

California State University, Fresno

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

Leadership for Diverse Communities

LEE 135

Teaching Content in L1: Hmong BCLAD

Spring 2010

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.

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Course Description: This course provides an introduction to teaching methodology in the primary language for bilingual and cross-cultural classrooms. Course topics include teaching strategies, lesson design, instructional planning, hands-on activities, cooperative learning, and the selection of materials and resources.

Conceptual Framework for This Course: This course is one of the prerequisite courses in the MSCP/ Hmong BCLAD program. The course focuses on teaching strategies, lesson design, instructional planning, and the selection of bilingual materials and resources. Outcomes are designed to (a) promote professionalism for pre-service Hmong teachers, (b) develop of instructional strategies, assessments, and resources that will ensure success for all students, (c) help develop pedagogical knowledge and interest in teaching methodology in L1 instruction that will carry forth enthusiasm for everyday life lives.

Course Objectives:

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

- demonstrate an understanding of the interrelatedness of Hmong language;
- identify bilingual materials for meeting language needs and promoting language growth;
- apply appropriate language teaching strategies and materials in meeting the needs of Hmong students;
- demonstrate an understanding of the theory of L1 and L2 language acquisition and the strategies of teaching content in Hmong language;
- demonstrate an understanding of the role of L1 in the development of academic success in L2;
- devise classroom techniques for the selection of Hmong materials for Hmong students and others;
- demonstrate the knowledge of the interrelationships among the school, Hmong parents, and community.

Performance Outcomes:

By the end of the course the students will:

- be positive, responsible, active participant in class;
- gain factual knowledge concerning effective teaching strategies and their relationship to teaching (concepts, terminology, classifications, and bilingual methodology);
- gain knowledge of skills, materials, and teaching strategies for ELLs;
- learn the methods for promoting and improving student learning skills, and the context of using L1;
- foster self-esteem - especially in providing a congenial and supportive attitude towards learning;
- display an understanding of the psychology of critical pedagogy as applied to all grade levels and children with different backgrounds;
- develop ideas on how to include Social Studies, Reading/Language Arts, Science, and Mathematics into lessons.

Performance Assessment:

1. Being a positive, responsible, active participant in class:

- Come prepared with required materials and assignments.
- Model professional behaviors, be flexible and adaptable, and support colleagues in a positive manner.
- Attendance and promptness (arriving on time at the beginning of class as well as after the break and staying until the end of class) are expected and will affect the course grade you earn.
- If you are absent it is your responsibility to get all notes, assignments, and handouts from class members. You are responsible for knowing the material covered in class.
- Making up a class will be accepted only in unusual circumstances.

2. Assignments in general evidence factual knowledge concerning effective teaching strategies and their relationship to teaching Social Studies, Language Arts, Mathematics, and Science in L1.

Assignment are on time when completed and ready to turn in prior to the beginning of class on the designated date. If you will be late or absent for any reason, have a colleague turn in your assignments so you can receive full credit.

Assignments that are more than one week late will earn a maximum grade of "C".

The number of times and individual is late to class and/or leave early will be added together with the number of late assignments. After a total of four, subtract 1/3 of a grade for each of these occurrences from the final grade you would have otherwise earned for the course.

3. Quizzes which (a) evidence the learning of fundamental principles, generalizations, and theories as well as (b) display and understand teaching content in L1 curriculum addressed in class.

If a quiz is missed it is your responsibility to take a make-up quiz within one week of the missed date.

Quizzes that are more than one week late will earn a maximum grade of "C".

4. Final Exam: Opinion Paper

Major Assignments:

1. Attendance and Participation. You are required to attend all class meetings as being scheduled and participate in class discussion.

2. Create a Bilingual Materials Binder. You are required to:

research and compile a binder of available Hmong materials, preferably children's literature, and any other information about the Hmong culture; you should have at least 15 pieces and design a short lesson plan for each of them. You are expected to prepare and present a 15-20 minute lesson in the classroom. Your lesson should be in L1 in any academic content area (Social Studies or Language Arts, or Math, and/or Science. Provide a copy of your lesson for each student in the class.

Learn some ideas on how to use the home and classroom as a science lab, without much expense or elaborate equipment.

Learn how to coordinate science with other subjects such as: Reading, writing, oral language, math, social studies, health, etc.

Learn some magic, in science, to enhance the motivation of Hmong students so that they learn to like science.

3. Projects:

Build a Solar System: The parts must move and be three dimensional. (Use items that are around a home and do not spend more that five dollars on this project and briefly describe what you have learned)

- Build a volcano, it must erupt, and it must not cost you more than \$5.00 (Use items that are around a home and do not spend more than five dollars on this project and briefly describe what you have learned)**
- Manufacture/construct a simulated earth quake (Use items that are around a home and do not spend more than five dollars on this project and briefly describe what you have learned)**

4. **Parent Workshop.** You are expected to attend at least one or two Parent Workshops and briefly describe what you have learned.

Observation. You are expected to observe at least one or two sites with a Hmong Bilingual Classroom setting or Hmong teachers, and write a 2 -4 page reflective paper comparing and contrasting the different schools.

- Describe your observation in the classroom, and what lesson has being taught.
- What did you learn or get out of this visit?
- What is your overall perception and reflection of what you had seen?

5. Quizzes which (a) evidence the learning of fundamental principles, generalizations, and theories as well as (b) display and understand teaching content in L1 curriculum addressed in class.
6. Final Exam: Opinion Paper (5 pages). The final examination in this course will satisfy the requirement of planning appropriate instruction for Hmong students in 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, orally and in written form.

Required Textbooks:

- LEE 135 Resource Notebook
- Videos: Reading and Writing in the Elementary Classroom.
- Class handouts

Date	Assignments	Points
Sessions	Attendance and Participation 12x5	60
Sessions	Bilingual Materials Binder	20
Sessions	Projects: (1) Solar System, (2) Volcano, (3) Earth Quake	60

Sessions	Parent Workshop and Classroom Observation 20x2	20
Sessions	Quizzes and Translations 6x10	60
Session 14	Final Exam: Opinion Paper	50
Total Points		270

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:
210-270 pts = A, 200-209 pts = B, 181-199 pts = C, 161-180 pts = D, <160 points =F

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.

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."

LEE 135	NEW COURSE	SCHEDULE
SESSION # & DATE	TOPICS	ASSIGNMENTS
<p align="center">1 Jan. 21, 2010</p>	<ul style="list-style-type: none"> • Introduction to Course • Getting to know each other • Syllabus/Assignments • Federal and State laws that have affected the teaching of ELLs 	<ul style="list-style-type: none"> • Why do you need to take this class? • California and Central Valley demographics • Establish personal goals and objectives. • California and Central Valley demographics • Federal and State laws that have affected the teaching of English Language Learners
<p align="center">2 Jan. 28, 2010</p>	<ul style="list-style-type: none"> • First Language Acquisition 	<ul style="list-style-type: none"> • Theories and Methods of Bilingual Education. • Methodology for primary language instruction. • Primary language teaching will serve as the bridge for skills and concepts to transfer over to English.
<p align="center">3 Feb. 4, 2010</p>	<ul style="list-style-type: none"> • Bilingual Education and Second Language Acquisition Theory 	<ul style="list-style-type: none"> • Communication, literacy, academic language, concepts, critical thinking and problem solving skills in Hmong and English. • Lesson Quiz #1
<p align="center">4 Feb. 11, 2010</p>	<ul style="list-style-type: none"> • The Use of Primary Language in the Classroom 	<ul style="list-style-type: none"> • Primary language development facilitates second language acquisition. • Students share critique.
<p align="center">5 Feb. 18, 2010</p>	<ul style="list-style-type: none"> • The Natural Approach and English Language Development • Bilingual Education 	<ul style="list-style-type: none"> • Focus on Hmong language development (oral and literacy skills, games, etc.) • Students share critique • Quiz #2
<p align="center">6 Feb. 25, 2010</p>	<ul style="list-style-type: none"> • Program for English Learners • Bilingual Program 	<ul style="list-style-type: none"> • Hmong parents' attitudes toward bilingual education • Hmong parents' attitudes about involvement in Education • Value Placed on Hmong language education • Community Resources for Teaching Hmong Literacy
<p align="center">8 Marc. 4, 2010</p>	<ul style="list-style-type: none"> • Linguistic Characteristics of the Hmong language • Relationship of Hmong to other language 	<ul style="list-style-type: none"> • Shared vocabulary items • Shared structural properties • Demonstration Lesson • Quiz #3

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<p style="text-align: center;">9</p> <p>Marc. 11, 2010</p>	<ul style="list-style-type: none"> ● Dialects of Hmong (mutual intelligibility and relative status) 	<ul style="list-style-type: none"> ● Reading and Writing in L1 and L2. ● L1 teaching breaks down many barriers and allow students to participate in a meaningful way. ● Transfer: positive and negative (including limits of contrastive analysis) ● Communication strategies ● Code switching ● Demonstration Lesson
<p style="text-align: center;">10</p> <p>Marc. 18, 2010</p>	<ul style="list-style-type: none"> ● Practice and Application ● Instructional and Curricular Strategies for Hmong language development 	<ul style="list-style-type: none"> ● Exposure to language ● Using the phonic method to teach Hmong ● Literacy in two languages ● Demonstration Lesson ● Quiz #4
<p style="text-align: center;">11</p> <p>Marc 25, 2010</p>	<ul style="list-style-type: none"> ● Planning and Implementing Content Instruction in L1 ● Lesson Delivery 	<ul style="list-style-type: none"> ● Shared vocabulary items ● Shared structural properties ● Demonstration Lesson
<p style="text-align: center;">April 8, 2010</p>	<p style="text-align: center;">NO CLASS</p>	<p style="text-align: center;">NO CLASS</p>
<p style="text-align: center;">12</p> <p>April 15, 2010</p>	<ul style="list-style-type: none"> ● Readiness for Reading and Writing Hmong and Their Relationship to Academic Achievement 	<ul style="list-style-type: none"> ● Transfer of Literacy skills ● Using the phonic method to teach Hmong ● Literacy in two languages ● Demonstration Lesson ● Quiz #5
<p style="text-align: center;">13</p> <p>April 22, 2010</p>	<ul style="list-style-type: none"> ● Culture and Cultural Diversity and Their Relationship to Academic Achievement ● Issues of Reading Development and Special Education for English Learners 	<ul style="list-style-type: none"> ● Word Recognition and Student Writing <ul style="list-style-type: none"> <input type="checkbox"/> Using the phonic method to teach Hmong <input type="checkbox"/> Language Experience Approach lesson <input type="checkbox"/> Transfer of Literacy skills ● Demonstration Lesson ● Quiz # 6
<p style="text-align: center;">14</p> <p>April 29, 2010</p>	<ul style="list-style-type: none"> ● Effective Use of the Primary Language Support 	<ul style="list-style-type: none"> ● Instructional and Curricular Strategies for Hmong language to teach at each grade level ● Reading and Writing Hmong ● Demonstration Lesson

<p>15 May 6, 2010</p>	<p>Video: Hmong Voices</p>	<ul style="list-style-type: none">• Reading and Writing Hmong• Demonstration Lesson• All Assignments and Opinion Paper Due.
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