

California State University, Fresno
Department of Literacy, Early, Bilingual and Special Education

Leadership for Diverse Communities

LEE 129 - Hmong in Bilingual Schools: BAP

Fall _____

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

This course is intended to teach the basic content area in Hmong, which will focus on oral and written communicative skills that are required for Hmong bilingual teachers. It is also designed to provide new bilingual classroom teachers with basic content for instruction, development, and evaluation of teaching materials, and conferencing with parents.

Participants in this course are expected to demonstrate knowledge of the Hmong language instruction and to demonstrate classroom competence in the teaching of oral language development, concepts about print, reading comprehension, writing skills, spelling and vocabulary development.

Course Objectives:

Upon completion of this course, each participant will be able to:

1. demonstrate knowledge of and respect for cultural and language needs of Hmong pupils;
2. demonstrate knowledge in teaching academic content in Hmong;
3. demonstrate knowledge in teaching the Hmong language to Hmong children;
4. understand how lessons build on student background and interests;
5. relate subject matter to relevant context in Hmong;
6. use a variety of instructional strategies and resources to respond to Hmong students' needs;
7. communicate with Hmong adults about issues in Education;
8. teach students to read and understand different text structures including stories, informational books and poetry.

	Instructor Name: Dr. Tony Vang
Units: 3	Office #: ED 273
Time: Monday, 7:00 – 9:50 PM	Email: tvang@csufresno.edu
Location: ED Room 176	Telephone 278-0284
Website:	Office Hours Tue 12:00 – 5:00 PM or by appointment

Required Textbooks:

1. Bliatout, B., et al. (1988). Handbook for Teaching Hmong-Speaking Students. Folsom Cordova Unified School district. Southeast Asian Community Resource Center.
2. Resource Handbook.
3. Class Handouts

Course Policies:

Preparation for Class: Reading assignments are expected to be completed prior to attending class and knowledge of the content of reading assignments may be tested in various modes including quick-writes, quizzes, short-answer essays, and performance assessments.

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is “for the purpose of this study, I’ll refer to the observed student as *Child A*.”

Major Assignments and Examination:

1. **Attendance and Participation.** You are required to attend all class meetings as being scheduled and participate in class discussion.
 - Break down in small groups (2 or more persons per group). In each group:
 - One person will be responsible for keeping the group on task, and on time
 - One person will be the recorder
 - One or more persons will be responsible to make a 10 - 15 minute presentation to the large group.
2. **Observation.** You are expected to observe two Hmong Teachers, and write a 3 - 5 page reflective paper briefly what you have learned. Required elements for this observation will be explored in class prior to the assignment and will address such things as: assessment driven instruction, grouping, and how the teachers make language instruction appropriate for students of differing language development stages. You will reflect upon the lesson and make suggestions for improvement
3. **Picture File.** You will create a collage of at least 15 pictures (photographs, magazine cutouts, drawings, etc.) designed to be used for Hmong students in the classroom. Pictures should be accompanied by captions to facilitate learners' language acquisition. Specify the grade level that you will present to.
4. **Quizzes.** Quizzes will be based on work covered in class or on other the assignments (translations: Hmong into English and English into Hmong)
5. **Final Exam:** Opinion paper. The final examination in this course will satisfy the planning instruction appropriate for Hmong Students responding to their levels of English Language Proficiency, literacy and background knowledge. Based on appropriate assessment information, candidates will select instructional materials and strategies to develop students’ abilities to comprehend and produce English and Hmong, orally and in written form

Assignment and Examination Schedule:

Date	Assignment	Points
Sessions	Attendance and Participation	60
Session	Observation	20
Session	Picture File Project	20
Session	Questions for Discussion and Short Essays	50
Session	Final Exam: Opinion paper	50
Total Points		200

Course Policies:

Preparation for Class. Reading assignments are expected to be completed prior to attending class and knowledge of the content of reading assignments may be tested in various modes including quick-writes, quizzes, short-answer essays, and performance assessments.

Grading. Grading will be based on points. Points will awarded for various assignments and exams and the final grade will be determined based on the following scale:

180 - 200 pts = A

160 - 179 pts = B
 140 - 159 pts = C
 124 - 139 pts = D
 <123 pts = F

COURSE OUTLINE, CALENDAR AND ASSIGNMENTS

SESSION # AND DATE	TOPICS	ASSIGNMENTS
1	<ul style="list-style-type: none"> ● Introduction to Course ● Getting to know each other ● Syllabus ● The Hmong People 	<ul style="list-style-type: none"> ● Why do you need to take this class? ● Go over course syllabus. ● Establish personal goals and objectives ● <i>Will be on Google classroom and Blackboard.</i>
2	<ul style="list-style-type: none"> ● Traditional Hmong Village Education ● Family and Clan ● Changing Role of the Household 	<ul style="list-style-type: none"> ● Who are the Hmong People? ● Where did they come from? ● Value Placed on Children's Education ● What are the resettlement issues of the Hmong people in America?
3	<ul style="list-style-type: none"> ● Bilingual Education ● Language Structure and Use ● First Language Acquisition 	<ul style="list-style-type: none"> ● The Theoretical Framework of Bilingual Education ● Cultural Clash ● Psychological Factors Affecting Children's Education
4	<ul style="list-style-type: none"> ● Bilingual Education ● Second Language Acquisition Theory 	<ul style="list-style-type: none"> ● Political Factors Affecting First and Second language Development; ● Affective Filter: a) Motivational, b) Attitudes, c) Anxiety, and d) Self-esteem.
5	<ul style="list-style-type: none"> ● Language and Literacy in Hmong ● Acculturation Stress ● Primary Language 	<ul style="list-style-type: none"> ● Two different cultures and languages interplay with each other. ● Primary Language Development Facilitates the Second Language Acquisition
6	<ul style="list-style-type: none"> ● Methodology for Primary Language Instruction ● Academic Language 	<ul style="list-style-type: none"> ● Communication, Literacy, Concepts, Critical Thinking. ● Problem Solving Skills in Hmong and English.
7	<ul style="list-style-type: none"> ● Language Change ● Methodology for L1 Instruction ● Primary Language Dev. 	<ul style="list-style-type: none"> ● Language Change, Variations within a Language, Change Over Time ● Literacy Skills, Oral, Games, etc.
8	<ul style="list-style-type: none"> ● Hmong Parents' Attitudes Toward Bilingual Education ● Value Placed On Hmong Children's Education ● Hmong Culture and their Relationship to Academic Achievement 	<ul style="list-style-type: none"> ● L1 facilitates L2 Acquisition ● Language growth is acquired when shared reading, guided reading, reading out loud, independent reading, model writing.
9	<ul style="list-style-type: none"> ● What Problems Do Hmong Children Have in Schools? ● Linguistic Characteristics of the Hmong Language 	<ul style="list-style-type: none"> ● Lack of Educational Resources ● Types of bilingualism and their related cognitive effects: 1) Proficient bilingualism, 2) Partial

	<ul style="list-style-type: none"> ● Relationship to Other Language ● Types of Bilingualism 	<ul style="list-style-type: none"> ● bilingualism, and 3) Limited bilingualism ● Shared vocabulary items ● Shared structure properties
10	<ul style="list-style-type: none"> ● Reading and Writing in L1 and L2 ● Inter-Language ● Code Switching ● Communication 	<ul style="list-style-type: none"> ● Concepts and skills acquired through L1 transfer to L2 ● Teaching L1 breaks down many barriers and allowing students to participate in a meaningful way ● Transfer: positive and negative ● Learning strategies.
11	<ul style="list-style-type: none"> ● Instructional and Curricular Strategies for Hmong Language Development ● Instructional Strategies 	<ul style="list-style-type: none"> ● Exposure to language growth ● Promoting bilingualism and bi-literacy ● Using the phonic method to teach Hmong language ● Classroom organization: a) Grouping, b) Flexible, (e.g. heterogeneous, homogeneous, and c) Cooperative Learning. ● Demonstration Lesson ● Picture File
12	<ul style="list-style-type: none"> ● Language Management: a) Use of L1 and b) Use of L2 ● Literacy in Two Languages 	<ul style="list-style-type: none"> ● Linguistic Characteristics of the Hmong Language ● Relationship to other language ● Shared vocabulary ● Dialect of Hmong ● Demonstration\ ● Picture File
13	<ul style="list-style-type: none"> ● Instructional and Curricular Strategies for Hmong Language 	<ul style="list-style-type: none"> ● Instructional and Curricular Strategies for Hmong language to teach at each grade level. ● Using the phonic method to teach Hmong language ● Literacy in two languages ● Demonstration Lesson ● Picture File
14	<ul style="list-style-type: none"> ● Reading and Writing Hmong ● Planning and Implementing L1 Instruction 	<ul style="list-style-type: none"> ● Teaching L1 breaks down many barriers and allowing students to participate in a meaningful way ● Demonstration Lesson ● Picture File
15	Last Day of Instruction	<ul style="list-style-type: none"> ● All assignments are due today