

CALIFORNIA STATE UNIVERSITY MONTEREY BAY

ED612: Pedagogy for Culturally and Linguistically Diverse Students Spring 2012

ED612-01 CN: 21462

Thursdays 1:00PM – 3:50PM

6th Ave. Classrooms & Service

Learning Institute / Room 103

Office Hours Thurs. 4:30PM–7:30PM

Or by appointment

Prof. Nicholas Meier, PhD

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updated 1-25-12

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
- Lessow-Hurley, J. (2009). *The foundations of dual language instruction* (5th ed.). New York: Longman.

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.
- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). Ontario, CA: California Association for Bilingual Education.
- Darling-Hammond, L., Austin, K., Lit, I., & Nasir, N. (2003). The classroom mosaic: Culture and learning. In L. Darling-Hammond, et al (Eds.), *The learning classroom*. Burlington, VT: Annenberg/CPB.
- Genesee, F. (1999). *Program alternatives for linguistically diverse students*. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence.
- Glanzer, P. (1998). Religion in public schools: In search of fairness. *Phi Delta Kappan*, 80(3), 219-222.
- Lee (2003). Model minorities. In M. Sadowski (Ed.), *Adolescents at school: Perspectives on youth, identity, and education*: Harvard Education Press.
- Marshall, J. M. (2003). Religion and education: Walking the line in public schools. *Phi Delta Kappan*, 85(3), 239-242.
- 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*.
- Walker, D. E. J., & Jones, P. N. (2002). Implementing the multicultural curriculum: Problems and prospects. *DES: A Scholarly Journal of Ethnic Studies*, 1(2).
- (others may be added on an as needed basis)

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 instructors in advance if you know you will be absent or late. I do not give make up assignments for missed classes.

SUBMISSION POLICY:

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 assignment.

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 the citation should follow the material (Ayers, 1991). 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 an assignment you MUST notify the instructors in ADVANCE of the due date. Late assignments will NOT be accepted without prior (that is, by the due date) agreement from the instructors. 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. Also, by University policy, the *student* must initiate the incomplete by submitting the Incomplete form to the professor before the end of the course. 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

We will send all email to your CSUMB email address. Getting your CSUMB mail is a REQUIREMENT of this course, the department, and the University. If you do not regularly check your CSUMB mailbox then you will need to set the preferences to forward your mail to your primary email address. 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 will be asking for the right to use work written for this class for teaching and research. Agreeing to this use is completely voluntary and will have no effect on way or the other on your course evaluation or grade.

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

Response Journal (due weekly)

The purpose of these reflective essays is for you to connect the ideas from the readings and the lectures to the teaching and learning you see in your placement (as well as your personal experiences as a learner). The essays also help me evaluate your and the class's understanding of the material. These should be from 200–400 words in length. The majority of these essays are to be submitted online through the course website discussion board (preferably by the night before class). Occasionally we may do them in class (when this is the case you will be notified in advance). Also, bring a hard copy to class as we will share these in small groups. *Each student may select to skip two entries during the semester.* It is still the expectation that the student will have done that week's reading.

These essays should not be a summary of the readings, although they should provide evidence that you have done the reading. What they should do is connect the reading with the teaching and learning you are observing in your placements. *Discuss how the theme of that week's reading is exemplified in your setting.* You may want to examine specifically how it relates to your ED612 case study student. You may also relate the readings to your personal experiences as a learner or teacher. Please do include your own opinions and reactions to the readings, as well as any questions the readings raise for you that you might like discussed up in class.

I will respond regularly to your posting, though not to every one every week. I do highly encourage you to read and respond to each other's journal entries.

Community Resources Assignment

As a co-teaching school cohort you are to identify the community organizations/resources that are available to parents/families in the community of your placement school—include the nearest public library (e.g. Afterschool programs, social service programs, health) geared toward low-income and minority families. Write a group paper in which you each describe what one of these organizations offers, and to whom they offer it (though a minimum of 4 resources).

- Include an introductory paragraph briefly describing the community of the school, and naming the organizations identified.
- Each section should be about 300-400 words in length, and all members should be familiar with the sections of the other members of the group.

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. We 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 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 make recommendations for aiding this student's progress based on your analysis.

Reflection: Here you will describe what you learned about teaching and learning from engaging in this assignment.

See full assignment document and assignment template 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:

Points	Assignment	Due Date
12	Participation	ongoing
13	Response Journals	ongoing
10	Community Resources	March 15
25	Lesson Plan	April 12
	<u>Multiple-I</u>	
(-1)	Context draft	March 1
(-2)	Perspectives draft	March 29
(-5)	Analysis and Recommendations draft	May 3
40	Full Multiple-I Paper	May 17

Grade Distribution

Grading Scale		
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

Spring 2012- 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: 1/26/12	Introductions		
2: 2/2	Acquiring a 2nd language	Mukhopadhyay: How Real Is Race LH: Language Development	
3: 2/9	Achievement Gap	EdWeek: Achievement gap LH: Culture & Schooling	
4: 2/16	Models of Language Instruction / Law	SDAIE strategies Genesee: Models (jigsaw) LH: Legal Foundations	
5: 2/23	Multicultural Education	Nieto: Levels of Multicultural Education LC: Culture and Learning Menkart: Multicultural Ed	
6: 3/1	Scaffolding Languge	Gibbons Ch 1 Cary Ch 1	Context Paper Due
7: 3/8	Oral Language Development	Gibbons Ch 2 Cary Ch 4	
8: 3/15	Writing in 2nd Lang.	Gibbons Ch 3 Cary Ch 6	Community Resources
3/22	Spring Break		
9: 3/29	Reading in 2nd Lang	Gibbons Ch 4 & 5 Cary 2 & 5	Perspectives
10: 4/5	Listening	Gibbons Ch 6 Cary Ch 3	
11: 4/12	Learning through Content	Gibbons Ch 7 Cary 7	
12: 4/19	Assessment	LH: Student Assessment	Lesson Plan Due
13: 4/26	Social Class	Bratlenger: Social Class Bigelow: Dumb Kids, Smart Kids Lee: Model Minorities	
14: 5/3	Religion / Sexual Orientation	Marshall: Religion and education Glanzer: Religion in public schools Anderson: Homophobia	MI Draft due
15: 5/10	School Reform	Cummins: Deep Structure of Reform	
5/17	Assessment Week		Multi-I due