Education 246A
Teaching Linguistic and Cultural Minority Students
Spring 2012
Instructor:

Class Meeting Time: Wednesdays 4-7
Room: 3515 Tolman
Office: 5525 Tolman
Office Hours: Wednesdays, 3-4, 7-8, and by appointment
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Email:

Course Description

The objective of this course is to prepare teachers to work with linguistic minority students. We will consider the role of socialization in learning and the ways in which learning patterns acquired in the home can conflict with and/or compliment the culture of school. Student teachers will consider instructional approaches for working with linguistically and culturally diverse students in their classrooms. Through reading, interaction and writing, we will explore issues of student identity, content knowledge, and community in relation to both theory and practice.

Critical Questions

- How can schools serve linguistically and culturally diverse students?
- How do students learn a second language?
- What is the relationship between language and culture?
- What are the best practices for teaching diverse students?
- How do we use our understanding and appreciation of diversity to create more just classrooms and schools?

Required Reading

Education 246 readings posted on B-space/course reader
Theory and research related to student-selected issue/topic
Handouts distributed in class
Course Requirements

Attendance and Class Participation (60 points)

Class discussions and activities constitute a vital part of what you will learn this semester. You cannot participate if you are not present. Please plan to attend every class, to make an effort to arrive on time, and to remain in class for the entire period. Each absence will result in the loss of four attendance points. A late arrival will also result in the loss of attendance points.

The required readings as well as assignments throughout the semester will usually form the basis of our discussion and activities in class. Please plan on completing the readings and bringing typed, one-page responses to class on the day they are due.

One-Page Analysis/Reflection (40 points)

Ten weeks of the semester (week 1-8 and 11-12), you will be expected to write and bring to class, a typed, one-page analytic response to the readings assigned that week. Use the one-pagers as an opportunity to further develop your understanding of the readings through analysis and synthesis of concepts ideas and perspectives. You will spend the first 15 minutes of class sharing and discussing one another’s papers. Each one-pager should be given a substantive title and be limited to one page (single spaced).

Mini-Lesson (30 points)

Every member of the class will plan and execute a 15-20 minute lesson. If you choose to work with a partner (no more than 2 people may present together) your lesson should be 30 minutes long. Your aim will be to implement the theories, methods and strategies explored in the class through a lesson. Class members who constitute the audience will be assigned roles that represent different affinity groups: students, parents, administrators or teachers. You may ask us to role-play young children or high school students. After your lesson, we will offer critiques from the various assigned perspectives.

Literature Review (100 points)

You will write a 7-10 page literature review which synthesizes relevant theoretical and empirical research to provide background and create a context and purpose for the paper/project you will construct in this course. The literature review is not an annotated list of references relevant to your topic, rather, it is a well crafted essay which uses relevant references to support your assertions and the conclusions you draw from your research. The literature review will be returned
in time for you to revise it, if necessary, before including it in your final paper/report.

**Final Paper/Report (100 points)**

You will conduct a study or project that explores an issue or topic related to making curriculum more inclusive for diverse learners. The final paper/report, which should be 15-20 pages in length, will include an introduction, your literature review (the exact one you wrote/revised for the previous assignment), the methods that you used to research your issue (readings, interviews, observations, websites) the results, a conclusion and discussion of the implications of your study. You will share your paper/project with members of the class at the end of the semester.

**Grading**

Total Points: 330

330-310=A
309-297=A-
296-287=B+
286-277=B
276-264=B-
263-254=C+
253-244=C
243-231=C-
First Meeting: January 18

**Topic:** Overview of Demographics and Issues Related to Second Language Learners

**Readings:**


Week One: January 25

**Topic:** The Intersection of Theory and Practice; Identifying the Issues

**We will discuss the following readings:**


Week Two: February 1

**Topic:** Language Acquisition and Socialization

**Readings:** Everyone should read Valdez, and then select either Gibbons: Chapters 1 and 2  OR Chapter 7 + Glossary.


Week Three: February 8

Topic: Review of Pedagogical Theory and It’s Significance for Teaching English Language Learners

Readings:


OR...


Week Four: February 15

Topic: Individual Differences in Second Language Learning

Readings:


Week Five: February 22
**Topic: Key Issues for Teachers**

**Readings: Read the following chapters from:**


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**Week Six: February 29**

**Topic: Engaging Pedagogy: Findings from Research Studies**

**Readings:**

Martin, D.B. (2009). Researching Race in Mathematics Education. Teachers College Record, 111(2). 295-338 (43 pages)


**Week Seven: March 7**

**Outline of Literature Review Due**

**Topic: Key Issues for Teachers**

**Readings: Read chapters from the following book:**


Chapter 1: Academic Engagement and Performance. 30-54. (24 pages)
And

Chapter 5: Portraits of Declining Achievers. 167-227. (60 pages)

Or

Chapter 8: Portraits of High Achievers. 296-358. (62 pages)

Week Eight: March 14

Topic: Questions of Identity

Readings:


Week Nine: March 21 Literature Review Due (Bring 2 copies)

Topic: Family Perspectives

Readings:


And...

Read the following chapters from the book:


**Week Ten: March 28 (No Class, Spring Break)**

Week Eleven: April 4

**Topic: Bridging School and Home**

**Readings:**


**Week Twelve: April 11 Outline of Final Paper Due**

**Topic: Critical Pedagogy**

**Readings:**

Read chapters from the following book:


And


Or

Week Thirteen: April 18

**Topic: Critical Pedagogy**

**Readings:**


Week Fourteen: April 25 **Final Draft of Literature Review Due**

**Topic: Future**

**Readings:**


Week Fifteen: May 2 **Final Papers Due (Parts I &II)**

**Paper/Project Parts I & II Guidelines**

1. Decide on a key question or issue.

Examine the issues that emerge from your experiences and reading. Focus on questions that are of particular interest to you. Some possible questions to consider:

- Why do some English language learners decline in academic achievement the longer they are in U.S. schools?
How can the use of technology improve educational outcomes for students in your particular field of study?
How can teachers support the development of multi-literacies (including digital and information literacies) in your particular field?
How can teachers maximize parent involvement in children of particular cultural backgrounds?
What strategies can a monolingual teacher employ (in a particular field) to effectively teach multilingual learners?
What needs have been identified as significant to the education of particular cultural groups?

2. Find scholarly research that addresses your question. Write a Literature Review of the research (see additional handout for guidelines). Include 7-10 articles. You may use course readings.

Part I

Literature Review: Due: March 21

Your 7-10 page literature review should synthesize relevant theoretical and empirical research to provide background and create a context and purpose for your research study. The literature review is not an annotated list of references relevant to your topic; rather, it is a well-crafted essay which uses relevant references to support your argument and the conclusions you have drawn from your readings. The literature review that you turn in will be returned in time for you to revise it (if necessary) before including it in your research report.

Part II

Final Paper (including the Literature Review) Due: May 2

You may choose from among the following options:

A. Curriculum Development:
   For this option, you will synthesize the theories, methods and strategies we have discussed in class into an integrated unit plan. You may choose to develop a unit that you have observed or you may devise an original unit for which there are currently few resources.

B. Interview/Observation Paper:
   For this option, you will relate sociocultural and/or linguistic theory to the actual practices of teachers who are teaching diverse populations by observing and interviewing them in actual settings.

C. Action Research:
   For this option, you will design, implement and analyze a mini-research project with actual students. While the previous option focuses your attention on the teacher, if you chose this option, you will direct your efforts to understanding the experience of students.