CALIFORNIA STATE UNIVERSITY, STANISLAUS

EDML 5400
Theory of Multilingual Education
Fall 2002

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Class: Tuesday, 4:30 - 7:30
Room: A1057
Office Hours: By appointment

Shared Vision and Conceptual Framework

COLLEGE OF EDUCATION
Advocates for children and their communities

MISSION AND VISION

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.

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 K-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,
* Able to use technology to enhance teaching and learning
* Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners,
* Committed to self-assessment and reflection and,
* Partners, educational advocates, and leaders at the school level and in the wider community.

(for the full text of the School of Education Mission, please see http://www.csustan.edu/AcadProg/)

Required Texts:


Recommended Texts:


Addison Wesley Longman.


Other Interesting Texts:

Rockefeller Center, 1230 Avenue of the Americas. ISBN 0-671-61768-0.


Wink, J. & Graduate Students. (Fall, 1977). Those People: You Know Why They Are. Multicultural Education


URLs: http://www.socsci.kun.nl/ped/whp/histeduc/
Course Objectives:
After successful completion of this course, the student will be able to demonstrate a knowledge of:

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

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

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

4) the 6 competencies of CLAD/BCLAD
   CLAD
   * language structure, acquisition and development;
   * methods (bilingual, English language development, and academic content);
   * culture and cultural diversity;
   BCLAD
   * methods of primary language instruction;
   * the culture of emphasis; and,
   * proficiency in the language of the specific culture.

Criteria used for evaluation of student learning:
1) Class attendance/punctuality; meeting due dates; if at all possible, call the instructor prior to missing a class, please. Two absences may result in a lower grade;
2) active and informed participation in classroom discussions and activities;
3) complete assigned reading assignments before each class session;
4) 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 will be 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.

1) All required readings/writings and individual or group activities.

2) Interactive Journals. 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. Some journals will be collected by instructor each week. Each student is responsible to see that the instructor reads his/her journal three times during the semester. Student choice for when each of the three times is during the semester.

3) Philosophy Statement: One page only:
   Due Week 12: My philosophy of education is...

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

4) One Individual Book Share. First, read another text that relates to multilingual education or educational theory/history. 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 was shared Week One. Due Week 9.

5) Graphically present the ideas from Samway and McKeon's book. Due Week 8.

6) A historical timeline of (at least) educational thought and your own lived-experiences. Multiple perspectives are preferred. The timeline must limit itself to ONE 8X11 manila folder. Due Week 13.

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

7) A formal book review of Cummins (2001); Baker & Hornberger (2001); Samway & McKeon (1999) or Wink & Putney (2002). This must be done in the format of the Cummins' book review that was shared the first week of class. Due Week 13

8) 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 7.

Course Schedule:
Note: The following schedule provides a preliminary outline of topics and assignments. It may be modified by the instructor as necessary.

WEEK ONE, Tuesday, 9/10/02
Welcome/Introductions
Course Syllabus
Journaling process
The Big Ideas: Transmission, Generative, Transformative

Citations: Cummins (2001): traditional - constructivist - transformative; p. 219
Wink (2000): transmission - generative - transformative; pp. 120-125
Quick Write: The Schools of Thoughts which have directly affected me as a teacher/learner are.... At this moment I associate myself closely with _______ School of Thought. The reason for this is....

Prepare for Week Two:
Read: Negotiating Identities - Preface and Chapter 1
Draw a timeline which represents your life; your experiences; your philosophical and pedagogical grounding.
Visit http://www.JoanWink.com, go to Student Treasures, print "3 Perspectives on Pedagogy" from Dayna Watlan, read and reflect in journal.

WEEK TWO - 9/17/02
Interactive Journaling
Discussion: Reading Assignments of last week and timelines.
Into-the-text activities in class: Critical pedagogy: Notes from the real world.

Prepare for Week Three:
Read Critical pedagogy: Notes from the real world.
Draw one graphic of your learning from the Critical Pedagogy text.
Journal: Compare and Contrast your grandparents', your parents', and your education. How is your education different from theirs? How is your world different from theirs? Draw a personal timeline of this.

Co-contracts due Week Three.

WEEK THREE - 9/24/02
Students' Share: Journals and whole group share of timelines.
Discussion in class: reading assignments; critical pedagogy graphics, grandparents' timelines.
Discussion: CLAD/BCLAD competencies and their relationship to this class.
Contracts due from each student.

Prepare for Week Four:
Read Cummins (2001). Chapters two & three. Write 6 sentences summarizing each chapter. Be sure to read the Endnotes at the end of the chapters.
Draw another timeline which represents several different theories which you are beginning to understand.
Journal: Similarities and differences between Generative and Transformative.

WEEK FOUR - 10/01/02
Students' Share: Share of Generative and Transformative similarities and differences and of your timelines of various Big Ideas of Education. This is an informal, in small-group share of what you wrote for your journal this week.
Class Discussion: Chapters two and three of Cummins (2001).

Prepare for Week Five:
Read Chapters Four, Five, and Endnotes from Cummins (2001).

WEEK FIVE - 10/08/02
CLAD/BCLAD competencies
Bilingual Education
Class Discussion: Chapters Four and Five of Cummins (2001).

**Prepare for Week Seven:**
Read Chapter Six, Seven, and Endnotes from Cummins (2001).

**WEEK SIX - 10/15/02**

**WEEK SEVEN - 10/22/02**
CLAD/BCLAD competencies
Bilingual Education
Class Discussion: Chapters Six and Seven of Cummins (2001).
Testing the Temperature
A Contracts turn in ONE PAGE BACK-TO-BACK Proposal summary.

**WEEK EIGHT - 10/29/02**
Presentation of Samway & McKeon's book

**WEEK NINE - 11/05/02**
Individual Book Shares

**WEEK TEN - 11/12/02**
Independent Activities: Finalize Formal Book Review and Historical Timeline

**Prepare for Week Eleven:**
Read Chapter Eight, Nine, Ten, and Endnotes from Cummins (2001).

**WEEK ELEVEN - 11/19/02**

**WEEK TWELVE - 11/26/02**
Review of all objectives; reading materials; content of the class.

**WEEK THIRTEEN - 12/03/02**

Philosophy statement due
B Contracts: Timelines due.
A Contracts: Formal Book Review

**WEEK FOURTEEN - 12/10/02**
Final Week