Instructor: Dr. Chris Roe  
Cell: 916.730.2913  
Office Hours: By Appointment  
Email: crore@csustan.edu  
Class time/date: See Below

We will meet at 4 P.M. in C133 on the following dates:
   Monday: Jan. 11th
   Thursday, Jan. 21st, and
   Monday, Feb. 1st – last class. All work due. No late work accepted.

Online BLACKBOARD instruction:
   Thurs. Jan. 7th
   Thurs. Jan. 14th
   Monday, Jan. 25th and
   Thursday, Jan. 28th.

Any absences from the “live” classes will result in a failing grade. You will have to repeat this course.

NOTE: If you have a disability and do not inform the instructor, no modifications will be provided and the instructor will not be held responsible for your learning needs.

Mission Statement: Preparing Leaders in Learning
The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

Vision Statement: Enhancing Lifelong Learning
The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, posses the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.
Purpose
Methods in Multilingual Education is designed to provide an overview of theory, methodology and assessment for first and second language development in the PK-12 schools. It will emphasize the cultural origins and politics of language and literacy in relation to the needs of students, families and teachers in a pluralistic society.

Course Goals/Student Outcomes
Students successfully completing this course will:

1. Understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including English Language Development and the relationship to the state-adopted reading/language arts student content standards.

2. Use materials, apply strategies and methods for English Language Development to the rapid acquisitions of listening, speaking, reading and writing skills in English comparable to those of their grade level peers more fluent in English.

3. Become familiar with state and federal laws pertaining to the education of English learners and how they impact student placement and instructional program.

4. Recognize the characteristics of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

5. Be able to demonstrate instructional practices that promote English Language Development, including management of first and second languages, classroom organization, and participation of specialists and paraprofessionals.

6. Be able to demonstrate systematic instructional strategies designed to make grade appropriate or advanced curriculum content comprehensible to English learners.

7. Be able to apply various assessment models for English learners. Students will understand the purposes, content and use of CELDT.

8. Recognize the importance of family, background, and experiences that students bring to the classroom and to the language acquisition process.

NOTE: Access to the internet is a requirement for this course. We will be using Blackboard (BB) for a portion of this class. If you have never used BB, a training site is available at: [http://its.sdsu.edu/blackboard/student/](http://its.sdsu.edu/blackboard/student/)

Required Reading

Suggested Reading
Complete list available on BB/course documents

Web Resources
English Language Development Standards (and all content standards):
www.cde.ca.gov/standards

California English Language Development Test (CELDT)
www.cde.ca.gov.statetests/celdt/celdt.html

Center for Research on Education, Diversity and Excellence (CREDE)
www.crede.org

James Crawford: http://ourworld.compuserve.com/homepages/JWCRAWFORD/

Jim Cummins: http://www.iteachilearn.com/cummins/

Jill Kerper-Mora: http://coe.sdsu.edu/people/jmora/

Steven Krashen: http://www.sdkrashen.com/

Joan Wink: www.joanwink.com

**Evaluation of Student Performance**

<table>
<thead>
<tr>
<th>Points</th>
<th>Evaluation of Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Attendance/Participation on BlackBoard &amp; Responses</td>
</tr>
<tr>
<td>10</td>
<td>Cultural Awakening!</td>
</tr>
<tr>
<td>30</td>
<td>Quizzes/Final from readings and class information (3)</td>
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<tr>
<td>10</td>
<td>Article Reflection</td>
</tr>
<tr>
<td>10</td>
<td>Student Shadow &amp; Observation &amp; Assessment (SOLOM)</td>
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<tr>
<td>10</td>
<td>ELD lesson presentation</td>
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<tr>
<td>10</td>
<td>SDAIE lesson presentation</td>
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<tr>
<td>10</td>
<td>TPA 2(Teacher Performance Assessment)</td>
</tr>
<tr>
<td><strong>100</strong></td>
<td><strong>Total Points</strong></td>
</tr>
</tbody>
</table>

**Grading Standards**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
<td>Excellent performance. Work is exemplary and worthy of emulation by others. Student constructively contributes to the learning environment.</td>
</tr>
<tr>
<td>A-</td>
<td>95 – 90</td>
<td>Average performance. Student accomplishes only the minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 87</td>
<td>Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to apply concepts.</td>
</tr>
<tr>
<td>B</td>
<td>87 – 85</td>
<td>Average performance. Student accomplishes only the minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 80</td>
<td>Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to apply concepts.</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 78</td>
<td>Excellent performance. Work is exemplary and worthy of emulation by others. Student constructively contributes to the learning environment.</td>
</tr>
<tr>
<td>C</td>
<td>77 – 75</td>
<td>Average performance. Student accomplishes only the minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.</td>
</tr>
<tr>
<td>C-</td>
<td>74 – 70</td>
<td>Average performance. Student accomplishes only the minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.</td>
</tr>
<tr>
<td>Any grade below C-</td>
<td>is a failure for Multiple Subjects Credential Program Credit</td>
<td></td>
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</tbody>
</table>

**Grading Expectations**

A = Excellent performance. Work is exemplary and worthy of emulation by others. Student constructively contributes to the learning environment.

B = Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to apply concepts.

C = Average performance. Student accomplishes only the minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.

**Course Requirements**

1. **Attendance and participation** at each session, either in class or online, is vital to learn information and to work and share within groups. No “live” absences will be excused for this winter course. During presentations, it is important to support
other cohort members in a positive manner. Points deducted for tardiness or early outs.

a. **In Class:** Come prepared with materials. Have readings completed. Be attentive. Be respectful. Be an active learner. Be positive. Have cell phone and other electronic devices turned off. (5)

2. **Guidelines for Blackboard Postings:** Know what you are writing about prior to posting on BB. Your response should be specific, non-judgmental, and on time. **Do not put responses in attachment form.** For full points on responses, you should:

a. know what you have read, using citations from readings and quotes from other resources that you may have encountered.

b. connect readings to real life examples you have encountered or may encounter when you are in the classroom.

c. analyze and synthesize the information you have read, highlighting examples from the readings.

d. add information and thought to the discussion. Submit requirements (papers/discussions) on time.

e. **Be aware of your writing tone- it is always best to be polite. Sarcasm doesn’t work online. It is your responsibility to connect with Blackboard regularly and to turn assignments in on time. It is also a requirement to have your email forwarded from BB to your personal account if you do not use CSUSTAN as your main mail server. Post responses by the required time in order to avoid loss of points. You may access online materials on the day of class. It does not matter when you are online, only that readings and assignments are completed on time.**

Instructor will post assignments each week on Blackboard (Bb). While quantity is an important consideration for full points, quality is most important. A message that says, "I agree," without much discussion or something similar, does not earn points nor will it constitute participation or earn participation points. Students MUST add something of substance to the discussion to earn points. It is recommended that students compose and save all work before posting, in case of problems. Losing work does not exempt you from posting deadlines. Posting on time allows for a smooth flow to the course process. (5)

3. **Cultural Awakening!** You and your group members will be assigned a culture to explore and learn about during the few weeks we have together. During our last class together, a PowerPoint presentation will be due to share what you have learned about this culture—customs, traditions, religion, language, etc. Also, any instruction-related information teachers should be aware of in the classroom. Foods from the culture may be brought in to share on the last night as part of the presentation. **Due Last Class, Feb. 1**st (10)

4. **Online quizzes/final:** There will be two quizzes and a final related to the readings and in-class information posted. (10x3=30)

   **First Quiz: Jan. 14th; Second Quiz: Jan. 25th; Final Quiz: Feb. 1**st
5. **Write a reflection** to an article posted on one of the websites listed in the *Web Resources* section of the syllabus. The article should be healthy (minimum 3 pages) and should provide you with enough information to give an adequate response. Your response should include: brief history of the issue presented; author’s point of view; your reactions or thoughts on the issue; and lastly, how this impacts teachers in the field. Two pages, double-spaced. *Due Jan. 28th* (10)

6. **Shadow an English Learner:** Shadow a multilingual/bilingual student for a total of at least 2 hours. Using the observation tool, you will take “snapshots” every 5 minutes using the EL shadowing data collection sheet. From the data sheet, create percentages of time engaged in listening, speaking, reading, or writing. Information will be gathered from the teacher and student to complete. Using the questions from Task 2, find out as much as you can about this child from the classroom teacher. This activity will provide the background information needed for TPA Task 2: Student 1: An English Learner. *Due Feb. 1st* (10)

7. **Plan & Present an ELD lesson** (including TPA 2 write-up) after instruction and reading about English Language Development. You will present an ELD lesson using the desired vocabulary of your choice and grade level. **These mini-lessons will be presented in class on Thursday, Jan. 21st.** Your peers will evaluate your lesson using a rubric provided in class. (10)

8. **Plan & Present a SDAIE lesson** after receiving instruction and reading about Specially Designed Academic Instruction in English. You will present your SDAIE lesson based on a curricular area of your choosing, related to the K-6 classroom curriculum. The lesson will include a lesson plan and any materials that will be necessary for students to complete the lesson. **These will be presented in class on the last night, Monday, Feb 1st.** Your peers will evaluate your lesson using a rubric provided in class. (10)

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**Course Overview**

*** Class 1&2: Jan. 7th, BlackBoard Instruction - Assignment Posted
You will need the following information for this course…
TPA Task 2 Steps 1 - 5

Step 1: Academic Content Selection & Learning about Students
Step 2: Learning About Two Students
Step 3: Planning for Academic Instruction for the Whole Class
Step 4: Lesson Adaptations for the Two Focus Students
Step 5: Reflection on Connecting Instructional Planning to Student Characteristics

TPA webpages on Bb (this course should be listed on your csustan page as TPA Forum) If you don’t have TPA listed, please contact Dr. Chris Boosalis

Click on TPA Tasks
http://blackboard.csustan.edu/webapps/portal/frameset.jsp?tab_id=_2_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_1841_1%26url%3d

Scroll down
TASK TWO: DESIGNING INSTRUCTION TASK

Make a copy. Save on your desk top. Print out, bring to each live class.
Rubrics (One linear and one horizontal – make copies of each.)

*** Class 3&4: Jan. 11th, LIVE in C133, Turlock Campus
Introductions: Ourselves and
Review: The course, The syllabus, The text. SMILE! Class Photos!

<table>
<thead>
<tr>
<th>Content</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(From Amazing English!  Chapters 1 and 2, and other resources)</td>
<td></td>
</tr>
<tr>
<td>Culture and Diversity</td>
<td>KWL groups</td>
</tr>
<tr>
<td>Language &amp; Language Acquisition</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>English Language Development</td>
<td>Demo ELD Lesson (PB&amp;J)</td>
</tr>
<tr>
<td>Specially Designed Academic Instruction in English</td>
<td>Demo SDAIE Lesson (APIE)</td>
</tr>
<tr>
<td>TPA</td>
<td>Practice</td>
</tr>
<tr>
<td>CELDT:</td>
<td>What it is, what it does, how it does it, when it’s done, &amp; who does it.</td>
</tr>
</tbody>
</table>

*** Class 5&6: Jan. 14th; Online Instruction
Online Assignment posted day of class
1st Quiz

*** Jan. 18th – MLK HOLIDAY – Campus Closed

*** Class 7&8: Jan. 21st LIVE in C133 – Turlock Campus
(From Amazing English!  Chapters 3 and 4, and other resources)
Making meaning from print         Phonics/Whole Language and Cambourne
Reading and Writing Instructional Strategies Examples and practice
Directed reading                  Examples and practice
Making Connections with English Learners Design Diagram
Multiple Intelligences
CALLA and SDAIE
Graphic organizers
ELD lessons presented tonight!

*** Class 9&10: **Jan. 25th, Online instruction**
Online Assignment posted day of class
2nd Quiz

*** Class 11&12: **Jan 28th, Online instruction**
Online Assignment posted day of class

*** Class 13&14: **Feb. 1st, Live in C133, Turlock Campus: Last Class 4 – 10 P.M.**
(From *Amazing English!* Chapters 5, and other resources)
Assessment
Modifications/Accommodations
Rubrics
Standardized testing
Making judgments about students

**Final Quiz**
Presentations of SDAIE lessons
Group Cultural Awakening PowerPoint Sharing, discussions

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**Resources:**
BlackBoard Course Documents and

**SOLOM**
California English Language Development Test (CELDT)
www.cde.ca.gov/statetests/celdt/celdt.html

Overview of CELDT and FAQ
http://www2.cde.ca.gov/scripts/texis.exe/webinator/search?query=CELDT&submit=GO
http://www.cde.ca.gov/ta/tg/el/
http://www.cde.ca.gov/ta/tg/sa/pid.asp
http://www.cde.ca.gov/ta/tg/el/spanish.asp
http://coe.sdsu.edu/people/jmora/Prop227/celdt.htm
http://www.google.com/search?client=safari&rls=en-us&q=CELDT&ie=UTF-8&oe=UTF-8

List the adaptations you see the teachers making for bilingual students and for special needs students as you shadow a student.
List the adaptations you will make for an English Language Learner.
List the adaptations you will make for a student with special needs.

Questions? Comments? Confused?
Please contact me ASAP to clear any thing listed here.
These plans are subject to change without notice.