2/19/01 p.m.	SDAIE Revisited	CALLA 2, 4, 5,6 Due: Walking in the shoes
Session 12 2/22/01 a.m.	Ident/Placement of Engl Learners; Parental Involvement	Necochea Articles/Case Studies
Session 13 3/1/01 a.m.	Debates-MCE Issues	Due: SDAIE Presentations Due: Choice Assignments
Session 14 3/1/01 p.m.	Debates—MCE Issues	
Session 15 5/28/01 a.m.	Course Debriefing	CALLA/Leyba Remaining Chapters

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) 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 Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Instruction	3. Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, gender, micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English development	II. Manifestations of Culture: Learning About Culture
G. Oral discourse	C. Approaches with a focus on content instruction (specially designed and 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
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Instruction	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language development and pedagogy	A. Purpose	
B. Psychological factors affecting first-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first-language development	E. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDML 552 stresses competencies highlighted in bold.