

California State University, Fresno

Kremen School of Education and Human Development
Department of Literacy and Early Education

Leadership for Diverse Communities

LEE 129: Hmong in Bilingual Schools: BCLAD

Fall 2009

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

This course is intended to teach the basic content area in Hmong, which will focus on oral and written communicative skills that are required for Hmong bilingual teachers. It is also designed to provide new bilingual classroom teachers with basic content for instruction, development, and evaluation of teaching materials, and conferencing with parents.

Participants in this course are expected to demonstrate knowledge of the Hmong language instruction and to demonstrate classroom competence in the teaching of oral language development, concepts about print, reading comprehension, writing skills, spelling and vocabulary development.

Course Objectives:

Upon completion of this course, each participant will be able to:

1. Demonstrate knowledge of and respect for cultural and language needs of Hmong pupils;
2. demonstrate knowledge in teaching academic content in Hmong;
3. demonstrate knowledge in teaching the Hmong language to Hmong children;
4. understand how lessons build on student background and interests;
5. relate subject matter to relevant context in Hmong;
6. use a variety of instructional strategies and resources to respond to Hmong students' needs;
7. communicate with Hmong adults about issues in Education;

8. teach students to read and understand different text structures including stories, informational books and poetry.

	Instructor Name: Dr. Tony Vang
Units: 3	Office Number: ED 273
Time: Tuesday, 7:00 – 9:50 PM	Email: tvang@csufresno.edu
Location: ED Room 195	Telephone: (559) 278-0284
Website:	Office Hours: Tuesday, 10:30 AM – 3:30 PM

Required Textbooks:

1. Bliatout, B., et al. (1988). Handbook for Teaching Hmong-Speaking Students. Folsom Cordova Unified School district. Southeast Asian Community Resource Center.
2. Hmong BCLAD Resource Handbook.
3. Class Handouts

Course Policies:

Preparation for Class: Reading assignments are expected to be completed prior to attending class and knowledge of the content of reading assignments may be tested in various modes including quick-writes, quizzes, short-answer essays, and performance assessments.

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is “for the purpose of this study, I’ll refer to the observed student as *Child A*.”

Major Assignments and Examination:

1. **Attendance and Participation.** You are required to attend all class meetings as being scheduled and participate in class discussion.
 - Break down in small groups (2 or more persons per group). In each group:
 - One person will be responsible for keeping the group on task, and on time
 - One person will be the recorder
 - One or more persons will be responsible to make a 10 - 15 minute presentation to the large group.
2. **Observation.** You are expected to observe two Hmong Teachers, and write a 3 - 5 page reflective paper briefly what you have learned. Required elements for this observation will be explored in class prior to the assignment and will address such things as: assessment driven instruction, grouping, and how the teachers make language instruction appropriate for students of differing language development stages. You will reflect upon the lesson and make suggestions for improvement
3. **Picture File.** You will create a collage of at least 15 pictures (photographs, magazine cutouts, drawings, etc.) designed to be used for Hmong students in the classroom.

Pictures should be accompanied by captions to facilitate learners' language acquisition. Specify the grade level that you will present to.

4. **Quizzes.** Quizzes will be based on work covered in class or on other the assignments (translations: Hmong into English and English into Hmong)
5. **Final Exam: Opinion paper.** The final examination in this course will satisfy the planning instruction appropriate for Hmong Students responding to their levels of English Language Proficiency, literacy and background knowledge. Based on appropriate assessment information, candidates will select instructional materials and strategies to develop students' abilities to comprehend and produce English and Hmong, orally and in written form

Assignment and Examination Schedule:

Date	Assignment	Points
Sessions	Attendance and Participation 15X5	75
Session	Observation	50
Session	Picture File Project	50
Session	Quizzes 6X10	100
Session	Final Exam: Opinion paper	50
Total Points		325

Course Policies

Preparation for Class. Reading assignments are expected to be completed prior to attending class and knowledge of the content of reading assignments may be tested in various modes including quick-writes, quizzes, short-answer essays, and performance assessments.

Grading. Grading will be based on points. Points will awarded for various assignments and exams and the final grade will be determined based on the following scale:

299-310 pts = A, 278-298 pts = B, 189 -277 pts = C, 161-188 pts = D, <160 pts =F

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is “for the purpose of this study, I’ll refer to the observed student as *Child A.*”

Subject to Change. This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning

and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule \(Policy/Legal Statements\)](#) or the [University Catalog \(University policies\)](#)

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which

are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#).

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COURSE OUTLINE, CALENDAR AND ASSIGNMENTS

SESSION # AND DATE	TOPICS	ASSIGNMENTS
1 August 25, 2009	<ul style="list-style-type: none"> • Introduction to Course • Getting to know each other • Syllabus • The Hmong People 	<ul style="list-style-type: none"> • Why do you need to take this class? • Go over course syllabus. • Establish personal goals and objectives
2 September 1, 2009	<ul style="list-style-type: none"> • Bilingual Education • Language Structure and Use • First Language Acquisition 	<ul style="list-style-type: none"> • The Theoretical Framework of Bilingual Education • Cultural Clash • Psychological Factors Affecting Children's Education
3 September 8, 2009	<ul style="list-style-type: none"> • Bilingual Education • Second Language Acquisition Theory 	<ul style="list-style-type: none"> • Political Factors Affecting First and Second language Development; • Affective Filter: a) Motivational, b) Attitudes, c) Anxiety, and d) Self-esteem.
4 September 15, 2009	<ul style="list-style-type: none"> • Language and Literacy in Hmong • Acculturation Stress • Primary Language 	<ul style="list-style-type: none"> • Two different cultures and languages interplay with each other. • Primary Language Development Facilitates the Second Language Acquisition
5 September 22, 2009	<ul style="list-style-type: none"> • Methodology for Primary Language Instruction • Academic Language 	<ul style="list-style-type: none"> • Communication, Literacy, Concepts, Critical Thinking. • Problem Solving Skills in Hmong and English.
6 September 29, 2009	<ul style="list-style-type: none"> • Language Change • Methodology for L1 Instruction • Primary Language Development 	<ul style="list-style-type: none"> • Language Change, Variations within a Language, Change Over Time • Literacy Skills, Oral, Games, etc.
7 October 6, 2009	<ul style="list-style-type: none"> • Hmong Parents' Attitudes Bilingual Education • Value Placed On 	<ul style="list-style-type: none"> • L1 facilitates L2 Acquisition • Language growth is acquired when shared reading, guided reading, reading out loud, independent reading, writing.

<p style="text-align: center;">8</p> <p>October 13, 2009</p>	<ul style="list-style-type: none"> • What Problems Do Hmong Children Have in Schools? • Linguistic Characteristics of the Hmong Language • Relationship to Other Language • Types of Bilingualism 	<ul style="list-style-type: none"> • Lack of Educational Resources • Types of bilingualism and their related effects: 1) Proficient bilingualism, 2) Partial bilingualism, and 3) Limited bilingualism • Shared vocabulary items • Shared structure properties
<p style="text-align: center;">9</p> <p>October 20, 2009</p>	<ul style="list-style-type: none"> • Language Management: a) Use of L1 and b) Use of L2 • Literacy in Two Languages 	<ul style="list-style-type: none"> • Linguistic Characteristics of the Hmong Language • Relationship to other language • Shared vocabulary • Dialect of Hmong • Demonstration\ • Picture File
<p style="text-align: center;">10</p> <p>October 27, 2009</p>	<ul style="list-style-type: none"> • Instructional and Curricular Strategies for Hmong Language 	<ul style="list-style-type: none"> • Instructional and Curricular Strategies for Hmong language to teach at each grade level. • Using the phonic method to teach Hmong language • Literacy in two languages • Picture File
<p style="text-align: center;">11</p> <p>November 3, 2009</p>	<ul style="list-style-type: none"> • Reading and Writing Hmong • Planning and Implementing L1 Instruction 	<ul style="list-style-type: none"> • Teaching L1 breaks down many barriers and allowing students to participate in a meaningful way • Picture File
<p style="text-align: center;">12</p> <p>November 10, 2009</p>	<ul style="list-style-type: none"> • Hmong Culture and their Relationship to Academic Achievement 	<ul style="list-style-type: none"> • What are the resettlement issues of the Hmong people in America?
<p style="text-align: center;">13</p> <p>November 17, 2009</p>	<ul style="list-style-type: none"> • Instructional and Curricular Strategies for Hmong language development 	<ul style="list-style-type: none"> • Exposure to language • Promoting bilingualism and biliteracy • Readiness for Reading and Writing Hmong • Transfer of Literacy skills • Using the phonic method to teach Hmong • Literacy in two languages • Picture File

14 December 1, 2009	<ul style="list-style-type: none"> • Instructional Strategies for Hmong language to teach at each grade level 	<ul style="list-style-type: none"> • Exposure to language • Promoting bilingualism and biliteracy • Readiness for Reading and Writing Hmong • Transfer of Literacy skills • Using the phonic method to teach Hmong Picture File
15 December 8, 2009		Picture File All assignments are due today

Final Examination in this course: Tuesday, December 8, 2009 (See Schedule of Courses for Specific Time).

NOTE: Since our time together is so brief, attendance at all sessions is very important. ONE, and only ONE, explained or unexplained absence is allowed. Any more absences will affect your grade. Work submitted late would be penalized by one grade. Make a wise choice when you select to miss a class. You are expected to keep up with the class at all times. As a future teacher, you are expected to be on time and come to class with preparation to participate in-group discussion and other related activities.

THE ABOVE SCHEDULE AND PROCEDURES FOR THIS COURSE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.