CD56: UNDERSTANDING AND WORKING WITH ENGLISH LANGUAGE LEARNERS

De Anza College, Social Sciences and Humanities Division
Child Development and Education Department
Instructor: Mayra E. Cruz, M.A.

Class Information			
Number	**Meeting Day**	**Meeting time**	**Location**
CD 56.01	Monday/Wednesday	11:30am-12:45pm	CD2-28
Instructor's Contact Information			
Office Location: CD2-21C **Office Phone: 408/864-8215**		**Email: cruzmayra@deanza.edu** **Websites:** **www.deanza.edu/faculty/cruzmayra** **www.deanza.edu/cde**	
Office Hours			
Thursday 0-1:30pm (except for			
Course Text and Materials			

Required Course Text and Materials:
1. Preschool English Learners: Principles and Practices to Promote, language, Literacy and Learning. (2009) California State Department of Education: California

Select one (1) book for the book review assignment:
- Alvarez, Julia (1992). How the Garcia Girls Lost Their Accents. Penguin Group USA: New York.
- Cisneros, Sandra (1991) The House of Mango Street. Vintage
- Dumas, Firoozeh (2003) Funny in Farsi: A Memoir of Growing Up Iranian in America. Villard
- Fadiman, Anne (1997) The Spirit Catches You and You Fall Down . Farrar, Straus and Giroux; 1 edition (September 28, 1998)
- Jimenez, Franciso (2003) Breaking Through. NetLibrary. Ebook.
- Kidder, Tracy (2009) Strength is What Remains. Random House
- Pham, Andrew (2000) Catfish and Mandala. Picador
- Santiago, Esmeralda (1994) When I Was Puerto Rican. Random House
- Karmi, Ghada (2002) In Search of Fatima. Verso
- Martinez, Ruben (2002) Crossing Over: A Mexican Family on the Migrant Trail. Picador
  You can purchase the selected book at Amazon .com or look for it at your local library.

2. Internet access
   - The Preschool Learning Foundations
   Foundations in English Language Development, pages 103-142
   http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
   - YouTube videos on Pro and Con arguments- America Becomes Bilingual, An English-only America?, Bilingual Education, Bilingual Kids, Arizona's Language Battle, This is the U.S. Speak English!
Articles:
- *"Dual Language Learners in ECE Settings"* Zero to Three **(to be sent via email)**
- Bronwyn Coltrane, Center for Applied Linguistics *"Working with Young English Learners"* http://www.cpin.us/el/docs/working_with_young_english_language_learners.pdf
- Espinosa, Linda. "Challenging Common Myths about English Language Learners"

http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinosa.pdf
- Espinosa, Linda. *"Young English Language Learners in the U.S."*
  http://www.coursehero.com/file/4992435/Young-English-Language-Learners-in-the-US-article/
- Espinosa, Linda, "Second Language Acquisition in Early Childhood"
  http://peoplelearn.homestead.com/MEdHOME3/ECEcurriculum/SecondLanguageAcquisitionLEspinosa.pdf
- "Closing the Achievement Gap for Dual Language Learners", Preschool California, 2010
  http://www.earlyedgecalifornia.org/resources/resource-files/dll-policy-brief.pdf
  Preschool CA Fact Sheet http://www.preschoolcalifornia.org/resources/resource-files/outreach-packet/preschool-california-dll-fact.pdf
- Genesee, Fred. "Early Dual Language Learning" 2008 Zero to Three.
  http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf
- *The Impact of Global Migration on the Education of Young Children*. UNESCO Policy Brief on Early Childhood. No 43-April-September 2008. **(to be sent via email)**
- Cruz, M. *The Professional Preparation of Spanish-Speaking Early Childhood Education Community College Students and Non-Matriculated Early Educators: Approach, Curriculum and Program Implementation*. Collaboration with Local Early Education Planning Council of Santa Clara County, 2010. www.deanza.edu/faculty/cruzmayra/announcements.html

4. Photo

Course Overview

Advisory: Completion of CD10G and CD 55.
Developmental and cultural examination of the bilingual child in early childhood programs. Theories and developmental sequence of bilingual language acquisition. Role of teacher and methods for supporting the bilingual child.

Upon the completion of this course, students will:
  A. Recognize definitions of bilingual education and distinguish historical trends and perspectives.
  B. Evaluate and critique California demographics, legal and legislatives issues on immigrant and English Learners students.
  C. Describe the major theories of second language acquisition.
  D. Identify characteristics of early childhood bilingual language development.
  E. Describe and compare program models for bilingual and English Learners students.
  F. Describe the role of primary language development and bilingual/biliteracy language transfer.
  G. Examine the role of the early childhood teacher in fostering oral language and literacy development in children's primary and secondary language.
  H.   Explore parent and family involvement in early childhood bilingual education and bilingual language development.

Student Learning Outcome:
Practice effective communication to facilitate positive interactions, theories and developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff.

NAEYC A.A. Degree Teacher Preparation Standards: *Standard 1* Promoting Child Development and Learning , *Standard 3* Observing , documenting , and assessing to support young children and families, *Standard 4*, Teaching and Learning, *Standard 5* Becoming a Professional

Course Requirements

Book Review (50 points)
Language Observation Report (100 points)
2 Quizzes (50 points)
Class Activities (25 points)
Final Exam- Resource Binder (100 points)

Keep up with readings!

Extra Credit (10 points) :
Extra points are optional and will be offered during the course of the quarter. Students will receive these points if all regular assignments have been turned in and all exams have been taken.

Academic Policies and Accommodations

Attendance: Students are expected to maintain regular and prompt attendance. More than **two** absences in the quarter will result in dropping the student from the class.

Tardiness: When you arrive late, you are interrupting the learning experience of your classmates. More than **three** tardies in the quarter may result in dropping you from class.

Academic Integrity: Refer to reflection.

Rewrites: **Must** be completed within a week. If not completed, you will receive the initial point value calculated.

Assignments: All assignments must be typed, 12 point font, 1 ½ space (unless specified). **No assignments will be accepted after the due date** (except for a student who misses due to an emergency).

Late assignments: **Will not be accepted.**

Incomplete-I: Incomplete academic work for unforeseeable, emergency and justifiable reasons **at the end of the term**. The student and the instructor file a contract for an incomplete grade with the Office of Admissions and Records, indicating the reason the incomplete grade was assigned and the conditions under which the grade of "I" can be removed. Also indicated on the contract form will be the grade to be awarded if the conditions for removal of the "I" are not met within one year. Either the grade earned by meeting the specified conditions or the default grade indicated in the contract will replace the "I" no later than one year from the time the "I" was originally given. (Source: De Anza College Catalog)

Academic Accommodations: Disabled Students Services (DSS) is available on campus. It provides special registration for Adaptive P.E., personal counseling, academic and vocational advisement and equipment loans. It also can help provide note-takers, assistance to and from class, and mobility training for students with blindness. For more information call 864-8753.

Student Success Center: Supports classroom instruction by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success. It offers,

- Drop-in Tutoring
- Weekly Individual Tutoring
- Group Tutoring and Supplemental Instruction
- Study Tables

The Student Success Center has different locations based on subject.

- Writing & Reading (LC107)
- Math, Science & Technology (S43)
- Academic Skills (LC107)
- General Subject Tutoring (LC107)
- Listening & Speaking (L47)

For more information visit www.deanza.edu/studentsuccess/

Course Grading

Course grades will be based on the number of points that you have earned out of 300 possible points in the course. Points are available as follows:

Assignments	Points
Book Review	50
Language Observation Report	100
Quizzes (2 @ 25 points each)	50
Class activities	25
Final Exam-Resource binder for bilingual language development and Presentation	75
Total	**300**

Grading Scale:
A= 90–100%   270-300 points
B= 80 - 89%   240-269 points
C= 70 - 79%   210-239points
D= 60-69%   180-209 points
F= Below 60%   below 180 points

Services for Disabled Students

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ASSIGMENTS

1. Book Review (50 points)

A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book, not a retelling. It should focus on the book's purpose, content, and authority. A critical book review is not a book report or a summary. It is a reaction paper in which strengths and weaknesses of the material are analyzed. It should include a statement of what the author has tried to do, evaluate how well (in the opinion of the reviewer) the author has succeeded, and presents evidence to support this evaluation.

There is no right way to write a book review. Book reviews are highly personal and reflect the opinions of the reviewer. A review can be as short as 50-100 words, or as long as 1500 words, depending on the purpose of the review.

The following are standard procedures for writing book reviews; they are suggestions.

1. Write a statement giving essential information about the book: title, author, first copyright date, type of book, general subject matter, special features (maps, color plates, etc.), price and ISBN.

2. State the author's purpose in writing the book. Sometimes authors state their purpose in the preface or the first chapter. When they do not, you may arrive at an understanding of the book's purpose by asking yourself these questions:

    a. Why did the author write on this subject rather than on some other subject?
    b. From what point of view is the work written?
    c. Was the author trying to give information, to explain something technical, to convince the reader of a belief's validity by dramatizing it in action?
    d. Who is the intended audience?
    e. What is the author's style? Is it formal or informal? Evaluate the quality of the writing style by using some of the following standards: coherence, clarity, originality, forcefulness, correct use of technical words, conciseness, fullness of development, fluidity. Does it suit the intended audience?
    f. Scan the Table of Contents, it can help understand how the book is organized and will aid in determining the author's main ideas and how they are developed - chronologically, topically, etc.
    g. How did the book affect you? Were any previous ideas you had on the subject changed, abandoned, or reinforced due to this book? How is the book related to your own course or personal agenda? What personal experiences you've had relate to the subject?
    h. How well has the book achieved its goal?
    i. Would you recommend this book or article to others? Why?

3. <u>State</u> the theme and the thesis of the book.

      a. **<u>Theme</u>**: The theme is the subject or topic. It is not necessarily the title, and it is usually not expressed in a complete sentence. It expresses a specific phase of the general subject matter.

      b. **<u>Thesis</u>**: The thesis is an author's generalization about the theme, the author's beliefs about something important, the book's philosophical conclusion, or the proposition the author means to prove. Express it without metaphor or other figurative language, in one declarative sentence.

      <u>Example</u>

      <u>Title</u>: We Had it Made

      <u>General Subject Matter:</u> Religious Intolerance

      <u>Theme</u>: The effects of religious intolerance on a small town

      <u>Thesis</u>: Religious intolerance, a sickness of individuals, contaminates an entire social group

4. <u>Explain</u> the method of development-the way the author supports the thesis. Illustrate your remarks with specific references and quotations. In general, authors tend to use the following methods, exclusively or in combination.

      a. **<u>Description</u>:** The author presents word-pictures of scenes and events by giving specific details that appeal to the five senses, or to the reader's imagination. Description presents background and setting. Its primary purpose is to help the reader realize, through as many sensuous details as possible, the way things (and people) are, in the episodes being described.

      b. **<u>Narration</u>**: The author tells the story of a series of events, usually presented in chronological order. In a novel however, chronological order may be violated for the sake of the plot. The emphasis in narration, in both fiction and non-fiction, is on the events. Narration tells what has happened. Its primary purpose is to tell a story.

      c. **<u>Exposition</u>**: The author uses explanation and analysis to present a subject or to clarify an idea. Exposition presents the facts about a subject or an issue as clearly and impartially as possible. Its primary purpose is to explain.

      d. **<u>Argument</u>**: The author uses the techniques of persuasion to establish the truth of a statement or to convince the reader of its falsity. The purpose is to persuade the reader to believe something and perhaps to act on that belief. Argument takes sides on an issue. Its primary purpose is to convince

.

5. <u>Evaluate</u> the book for interest, accuracy, objectivity, importance, thoroughness, and usefulness to its intended audience. Show whether the author's main arguments are true. Respond to the author's opinions. What do you agree or disagree with? And why? Illustrate whether or not any conclusions drawn are derived logically from the evidence. Explore issues the book raises. What possibilities does the book suggest? What has the author omitted or what problems were left unsolved? What specific points are not convincing? Compare it with other books on similar subjects or other books by the same as well as different authors. Is it only a reworking of earlier books; a refutation of previous positions? Have newly uncovered sources justified a new approach by the author? Comment on parts of particular interest, and point out anything that seems to give the book literary merit. Relate the book to larger issues.

6. <u>Try to find further information about the author</u> - reputation, qualifications, influences, biographical, etc. - any information that is relevant to the book being reviewed and that would help to establish the author's authority. Can you discern any connections between the author's philosophy, life experience and the reviewed book?

7. <u>If relevant</u>, make note of the book's format - layout, binding, typography, etc. Are there maps, illustrations? Do they aid understanding?

8. <u>Check</u> the back matter. Is the index accurate? Check any end notes or footnotes as you read from chapter to chapter. Do they provide important additional information? Do they clarify or extend points made in the body of the text? Check any bibliography the author may provide. What kinds of sources, primary or secondary, appear in the bibliography? How does the author make use of them? Make note of important omissions.

9. <u>Summarize</u> (briefly), analyze, and comment on the book's content. State your general conclusions. Pay particular attention to the author's concluding chapter. Is the summary convincing? List the principal topics, and briefly summarize the author's ideas about these topics, main points, and conclusions. Use specific references and quotations to support your statements. If your thesis has been well argued, the conclusion should follow naturally. It can include a final assessment or simply restate your thesis. Do not introduce new material at this point.

Source: http://www.lavc.cc.ca.us/Library/bookreview.htm Retrieved 3/22/09

2. English Language Learner Child Language Observation Report (100 points)

Observations. The richest source of information about the child's language is observations. Observation is an integral part of providing quality programs and service to children.   Observation helps staff and providers learn about children so that they can individualize their program. It helps them to evaluate their program so they can make adjustments to the environment or the curriculum. It also provides the opportunity to measure children's progress and their acquisition of skills.

For this assignment, you will be **selecting a child who is an English language learner between the ages 2-5.** <u>You will be gathering data through a series of observations, products of classroom activities, information from parents/caregivers to develop a language portfolio, and an analysis of the child's primary and second language development.</u>

Here are the steps to follow.

Step 1 Collecting Information
1. Collect a series (3-5) running records and anecdotes (8-10) of the child's language development in both languages, primary and second language.   Analyze using only concepts and terms related to language development for the particular age (2 to 5 years) of the child you will be observing. These are concepts and terms.
- Semantics (meaning and vocabulary)
- Pragmatics (language use in social contexts)
- Syntax (grammar)
- Phonology (sounds)
- Morphology (structure of words)
- Writing
- Adaptations for children with speech and language disabilities (name the adaptations)
- From programs using the **Desired Results Developmental Profile** (DRDP), request a copy of the results related to language and literacy.

2. **Collect Products of Classroom Activities**. Another source of information about a child's language development comes from activities such as stories told to the teacher (dictated stories). Such a product can be written down by the teacher or audio taped and saved for later analysis. A child's poems can provide information about the child's vocabulary, ability to use language in creative ways, and capacity to rhyme words. Children's art work can be a source of information about language development if children are asked to describe their picture to the teacher, to another child or a puppet.

3. **Collect Information from Parents and Family Members**. Information about the preschool child's language development can come from informal or more structured interactions with parents and other family members. On occasion, it is helpful to have specific questions to ask the parent about the child's language. These may validate observations from the classroom or provide more information, for example, about language development in a home language that is not used in the preschool. More informal discussions with parents can also provide helpful information. Parents are pleased to have an opportunity to talk about their children. Such exchanges provide information that the teacher may not otherwise know-about a family member who has died or about another event that might affect the child's behavior and mood in preschool.

Step 2 Develop a Child's Language Portfolio

Develop a child's language portfolio in a binder with the information collected in **Step 1**.
Make sure that there is information about language development in both languages. Teachers, aides and volunteers who speak the language of the child can contribute in preparing the portfolio.

The concept of a "portfolio" comes from the arts. The child's portfolio is a record over time of the child's development. It contains various sources of information. In the California Early Language Development Assessment Process, the portfolio contains information about the child's language development as reflected in the kinds of information gathered. The portfolio provides a picture of the child's unique capabilities and accomplishments. Portfolios have been compared to photo albums. They refresh our memories of the past, show how the child has changed over time, and serve as a way of familiarizing a new person (staff member) with the child.
Portfolios are the key link in achieving the basic purposes of classroom assessment: determining children's status and progress, guiding classroom activities and curriculum, providing information for reporting and communication, and suggesting which children might benefit from special help (McAfee and Leong, 1994). Here are some examples of information about language development to include in the portfolio:

- Staff observations in the form of notes or forms.; your observations (running records)
- Notes from situations where the child is prompted to tell a story, engaging in dramatic play, and the like (anecdotes).
- Products such as poems or stories that the child dictates.
- Formal and informal information from parents and other family members.

Portfolio samples

Step 3 Prepare a Language Analysis Summary

Prepare a comprehensive analysis summary considering everything collected through observations, products of classroom activities and information from parents/caregivers , all included in the portfolio. This summary is a systematic and on-going record of the child's growth and development in the language area.

Source: http://www.ncela.gwu.edu/pubs/pigs/pig22.htm retrieved on 3/30/08

3. Class Activities (Debate and Early Literacy Activities)

A. Pop 187, 227, 209, and "The English Only Movement" Debate

A debate is a discussion or structured contest about an issue or a resolution. A formal debate involves two sides: one supporting a resolution and one opposing it. Such a debate is bound by rules previously agreed upon. Debates may be judged in order to declare a winning side. Debates, in one form or another, are commonly used in democratic societies to explore and resolve issues and problems. Decisions at a board meeting, public hearing, legislative assembly, or local organization are often reached through discussion and debate. Indeed, any discussion of a resolution is a form of debate, which may or may not follow formal rules (such as Robert's Rules of Order). In the context of a classroom, the topic for debate will be guided by the knowledge, skill, and value outcomes in the curriculum.

Structure for Debate

A formal debate usually involves three groups: one supporting a resolution (affirmative team), one opposing the resolution (opposing team), and those who are judging the quality of the evidence and arguments and the performance in the debate. The affirmative and opposing teams usually consist of three members each, while the judging may be done by the teacher, a small group of students, or the class as a whole. In addition to the three specific groups, there may an audience made up of class members not involved in the formal debate. A specific resolution is developed and rules for the debate are established.

Debate Preparation:

• Develop the resolution to be debated, research the topic and prepare logical arguments. Gather supporting evidence and examples for position taken. Anticipate counter arguments and prepare rebuttals.

• Organize the teams.

• Establish the rules of the debate, including timelines.
• Team members plan order and content of speaking in debate.
• Prepare room for debate.
• Establish expectations, if any, for assessment of debate.

Conducting Debate:
Debate opens with the affirmative team (the team that supports the resolution) presenting their arguments, followed by a member of the opposing team. This pattern is repeated for the second speaker in each team. Finally, each team gets an opportunity for rebutting the arguments of the opponent. Speakers should speak slowly and clearly. *The members of the audience should be taking notes as the debate proceeds.*
The sequence for debate is as follows:

- the first speaker on the affirmative team presents arguments in support of the resolution. (5 minutes)
- The first speaker on the opposing team presents arguments opposing the resolution. (5 10 minutes)
- The second speaker on the affirmative team presents further arguments in support of the resolution, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker. (5 minutes)
- The second speaker on the opposing team presents further arguments against there solution, identifies further areas of conflict, and answers questions that may have been raised by the previous affirmative speaker. (5 minutes)
- *Short recess for teams to prepare their rebuttals. (5 minutes)*
- The opposing team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information.(3 minutes)
- First rebuttal of the affirmative team (3 minutes)
- Each team gets a second rebuttal for closing statements with the affirmative team having the last opportunity to speak. (1 minute each member of the team)

There cannot be any interruptions. Speakers must wait their turns. The teacher may need to enforce the rules.

Post-debate Discussion and Assessment
When the formal debate is finished, allow time for debriefing and discussion. Members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented. Members of the debate teams may also wish to reflect on their performance and seek feedback from the audience, including the teacher.
Resource: http://www.edu.gov.mb.ca

B. Early Literacy Activities

Form small group of 3-4. Prepare and present an early literacy activity for English learners for children of a specific age group. The activity can be designed for first language or second language practice. The activity must be interactive (class participation) and must engage students in multiple language and literacy practices such as reading books, singing songs, reciting poetry, flannel board stories, language experiences, and activities that use culture and traditions that may be part of the daily life of a

family(storytelling, tongue twisters, other) . Keep in mind that the activity should lend itself to also allow young children with disabilities to participate in early literacy learning activities.   The length of the activity can be determined based on the age of the child and their attention span. For the purpose of this activity, 5-10 minutes would be adequate.

CD 56 UNDERSTANDING AND WORKING WITH ENGLISH LANGUAGE LEARNERS
English Language Learner Child Language Observation Report   100 points

Student's Name:_____   Date: _____

Points			
	100-90	89-80	79-70
Content and comprehension 50%	All required elements present and expanded upon. Relates assignment to relevant content; connects the goal of assignment w/learning	All required elements present Responses directly relate to assignment; limited or some connection of assignment to learning	Several required elements missing Responses unrelated to assignment. No connection of assignment to course content or w/ learning
Illustration or Application of Skills 40%	Describes, gives examples and effectively illustrates application of observation skills	Describe some/few examples but application of observation skills not always clear or well articulated	Limited descriptions and no examples given.
Organization and structure 10%	No grammatical, spelling errors, punctuation or format errors. Student used a variety of learned expressions to provide detail.	A few or a number of grammatical, spelling, punctuation or format errors.	Multiple grammatical errors, spelling, punctuation and format. Unorganized Lacks transitions between paragraphs

POINTS			
TOTAL			

Assignments under 70% will not be accepted and will be returned for improvement.

Final Exam

Develop a Resource Binder for English Learning/ Bilingual Language development and Oral Presentation (75 points)
Complete **a binder** with a variety of resources and programs for families and English language learners children in the United States. Organize in sections and include a minimum of 20 resources including resources in schools, programs in school districts, privates and public programs, governments, communities , other.   Prepare a short 1-2 minutes **Oral Presentation that includes** explaining at least two programs or resources from the binder.

The final exam will be evaluated according to the evaluation tool on page 14.

CD 56 Final Evaluation – Resource Binder   Name: _____

Resource Binder Organization (60 points)

___/15   Divide in sections (examples below)
- history
- law
- curriculum activities
- offices and advisory committees
- others listed in class

___/15   Include a minimum of 25 resources including resources
- in schools, programs in school districts
- privates and public programs
- governments
- communities
- other

___/10   Variety
- resources and programs for families
- resources and programs for English learners

___/10 Resources for at least 2 languages
___/5 Divided in section and in a binder
___/5 Page protector sheet to store brochures and leaflets from schools, agencies and community organizations and business and card holder sheets to store business cards

Oral presentation (15 points)

___/5 Content
- includes two programs or resources form the binder
- identify key points
- organized material in a logical and coherent way
- planned concluding remarks
- prepare suitable material for the audience

___/5 Delivery
- spoke with key points
- introduction and concluding remarks without reading
- presents clearly
- looks at the audience
- confident and enthusiastic

___/5 Visuals (power point, handouts, brochures)

___**/75 TOTAL**

CD 56: Understanding and Working with English Language Learners

Schedule of Assignments   **Spring 2013**

Week #	Date	Class Content	Readings and assignments due	X
Week 1	4/8-10	Introduction Review course requirements *Conocimiento*---community building activities Community agreements and contract	Chapter 1 California Preschool Learning Foundation Vol 1, Pages 103-145 www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf Responding to Linguistic and Cultural Diversity: NAEYC Position Statement www.naeyc.org/files/naeyc/file/positions/PSDIV98.pdf NAEYC A.A. Degree Standards for Professional Preparation http://www.deanza.edu/faculty/cruzmayra/NAEYCstandardsAssocDegProg2003.pdf page 11 Browse www.naeyc.org/ecada/standards	
Week 2	4/15-17	An introduction to working and understanding English Learners: Standards, Positions, Learning Foundations Definitions of bilingual education and distinguish historical trends and perspectives	Articles/Policy Paper: 2) Espinosa, Linda. "Challenging Common Myths about English Language Learners" http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinosa.pdf 2) Closing the Achievement Gap for Dual Language Learners", Preschool California, 2010 http://www.earlyedgecalifornia.org/resources/resource-files/dll-policy-brief.pdf 3) Preschool CA Fact Sheet http://www.preschoolcalifornia.org/resources/resource-files/outreach-packet/preschool-california-dll-fact.pdf	
Week 3	4/22-24	Preschool English learners, their families and communities California demographics, legal, legislatives and policy issues on immigrants and English Learners (Resource: MPI Demographics) Six Research Based Guiding Principles Serving the Needs of English Learners in Preschool	Chapter 2 Read: 1) *Foundations In English Language Development* www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf 2) Espinosa, Linda. "Young English Language Learners in the U.S." http://www.coursehero.com/file/4992435/Young-English-Language-Learners-in-the-US-article/	
Week 4	4/29-5/1	Connecting 1st and 2nd languages including components of language **5/3 Quiz #1**	Chapter 3 Prepare for a presentation and debate: Google and read internet articles on Propositions 187, 209, 227 Visit www.deanza.edu/faculty/cruzmayra/announcements.html Read pages 6-8 View Youtube videos	
Week 5	5/6-8	*The Politics of Language: Presentations & Debate: Pop 187, 227, 209, and "The English Only Movement"*	Chapter 4	

Week #	Date	Class content	Reading and assignment due	X
Week 6	5/13-15	Early childhood bilingual language development • Paths to Bilingualism • Theories on second language acquisition *Foundations In English Language Development* What support English Language development in ECE	Chapter 5 & 6 **Book Report Due** Review Foundations in EL Development (from week 3) Articles: 1) Espinosa, Linda, "Second Language Acquisition in Early Childhood" http://peoplelearn.homestead.com/MEdHOME3/ECEcurriculum/SecondLanguageAcquisitionLEspinosa.pdf 2) "Dual Language Learners in ECE Settings" Zero to Three 3) Bronwyn Coltrane, Center for Applied Linguistics "Working with Young English Learners" http://www.cpin.us/el/docs/working_with_young_english_language_learners.pdf 4) Genesee, Fred. "Early Dual Language Learning" 2008 Zero to Three. http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf	
Week 7	5/20-22	Stages and strategies in 2nd language acquisition/ Code switching and language loss Program models for bilingual and English Learners students and Classroom Language Management	Study for Quiz #2	
Week 8	5/29	**5/31 Quiz #2**	Chapters 8 Prepare a literacy activity for English learners to present on 6/7	
Week 9	6/3-5	Early Literacy Practices *Invited guest speaker: Linda Cochran, California Preschool Instructional Network, SCCOE* **Interactive literacy activities – group presentations**	Chapters 7 Program preparedness checklist –download from instructor's website http://www.deanza.edu/faculty/cruzmayra/pdf/ProgramPreparednessChecklistVersion3.1.pdf	
Week 10	6/10-12	**Interactive literacy activities – group presentations cont.** English learners with disabilities or other special needs Invited guest speaker- district /schools representatives	**Language Observation Report due** **Tour websites:** www.colorincolorado.org www.bilingualfamiliesconnect.com/resources.html www.nabe.org www.bilingualeducation.org	
Week 11	6/17-19	Program preparedness checklist review Parent and family involvement in early childhood bilingual education and bilingual language development *Parent panel*	Finalize your resource binder	
Week 12	Tues 6/25	**Final exam 11:30am-1:30pm** Resource Binder* for EL/bilingual Language Development and Presentations		

*All the resources provided in class can be organized as part of the binder.

Spring 2012 CD 56 Requirements	Due date	Point value	Points earned
English Learner Child Language Observation Report		100	
Book Review		50	
Class activities		25	
Quiz #1		25	
Quiz #2		25	
Final Exam- Resource Binder and Presentation		75	
Total points		**300**	
Extra credit			