



**California State University, Long Beach
College of Education
Department of Teacher Education**

EDEL453M

**Methodology for Mandarin and English Language Instruction in a Bilingual
Setting**

Spring 2020

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All course-related questions should be asked at “**Question & Answer Forum**” (**Q&A Forum**) under Discussions on Beachboard so that each of your questions and the responses can benefit you and your peers. Anybody in this class can reply to the questions posted in this forum.

If you do need to send me a private email at shelley.xu@csulb.edu, please state on the subject line of your email: **your name** and **specific content** (e.g., Jane Doe Class Activity 1.1). Your **name** on the subject line helps me keep track of the communication between you and me. Your **specific content** on the subject line is important for my timely attention and an expedite response. I do not want your emails to be “lost” in many emails I receive each day.

In any communication between you and me, academic language is expected. I will try to respond to your emails within a period of 48 hours during weekdays.

Virtual Office Hours: Mondays 7:30—9:00 p.m. (except for the spring break week, finals week, and holidays); any emails sent during virtual office hours will be responded immediately; or by appointment.

Policy on email account

The CSULB campus email account, <first.lastname@student.csulb.edu>, is the default avenue of communication at CSULB. Active use of your CSULB campus email is essential for sending and receiving information related to this course and for university-wide business. Please be sure that your BeachBoard account is set to use your university campus email account. For assistance, contact the CSULB Technology HelpDesk (phone# 562-985-4959 or helpdesk@csulb.edu), also at http://www.csulb.edu/divisions/aa/academic_technology/thd/ .

Beachboard Access

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the Beachboard link at the top of the page. Once logged in to Beachboard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Beachboard Support:

Email: helpdesk@csulb.edu,

http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/

Phone: (562) 985-4959

Drop in: Academic Services Building, Room 120 (AS 120)

Check for Supported Browsers

http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/browser_issues_solutions.html

Beachboard Student Help Site

http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/students/index.html

Computer Access

Two open access computer labs are available for current CSULB students: the [Spidell Technology Center - http://csulb.libcal.com/hours.php#!m/255](http://csulb.libcal.com/hours.php#!m/255), located in the Library and the [Horn Center - http://www.csulb.edu/divisions/aa/academic_technology/horn_center/](http://www.csulb.edu/divisions/aa/academic_technology/horn_center/), located in lower campus.

Both the Horn Center and the Spidell Technology Center are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers.

College of Education Vision and Mission Statement

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Department Vision Statement

The Department of Teacher Education at CSULB prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents

and families. Our inquiry- and experience-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

Teacher Dispositions

Teacher candidates are expected to demonstrate professionalism in the following ways:

- ❖ On-line Course Work
 - Professional behaviors include display of courtesy toward the instructor and classmates, active participation in class sessions, observance of due dates, flexibility regarding field experience activities, and unanticipated changes in the course calendar.
 - Participation includes demonstrating active contribution to online class discussions, posing clarification, reflective, and/or information-seeking questions, communicating ideas or concerns with the instructor; and completing all assigned class tasks, class activities, and course assignments.
- ❖ Field Experience Assignment
 - Professional behaviors include display of appropriate demeanor in interacting with children at all times (e.g., use of oral and written communication, attitude toward teaching, learning, students, and physical space, overall attire), awareness of one's personal values and biases, and modeling of ethical behaviors.
 - Preparedness for assignments is essential to quality field experience teaching. Creative teaching is encouraged, but teacher candidate must consult with and seek approval from the classroom teacher prior to implementing a lesson and its accompanying activity. Lack of preparation for field experience teaching (e.g., absence of necessary instructional materials, lesson plan, off-topic instruction, and spur-of-the-moment improvisation) may result in loss of grade points and possible removal from field experience.

Catalog Description

Content, methods, and assessments for teaching English and Mandarin to all students including English language learners in bilingual settings. Fluency and literacy in Mandarin required. Course requirement for Mandarin bilingual authorization. Minimum grade of "C" required to maintain program standing. Minimum of ten hours of fieldwork. Letter grade only (A-F).

Required Texts

1. Horwitz, E. K. (2013). *Becoming a language teacher: A practical guide to second language learning and teaching*. (2nd ed.). Boston: Pearson.
2. Xu, S. H. (2010). *Teaching English language learners: Literacy strategies & resources for K-6*. New York: The Guilford Press.
3. Common Core State Standards for English and Language Arts
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
4. California State Board of Education. (2012). *California English Language Development Standards*. Sacramento, CA: Author.
<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
5. California State Board of Education. (2009). *World Language Content Standards for California Public Schools, Kindergarten through Grade Twelve*. Sacramento, CA: Author. <http://www.cde.ca.gov/ci/cr/cf/documents/foreignlangfrmwrk.pdf>

Student Learning Outcomes

Upon successful completion of the courses, students will be able to:

1. demonstrate knowledge of theories and methods in first and second language acquisition, including the development of bilingualism and biliteracy (CCTC Std 4.8);
2. demonstrate knowledge of political, legal and historical foundations of educational programs for English learners in the United States (CCTC Std 4.1);
3. identify social-cultural issues related to non-English language instruction, with emphasis on content area instruction in Mandarin/English classroom settings (CCTC 4.7);
4. develop effective oral and academic language/biliteracy goals related to grade-level teaching (CCTC Std 4.3);
5. evaluate, select, and translate relevant instructional materials for the bilingual classroom setting (CCTC Std 4.4, 4.7 and 4.16);
6. select current and appropriate Chinese and Chinese American literature and other Mandarin educational sources (Std 4.15); and
7. integrate technology and use software in Mandarin for the bilingual classroom (CCTC Std 4.6).

Outline of Subject Matter

- A. Historical Context of Immigration and Bilingualism in the United States (SLO 2)
Key concepts: assimilation, nativism, Americanization, cultural pluralism, “melting pot,” cultural deficit/differences, ELL, Lau v Nichols decision, Title VII, NCLB, Proposition 227
Topics:
 - i. Bilingualism and language policy in the US in historical perspective
 - ii. Foundations of instructional programs for English learners: federal and state requirements for programs for English learners; legal decisions; demographic changes and immigration; language rights in education
- B. Bilingual Development and Assessment (SLO 1, 4, 5)
Key concepts: formative evaluation, summative evaluation, language proficiency, additive and subtractive bilingualism, language dominance, balanced bilingual, test reliability, validity, bias, standard English
Topics:
 - i. Issues in defining bilingualism and measuring language proficiencies (e.g. reliability, validity, test bias, norming samples)
 - ii. Standards-based assessment and instruction of English learners role, purposes, and types of assessments, including use of assessments for program placement, monitoring progress, redesignation, etc.
 - iii. CELDT use in California—description, uses, limitations
 - iv. Linking formative and summative assessments to differentiate instruction for ELLs
 - v. Use of state-mandated assessments and multiple measures of performance (including characteristics of various informal and formal ELD assessments); evaluation of assessment measures with respect to cultural and linguistic biases
 - vi. Language and content area assessment, including interpretation of assessment data and planning for instruction across the content areas

- C. Programs of Instruction for Language Minority Students: Design, Development and Evaluation (SLO 2, 3)
 Key concepts: submersion, ESL, structured immersion, Canadian-style immersion, structured English immersion, dual immersion, transitional bilingual education, maintenance bilingual education, developmental bilingual education, home language survey, SDAIE, content-based ELD
 Topics:
- i. Design of effective instructional programs for English learners; philosophies underlying various programs and methods
 - ii. Required components of programs for English learners
 - iii. Use of assessment data in program placement
 - iv. Parent notification and involvement
 - v. Longitudinal studies of program effectiveness
 - vi. Implementation and evaluation of bilingual programs
- D. Literacy and Literacies (SLO 4, 6, 7)
 Key concepts: primary-language literacy, prior knowledge, funds of knowledge, critical literacy, autonomous and ideological models of literacy
 Topics:
- i. Foundations of English language literacy
 - ii. Factors affecting English language literacy development among English learners
 - iii. Pedagogical practices designed to promote English language literacy development
 - iv. Language and power in language minority education
 - v. Issues in Mandarin literacy development (e.g. transparent orthography)
 - vi. Relationship between writing development and reading development (e.g. work of Ferreiro & colleagues)
 - vii. Relationship between Mandarin reading and English reading; issues in transition instruction; implementation of programs with dual language literacy development
 - viii. Use of Mandarin language children's literature in the classroom and selection of high quality materials
 - ix. Examination of heritage language bilingual programs in China (Mandarin & indigenous languages)
- E. Socio-political Context for the Implementation of Instructional Programs (SLO 2, 3)
 Key concepts: equity, SES, majority/minority status, empowerment, advocacy, legitimization, cultural discontinuity, inclusion, ethnicity
 Topics:
- i. Factors affecting language minority student achievement
 - ii. Equity issues related to the education of English learners
 - iii. Impact of district and school philosophies on educational policies and practices
 - iv. Educational programs in societal context: language, society, culture, and identity

Student Responsibilities

1. Class Participation

Class participation is mandatory. Professionalism requires you to be **fully prepared** by finishing all required readings, class tasks, class activities, and course assignments.

A **class task (ungraded)** is what you are required to do as if you were in a face-to-face class session. Each class task is numbered, such as Class Task 1.1 (which is Class Task #1 for Module 1). You are not required to turn in your work for class tasks, but it is important to your learning to complete every class task. You will regret for skipping these class tasks when you are student teaching, when you are being interviewed for a teaching position, and when you are teaching your students.

A **class activity (graded)** is what you are required to do as if you were in a face-to-face class session AND to show evidence of your understanding of the course content (e.g., complete a survey of linguistic concepts [after you have read assigned readings]). Each class activity is numbered, such as Class Activity 1.1 (which is Class Activity# 1 for Module 1).

You must complete ALL assigned class tasks and class activities for each module by the due date as specified in a checklist (and also in course schedule) in order to earn participation points for the module.

A **course assignment (graded)** is what you are expected to do to demonstrate your understanding of course content across several modules (e.g., case study assessments and instructional plan).

Please complete class tasks, class activities, and course assignments in the order as they are presented under each module.

2. Academic Honesty

With respect to the academic honesty of students, it is expected that all materials submitted as part of any class activities and course assignments are the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university academic policy (<http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/>).

3. Course Syllabus, Class Tasks, Class Activities, and Course Assignments

You are responsible for the information and requirements stated in this course syllabus; guidelines for class tasks, class activities, and course assignments; instructional materials and announcements posted on the Beachboard; and email communications I send you. I strongly advise that you download all course-related materials to your computer and put them in respective folders and subfolders, just in case that the Beachboard is not working properly and just for your easy and quick reference to all course materials.

4. Quality of Assignments and Submission of Your Work

- 1). You should word process all of your course assignments using 12-point font, black print, reasonable margins, numbered pages, and double-spacing.
- 2). Assignments are expected to have correct grammar, spelling, and punctuation.

- 3). For the work that needs to be scanned or photographed before the submission, please make sure the quality of the scanned or photographed work is legible.
- 4). It is your responsibility to label and submit each work to a specific place on the Beachboard as specified in each guideline for a course assignment, in the direction for a class activity, or in the course syllabus.
- 5). You are advised to keep a copy of each submitted work for your own records.
- 6). **In the event of Beachboard technical breakdowns**, please notify the professor via email shelley.xu@csulb.edu.

5. Due Dates

- 1). **All class activities and course assignments are due on the date specified in the checklist for each module and also in the course schedule.** The date and hour are in Pacific Standard Time (PST) zone. You are responsible for adjusting the due date to your time zone if you are out of the PST time zone. After the due date, your work will NOT be accepted on the Beachboard.
- 2). **No course assignments will be accepted after 11:59 pm, 5/12/2020.**
- 3). **Any course assignment that does not follow its guideline will receive a grade of 0.**

6. Technical Competency

All students are expected to be comfortable with basic computer technology:

- Connect to the Web using a web browser.
- Navigate around the Web and use search engines.
- Send and receive e-mail with attachments.
- Do basic word processing, including cutting and pasting.
- Open, save, and manage files.
- Organize folders and files (create, name, rename, & move).
- Compress files and folders.
- Scan course assignments.

You are expected to download course materials and guidelines to your computer and store them in proper folders and subfolders on your computer. **Once you have completed this course, you will NOT have access to the course content on the Beachboard.**

Statement Regarding Students with Disabilities

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the [Bob Murphy Access Center \(BMAC\)](#) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Support Services on Campus

Student Affairs Services and Programs for Students

<http://web.csulb.edu/divisions/students/programs.html>

Student Affairs: Student Emergency Intervention and Wellness Program

http://web.csulb.edu/divisions/students/studentdean/emergency_grant/

The CSULB Student Emergency Intervention and Wellness Program (part of the *Basic Needs Program*) is a comprehensive initiative that identifies and immediately serves some of CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis, such as the following: Student Emergency Grant, The Meals Assistance Program (Feed a Need), and Short-Term Emergency Housing Program. Criteria for eligibility include: Be an enrolled CSULB student; Be able to demonstrate an urgent financial need (Supporting documentation is helpful where appropriate); and Must have exhausted all sources of financial assistance and aid.

Withdrawal Policy

This class requires considerable outside preparation time as well as field work. If you find yourself unable to complete course requirements in a timely manner, refer to the course withdrawal policy and withdrawal dates in the CSULB Spring 2020 Schedule. Incomplete grades are infrequently given in this course, only for dire emergencies. Please keep me informed of any absences you anticipate or if you are experiencing difficulty in meeting deadlines.

Course Assignments

1. Mandarin Literacy Lesson Analysis (15 points)

You will observe a Mandarin literacy lesson and write up your analysis of pedagogical practices demonstrated in the lesson. Please refer to the Guideline for Mandarin Literacy Lesson Analysis on the Beachboard under Module 6.

2. Case Study Assessment and Instructional Plan (35 points)

Please refer to the Guideline for Case Study Assessment and Instructional Plan on the Beachboard under Module 7.

3. Integrated Bilingual Unit (35 points):

See Guideline for Integrated Bilingual Unit on the Beachboard under Module 8.

4. Modules (110 Points, 10 points @module, 20 points @Module 5)

Follow the instructions under each module.

Field Experience

1. Students must provide evidence of completing a minimum of 10 hours of field experience in a classroom where English and Mandarin are taught.
2. **A Field Experience Verification Form will be scanned and submitted to the Dropbox on the Beachboard for you to receive a grade for this course. If you have been in more than one classroom for the field experiences, all teachers**

involved must sign the form. Failing to submit field experience verification form(s) by the end of the course will result in a failing grade. Refer to the last page of this course syllabus and the Welcome and Introduction section under “Content” on Beachboard for the Field Experience Verification Form.

3. Students are expected to contact the cooperating teacher in advance if an absence becomes necessary. All absences must be rescheduled in a timely manner.

Grading Scale

A: 175-195 B: 156-174 C: 136-155 D: 117-135 F: 0-116

How to Earn an A in This Course?

1. Have a thorough understanding about the course expectations.
2. Complete all required readings (textbooks and articles), class tasks and class activities in each module, and course assignments. DO NOT wait until the due date to start working on each module.
3. Follow directions for class tasks and class activities, and guidelines for course assignments.
4. TAKE NOTES in your notebook about what you are learning.
5. Ask the professor questions in a timely manner.
6. Enjoy online learning and respect everyone in the learning community.

A List of EDEL 453M Course Activities and Assignments

Please Note: For your own convenience and reference, please use this sheet to document the due dates and grades, and to find under which module each course assignment is discussed and its guideline is located. PLEASE USE THIS SHEET!

Assignment Name	Due Date	Grade
Modules (10 points per module)		
Module 1		
Module 2		
Module 3		
Module 4		
Module 5 Part 1		
Module 5 Part 2		
Module 6		
Module 7		
Module 8		
Module 9		
Module 10		
Course Assignments		
Mandarin Literacy Lesson Analysis (15 points) (Module 6)		
Integrated Bilingual Unit (35 points) (Module 6)		
Case Study Assessments and Instructional Plan (35 points) (Module 7)		
Total Possible Points		195

EDEL 453M Fall 2017 Course Schedule (Subject to Change)**Please Note:**

1. All class tasks, class activities, and course assignments are due by 11:59 p.m. every Tuesday, except for the Spring Break week when nothing is due.
2. Please be aware that some modules have more class tasks and class activities than others. Please plan accordingly your time for completing each module. Always use the checklist for each module as a reference for your planning.

Date	Topics	Assignments
Welcome and Introduction 2/4	<ol style="list-style-type: none"> 1. Navigating through the Beachboard and Completing activities in <i>Getting Started</i> on the course homepage 2. Reading Welcome and Self-Introduction 3. Reading Syllabus (Overview of the Course and Course Assignments) 4. Understanding Field Experience Verification Form 5. Identifying field experience classroom as soon as you can 6. Looking for a Partner for Partner Work in Module 2 	<ol style="list-style-type: none"> 1. Finishing "Getting Started" on the course homepage
Module 1 2/11	<ol style="list-style-type: none"> 1. Language Learners and Language Teaching Settings 2. Guiding Principles of Teaching Literacy to English Language Learners <p>DUE by 11:59 p.m. PST 2/11</p> <ol style="list-style-type: none"> 1. All class tasks and class activities (follow directions on Module 1 under "Content" on Beachboard) 	<ol style="list-style-type: none"> 1. Horwitz Chapter 1 2. Xu Chapter 1
Module 2 2/18	<ol style="list-style-type: none"> 1. Language Acquisition and Linguistic Interferences 2. Second Language Acquisition 3. Language Teaching Methodologies <p>DUE by 11:59 p.m. PST 2/18</p> <ol style="list-style-type: none"> 1. All class tasks and class activities (follow directions on Module 2 under "Content" on Beachboard) 	<ol style="list-style-type: none"> 1. Horwitz Chapters 2 & 3 2. Xu Chapter 2 3. Xu Article
Module 3 2/25	<ol style="list-style-type: none"> 1. Oral Language Development 2. Instruction for Oral Language Development <p>DUE by 11:59 p.m. PST 2/25</p> <ol style="list-style-type: none"> 1. All class tasks and class activities (follow directions on Module 3 under "Content" on Beachboard) 	<ol style="list-style-type: none"> 1. Horwitz Chapters 4 & 5 2. Xu Chapter 3

Date	Topics	Assignments
Module 4 3/3	<ol style="list-style-type: none"> 1. Common Core State Standards (CCSS) and English Language Development Standards (ELDS) 2. Phonological and Orthographic Knowledge and Fluency Development 3. Assessing Language Learning <p>DUE by 11:59 p.m. PST 3/3</p> <ol style="list-style-type: none"> 1. All class tasks and class activities (follow directions on Module 4 under “Content” on Beachboard) 	<ol style="list-style-type: none"> 1. Horwitz Chapter 9 2. Xu Chapter 4
Module 5 (Part 1) 3/10	<ol style="list-style-type: none"> 1. Reading Comprehension Development 2. Instruction for Reading Comprehension <p>DUE by 11:59 p.m. PST 3/10</p> <ol style="list-style-type: none"> 1. Class activities 5.1—5.5 (follow directions on Module 6 under “Content” on Beachboard) 	<ol style="list-style-type: none"> 1. Horwitz Chapter 6 2. Xu Chapter 6
Module 5 (Part 2) 3/17	<ol style="list-style-type: none"> 1. Reading Comprehension Development 2. Instruction for Reading Comprehension <p>DUE by 11:59 p.m. PST 3/17</p> <ol style="list-style-type: none"> 1. Class activities 5.6—5.11 (follow directions on Module 6 under “Content” on Beachboard) 	
Module 6 3/24	<ol style="list-style-type: none"> 1. Academic English in Content Classes 2. Instruction for Vocabulary Development 3. Introducing Mandarin Literacy Lesson Analysis 4. Introducing Integrated Bilingual Unit <p>DUE by 11:59 p.m. PST 3/24</p> <ol style="list-style-type: none"> 5. All class tasks and class activities (follow directions on Module 6 under “Content” on Beachboard) 	<ol style="list-style-type: none"> 1. Horwitz Chapter 8 2. Xu Chapter 5
3/31	Happy Spring Break! ☺ ☺ ☺	

Date	Topics	Assignments
Module 7 4/7	<ol style="list-style-type: none"> 1. Writing Development 2. Instruction for Writing Development 3. Introducing Case Study Assessment and Instructional Plan <p>DUE by 11:59 p.m. PST 4/7</p> <ol style="list-style-type: none"> 1. All class tasks and class activities (follow directions on Module 7 under “Content” on Beachboard) 	<ol style="list-style-type: none"> 1. Horwitz Chapter 7 2. Xu Chapter 7 3. Review Assessment Sections in Horwitz Chapters 4. Chapter 4 (pp. 86-87) 5. Chapter 5 (pp. 110-111) 6. Chapter 6 (pp. 130-131) 7. Chapter 7 (pp. 151-153) 8. Chapter 8 (pp. 174-176)
Module 8 4/14	<ol style="list-style-type: none"> 1. Instruction for Grammar 2. Conducting Case Study Assessment (1) <p>• DUE by 11:59 p.m. PST 4/14</p> <ol style="list-style-type: none"> 1. All class tasks and class activities (follow directions on Module 8 under “Content” on Beachboard) 	<ol style="list-style-type: none"> 1. Xu Chapter 8
Module 9 4/21	<ol style="list-style-type: none"> 1. Sharing Mandarin Literacy Lesson Analysis 2. Conducting Case Study Assessment (2) 3. Teaching Lesson 1 from Your Integrated Bilingual Unit <p>• DUE by 11:59 p.m. PST 4/21</p> <ol style="list-style-type: none"> 4. All class activities (follow directions on Module 9 under “Content” on Beachboard) 5. Mandarin Literacy Lesson Analysis 	<ol style="list-style-type: none"> 1. Horwitz Chapters 10 & 11
4/28	<ol style="list-style-type: none"> 1. Analyzing Case Study Assessment Data and Write up an Instructional Plan 2. Teaching Lesson 2 from Your Integrated Bilingual Unit 	

Date	Topics	Assignments
5/5	<ol style="list-style-type: none"> 1. Finalizing Your Integrated Bilingual Unit 2. Trying out Two Instructional Strategies from Your Instruction Plan with Your Case Study Student 	
Module 10 5/12	<ol style="list-style-type: none"> 1. Sharing Your Case Study Assessments and Instructional Plan 2. Sharing Your Integrated Bilingual Unit <p>• DUE by 11:59 p.m. PST 5/12</p> <ol style="list-style-type: none"> 1. All class activities (follow directions on Module 10 under “Content” on Beachboard) 2. Case Study Assessments and Instructional Plan 3. Integrated Bilingual Unit 4. Field Experience Verification Form 	<p>I will NOT accept any course assignments after this due date.</p> <p>Have a great summer break! 😊 😊 😊</p>

California State University, Long Beach
Department of Teacher Education



Dear Colleague:

Thank you for accepting _____ into your classroom this semester. His/her role as a participant and an observer is critical to the development of an English-Mandarin bilingual teacher. The student is required to complete 10 hours of field experience for the course: EDEL 453M Methodology for Mandarin and English Language Instruction in a Bilingual Setting.

The student is expected to complete the following activities in your classroom.

1. Observing a Mandarin literacy lesson;
2. Assessing a bilingual student's reading comprehension, writing, and oral language in Chinese and in English AND trying out at least two instructional strategies with the student;
3. Teaching two lessons to a small group or a whole class (1 lesson in English and 1 lesson in Chinese); and
4. Assisting small-group, and whole class activities.

At the end of the observation and participation field experience, please complete a brief evaluation, indicating your opinion of the student's performance in your classroom. If you have any questions or concerns regarding the student's field experience, please do not hesitate to contact me at shelley.xu@csulb.edu. Again, thank you for your support.

Sincerely,
Shelley Xu, Ed.D.
Professor
Department of Teacher Education, California State University, Long Beach

In my classroom, the quality of this student work was (please circle)

Excellent Highly Satisfactory Adequate Inadequate

Please feel free to include any comments on the back of this sheet.

Signature _____ Position _____

Name (print) _____ School _____

Address _____

Phone _____ Date _____