

CALIFORNIA STATE UNIVERSITY MONTEREY BAY

Fall 2009
ED612-02 CN: 40639
Wednesday 1:00PM – 3:50PM

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ED612: Pedagogy for Culturally and Linguistically Diverse Students

COURSE DESCRIPTION

The purpose of this course is to help you gain background and skills for connecting your teaching with the cultural and language background of students in your classroom, and to think through schooling in relationship to diversity and social justice. In this course, you will blend practical experience in a classroom with theory, models for teaching, and some community-based learning. We hope that this experience launches your career as an outstanding teacher of the culturally and linguistically diverse students in California (or wherever you might teach)!

LEARNING OUTCOMES:

By the end of the semester, you will be able to:

- Analyze schooling for evidence of institutional discrimination against students from non-English and non-mainstream backgrounds, and propose ways to address problems you see.
- Describe the legal basis for educating linguistically and culturally diverse students, and state compliance requirements to serve those students, including provision of ELD instruction.
- Evaluate teaching of English language learners and other culturally diverse students based on models of bilingual and multicultural education.
- Construct culturally responsive pedagogy on knowledge gained about students in their community and family context.
- Design and implement a culturally responsive lesson using multicultural curriculum.
- Identify biases in curriculum based on various forms of difference and social power, and identify alternative curriculum resources that address those biases.
- Use the World Wide Web, and various technology resources.

STANDARDS

This course satisfies aspects of the Standards of Quality and Effectiveness set by the California Commission for Teacher Credentialing (CCTC). It also satisfies aspects of the California Standards for the Teaching Profession.

Teacher Performance Expectations (TPE)

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 7: Teaching English Learners

TPE 8: Learning about Students

TPE 9: Instructional Planning

TPE 12: Professional, Legal and Ethical Obligations

TPE 13: Professional Growth

Required Reading (texts available at CSUMB Bookstore).

- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann. ISBN 0-325-00366-1
- Cary, S. (2007). *Working with second language learners: Answers to teachers' top ten questions* (second ed.). Portsmouth, NH: Heinemann. ISBN 0-325-00985-6
- Carr, J., & Lagunoff, R. (2006). *The map of standards for English learners: Grades k-5*. San Francisco, CA: WestEd.

Additional readings will be made available online through iLearn or handed out in class.

Bibliography of additional Readings:

- Anderson, J. D. (1994). School climate for gay and lesbian students and staff members. *Phi Delta Kappan*, 76(2), 151-154.
- Bigelow, B. (1996). Dumb kids, smart kids, and social class. *Rethinking Schools*, 10(2), 12-13.
- Brantlinger, E. (1995). *Social class in school: Students' perspectives* (Research Bulletin No. 14): Phi Delta Kappa Center for Evaluation, Development, and Research.
- Cary, S. (2007). *Working with second language learners: Answers to teachers' top ten questions* (second ed.). Portsmouth, NH: Heinemann.
- Collier, V. (1995). Acquiring a second language for school. *Directions in Language & Education*, 1(4).
- Cota, I. C. (2006). Recollections of success: English learners recall how their parents used non-traditional ways to support reading success. *The California Reader*, 39(3), 28-32.
- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). Ontario, CA: California Association for Bilingual Education.
- Genesee, F. (1999). *Program alternatives for linguistically diverse students*. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
- Lee (2003). Model minorities. In M. Sadowski (Ed.), *Adolescents at school: Perspectives on youth, identity, and education*: Harvard Education Press.
- Lessow-Hurley, J. (2009). *The foundations of dual language instruction* (5th ed.). New York: Longman.
- Menkart, D. (1993). Multicultural education: Strategies for linguistically diverse schools and classrooms. from <http://www.ncela.gwu.edu/rcd/bibliography/BE019274/>
- Mukhopadhyay, C., & Henze, R. C. (2003). Using anthropology to make sense of human diversity. *Phi Delta Kappan*, 84(9), 669-678.
- Nieto, S. (1984). Affirmation, solidarity and critique: Moving beyond tolerance in education. *Multicultural Education Magazine*.
- Putney, L., Wu, Y., & Wink, J. (1999). What can English-dominant teachers do in a multicultural context? Stop, think, and proceed with care. *The California Reader*, 32(2), 10-15.
- Valenzuela, A. (2005). Subtractive schooling. In L. Weis & M. Fine (Eds.), *Beyond silenced voices* (pp. 83-94): State University of New York Press.
- Walker, D. E. J., & Jones, P. N. (2002). Implementing the multicultural curriculum: Problems and prospects. *DES: A Scholarly Journal of Ethnic Studies*, 1(2). Retrieved from http://www.colorado.edu/EthnicStudies/ethnicstudiesjournal/Current%20Issue/implementing_the_multicult.htm
- Zacher, J. (2006). "I know about the holocaust!": Reading and identity in a diverse fifth-grade classroom. *The California Reader*, 40(1), 26-32.

For further resources related to this course and other educational topics:

Web Resources: <http://www.nicholasmeier.com/Websites2.html>

Books: <http://www.nicholasmeier.com/favoritebooks5.html>

COURSE POLICIES

ATTENDANCE AND PARTICIPATION.

You are expected to attend class and to be well prepared to participate. This means that you have read and reflected on the assigned readings and are clearly involved in group discussions and activities. Absences, early departure from class, excessive tardiness, or not respecting the length of break time will negatively influence your grade. Whenever possible please inform the instructor in advance if you know you will be absent or late.

SUBMISSION POLICY:

All assignments must be typed (unless otherwise specified), 12 point serif font (e.g. *Times*). Assignments must be delivered through the online course system based on assignment instructions. Please use your name in the title, and the name of the assignment as the title of the document (e.g. Smith_MI.doc). The signature assignment is required, by department policy, to be uploaded to your TK20 account. Make sure you activate your TK20 account early in the semester. For this course that is the Multiple-I.

ACADEMIC INTEGRITY, PLAGIARISM and CITING WORK

Any form of academic dishonesty, such as cheating, fabrication or falsifying information, or plagiarism WILL result in serious repercussions. To avoid plagiarism, be sure to include a works cited section in any academic paper. It is important to acknowledge where you are drawing your insights, inspiration, or ideas. If the material is copied directly from the readings then both quotation marks and text citations should be used. For example, "...the quoted material you have chosen..." (Ayers, 1991, p. 52). If you are paraphrasing or putting the material (ideas) into your own words then (Ayers, 1991) should follow the material. Failure to do so constitutes plagiarism, PLAGIRISM and plagiarizing WILL result in either failing the course, or at a minimum mean an unacceptable paper. More severe consequences are possible. For more details, see the University Academic Integrity Policy at <http://policy.csumb.edu/site/x20830.xml>.

LATE ASSIGNMENTS

If you need an extension on a assignment you MUST notify the instructor in ADVANCE of the due date. Late assignments will NOT be accepted without prior (that is, by the due date) agreement from the instructor. Failure to result in a zero grade for that assignment, and if it is a major assignment for the course, a failing grade for the course. Authorized late assignments WILL receive a 10% reduction in grade for each two days late, up to a 50% grade reduction.

INCOMPLETES:

The purpose of an incomplete is to allow students who face an emergency or illness toward the end of the semester to complete their work after the semester is over. If this happens to you, please contact me as soon as you can. Unless there is a compelling reason, you will not be given an incomplete for reasons that do not relate to an emergency or illness. Rather, you will earn the grade based on the points you have accumulated by the end of the semester. If you are granted an incomplete, we will work out a schedule for turning in missing work, and you will be expected to stick to that schedule. Any incompletes that are granted must be finished within a year, or the agreed upon date, whichever is sooner, or the "inc." reverts to an F. You will not be able to enter the next stage of your program without removing the incomplete.

ELECTRONIC ACCESS TO COURSE MATERIALS AND COMMUNICATION:

Important class documents and communication will be posted electronically. Once you register for the course, you will be automatically enrolled in iLearn (<http://ilearn.csumb.edu>). iLearn is an electronic tool that can be adapted for a variety of instructional purposes, including on-line discussions, the archiving of important course related documents. You will also be required to purchase access to TK20 (<https://tk20.csumb.edu>), an additional online portfolio system. You are required to post the *signature assignments* for all of your courses to this system. For this course, that will be the Multiple-I assignment.

EMAIL

I will send all email through the FirstClass system. Getting your FirstClass mail is a REQUIREMENT of this course. If you do not regularly check your FirstClass mailbox then you will need to set the preferences in FirstClass to forward your mail to your primary email address. Also, the system may delete your account if unused (Not clear if this is an issue with our new mail system!). Not checking your email is *not* an acceptable reason for not being aware of information that was provided in that form.

USE OF WRITTEN WORK

I retain the right to use work written for this class for teaching and research purposes unless you notify me otherwise. Any work that is used in such a manner will be done so confidentially — that is, names or other aspects that would identify the author will be removed. If you do not wish your work to be used in such a manner, you need to instruct me in writing (email is acceptable).

STUDENT COMPLAINTS

If you have a problem with the instructor or other department faculty, you are encouraged to first attempt to solve the issue directly with that person. If that is not possible, or the issue is not resolved satisfactorily, please use the Student Complaint Procedures. The Student Complaint Procedures for the Department of Teacher Education at CSU, Monterey Bay are intended to provide a clear and responsive process for addressing complaints that may arise among students participating in Departmental Programs. Furthermore, this process is designed to encourage and respect the abilities of students and faculty/staff to resolve issues in a constructive manner. A copy of the complaint procedures can be obtained from the Program Handbook or from the department support personnel.

Course Assignments

SDAEI/ELD Lesson plan

For this assignment you are to create (or adapt a lesson from another class) a lesson specifically designed to help students develop their English. You will need to demonstrate that you understand the principals of second language instruction. I also expect to see all the required elements of a standard lesson plan. See full assignment document for detailed instructions.

Multiple-I

The Multiple I is designed for you to get to know a two students in depth in order to apply deeply the principles of this class. As early as possible select two students, both English language learners to pay special attention to. “the assignment will be done in several parts:

Context: In this section you will describe your school, classroom and the neighborhoods of your two target students.

Multiple Perspectives: In this section you will describe each student as perceived by their teacher, and then by either themselves or by a parent/guardian, using the first person in the narrative.

Analysis: Based on everything you have learned you will analyze the students strengths and weaknesses using the theories presented in this class(and others if you wish).

Recommendations: Here you will write a letter that you would give to either the teacher, principal, or parent making three recommendations for aiding this student based on your analysis.

See full assignment document for detailed instructions.

GRADING

An equivalent of less than a “C” on the lesson plan or Multiple-I will mean a grade of less than a C for the course regardless of the total points achieved.

Your final grade will be based on:

<u>Points</u>	<u>Assignment</u>	<u>Due Date</u>
15	Participation	ongoing
20	Lesson Plan	Nov 4
5	Lesson presentation	variable
60	<u>Multiple-I</u>	
10	Context	Sept 16
20	Perspectives	November 18
30	Analysis and Recommendations.	December 13

Grade Distribution

<u>Grading Scale</u>		
A+ 100-99	A 98-93	A- 92-90
B+ 89-87	B 86-84	B- 83-80
C+ 79-77	C 76-74	C- 73-70
D+ 69-67	D 66-64	D- 63-60

DISABILITIES

Students with disabilities who may need accommodations should contact me by the third week of class. You are invited to visit during office hours or make an appointment by calling 582-3536, or email me at nicholas_meier@csumb.edu. You should ALSO, contact: [Student Disability Resources@csumb.edu](mailto:Student_Disability_Resources@csumb.edu); Phone: 831/582-3672 voice, or 582-4024 fax/TTY; <http://www.csumb.edu/student/sdr/>

ED 612 CALENDAR

Fall 2009- Meier

As the semester unfolds, I may find it necessary to make modifications to the instructional activities. When and if this becomes necessary, you will be notified immediately.

Session/Date	Topics	Readings Due	Due dates
1: 8/26/09	Introduction		
2: 9/2	Scaffolding	Gibbons Ch 1 Cary Ch 1	
3: 9/9	Classroom talk	Gibbons Ch 2 Cary Ch 4	
4: 9/16	Moving to writing	Gibbons Ch 3 Cary Ch 6	
5: 9/23	Writing	Gibbons Ch 4 Cary 2	Context Paper Due
6: 9/30	Reading	Gibbons Ch 5 Cary 5 LC Ch 6	
7: 10/7	Listening	Gibbons Ch 6 Cary Ch 3 Putney: What can EO Teacher do?	
8: 10/14	Class meets on 10/17 for Field trip in Salinas	Gibbons Ch 7 Cary 7	
9: 10/21	Acquiring a 2nd language	SDAIE Strategies Mukhopadhyay: How Real Is Race Collier: Acquiring a 2 nd Language	
10: 10/28	Multicultural Education	Nieto: Levels of Multicultural Education Menkhart: Multicultural Education Walker: Implementing Multicultural Ed	
11: 11/4	Models of Language Instruction	Valenzuela: Subtractive Schooling Lessow-Hurley: Models Genesee: Models (in class)	Lesson Plan Due
12: 11/11	No Class	Veteran's DAY Cota: Recollections of Success Zacher: Reading and Identity	
13: 11/18	Social Class	Bratlenger: Social Class Bigelow: Dumb Kids, Smart Kids Lee: Model Minorities	Perspectives
11/25	NO CLASS	THANKSGIVING	
14: 12/2	School Reform	Cummins: Deep Structure of Reform Anderson: Homophobia	Draft due
15: 12/9	NO CLASS	Furlough day	
12/13			Multi-I due