EDML 5400, CRN 21145, Theory of Multilingual Education, FALL 2005, Syllabus; complete syllabus available on Bb. Instructor: Dr. Joan Wink; 4:30 TO 7:30; C 116; Office hours – before class; T, 3:30 to 4:30

Required Texts  (books on reserve in the library)
Handy texts: Wink, J. (2005); or Wink & Wink (2004); or Wink & Putney (2000).

Week 1 Monday (2/14) – Class begins 4:45 today. FOCUS: SLA
Wink: Top Ten Things I Wish I Had Known about Teaching
Wink: Bilingual Basics. Second Language Acquisition Overview
Primary Assignment: Bb & [http://www.JoanWink.com](http://www.JoanWink.com) & texts

Week 2 Monday (2/21) – FOCUS: SLA
Learning Communities created.
APA Pair Shares created.
Primary Assignment: Wink & Wink; Chapter 6; meet online/phone with learning community

Week 3 Monday (2/28) - FOCUS: Philosophy
Due: Contracts
Wink: Overview of ologies; osophies; and isms.
Wink: 3 Perspectives; [http://www.JoanWink.com/3perspectives.html](http://www.JoanWink.com/3perspectives.html)

Week 4 Wednesday (3/7) – FOCUS – APA & Mastery Learning
APA Pair Share – Mastery Learning Activity in class
Learning Communities: Oral and Written share on SLA and philosophy; your primary reference is the Crawford text; each member will choose a unique passage and share in class.

Week 5 – (3/14) – FOCUS – Proposal Writing
Proposal writing how-to. Bring a clean manila folder; markers; small post-its
In class time to write a brief proposal.

Week 6 – (3/21) FOCUS - Summaries
Learning Communities: Summaries of class learning, including in-class discussions and texts.
CP 2 pp. overviews due.

WEEK 7 - SPRING BREAK - NO CLASSES (MARCH 28 THRU APRIL 1)

Week 8 – (4/04) - Books
Individual book shares.

Week 9 - (4/11) – FOCUS – Bilingual Education
Two-page summary/reaction to chapter 6 of Wink and Wink (2004).
Wink: What is bilingual education?
Learning communities answer the question based on other resources.

Week 11 – (4/25) – FOCUS – Online resources and Annotated Bibs
• Learning Communities: History/Herstory; Diversity/Democracy; Reflection/Reform; Justice/Gender; Students/Standards in WinkLinks.
• Recontracts from EACH student.
• Due: Annotated bib due from A Contracts & 2 pg. Proposal overview of C contracts.

Week 12 – (5/2) – FOCUS – Student Review
• First two pages due for A contracts
• Learning communities share their most significant learning.

Week 13 – (5/10) – FOCUS – Student Share
B contracts: two-page overview of one school of thought.
A contracts share in written and oral format.
College of Education Mission, please see http://www.csustan.edu/AcadProg/

Course Description
The 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;
•the central inquiry of this course: Why do I do what I do?

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.

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.

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. More complete details of assignments will be handed-out through the semester. APA format required for assignments.
• All required readings and activities.
  • Learning Communities will be created Wk. 2. These communities will become the class experts on specific topics to be shared orally/written during the class.
  • Resources include Crawford; Wink (2005); Wink & Wink (2004); Wink & Putney (2000); Krashen; Cummins; Skutnabb-Kangas; August & Hakuta; Greene; Freemans; Fishman; Kerper-Mora; Tse; Thomas and Collier; and the Internet.

• Two-page OVERVIEW of a proposal. Must include Title, Introduction, Research Question/Hypothesis; Statement of the Problem, Significance of the Study, Delimitations, Definitions of Terms, and Methods/Procedure, 3 references. Discussion Week 5; Due Week 11.

• APA Pair Share (pairs created Wk. 2; assignments due Wk. 4).
  Each Pair will prepare citations from:
  2 from a book (one author)
  2 from a book with more than 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. Mastery Learning activity in class Wk. 4.

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, in the format of the Negotiating Identities review which will be shared Week One. Due Week 8.

• Two-page reaction paper based on your reading of chapter 6 of Teaching Passionately. Due Week 9.

• Two-page reaction paper based on your reading of Critical Pedagogy. Due Week 6.

• Two-page overview of one school of thought, which contributed to you as a professional and your understanding of second language acquisition. You must (a) describe the school of thought; (b) give one example of how it positively influences your teaching; and (c) provide one example of when you challenged this assumption. Due Week 13.

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

• Write a 5-7 page paper relating to this class. Your paper may be (a) an overview of the theory undergirding second language acquisition; (b) chapter one; or a (c) a review of the literature (chapter two). This paper must include at least one additional page of references. APA MUST be followed.
  • Annotated bib due Week 11
  • First two pages due Week 12
  • A projects share completed project