

**San Jose State University
College of Education
Division of Teacher Education
Elementary Education Program**

**EDTE 225 Sect. 1 Code # 06480
Spring Session 2002
Theory and Practice of Dual Language Instruction
Room SH 311
Mondays 7:00PM–9:50PM**

**Prof. Nicholas Meier
phone: 831-688-2708
email: nsmeier@stanford.edu
Office: Room 332
Hours: Mondays 6:00 PM –6:45**

SYLLABUS

COURSE DESCRIPTION

This course has been designed to meet the requirements of the Cross-cultural Academic Language Development (CLAD) emphasis credential. CLAD teachers are authorized to provide instruction in English language development and content areas in English to second language learners. State standards for the CLAD emphasis require that CLAD candidates develop an understanding of the foundations of bilingual instruction. In keeping with that requirement, this course will provide participants with a survey of the historical, theoretical, practical, and legal foundations of dual language instruction.

Technology Standards

Students in this class will be expected to produce their written work on a word processing program. Student will regularly interact with the professor and each other through email. Students will use web sites and databases to retrieve information about course topics.

COURSE TEXTS (Required)

Lessow-Hurley, Judith. (2000). *The Foundations of dual language instruction 3rd edition*. London: Longman.

Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education.

Krashen, S. D. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.

Class Reader: Available at AS Printing (on-campus print shop, across from the student union, next to the Burger King).

COURSE OUTLINE

Date	Topic / Readings / Assignments	Date	Topic / Readings / Assignments
1/28	Orientation & Demographics Assignment: send test email test to professor.	3/18	Aspects of Culture Readings Due: Lessow-Hurley Chapter 8 Cummins Chapter 2 Reader on Aspects of Culture Log due: Reading reflection
2/4	Historical & Intl Perspectives Reading Due: Lessow-Hurley Chapter 1 Krashen Chapter 3 Crawford (email) Reader: Demographics and Historical Perspectives. Log due: Arguments against bilingual education	4/8	Culture and Academic Success Readings Due: Lessow-Hurley Chapter 9 Krashen chapter 5 Cummins chapter 7 Reader on Culture and Success Book reviews due
2/11	Bilingual Education Today Readings Due: Krashen Chapters 1 & 2 Reader: B/L Ed. Today Log due: Reading reflections	4/15	Dual Language models Readings Due: Lessow-Hurley Chapter 2 Reader: Dual Language Models Log Due: reading reflection
2/18	Legal Foundation/Politics Readings Due: Lessow-Hurley Chapters 10&11 Reader: Legal Foundation/Politics Log due: Reading reflections	4/22	English Only models Readings Due: Cummings Chapter 6 Reader: English Only Models Log due: open-ended
2/25	Aspects of Language Readings Due: Lessow-Hurley Chapter 3 Krashen Chapter 4 Reader: Aspects of Language Log due: Family Language history	4/29	Primary Language Instruction Readings Due: Lessow-Hurley Chapter 6; Reader: 1st Language Instruction Log due: Response to Porter and Macedo Final handed out
3/4	Language Development Readings Due: Lessow-Hurley Chapter 4 Reader: Language Development Log Due: Reading reflections	5/6	Second Language Instruction Readings Due: Lessow-Hurley Chapter 7 Reader: 2 nd Language Instruction Log due: What languages have you studied, and how.
3/11	Language Ability Readings Due: Lessow-Hurley Chapter 5 Cummins Chapter 3 Reader: Language Ability Log due: Reading reflection Interview paper due. Book selection for Review due	5/13	Second Language Instruction Readings Due: Cummins Chapter 5 Reader: Crossing Boundaries Final due
		5/20	Final returned and reviewed