San José State University  
Connie L. Lurie College of Education / Department of Special Education  
EDSE 124 Methodologies for English Learners with and without Disabilities  
Section 01  
Fall 2021  

Course and Contact Information  

Instructor: Saili S. Kulkarni, Ph.D. (*she, her, hers*)  
Office Location: Sweeney Hall 221  
Telephone: 408-924-3313  
Email: saili.kulkarni@sjsu.edu  
Office Hours: Wednesdays from 2:00-3:00 PM or by Zoom/Slack Appointment  
Class Days/Time: Thursdays from 4:00 PM to 6:45 PM  
Prerequisites:  
1. Completion of Core General Education. Upper division standing (60 units). Passage of the Writing Skills Test (WST) or ENG/LLD 100A with a C or better (C- not accepted). Completion of or co-registration in 100W is strongly recommended.  
2. Students are strongly encouraged to satisfy GE Areas R, S, and V. with courses from departments other than the major department.  
3. A minimum aggregate GPA of 2.0 in GE Areas R, S, and V shall be required of all students. This course assumes an understanding of APA writing guidelines and format, how to read research articles, and basic concepts in special education.  
4. Basic technology requirements for this course include convenient and dependable access to the internet, as well as the ability to use word processor software, send and receive emails, download and upload files, log-on and navigate the CANVAS platform, and conduct Internet searches.  

GE / SJSU Studies: SJSU Studies Area V: Culture, Civilization, and Global Understanding
Course Format

Technology Intensive, Online Course

This course is a technology intensive online course. There will be synchronous sessions as well as online modules (asynchronous). Participants must have regular access to the internet, have mastered the use of CANVAS and commit to using and checking their SJSU email address regularly for updates. Participants who are unfamiliar with CANVAS and/or unable to access their SJSU email are asked to seek assistance from tech support located through E-Campus CANVAS Student Resources. Course materials such as syllabus, handouts, notes, assignments, and instructions can be found on CANVAS. You are responsible for regularly checking with the messaging system through MySJSU. In addition to CANVAS, we will host synchronous sessions using the platform Zoom®. Students who are unfamiliar with Zoom® will be provided with a video tutorial through the CANVAS site at the beginning of the semester.

Course Description

The purpose of this course is to examine the unique considerations and approaches to working with culturally and linguistically diverse students with disabilities and prepares preservice candidates to deliver effective instruction of academic content to students who are English Learners through the content area of mathematics. Second, the course explores issues of culture and diversity as they relate to literacy development for individuals with and without disabilities across cultures. Students investigate cultural variations in literacy development particularly for individuals with disabilities. Students draw on both an understanding of historical context and cultural values to articulate their own ideas about what it means to support the literacy development of non-English speaking students in the schools in which they will work, including those with disabilities. Students develop an understanding of how cultural differences may impact views on whether learning differences constitute a disability. Further students discuss issues of diversity and social justice related to literacy / illiteracy and discuss their values related to supporting the academic progress of students who are English learners.

California Council on Teacher Credentialing (CCTC) Standards

In compliance with the California Teacher Credentialing Commission’s Teaching Performance Expectations (TPEs) for the Single Subject Credential Program and Program Standards for the Education Specialist Instruction in Mild to Moderate Disabilities Credential Program, students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Standards and Teaching Performance Expectations:

Education Specialist Preliminary Program Standards

- Standard 3: Educating Diverse Learners
- Standard 10: Preparation to Teach English Language Learners

Multiple Subject and Single Subject Teaching Performance Expectations

- TPE 1 Engaging and Supporting All Students in Learning (Elements 1.1, 1.3, 1.4, 1.5, 1.6)
- TPE 2 Creating and Maintaining Effective Environments for Student Learning (Elements 2.2, 2.3, 2.5, 2.6)
- TPE 3 Understanding and Organizing Subject Matter for Student Learning (Elements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)
- TPE 4 Planning Instruction and Designing Learning Experiences for All Students (Elements 4.1, 4.2, 4.3, 4.4)
- TPE 5 Assessing Student Learning (Elements 5.1, 5.2, 5.6, 5.7, 5.8)
- TPE 6 Developing as a Professional Educator (Elements 6.1, 6.2)

Students can access the full narrative of the Teaching Performance Expectations here.
General Education Learning Outcomes

Learning Outcome 1
Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

Learning Outcome 2
Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

Learning Outcome 3
Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

Course Learning Outcomes [CLO]
Upon successful completion of this course candidates will be able to:

1. Describe the role of culture, civilization, and global understanding in the US education system using the written standards of academic and professional quality as outlined the guidelines of the American Psychological Association (APA) manual 6th edition.
2. Discuss the impact of policies and legislation that protect the rights of second language learners on special education services and practices at the local level.
3. Discuss research and learning theories as well as the role of cultural differences applicable to English Language Learners with and without disabilities.
4. Identify models, methods, curriculum, strategies, and teaching behaviors related to English language teaching and learning and apply data-based decision-making to developing appropriate IEP goals and objectives based on the learner's level of linguistic and academic competence and his/her specific disability.

Required Texts/Readings

Textbooks and Readers

1. California Practitioners Guide for Educating English Learners with Disabilities (free PDF available)

Other Readings and Resources

Cioè-Peña, M. (2020a). Raciolinguistics and the education of emergent bilinguals labeled as disabled. The Urban Review.


# Assignments and Descriptions (out of 300 Total Points)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>GELO</th>
<th>CLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Reading Reflections</td>
<td>Candidates will complete reading reflections on 1 of the assigned course readings of their choice based that highlights the experiences of disability and language intersections. Reflections must include a summary of the reading and a connection to the reading from your work or personal experiences. You can choose ONE of the following options to submit your reflection:</td>
<td>5 reflections @ 10 points each = 50 Total Points</td>
<td>GELO 1, 2, 3</td>
<td>CLO 1, 2</td>
</tr>
<tr>
<td>#2 Immigration and Language Narrative</td>
<td>Students will read Sleeter and Carmona’s (2017) description of an immigrant narrative and compose an immigration narrative that discusses how they developed their first language (L1), their family’s story of immigration to the United States and a reflection of how this informs their teaching of emergent bilingual learners. The narrative can be done using a written paper, poem, song, voice recording, or PowerPoint presentation. You must include both how you developed your language (L1), family immigration story, and how this inform your teaching/future teaching.</td>
<td>50 Total Points</td>
<td>GELO 1, 2, 3</td>
<td>CLO 1-4</td>
</tr>
<tr>
<td>#3 Social Justice Math Lesson Plan &amp; Presentation</td>
<td>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 present a portion of the lesson in one of our Zoom class sessions.</td>
<td>100 Total Points</td>
<td>Ed Specialist Program Standards 3 &amp; 10 TPEs 1-6</td>
<td>CLO 4</td>
</tr>
<tr>
<td>#4 Final Examination: Analysis of Language Demands and Math Lesson Plan Adaptation</td>
<td>Candidates will be provided a student scenario and lesson plan for math. Students will complete an Analysis of Language Demands for a given math 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 distributed via CANVAS. The final exam will be a take home exam and you will have 1 week to complete it.</td>
<td>100 Total Points</td>
<td>Ed Specialist Program Standards 3 &amp; 10 TPEs 1-6</td>
<td>CLO 3, 4</td>
</tr>
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</table>
1. This class contains a combination of formal and informal assignments. Informal assignments will be exempt from grammar/spelling point deductions. All formal written assignments, however, must meet academic and professional standards for quality and must be written following APA guidelines: Times New Roman font, size 12 point, double-spaced, one-inch margins, and free of spelling and grammar errors.

2. All assignments are DUE ON ASSIGNED DATES THROUGH CANVAS. Email or paper copies are NOT ACCEPTABLE. Any issue with an assignment, submitting on time, or request for an extension for extenuating circumstance must be received in writing 48 hours before an assignment due date or it will be considered late and lose 3 points per day late.

3. All written work must be turned into CANVAS using Microsoft Word (no Pages or other programs accepted). Microsoft Word is available to all students FOR FREE from the university. Please see Information Technology for information on how to download Word for your personal device. Laptops preloaded with Microsoft Word are also available for check out daily from the Martin Luther King Library with valid student ID.

Grading Information

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Grade</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflections (5)</td>
<td>50</td>
<td>16.67%</td>
<td>GELO 1, 2, 3 CLO 1, 2</td>
</tr>
<tr>
<td>Immigration Narrative Paper (1)</td>
<td>50</td>
<td>16.67%</td>
<td>GELO 1, 2, 3 CLO 1-4 TPE 1 &amp; 4</td>
</tr>
<tr>
<td>Group Lesson Plan &amp; Presentation (2)</td>
<td>100</td>
<td>33.33%</td>
<td>Ed Specialist Program Standards 3 and 10 TPE 1-6 CLO 4</td>
</tr>
<tr>
<td>Final Exam (1)</td>
<td>100</td>
<td>33.33%</td>
<td>Ed Specialist Program Standards 3 and 10 TPE 1-6 CLO 4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300 Points</strong></td>
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293-300 points= A+ [98-100%]
284-292 points= A [95-97%]
269-283 points = A- [90-94%]
260-268 points = B+ [87-89%]
251-259 points = B [84-86 %]*

*Credential Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher. A passing grade in this course is needed to fulfill SJSU Studies Area V. 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.
Classroom Community Expectations

1. Make efforts to...
   a. Log onto Zoom at the appropriate time for synchronous sessions. If you arrive late or need to miss a session please do a consult “three before me” (1. Check the Zoom recording or audio, 2. Check in with a classmate for notes; 3. Review notes and information on CANVAS)
   b. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment, I need a **written request 48 hours before it is due**. Only exceptions include **documented emergencies** (e.g. illnesses, accidents, family emergencies).
   c. Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together.
   d. Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur during our class. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will be using a **brave space** rather than **safe space** approach.
   e. Make the most of our space and time together. Engage in the class discussions, complete readings and most importantly **ASK QUESTIONS**.

COVID-19 Caregiving Support

1. Many of you are a caregiver to a child or other family member(s) during the time of Zoom session meetings. Children are welcome in the Zoom space where we hold sessions provided:
   a. You respect the space by muting your microphone when not speaking.
   b. You excuse yourself by muting and/or turning off video and returning when available, especially if needing to attend to caregiving.

Writing & Lurie Student Success Center Resources

1. You are encouraged to use the **University Writing Center** for formal paper assignments in this class in advance of the deadline. Appointments can be made online and are 30-minute slots through Zoom. The Writing Center is free for students.

2. The Lurie College of Education also has a **Student Success Center** that provides resources such as general advising, tutoring, financial guidance and support for students.

CAPS: Counseling Support Resources

**CAPS** is a student counseling and psychological services resource available to all SJSU students. All students can receive free counseling or therapy sessions through this service. To make an appointment or learn more about this service, please call 408-924-5910. Mental health is a critical aspect of overall health!

Extra Credit

I provide extra credit opportunities on an on-going basis throughout the class. Any points for extra credit will be listed as non-graded but will add to your total points in addition to the 300 points for the class. I encourage you to take advantage of these opportunities for enrichment and development.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ **Syllabus Information web page** at [http://www.sjsu.edu/gup/syllabusinfo](http://www.sjsu.edu/gup/syllabusinfo)
**Course Schedule (subject to change)**

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<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Assignments &amp; Readings</th>
<th>Standards, TPEs, CLOs</th>
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</table>
| 1 08/19 ZOOM TOGETHER | **Introductions**  
- Setting Course Expectations  
- Syllabus and Assignments  
- Introduction to Disability and Special Education  
- Who are English Learners and how do we describe them?  

**Assignments & Readings**  
- Wong: introduction (on CANVAS)-in class | **GELO 1, 2, 3**  
**CLO 1, 2**  
**TPE 4** |
| 2 08/26 ZOOM TOGETHER | **Strategies and Distinctions**  
- RTI and the MTSS  
- Strategy: Concept Sort  
- Supporting Families  

**Assignments & Readings**  
- CA Practitioners Guide Chapter 1 (free PDF on CANVAS)  
- Cioè-Peña (2020b) (on CANVAS) | **GELO 1, 2, 3**  
**CLO 1, 2**  
**TPE 1-6** |
| 3 09/02 ZOOM TOGETHER | **Strategies and Distinctions**  
- RTI and MTSS Continued  
- CELDT and ELPAC Assessments  
- Strategies: Using Realia and Building Background  
- Distinctions Between ELs and Students with LD  

*Reading Reflection #1 Due by 4:00PM to CANVAS* | **GELO 1, 2, 3**  
**CLO 1, 2** |
| 4 09/09 ASYNCH MODULE | **Module 1: Universal Design for Learning**  
- CA Practitioners Guide Chapter 2  
- Echevarria & Graves Chapter 2 & MTSS Section (on CANVAS) | **GELO 1, 2, 3**  
**CLO 1, 2**  
**TPE 1-6** |
| 5 9/16 ZOOM TOGETHER | **SDAIE and Lesson Plans**  
Specially Designed Academic Instruction in English  
Lesson Objectives and Common Core Standards  
Lesson Plan Development  
Lesson Plan Strategies Overview  

*Reading Reflection #2 Due by 4:00PM to CANVAS* | **GELO 1, 2, 3**  
**CLO 1, 2** |
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<tr>
<th>Session</th>
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</table>
| 6 9/23 ASYNCH MODULE | Social Justice Mathematics Lesson Plans | • Renner et al. (on CANVAS)  
• Leonard (on CANVAS)  
• Wagner & Stinson Chapter 1 | GELO 1, 2, 3  
CLO 1, 2 |
| 7 09/30 ZOOM TOGETHER | Social Justice Mathematics Lesson Plans  
Applications and Strategies SDAIE and UDL | • Wagner & Stinson Chapter 8  
• Sleeter & Carmona (2017) - for language narrative assignment | GELO 1, 2, 3  
CLO 1, 2 |
| 8 10/07 ASYNCH MODULE | Social Justice Mathematics Lesson Plans  
Applications and Strategies SDAIE and UDL | Wagner & Stinson Chapter 5  
Echevarria & Graves Chapter 6 (on CANVAS) | GELO 1, 2, 3  
CLO 1-4 |
| 9 10/14 IN PERSON (SH 230) | Social Justice Mathematics Lesson Plans  
Applications and Strategies SDAIE and UDL | Wagner & Stinson Chapter 2 | GELO 1, 2, 3  
CLO 1, 2 |
| 10 10/21 ZOOM TOGETHER | Social Justice Mathematics Lesson Plans  
Applications and Strategies SDAIE and UDL | Wagner & Stinson Chapter 3 & 10 | GELO 1, 2, 3  
CLO 1, 2 |
| 11 10/28 ASYNCH MODULE | Language and (Dis) Ability | Read:  
Hikida & Martinez (on CANVAS)  
Cioè-Peña (2020a) (on CANVAS) | TPE 1-6  
CLO 3, 4 |
| 12 11/04 ZOOM TOGETHER | Lesson Planning Review and Language Demands  
• Lesson Planning and Standards  
• Academic Language Demands | Read:  
Clegg (on CANVAS) | TPE 1-6  
CLO 3, 4 |
<table>
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<th>Standards, TPEs, CLOs</th>
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<tbody>
<tr>
<td>13 11/11 ASYNCH MODULE</td>
<td>NO CLASS VETERANS DAY</td>
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</tr>
</tbody>
</table>
| 14 11/18 ASYNCH OPTIONAL MEETINGS | • Final Presentations Preparation  
• Individual Group Meetings (optional) | Clegg (on CANVAS)  

**Reading Reflection #5 Due by 4:00PM to CANVAS** | GELO 1, 2, 3  
CLO 1, 2 |
| 15 11/25 | NO CLASS THANKSGIVING | | |
| 16 12/02 ZOOM | • Presentations (TBA)  
• Final Exam Posted | **Lesson Plans due to Canvas by 11:59PM and Group Presentations** | Ed Specialist Program Standards 3 and 10  
TPE 1-6  
CLO 4 |
| 16 12/09 FINALS | | **Final Exam Due by Dec 16th 11:59 PM to CANVAS** | Ed Specialist Program Standards 3 and 10  
TPE 1-6  
CLO 3, 4 |