Primary focus for this class: Why do I do what I do?

Primary Texts


Research Navigator (2003). New York, NY: Pearson. 0-205-37643-6. With a purchase of the new *Critical Pedagogy*, a research engine is supplied. However, previous editions of the text are acceptable for use in class also. This text is also on reserve in the library.

Journal articles will be posted on Blackboard.

Related texts


Course Description
Theory of Multilingual Education is a graduate-level course which will focus on the theoretical underpinnings of (a) crosscultural language and academic development, (b) the role of multilingual education in public schools (K-12), and (c) the implementation of various programs models.

Course Objectives
After successful completion of this course, the student will be able to demonstrate a knowledge of:

•the theoretical underpinnings and historical perspectives which affect multilingual education; education; and all teachers/learners;

•crosscultural language and academic development in a multilingual setting which extends across the core curriculum;

•the relationship between ESL, ELD, bilingual education, immersion, and
sheltered language, specially-designed academic instruction;

• the 3 competencies of CLAD: (a) language structure, acquisition and development; (b) methods (bilingual, English language development, and academic content); and (c) culture and cultural diversity;

• the 6 competencies of BCLAD: (a) language structure, acquisition and development; (b) methods (bilingual, English language development, and academic content); and (c) culture and cultural diversity; (d) methods of primary language instruction; (e) the culture of emphasis; and, (e) proficiency in the language of the specific culture;

• Blackboard online class interaction and document retrieval;

*Students with disabilities are invited to speak to the instructor to discuss accommodation options.*

**Criteria for Evaluation**

• Class attendance/punctuality; meeting due dates; if at all possible, call me prior to missing a class, please. Two absences may result in a lower grade;
• Active and informed participation in classroom discussions and activities;
• Engaging in out-of-class activities/readings; sharing with your colleagues;
• Active use of Blackboard for online collaboration;
• Submitting written papers of graduate quality. APA format is required.

*Active use of Blackboard for online collaboration; downloading/uploading; and printing. Print the syllabus the first week. EDML 5400 is listed under Foundations and Theory in Bb. At the end of the semester, each student will have RESPONDED on Bb 12 times (once each week) minimum; and each student will have INITIATED a new thread of meaningful discussion 6 times during the semester.*

Failure to meet any of these criteria may result in a lower grade

**Grading**

Students will co-contract with the instructor for their own grade. Please submit a written, signed, and dated statement indicating which grade you want to try to achieve. The co-contract implies that the student determines the quantity; the instructor evaluates on the basis of quality. Graduate quality work is required for an A. The contract is due Week 3 of class. Later you may contract for a lower grade on Week 11. No one can contract up for a higher grade later.

Professional conduct is expected at all times. Unprofessional conduct, such as cheating, will result in a failing grade in this class.

All schedule and assignments are subject to change due to unforeseen circumstances.

**Minimum Course Requirements**

All students are required to do the minimum. Those who meet the stated criteria and successfully complete the minimum course requirements, will receive a C for the class. All students are required to do the minimum. Those who meet the stated criteria and successfully complete the minimum course requirements, will receive a C for the class. More complete details of assignments will be handed-out through the semester. APA format required for assignments.

All required readings/writings and individual or group activities, which includes accessing class information via Blackboard. For more: [http://www.csustan.edu/oit/Publications/index.html](http://www.csustan.edu/oit/Publications/index.html) - click Blackboard Login. You can bookmark that page for easy return.

• All required readings and activities.

• Interactive Journals. A blank journal OR spiral notebook OR loose leaf notebook to class each week; instructor will look at each student’s notebook 3 times during the semester. It is the
responsibility of each student to leave notebook with instructor 3 different times: once in March; once in April; once in May. As you enter class each week, please place your reflections on the table. The next student who enters class will take your journal and respond meaningfully to your summary/reflections. The first 15 minutes of each class are devoted to quiet, reflective reading, writing, and thinking.

• Sample APA citations. Due by Week Seven, March 29. These must be posted on Bb AND turned in on paper to the instructor.
  2 from a book (one author)
  2 from a journal article
  2 from a chapter in an edited book
  2 from an online source
  These will be accepted only if done perfectly.

  • The URL, the name of the website, and a short paragraph (just a sentence or two) describing the contents of the site. Must be posted on Bb and also turned in on paper to the instructor.

  2 websites – relevant to History and Herstory, Due Week 5
  2 websites – relevant to Diversity and Democracy, Due Week 6
  2 websites – relevant to Reflection and Reform, Due Week 7
  2 websites – relevant to Justice and Gender, Due Week 8
  2 websites – relevant to Standards and Students, Due Week 9

• One-page, back-to-back summary of proposal. Must include Title, Introduction, Statement of the Problem, Significance of the Study, Delimitations, Definitions of Terms, and Methods/Procedure. Due Week 11.

In order to contract for a B, students must do the minimum, and:

• One Individual Book Share. First, read another text that relates to multilingual education theory/practice. Second, be prepared to share orally with your colleagues and in the form of a written book review: 2-page paper, due Week 9.

• Two-page reaction paper based on your reading of chapter 6 of *Teaching passionately: What’s love got to do with it?*. Due Week 7. (This chapter on bilingual education will be posted on Bb.)

• Reflections on *Critical pedagogy: Notes from the real world.*, due Week 2.

• A historical timeline of educational thought for the last 100 years. In addition, you, your parents, grandparents also need to be placed on the timeline. Due Week 12 and will be returned on Week 13. Timeline can be (a) poster OR (b) an 8X11 size (computer or longhand) OR (c) a manila folder. Examples will be shared in class, and websites are listed in the resources on the last page of this syllabus. Timelines must include the following:

  a) Your life and evidence of your family’s history/perspective with education. In preparation for this, you need to interview 2 older families members, and ask the following questions:

     First, please tell me about your school experiences.
     Second, please tell me how your feel about your school experiences.
     Third, what do you think of education today?
     Fourth, what do you recommend for schools of tomorrow?
Write their answers and your reflections 1-2 pages (mini case studies) for each interview. Interview #1 and #2 due Week Eight.

b) 3-5 isms, ologies, ivists, and osophies (theory, philosophy, perspectives, the big ideas, schools of thought)

c) 5 men and 5 women who have affected education.

The purpose of the timeline is for you to understand the ebb and flow of the educational thought for the past 100 years and how it affects schools of yesterday, today, and tomorrow.

In order to contract for an A, students must do the minimum, the B contract, and:

• a 5-7 page paper relating to this class. Your paper may be a proposal (chapter one) or a review of the literature (chapter two). This paper must include at least one additional page of references. APA MUST be followed;

Or

• a 5-7 page paper relating to History and Herstory; Diversity and Democracy; Reflections and Reform; Justice and Gender; Standards and Students. Any of these topics could easily fit into many different topics for a thesis later.

Or

• an annotated bibliography of 10 citations; the topic must relate to the focus of your thesis/project and must be approved by the instructor. A sample will be posted on Bb.

Due dates for A projects:

Week 8: a written plan; please write your plan on a 5X7 index card.
Week 10: a type one page over view of project.

WEEK ONE, 2-16

Introductions; name cards; journaling process; photos; syllabus.

Wink and Students: P & P

Students and students: share names/phones/IDs

Wink Share:
The Big Ideas: Transmission, Generative, Transformative.
The 100-Year Argument: Theories, Philosophies, Beliefs, Big Ideas, Schools of Thought, Thought Communities in the last century.
Citations:

• Cummins (2001): traditional – constructivist – transformative; p. 219
• Wink (2000): transmission – generative – transformative; pp. 120-125

Pre-reading activity: The Messenger and the Scribe

Assignment for next week:

Buy texts; Wink text is on reserve.
Read all of Critical Pedagogy: Notes from the Real World and prepare 2 page written reflection which includes: The Best Idea; The Most Interesting 2 New Words; The Most Challenging Idea; The Most Maddening Idea; The 3 Best Activities.

Access Blackboard and print syllabus.
Visit: http://www.JoanWink.com

Discover as much as you can on this web sites. Print something and bring it back to class to share. Print at least a one-page example.
In your journals for next week, write about (a) yourself and (b) your discoveries online.

**WEEK TWO 2-23**
Mac Lab L 125C; 5:45 to 7
Due: Critical Pedagogy paper at the end of class.
Interactive Journaling. Leave your journal on the table as you enter; pick up the journal of another colleague.
**Students Share:** online discoveries
Review syllabus; questions.
**Wink Share:** Three Perspectives: Dayna Watlin
  Discussion: Reading Assignments of last week and timelines.
  
  http://www.JoanWink.com/3perspectives.html

**Wink and Students:**
Into-the-text activities in class: *Critical pedagogy: Notes from the real world.*
Popcorn, Pair Share, Dialogue Journals

**Assignment for next week.**
Co-contracts due.
All Journals go home with the instructor this week.
  New Words. New Friends
  Card Categories
  
  http://www.JoanWink.com/charts.html

As the instructor will have the journals this week, please keep your reflective reading notes on one of the charts at [http://www.JoanWink.com/charts.html](http://www.JoanWink.com/charts.html)

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**WEEK THREE 3.01.04 - Monday.**
Due: Contracts at the beginning of class.

**Wink Share:** A brief overview of three presentations at CABE
California Association of Bilingual Education (CABE), March 3-6, 2004
San Jose, CA, [www.biingualeducation.org](http://www.biingualeducation.org)
  Three Presentations:
  a) Dual Language Programs in Action, 3.5.04: 4 p.m. to 5:30
  b) Passionate Pedagogy; Saturday, 3.6.04; 2:15 to 3:45
  c) Teachers as Language Mentors: Examining Language Potentials through the Work of Vygotsky and Freire; Friday, 3.5.04; 2:15 to 3:45

In-class: Draw a timeline which represents your life and learning; draw another one which represents your grandparents’ life and learning; draw a third timeline which represents several different theories which you are beginning to understand.

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**WEEK FOUR 3.08.04**
Dr. Kenji Hakuta: Dean Irma Guzman Wagner and San Joaquin County Office of Education.
Update on visit from: Our class is invited. I’ll update any new information on Bb.
Dr. Kenji Hakuta, Founding Dean of the School of Social Sciences, Humanities, & Arts, UC Merced
Journal: focus on Dr. Hakuta
WEEK FIVE March 15
Interactive Journal
Due: 2 websites – relevant to History and Herstory.
Wink and Students Share: Proposal-Writing How-To: In-class activity. Bring a clean, new manila folder. Rewrite your proposal overview on the folder and bring it next week.
Read:
Teaching Passionately: What’s Love Got To Do With It?, Bilingually
This chapter will be posted on Course Documents on Bb. Reaction paper on this is due Week 7.

WEEK SIX March 22
Dr. Wink: possibly gone.
In-class work: Bilingual chapter and reflection; APA citations;
Due: 2 websites – relevant to Diversity and Democracy.
Teachers of English to Speakers of Other Languages (TESOL), March 31 to April 4
Visually Triangulating Vygotsky, Freire, and Dewey

WEEK SEVEN March 29
Due: 2 websites – relevant to Reflection and Reform.
APA citations due.
Wink and Students Share: More on Proposal writing; students bring their personalized folders with their proposal ideas written in draft form. In-class Writing Activity: 4-5 complete sentences for each section of the proposal.
Wink and Students Share: What is bilingual education? eld? sdai? sei? Goals of each. How do we ‘get’ another language?
Students Share: Reaction paper to Teaching Passionately.
Midterm
In-class writing activity: Review and written activity in class of Class Objectives and Assignments.

WEEK EIGHT April 5
Due: Interview #1 and #2 of family members in preparation for timelines
Due: 2 websites – relevant to Justice and Gender.
Due dates for A projects: a written plan; please write your plan on a 5X7 index card.
Interactive Journaling
In-class writing: Proposal-writing
Focus on Final Writing Project

Spring Break April 12-16
American Educational Research Association AERA in San Diego
Ellin Keene will be at the Doubletree Hotel on Saturday, April 17 from 8:30-3:30 speaking on “Reading Comprehension." Write Mary Borba at thelearningtree@yahoo.com.

WEEK NINE April 19
Interactive Journaling
Follow by PairShare: Timelines
Due: 2 websites – relevant to Standards and Students.
Student Share: Individual Book Shares

### Pre-reading Activities

- **Krashen text - Jigsaw**
  - Principles of Language Acquisition
  - Free Voluntary Reading
  - Current Issues and Controversies
  - How Reading and Writing Make you Smarter

### WEEK TEN April 26
Due: one page overview of project.

- **Krashen text – jigsaw**
- Wink reports on History/Herstory; Diversity/Democracy; Reflection/Reform; Justice/Gender; Students/Standards.

*International Reading Association May 2 to 6 Reno-Tahoe*

### WEEK ELEVEN MAY 3
Recontracts Due

- **Interactive Journaling**

- **Krashen text – jigsaw**

- **Student Share: C Contracts:** One-page, back-to-back overview of proposal.

  - In-class time for projects/writing.

### WEEK TWELVE May 10
Timelines shared in class; written and oral.

- Review of all objectives; reading materials; content of the class.

### WEEK THIRTEEN May 17

- **Students share:** A Projects share orally and in writing.

  - Timelines returned to students

  - *May 20; 2:30 to 4:00; Psych Department Poster Session; Events Center*

### WEEK FOURTEEN May 24
A Contract papers returned.

- Final Exam

### Resources

- **Library Mapping**

- **Text Mapping**
  - [http://www.textmapping.org](http://www.textmapping.org)

- **The Curriculum Mapper – Westjam**
  - [http://www.curriculummapper.com/homesite/default.htm](http://www.curriculummapper.com/homesite/default.htm)
Websites

A more extensive list of the websites for this class is posted at:
www.JoanWink.com
http://billingualeducation.org/new2.htm
http://www.esrnational.org
http://www.cal.org.erriccll/digest/crawford01.htm
http://www.socsci.kun.nl/ped/whp/histeduc/
http://www.ibe.unesco.org/International/Publications/Thinkers/thinhome.htm

Thinkers on Education website of UNICEF. In 1993, UNICEF began commissioning educational historians around the world to write up 15-20 page monographs on important figures in the development of pedagogical thought. So far, there are over a hundred of these monographs, and most are available in English, French and Spanish.

www.sdkrashen.com
Resources online for timeline:
www.JoanWink.com/links.htm
www.pbs.org/kcet/publicschool/roots_in_history/index.html
Scroll down to
The Bilingual Education Timeline
Roots of History Master Timeline
http://commhum.mccneb.edu/PHILOS/phileduc.htm
http://edweeb.sdsu.edu/people/LSHAW/F95sull/philos/phintro.html
Both of these websites are developed by Professor Larry Shaw of San Diego State University.
www.oise.utoronto.ca/MLC/cummins.htm
http://www.ibe.unesco.org/International/Publications/Thinkers/thinhome.htm Thinkers in Education monographs
15-20 page papers all available in English, Spanish, and French

Really Good Books for Middle School and Secondary


Particularly Good for Multilingual Contexts

Language Levels

• **Preproduction**: student understands very little English; is very much in the silent period; students is learning to respond to commands: stand up; line up; point to the book; show me the paper.
• **Early Production**: student understands more English and is attempting to provide one to two word answers. What color is the book? Did you ride the bus? Is it hot or cold?

• **Speech Emergence**: student understands much more oral English; student can answer in more complete sentences; students maybe moving towards decoding in English; student is learning to respond to questions such as: Tell me about the story. What did you buy at the store?

• **Intermediate Fluency**: student has command of conversational English and is moving well with academic English; student can respond to comparison questions, Why questions, and what would happen if (rhetorical) questions.

What is sheltered?

CABE, California Association of Bilingual Education
http://billingualeducation.org

Language Policy Web Site & Emporium
James Crawford
Check out his Links for many free resources. He has all of the professional language organizations.

Stephen D. Krashen
www.sdkrashen.com
He has even posted free books.

Manhattan Institute

For your timeline, you might find it helpful to look at the following websites.

**Thinkers in Education**
http://www.ibe.unesco.org/International/Publications/Thinkers/thinhome.htm
Monographs: 15-20 page papers all available in English, Spanish, and French

**The Internet Encyclopedia of Philosophy (2003)**
http://www.iep.utm.edu/

**Roots of History Master Timeline**
http://commhum.mccneb.edu/PHILOS/phileduc.htm
http://edweeb.sdsu.edu/people/LSHAW/F95sull/philos/phintro.html
Both of these websites are developed by Professor Larry Shaw of San Diego State University.

www.JoanWink.com
I have posted this on my web pages for your consideration.
www.JoanWink.com/links.htm
www.pbs.org/kcet/publicschool/roots_in_history/index.html
Scroll down to
The Bilingual Education Timeline

**Merry Coz**
www.merrycoz.org/timeline.htm
This website focuses more on the history of literature. However, it might give you an idea how to create your project on PowerPoint, if you wish
Our CONCEPTUAL FRAMEWORK

Our MOTTO
Advocates for children
and their communities.

Our VISION
The professional preparation programs in the College of Education have a shared vision: To prepare teachers and service personnel who impact positively and optimally on the achievement of all P-12 students in academic and non-academic areas. The attributes that undergird our school-based preparation programs are high standards, academic rigor, and intellectual integrity.

CSU Stanislaus, College of Education has an enduring commitment to the preparation of professionals who are:

• competent in their chosen areas,
• able to integrate subject-matter content with pedagogy appropriate to their field of study,
• culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners,
• committed to self-assessment and reflection,
• partners, educational advocates, and leaders at the school level and in the wider community, and
• users of technology that enhances teaching and learning.

Our MISSION
The Mission of the College of Education is to undertake the professional preparation of teachers and school service professionals, as identified by state legislative and administrative law. The faculty of the College is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals and creating a student-centered learning paradigm. The College of Education is also committed to broadening and deepening the pool of educators to reflect the diversity of its school populations.