

Saddleback College, Spring 2006

## CDES 116:

### TEACHING IN MULTILINGUAL CLASSROOMS

Classroom: Chld Center

Ticket Number# 21260:

Mondays 7- 9:50 p.m.

Instructor: Laura Vidal-Prudholme, M.S.

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#### Course Description:

Focuses on strategies, methodologies, and practical approaches used for teaching children in multilingual classroom settings structured to meet the needs of English language learners, including a guided acquisition design.

#### Course Goals:

- ◆ Analyze laws and regulations in ECE Programs.
- ◆ Participate in developmentally appropriate interactions with children.
- ◆ Demonstrate one or more ways to extend second language development
- ◆ Create and utilize developmentally appropriate picture files with children.
- ◆ Gather all components for an effective second language development lesson in one or more curricular areas.
- ◆ Write, implement, and critique one or more activity plans.
- ◆ Assess the developmental level of an individual child's second language acquisition and monitor it over time.
- ◆ Demonstrate appropriate work habits for any early childhood professional.

**Enrollment Limitation:** TB results on file in Student Health Center.

#### Required Text:

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning California Department of Education

ISBN: 978-0-8011-1667-4

Textbooks can be ordered online from the college bookstore  
[www.saddlebackbookstore.com](http://www.saddlebackbookstore.com) or at other major online bookstores.

## Course Calendar

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Work Due</b>
1	2/4	Introductions, Class syllabus, Intro to text, Preschool Education Settings	
2	2/11	Children as Active Learners	Read Ch. 1
3	2/25	Preschool English Learners, their Families and Communities	Read Ch. 2
4	3/3	Connecting First and Second Language	Read Ch 3
5	3/10	Paths to Bilingualism	Read Ch 4
6	3/24	Stages and Strategies	Read Ch 5
7	3/31	<b>Midterm</b>	Study for Midterm
8	4/7	Using Picture files to support and develop SL	<b>Due: Picture Files</b>
9	4/14	Code Switching and Language Loss	Read Ch. 6
10	4/21	Using Communication and Classroom Organization to Support SL learning	
11	4/28	English Learners with Disabilities or Other Special Needs	Read Ch. 7
12	5/5	<b>Presentations of ELD Lessons</b>	<b>Due:ELD Lesson Plans</b>
13	5/12	Early Literacy Practices	Read Ch. 8
14	5/19	<b>Final</b>	Study for Final

### **Course Activities and Requirements:**

**Picture File: (30 points)** The student will put together a picture file using 5 different developmentally appropriate topics/concepts. Each topic will have 5 different pictures within that category and each topic should be labeled. All pictures must be real photographs on 8 ½ x 11 construction paper and either laminated or in plastic sleeves. In class you will share with a small group how to use your pictures to support English language learners.

**ELD Lesson Plan (60 points):** The student will design and implement a well-developed ELD lesson plan based on a children's book to be used with second language learners.

The lesson will consist of into, through and beyond and use all the modalities. Refer to grading criteria sheet for further information.

**Child Observation Journal (70 points):** The student will identify a second language learner in a childcare center, and assess the level of the child's ESL acquisition, document what strategies and modifications would assist this child to the next level. Observations will be done and Journal entries made through out the term in the Blackboard Discussion Board.

**Exams – two at 70 points each – Total of 140 points**

There will be a mid-term and a final exam in this course. The mid-term will cover chapters 1 - 5 and the final will cover chapters 6 – 10.

**Withdrawal Policy:** It is your responsibility to officially withdraw from courses. Refer to the Saddleback College Schedule of Classes, pg. 5.

**Attendance:** Regular and prompt attendance at classes is required. Much of the course learning takes place during the class sessions and missing all or part of class session impacts not only you, but the entire class. Missing more than 20% of class sessions can adversely effect your grade. It is your responsibility to get notes and handouts from fellow students.

**Additional Requirements:**

- Make a copy of all assignments before turning them in.
- All assignments must be typed, double-spaced and utilize college level writing skills.
- Conduct self in professional and respectful ways during any college activity.
- Adhere to the academic honor code described in the Saddleback College Student Handbook.
- Assignments turned in after the due date will receive a 25% reduction in points for each week it is late. Assignments are due at the beginning of class on the due date.

**Special Services:** If you have a disability and require accommodations, please discuss your academic adjustment needs with me as soon as possible. Please contact the Special Services office in the Student Services Center, Room 113 for additional information. All information will remain confidential.

**Grading Criteria:**

<b>Picture File</b>	<b>30 points</b>	<b>A</b>	<b>275 - 300</b>
<b>Midterm</b>	<b>70 points</b>	<b>B</b>	<b>250 - 274</b>
<b>Final</b>	<b>70 points</b>	<b>C</b>	<b>225 - 249</b>
<b>Child Observation</b>	<b>70 points</b>	<b>D</b>	<b>200-224</b>
<b>Lesson Plan</b>	<b>60 points</b>	<b>F</b>	<b>199 &amp; below</b>
<b>Total</b>	<b>300 points</b>		

**Extra Credit opportunities will not be available. It is the professor's recommendation to spend more time studying regular course content thus eliminating the need for extra credit!**