Psychological Foundations for Biliteracy Teachers – DLE 524

COURSE INFORMATION

Class Days: Tuesday
Class Times: 4:00-6:40pm
Class Location: GMCS 306

Office Hours: by appointment
Office Hours Location: NE79B

What makes an effective teacher? Preparation, preparation, and preparation. Effective teachers prepare by understanding their students’ thinking and making connections between this thinking and instruction. Effective teachers prepare lessons that anticipate students’ thinking, conceptions, and misconceptions, and use effective scaffolds that facilitate students’ understanding of the material.

This course, therefore, focuses on teachers’ use of students’ thinking when preparing lessons. As you learn to prepare effective lessons, you will use theories of learning and motivation to substantiate, justify, and identify a course of effective instructional practice. Effective teachers do not simply implement strategies, they have theoretical understandings that guide what they do and do not do; they can explain that theoretical understanding to parents and colleagues. Therefore, this course promotes your ability to explain teaching and learning strategies from a theoretical perspective.

Course Catalog:
Bilingual learning theory as it affects adolescent growth, individualized instruction, classroom management and discipline, and methods of measuring and evaluating achievement.

DLE Knowledge, Dispositions, and Skills (KDS):
While this course touches all five KDS, this course focuses on KDS 1: Ideological and Pedagogical Clarity.
DLE graduates create a roadmap toward critically thinking and developing ideological clarity as it relates to and informs their classroom practice. They know who they are as teachers, their personal beliefs about teaching and learning, and how this affects the students that they teach. This is a complex area of understanding that involves self-knowledge and dispositions that ensure that educators have a strong belief in the worth of all students and their ability to achieve.

Learning Objectives:
• Relate psychological theories to students’ learning and motivation in and out of school.
• Use key psychological theories and associated terms to explain how students learn and become engaged in a formal educational environment.
• Use psychological theories and associated terms to evaluate a lesson plan.
• Describe and evaluate a learning event using psychological theories and associated terms.

Enrollment Information
• Only for students in the Single Subject Teacher Credential Program
• Adding/Dropping per University Guidelines and Procedures

Course Materials
To learn concepts well requires multiple experiences with the material. With this in mind, the course is set up where information that you gather before class will be reinforced in class. While some readings and other resources can be found on Blackboard, you will be required to find other resources on your own. This will help you to develop important inquiry skills.

Course Structure and Student Conduct
• Because this class reflects a project-based learning environment, it is imperative that you display an independent, goal-oriented disposition. This means, you must be willing to be disciplined with your work. To do this, set manageable goals. Measure your success not on grades, but on the attainment of your own goals. Accept struggle, discomfort, failure, missteps, and ambiguity as natural and necessary parts of learning. Believe that success is the result of hard work, effort, help-seeking, revision, and relearning. If you display these dispositions, you will enjoy this class and, as a result, be successful.
• All assignments must be submitted and are due as scheduled. If I choose to accept late work in extreme cases, expect your grade to be negatively affected.
• If you have any concerns about class, please talk to me before or after class or make an appointment. I cannot help you unless you communicate with me. I am available to meet with you on a flexible schedule and I am a kind, gentle, and likable person.
Course Assignments, Assessments, and Grading

Attendance & Participation
Most classes will consist of two parts:

1. Workshops. You will work in your collaborative group to put together projects. If you are not present, you will need to work with your team to contribute your portion.
2. Professional Development. The instructor will engage the class in learning activities. If you are not present, you will need to acquire this information from classmates.

You must be prepared to participate in workshops and professional developments by reading and watching the necessary resources prior to class.

Assignment #1: Language Development Prezi and Comparison (20 pts)
You will work in a group to research one of the following theories of language development and create a Prezi that clearly presents important ideas and take-aways from the theory:

Ellen Bialystok
- analysis/automaticity model
- contextually embedded language
- explicit and implicit knowledge of language

Noam Chomsky
- nativist/mentalist model
- universal grammar

James Cummins
- linguistic interdependence hypothesis
- social vs academic language
- visuals support language
- Common Underlying Proficiency (CUP) (native language transfers to target)

Nick Ellis
- collaborative discourse hypothesis
- learning language through production
- learning language through adjustments during interaction

Stephen Krashen
- acquisition vs learning hypothesis
- the natural order hypothesis or natural approach
- monitor hypothesis
- the input hypothesis
- affective filter hypothesis

Barry McLaughlin
- attention processing model
- controlled processing
- automatic processing
- children: communication for meaning
- adults: language rules vs. communication
- multilingual education: theory East and West

Larry Selinker
- interlanguage theory
- construction of self-contained multilingual system
- proposed stages of interlanguage development

After all the presentations have been uploaded to BlackBoard and presented in class, you will write a 3-5 page paper, comparing your theory with at least two others with an analysis that explains implications for your teaching practice.

Assignment #2: Motivation Documentary and Study Guide (20 pts)
You will work in a group to develop a short (under 5 minutes) documentary that exemplifies important motivational ideas connected to people’s attributions for success and failure. Connections should be made to mindset (Dweck & Boaler), self-determination theory (Deci and Ryan), and attribution theory (Weiner). Each individual will create a study-guide that explains how the documentary exemplifies theories of motivation.
Assignment #3: Learning Theory Professional Development Screencast (20 pts)
You will work in a group to create a screencast for how socio-cultural learning theory can be used to understand a specific instructional strategy of your choice.

Assignment #4: Lesson Plan Analysis (20 pts)
Using a lesson plan that you have developed (this can be for another class or your student teaching), analyze and reflect on the decisions you made in the construction of your lesson. Your analysis should be supported with relevant educational psychology theories (learning and motivation). Be sure that your selected lesson plan highlights the teaching of a new concept, strategy, or skill. You will submit your analysis with a copy of the lesson plan.

Passing the 4 Assignments
If you earn less than 18 points on any of the 3 assignments, you must revise and resubmit in order to pass the course. When doing so, you can earn a maximum of 20 points per assignment.

Choose 2 of 4 (20 pts)
1. True Grit: a 1-2 page narrative about how you showed grit and perseverance this semester.
   See Angela Duckworth’s definition about grit in her TED talk:
   http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit
   Your story must reference the TED talk as you define and exemplify grit in addition to connecting it to our course content.
2. We Shall Overcome: a 1-2 page narrative describing a serious (non-trivial) and embarrassing mistake that you made in the teacher-credential program (i.e., a class or student teaching) and how you are better for having made it. The story must exemplify a mistake related to learning or teaching and connect your learning to our course content.
3. Inquiry: a one-page narrative that asks a non-trivial question about course content (lesson planning, learning theory, motivational theory) and uses research to answer the question.
4. Theory in Current Events: a summary of a news article (include citation) that focuses on education with an explanation of how it relates to our course content.

Submitting assignments electronically
Submit Assignments #2 and #3 through FileSharing function of BlackBoard. Submit Assignment #4 through TurnItIn function of BlackBoard. Please take care to properly format your files so that your assignments are received appropriately. For Assignment #4, you must include the lesson plan and analyses in one file, while placing your name on the upper right hand corner of your document as if you were turning in a hard copy. You must save Assignments #2 and #4 in doc, docx, or pdf format while naming the files with your name and the name of the assignment (e.g., ChizhikLessonPlanAnalysis.doc).

The Choose 2 of 4 assignments should be submitted through Journal function of BlackBoard. Do not submit attachments. Paste the text directly into the Journal. Label your choice (e.g., True Grit) at the top of the Journal entry.

Grading Policy

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>(A- 90-92 points)</td>
<td>(B- 80-82 points)</td>
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<th>Grade</th>
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<tr>
<td>A+</td>
<td>93-100</td>
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<tr>
<td>B+</td>
<td>83-89</td>
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<tr>
<td>C+</td>
<td>73-79</td>
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<tr>
<td>(B+ 88-89 points)</td>
<td>(C+ 78-79 points)</td>
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Academic Honesty

The University adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy (http://www.sa.sdsu.edu/srr/conduct1.html). Any cheating or plagiarism will result in failing this class and a disciplinary review by Student Affairs.

Examples of Plagiarism include but are not limited to:
- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the policy (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library: http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf
Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Religious Observances

University Policy on Absence for Religious Observances includes the following statements: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.” Please notify the instructor in a timely manner and a reasonable accommodation will be reached.

Course Calendar At A Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Essential Questions (see BB for readings)</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1/17</td>
<td>Introductions Review the Syllabus Psychology of language development</td>
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<tr>
<td>1/24</td>
<td>Workshop: What is the big take-away from your Language Development Prezi? Professional Development: Connecting language development to lesson planning</td>
<td>Notes on resources and overview explaining your language development theory.</td>
</tr>
<tr>
<td>1/31</td>
<td>Workshop: Organizing the resources toward the big take-away Designing the Language Development Prezi Professional Development: Connecting language development to lesson planning</td>
<td>Organized synthesis of your language development theory</td>
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<tr>
<td>2/7</td>
<td>Workshop: Making the Language Development Prezi Professional Development: Feedback session on Language Development Prezi</td>
<td>Additional resources that may inform language development</td>
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<tr>
<td>2/14</td>
<td>Language Development Prezi Presentations</td>
<td>Language Development Prezi</td>
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<td>2/28</td>
<td>Workshop: Specifying the story Professional Development: Factors for Self-Determination</td>
<td>Notes on resources explaining motivation theory.</td>
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<tr>
<td>3/7</td>
<td>Workshop: Developing questions and the shot list Professional Development: Making attributions for our successes and failures</td>
<td>Identification of specific connection between story and theories of motivation</td>
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<tr>
<td>DATE</td>
<td>ESSENTIAL QUESTIONS (SEE BB FOR READINGS)</td>
<td>ASSIGNMENTS DUE</td>
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<td>9 3/14</td>
<td>Workshop: Editing the project into a story</td>
<td>Video footage</td>
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<td>Professional Development: Connecting motivation theory to lesson planning</td>
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<td>10 3/21</td>
<td>Workshop: Feedback session</td>
<td>Rough edit</td>
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<td>Professional Development: Connecting motivation theory to lesson planning</td>
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<td>11 3/28</td>
<td>No Class: Spring Break</td>
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<tr>
<td>12 4/4</td>
<td>Motivation Documentary Film Festival</td>
<td>Motivation Documentary</td>
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<td></td>
<td>What is the big take-away?</td>
<td>Notes on resources explaining and overview of learning</td>
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<td></td>
<td>Professional Development: Connecting learning theory to lesson planning</td>
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<tr>
<td>4/18</td>
<td>Workshop: Organizing the resources toward the big take-away</td>
<td>Notes on resources explaining theories of learning</td>
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<td>Designing the Learning Theory PD Screencast</td>
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<td></td>
<td>Professional Development: Connecting learning theory to lesson planning</td>
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<td></td>
<td>Professional Development: Seeking feedback on Learning Theory Professional Development Guide</td>
<td>Outline of screencast</td>
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<tr>
<td>15 5/2</td>
<td>Workshop: Feedback session</td>
<td>Draft of screencast</td>
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<td></td>
<td>Professional Development: Connecting the course to lesson planning</td>
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<tr>
<td>16 5/9</td>
<td>NO FORMAL CLASS MEETING</td>
<td>Learning Theory PD Screencast</td>
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<tr>
<td></td>
<td>ALL ASSIGNMENTS DUE VIA BLACKBOARD</td>
<td>Lesson Plan Analysis</td>
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</tbody>
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**Syllabus is Subject to Change**

This syllabus, assignments, and calendar are subject to change in response to circumstances and students’ learning needs. I will always inform you of these changes ahead of time. If you are absent from class, it is your responsibility to check on announcements made while you were absent. The latest version of the syllabus, assignments, and calendar will always be on BlackBoard. Please rely on BlackBoard rather than potentially outdated print copies.