

Teach for Social Justice: Language & Disability Section 01

EDSE 124

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/23/2024

Contact Information

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Course Description and Requisites

An overview of second language acquisition and support processes for students with disabilities. Course includes strategies to support emergent bilinguals with disabilities and content delivery in math using a social justice for education lens.

Satisfies: GE Area V. Cultures and Global Understanding

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Letter Graded

Classroom Protocols

Classroom Protocol

All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate's ability to become a successful educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes.
2. Arrive to class on time and stay until the end of class.
3. Keep cell phones put away during class.
4. Use computers during class to take notes or access course materials only.
5. Respect others in class and show tolerance for viewpoints different than ones' own.
6. Actively participate in class discussion and activities. Everyone's voice is valued and we all have much to learn from each other.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area V: Cultures and Global Understanding

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. Courses in Area V: Cultures and Global Understanding examine multiple aspects of human expression in cultures and societies outside the United States, including how such cultures develop and influence one another as well as U.S. cultures and societies.

GE Area V Learning Outcomes

Upon successful completion of an Area V course, students should be able to:

1. Analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
2. Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;
3. Explain how a culture outside the U.S. has changed in response to internal and external influences;
4. Appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.

Writing Practice: Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

Course Materials

Textbooks

Making Content Comprehensible for English Learners: The SIOP Model – 5th edition

Authors: Echevarria, Vogt, & Short

Pearson 2016

ISBN-13: 978-0134045238

ISBN-10: 0134045238

Why Do English Learners Struggle with Reading? Distinguishing Language Acquisition from Learning Disabilities 2nd Edition

Authors: Hoover, Baca & Klingner

Corwin Press 2016

ISBN-13: 978-1412941474

ISBN-10: 1412941474

Course Requirements and Assignments

Course Requirements and Assignments

Cultural Reflection Papers (50 points total) (GELOs 1-3)

Paper One – Comparison of Two Cultures Other than U.S. – 25 points

1. Submit a written paper of 1500 words systematically comparing the ideas, values, economic structures, technological developments, and cultural attitudes related to education of students with disabilities of two cultures outside the U.S. Further, describe the attitudes and policies related to the education of students with disabilities in these cultures and explain how these policies have changed in response to internal and external pressures. This paper must be cited with relevant sources and written in the style of the American Psychological Association Publication Manual 7th edition.

Paper Two – Influence of Another Culture on American Culture and Education – 25 points

1. Submit a written paper of 1500 words in which you choose one culture outside of the US, research the historical context of ideas and cultural traditions of this country particularly related to education systems and literacy development and describe how this culture has influenced American culture and education systems at the preschool, elementary, middle grades, and/or high school level. This paper must be cited with relevant sources and written in the style of the American Psychological Association Publication Manual 7th edition.

Reflection papers must meet standards of academic and professional quality as outlined the guidelines of the American Psychological Association (APA) manual 7th edition for reporting on research. Papers must be typed, double spaced, paginated, and free of spelling and grammatical errors. You must cite all sources according to the APA guidelines.

Mid-Term Exam (50 points) (GELOs 1-3): To demonstrate understanding of key course concepts students will submit a mid-term examination

Midterm exam questions will cover content from course sessions 2 -7 addressing GELOs 1-3. Students should understand how the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from cultures outside the U.S. shape ideas about individuals with disabilities, particularly those who are emergent bilinguals., and should be able to identify how ideas and cultural traditions outside the U.S. have shaped US education systems.

Group Presentations (50 points) (GELOs 1-3)

Global Topic (25 points)

Students will work in small groups to prepare a presentation in a format of their choice on a topic related to one of the following: (1) family literacy practices of a culture outside the U.S., (2) cultural issues related to literacy / illiteracy outside the U.S., or (3) significant achievements of two individuals with disabilities from a culture outside the U.S. Some class time will be devoted to working on the group presentation but students should also plan on spending time outside of class to be successful on this assignment.

IEPs for ELLs Case Study Activity (25 points)

Students will work in small groups in class to complete a two-part case study in which they develop a statement of present levels, long-term goals and short-term objectives for a case study student who is both an English learner and a student with a disability. The statement of present levels must consider the student's cultural and linguistic background. This assignment will be completed in class, as such, participation in class is critical to a passing grade on this assignment.

Lesson Plan with Lesson Demonstration using Evidence-Based Practices for English Learners with and without Disabilities (50 points)

Students will work in groups of 2-3 to create a lesson plan in their chosen content area to support the language acquisition of students who are English learners and / or students with disabilities. Students may choose the age level they wish to work with to plan the lesson. The lesson plan will include specific measures to support students who are English learners and students with disabilities with rationales provided for each area of the lesson related to the students' cultural backgrounds. Students will demonstrate a portion of the lesson in class on the assigned due date: October 31 or November 7. (One half of the class will demonstrate their lesson on each session.)

Final Examination: Analysis of Language Demands and Lesson Plan Adaptation (50 points)

Students will complete an Analysis of Language Demands for a given lesson and then adapt the lesson for students who are English learners with and without disabilities. The lesson plan must include a rationale for all adaptations. Information about the final exam will be distributed in class. **Exam will be submitted on 10/9**

✓ Grading Information

Grading Policy

All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS. Emailed or paper copies of assignments cannot be accepted. If an extension on an assignment is required, the department's late policy requires that students contact the instructor at least 24 hours in advance of the due date with the request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date. **If no contact has been made regarding a missing or late assignment within 5 days, that assignment will receive a zero.**

Criteria

Determination of Grades

TOTAL POINTS = 250

98-100% 392-400 = A+

92-97% 368-391 = A

90-91% 360-367 = A-

88-89% 352-359 = B+

82-87% 328-351 = B

80-81% 320-327 = B-

78-79% 312-319 = C+

72-77% 288-311 = C

70-71% 280-287 = C-

60-69% 240-279 = D

<60% 0-239 = F

DEPARTMENT GRADING POLICY

A passing grade in this course is needed to fulfill SJSU Studies Area S. Students are reminded that an overall GPA of 2.0 is needed in SJSU studies courses. Students using this course to fulfill requirements for a teacher credential must earn a grade of B or higher in the course. An "Incomplete"

is given only at the discretion of the instructor and only if 80% of the coursework has been completed.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Course Schedule

| Session | Topics and Readings | Assignments Due |
|--------------------------------|--|-----------------|
| 1 8/26 In Person | Introduction to the Course | |
| 2 9/2 Online | Contemporary Global Topic #1: Barriers to Education for Children with Disabilities <ul style="list-style-type: none">Deficit Versus Strengths Based Model of DisabilityEvolving Learning Disability Category – Is LD a U.S. disability? Readings: <ul style="list-style-type: none">Brink (2016). How is the world treating people with disabilities?Futures Stolen: Barriers to Education for children with disabilities in NepalWong, A. (Ed.). (2020). <i>Disability visibility: First-person stories from the twenty-first century</i>. VintageWhy Do English Learners Struggle with Reading – Chapter 1 | |

| Session | Topics and Readings | Assignments Due |
|----------------------------------|---|-----------------|
| 3 9/9 In Person | <p data-bbox="298 222 1105 291">Contemporary Global Topic #1: Barriers to Education for Children with Disabilities</p> <ul data-bbox="326 369 1222 516" style="list-style-type: none"> • Universal Design for Learning to Support All Learners • Providing Multi-Tiered Systems of Support to Reduce Unnecessary Disability Identification • Achievements of Persons with Disabilities Across the World <p data-bbox="298 594 412 625">Readings:</p> <ul data-bbox="326 661 1149 808" style="list-style-type: none"> • Garcia, Perez, & Ortiz (2000). Mexican American mothers' beliefs about disabilities • UNESCO Brief: Inclusion of Children with Disabilities • Why Do English Learners Struggle with Reading – Chapter 2 | |
| 4 9/16 Online | <p data-bbox="298 961 1044 993">Contemporary Global Topic #2: Disability within Cultural Context</p> <ul data-bbox="326 1068 1227 1203" style="list-style-type: none"> • Language Acquisition Process and Misconceptions about Acquiring a Second Language • Distinguishing Language Acquisition from Disability <p data-bbox="298 1281 412 1312">Readings:</p> <ul data-bbox="326 1348 1195 1612" style="list-style-type: none"> • Cioè-Peña, M. (2020a). Raciolinguistics and the education of emergent bilinguals labeled as disabled. <i>The Urban Review</i>. • Cioè-Peña, M. (2020b). Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers. <i>Bilingual Research Journal</i>, 1-14. • Eskay et al. (2012) Disability within the African culture • Why Do English Learners Struggle with Reading – Chapter 3-4 | |

| Session | Topics and Readings | Assignments Due |
|---------------------------------------|---|------------------------------------|
| <p>5</p> <p>9/23</p> <p>In Person</p> | <p>Contemporary Global Topic #2: Disability within Cultural Context</p> <ul style="list-style-type: none"> • Culturally Competent Assessment of English Learners • Individual Education Plans for English Learners with Disabilities <p>Group Work Time for Global Topic</p> <p>Readings:</p> <ul style="list-style-type: none"> • Developmental Disability Across Cultures • Munyi (2012) Past and Present Perceptions Toward Disability • Why Do English Learners Struggle with Reading – Chapter 6 | |
| <p>6</p> <p>9/30</p> <p>Online</p> | <p>Contemporary Global Topic #3: Family Literacy Practices Across Cultures</p> <ul style="list-style-type: none"> • Specially Designed Academic Instruction for English Language Development • Preparing Content and Language Objectives to Support English Learners <p>Readings:</p> <ul style="list-style-type: none"> • Wessels & Trainin (2014) Bringing Literacy Practices Home: Latino Families Supporting Children’s Literacy Learning • Kajee (2011) Literacy Journeys: Home and Family Literacy Practices in Immigrant Households • Making Content Comprehensible for English Learners Chapter 2 | <p>Reflection Paper One</p> |

| Session | Topics and Readings | Assignments Due |
|--|--|-----------------------------|
| <p>7</p> <p>10/7</p> <p>In Person</p> | <p>Contemporary Global Topic #3: Family Literacy Practices Across Cultures</p> <ul style="list-style-type: none"> • Building Background Knowledge and Providing Comprehensible Input to Support Literacy Development in English Learners <p>Readings:</p> <ul style="list-style-type: none"> • Little (2017) A Generational Arc: Early Literacy Practices among Pakistani and Indian Heritage Language Families • How Students from Non-English-Speaking Backgrounds Learn to Read and Write in Different Ways • Making Content Comprehensible for English Learners Chapter 3 and 4 | |
| <p>8</p> <p>10/14</p> <p>Online</p> | <p>Contemporary Global Topic #4: Literacy as Social Justice Issue</p> <ul style="list-style-type: none"> • Strategies and Interactions to Support English Learners in Literacy • Using a Tier One Framework to Support Literacy Development in the General Education Classroom <p>Readings:</p> <ul style="list-style-type: none"> • Jimenez, R. T. (2000). Literacy and the identity development of Latina/o students. • Bedard, Van Horn, & Garcia (2011) The Impact of Culture on Literacy • Making Content Comprehensible for English Learners Chapter 5 and 6 | <p>Mid-Term Exam</p> |
| <p>9</p> <p>10/21</p> <p>In Person</p> | <p>Contemporary Global Topic #4: Literacy as Social Justice Issue</p> <ul style="list-style-type: none"> • Opportunities for Practice and Application within Lesson Delivery for English Learners • Assessment of Literacy Learning within Content Lessons for English Learners <p>Readings:</p> <ul style="list-style-type: none"> • Illiteracy in India • What Makes Reading a Social Justice Issue? • Making Content Comprehensible for English Learners Chapter 7-9 | <p>Reflection Paper Two</p> |

| Session | Topics and Readings | Assignments Due |
|---|---|---------------------------|
| <p>10</p> <p>10/28</p> <p>Online</p> | <p>Contemporary Global Topic #5: Bilingualism Across Cultures</p> <ul style="list-style-type: none"> • What Happens When Students Become Long-term English Learners • Limited Proficiency in Two Languages <p>Readings:</p> <ul style="list-style-type: none"> • Menken et al. (2012). Spotlight on “Long term English language learners”: Characteristics and prior schooling experiences of an invisible population • Korducki (2014) For Latino Parents Bilingual Classrooms Aren’t Just About Language | |
| <p>11</p> <p>11/04</p> <p>In Person</p> | <p>Lesson Demonstrations</p> <p>Come to class prepared to demonstrate your lesson</p> | <p>Lesson Plan</p> |
| <p>12</p> <p>11/11</p> <p>Online</p> | <p>Contemporary Global Topic #5: Bilingualism Across Cultures</p> <ul style="list-style-type: none"> • Supporting Bilingualism in Students with Disabilities <p>Group Work Time for IEPs for ELLs Case Study Activity</p> <p>Readings:</p> <ul style="list-style-type: none"> • Burgoyne et al. (2016) Bilingualism and Bi-literacy in Down Syndrome • Webb-Davies (2017) Welsh Schools: An Approach to Bilingualism that Can Overcome Division | |

| Session | Topics and Readings | Assignments Due |
|----------------------------------|---|-----------------------------------|
| 13 11/18 In Person | Lesson Demonstrations Come to class prepared to demonstrate your lesson (Group work time for Global Topic) | |
| 14 11/25 Online | Group Work Time for IEPs for ELLs Case Study Activity You will present your case study at the end of class period. | Group Presentation IEP Case Study |
| 15 12/2 In Person | Lesson Analysis and Adaptation – Review and Prepare for Final Exam <ul style="list-style-type: none"> Analyzing language demands of a lesson Group Presentations on Global Topics | Group Presentation Global Topic |
| Final Exam | Final Exam – Lesson Analysis and Adaptation | DUE 12/16 |

The instructor reserves the right to adjust the course schedule as needed.

Updates will be announced in class and posted to the course website.