Los Angeles Mission College
Child Development 14 – Bilingual-Bicultural Programs
Spring Semester 2014
Section # 3178 – Taught Bilingually
Wednesday's 3:30p.m. – 6:40p.m.

Instructor: Ms. Patricia Rodriguez
Contact information: rodrigps@lamission.edu
(818) 364-7670

STUDENT VISITING HOURS: I am available to meet with students the following hours:
Monday: 2:00-3:00pm
Wednesday: 3:00-6:35pm
Thursday: 5:00-6:00pm
Los Angeles Mission College Center for Child Development Studies Office #210

REQUIRED TEXT:
Preschool English Learners Resource Guide by The California Department of Education
Educating Emergent Bilinguals by Ofelia Garcia & Jo Anne Kleifgen

CATALOG COURSE DESCRIPTION:
A semester course which provides a general overview of bilingual-bicultural education. A study of the history and politics behind bilingual education in the U.S., as well as the research and theories on bilingual instruction is offered. Emphasis on the organization and evaluation of bilingual programs.

COURSE OBJECTIVE:
The educational objectives for this course are to help the student increase her/his ability to:

1. Discuss the importance of bilingual-bicultural education in a historical context.
2. Identify and describe the various types of bilingual education programs.
3. Discuss strategies for the effective management and organization of a multilingual class.
4. Design bilingual-bicultural learning centers and activities for content-based bilingual instruction.
5. Develop research techniques in the area of bilingual-bicultural education, as well as methods of advocating for bilingual programs.
6. Articulate an understanding of language acquisition theories.
7. Define terminology used in reference to bilingual-bicultural programs.
8. Identify criteria for evaluating the quality of a bilingual-bicultural classroom program.
9. Discuss recent research, current policies and developments in the field of bilingual-bicultural education, in relation to the development of children and their learning styles and needs.
10. Analyze challenges that exist for the child who is bilingual-bicultural

Student Learning Outcomes	**College GE SLO**	
1. Students will analyze various instruction models for English language learners, and explain how these models benefit student achievement at the elementary, middle, and high school levels.	2. Information Competency	
2. Students will discuss language acquisition theories, including how these theories apply to practices observed by the student in community schools and child care centers.	1. Written and Oral Communication 2. Information Competency	
3. Students will apply criteria for evaluating the quality bilingual-bicultural programs, as well as programs for English language learners.	1. Written and Oral Communication 2. Global Awareness	

Assignments & Grading: Detailed assignment information will be distributed during the course of the semester.

Midterm Exam: 50 points (5 questions. 10 points each)

Final Exam: 50 points (5 questions. 10 points each)

Individual Research Paper: 50 points

Collaborative Project: 50 points

Parent Center Visit: 50 points

Student Participation: 50 points

Reflective Writing: 100 points

Evaluation:
A- 350-400 points
B- 300-349 points
C- 250-299 points
D- 200-249 points
F- Below 200 points

Midterm Exam: ____**/50**
Collaborative Project: ____**/50**
Research Assignment: ____**/50**
Parent Center Visit: ____**/50**
Student Participation: ____**/50**
Final Exam: ____**/50**
Reflective Writing: ____**/100**

Total Points Earned ____**/400**

Required Assignments:
Detailed Assignment information will be distributed in class during the course of the semester.

Parent Center Visit:
Students visit a local school parent center. Conduct an interview with Parent Center staff. Compile information on school demographics, parent participation and overall student success.
Find out what classes and activities are offered through the parent center.
Be prepared to share the information you find with the class.

Midterm Exam:
Take Home Midterm Exam. Answers should be well thought out and written in essay form. The more detailed your answers are, the more points you will earn. The take home midterm exam consists of four essay questions; each is worth twenty five points. Exams should be submitted typed and printed in black ink. Points are earned by submitting answers written in your own words; reflect you have a solid understanding of the class materials as well as the ideas we have discussed in class.

Collaborative Project:
Students will form small groups of 4-5 students. Choose a developmentally appropriate activity to prepare and present on. Be prepared to create a learning plan, a four page informational paper, a visual aid/presentation board as well as handouts for each student in class. Students are required to participate in a ten minute oral presentation describing your activity. Peer evaluations will be part of the final grade.

Individual Research Paper:
Students are required to choose a topic related to the material we have discussed in class. Compile research articles that support the information you have decided to research. Once you have five articles or books. (textbooks are not appropriate to use) begin to write your paper. The paper should be a minimum of four pages in length and should include a bibliography. Be prepared to share the information you found in your research with the class in an oral presentation.

Final Exam:
Take Home Final Exam. Answers should be well thought out and written in essay from. The more detailed your answers are, the more points you will earn. The take home midterm exam consists of four essay questions; each is worth twenty five points. Exams should be submitted typed and printed in black ink. Points are earned by submitting answers written in your own words; reflect you have a solid understanding of the class materials as well as the ideas we have discussed in class.

Reflective Writing: 100 Points
reflective writing question will be given at the beginning of each class session-
Each week during the first 15 minutes of class, each student will write a brief reflective essay.
The essay will allow students to reflect on the class session from the previous week.
Reflective questions may only be submitted within the first fifteen minutes of class.
Credit will be given based upon thoughtful reflection of the question given as well as on-time submittal.

Late Assignments:
Occasionally something occurs that prevents an assignment from being submitted on time.
Please see me in advance if you feel you might not be able to submit work on time.

Class Schedule

Week:	Topic:	Assignment:
2/10	Introduction to the Class Chapter 1- Preschool English Learners: Introduction to the Resource Guide Chapter 2- Preschool English Learners	Read Chapters 1 & 2
2/17	**President's Day Holiday -No Class Today**	
2/24	Chapter 3- Connecting First and Second Languages	Read Chapter 4
3/3	Chapter 4- Paths to Bilingualism	Read Chapter 5
3/10	Chapter 5- Stages and Strategies in Second Language Acquisition	Read Chapter 6
3/17	Chapter 6- Code Switching **Parent Center Visit Due**	Read Chapter 7
3/24	Chapter 7- English Learners with Disabilities or Other Special Needs Chapter 8- English Learners with Disabilities or Other Special Needs	Read Chapter 8 Study for the Midterm
3/31	Cesar Chavez Holiday- No Class Today	Midterm due 4/14
4/7	**Spring Break**	
4/14	**Midterm Exam Due in Class**	Work on Research Paper Compile Research Information
4/21	Developmentally Appropriate Practices in Bilingual Programs **Collaborative Project Due**	
4/28	The Role of the Teacher Assistant In class prep time for the Collaborative Project	Read Ch 1-3 EEB
5/5	Educating Emergent Bilinguals Chapters 1-3	Read Ch 4-6 EEB
5/12	Educating Emergent Bilinguals Chapters 4-6	Read Ch 7-9 EEB
5/19	Educating Emergent Bilinguals Chapters 7-9	Research Paper Due Next Week
5/26	**No Class Today- Memorial Day Holiday**	
		Final Exam Due Next Week
6/2	Research Paper Due & In Class Oral Presentations	
6/9	**Final Exam Due In Class**	

The course outline is a guide for the semester and may be revised to enhance learning outcomes or by events outside the control of the instructor.

Please help maintain our learning environment clean and organized.
Make sure your work area is cleared after every class meeting. Thank you! Your efforts are greatly appreciated

Attendance:
Attendance is extremely important in order to be successful in class.
Please make sure you arrive to class on time and stay until the end of class.
Return from Class Break on time.
No more than 3 absences allowed through the course of the semester.

Cell Phones and iPods:
Please be courteous to your instructor and fellow classmates:
Put your cell phone on silent mode while in class.
Text messaging & browsing the internet: please check and answer your messages during the break.
Use laptop computers for course materials & subject related research.
Use of iPods or MP3 players during class time is not appropriate.

Bringing a Guest to Class:
See the Instructor in advance if you would like to invite a guest or guest speaker to the class.
Please plan ahead for your childcare needs. Bringing children to class is not appropriate in a college class setting.

Students with Special Needs:
Any student that needs special considerations due to a disability is asked to identify their need to the instructor in private by the first day of class. Special accommodations may be arranged but the instructor must be notified by the student in advance.

Office Hours:
I am available to meet with students the following hours:
Monday's 2:00-3:00pm
Tuesday's: 3:00-6:35pm
Thursdays: 5:00-6:00pm
Office location: LAMC Center for Child Development Studies Office # 210
I look forward to your visit.

Emergencies:
If you cannot attend class due to a personal emergency, please call or email me as soon as possible.
Please note: It is the student's responsibility to stay up to date with class assignments.

Class Requirements:
-Detailed Assignment information and guidelines will be given in class
-Submit all assignments in a neat and well organized manner.
-All assignments must be typed and printed in black ink.
-Please notify your instructor as soon as possible if you do not have access to a computer
-Having trouble with assignments? Visit the LAMC Child Development Student Resource Center-Tutors are available to give tips on study skills that will help you succeed in college.
-Class assignments are to be submitted in class on the due date.
-Late assignments are subject to a point deduction
-Emailing your assignment to the instructor as an attachment is not acceptable

Child Development 14 – Section # 3178
Spring 2014

Name: _____

Address: _____

_____

Home Telephone Number: _____

Cell Phone Number: _____

Email: _____

What would you like to study in college? (Major): _____

Reason for taking this class: _____

How many units/classes are you enrolled in this semester? _____

List the classes you are enrolled in:

_____ _____

_____ _____

How many Child Development classes have you previously taken? _____

Do you work? If so, how many hours do you work per week? _____

Where do you work? _____

What's your first language? _____

Do you have any special needs? _____

Any other information you would like to share? _____