 **CALIFORNIA STATE UNIVERSITY, SACRAMENTO**

**جامعة سكرامنتو في كاليفورنيا**

**COLLEGE OF EDUCATION**

**EDUC 190 Fall 2022.**

**EDUC 190 A. Syllabus Fall 2022 Class. NBR 87204**

**Dr. Clovis Karam,** [**c.karam@csus.edu**](mailto:c.karam@csus.edu)

**College of Education Eureka Hall**

**(916)278-6639**

**Cell # : (916)730-4829**

**Class meeting time: Tuesdays from 04:00 to 05:15 PM**.

**Class Meeting Room # RVR 1002**

**Office Hours: Tuesdays from 2 to 3 PM, or by appointment at:**

**WLL Department Mariposa Hall #2035**

**Course description**: EDUC 190 A, course is designed for students who have basic to advanced Arabic language proficiency, cultural competence related to Arabic speaking groups/countries, and are considering service careers where they can capitalize on these language skills. Though service careers is the general focus, the course highlights careers in education. It will combine in-class discussions with at least 15 to 20 hours of observations conducted in classrooms and community settings. Students will learn about teaching and learning theories in bilingual classrooms, connect theory to practice via observations and field assignments, and explore their level of interest in becoming an educator and/or using their Arabic language skills in community and professional settings.

\*Lectures are in English.

**Pass/No Pass course.**

**Prerequisites: None**

* **No Textbook Required. Reading materials and documentary links will be provided regularly on Canvas.**

**Course Objectives:**

**Students will be able to:**

-Describe their own educational journey.

-Identify aspects of the teaching profession that build on their strengths and appeal to them.

-Surface questions about the teaching profession that they are interested in learning more about. (journal)

-Describe basic elements of bilingual education. (readings will be provided)

-Identify the work of programs in the region serving Arabic speaking students. (journal)

-Reflect upon their own interest and aptitude for careers in education, use the journal and to be presented in the Mid Term and the Final Exam PPT presentation.

-Deepen knowledge of aspects of the Arabic culture, both in Arabic-American contexts and in Arabic-national contexts.

-Expand Arabic language and cultural proficiency, in its Standard and colloquial linguistic forms.

-Demonstrate a basic ability to identify the differences between the various Arabic ethnic, dialects, religious groups and expatriates in the USA and in California.

-Be able to diversify the literature and discussion materials and sources from beyond the strict religious realms of the Arabic language.

-Identify aspects of the teaching profession that build on their strengths and appeal to them.

-Surface questions about the teaching profession that they are interested in learning more about.

# **In-class meeting participation and homework (50%;**

# **Be an active participant in classroom discussions and activities. You will complete individual and group tasks, participate in small and large group discussions, and maintain a journal of your reflections on course material and activities. Occasionally, homework will be assigned to help you prepare for classroom work (e.g., worksheets and online discussion prompts related to assigned readings).**

# **Fieldwork (50%): By Week 4-5, you will be matched with a community partner and observe for 1- 2 hours per week (15 hours total). At each observation, you will add brief notes to your journal as you reflect on what you are learning about being a bilingual educator.**

# **Topic Outline/Schedule (tentative)**

**Important Note:** Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact me via email. The instructor reserves the right to make changes to the schedule below.

| **Week** | **Topic** | **TB. Readings / Assignments** |
| --- | --- | --- |
| **1** | **Knowledge, skills, and dispositions for the teaching profession** | **Parker Palmer – the heart of a teacher: file:///home/chronos/u-a435046668756ae58669ec42a560b72cb7e5c9ff/MyFiles/Downloads/Parker-Palmer\_The-Heart-of-a-Teacher%20(1).pdf** |
| 2 | Knowledge, skills and dispositions for the teaching profession | Your educational journey |
| 3 | Policy frameworks guiding education: Content standards and professional teaching standards  (Guest Lecture: Dr. Pia Wong) | Asset inventory |
| 4 | Policy into action: Perspectives from practitioners | Teacher panel or You tube videos |
| 5 | Introduction to Bilingualism & Bi literacy and the miracle in communicating into different languages.  Importance of bilingualism in the modern world.  The foundation methodology (Abjadiah) for the formation of Teacher Aides in Arabic.  Arabian Culture: The Fertile Crescent or the Story of Our Civilization.  Lecture PPT.مدخل إلى الحضارات المشرقية العربية والهلال الخصيب.  It is a Miracle: I am writing my name in Arabic from right to left!!!  إعجاز ألأبجدية ألعربية ألسامية.  You Tube: Cadmus & Europa story of the Alphabet. | Drill#1. Write/Type your CV in Arabic.  Assignment #1. Write/Type your CV in Arabic.  -Drills will be announced on Canvas and will automatically follow each lecture. Drills are due before the beginning of each next day session.  -Installing Arabic Applications and dictionary on your media tools. |
| 6 | Preparing for field tasks | Introduce community settings for field experiences; review guidelines; brainstorm ideas for what to do. |
| 7 | The Challenges of instruction in two languages and the hurdles of dialectical Arabic.  developing the academic skills of minority students while they learn the language of the majority culture.  Introduction to the Semitic Languages Family, Aramaic, Hebrew, Phoenician, and Arabic. معجزة أللغات ألسامية واللغة العربية  -The Miracle of the ALPHABET –  AL ABJADIAH and the Challenges of Semitic languages. أسطورة ألف باء ألأبجدية  <http://dai.ly/x15bjzg>  When an American Lady sings Oum Koultoum. | Additive Second Language Models. P9.  A closer Look at Dual Language Education. P 9-11.    Assignment #2 Your assessment on the Challenges of instruction in two languages and the hurdles of dialectical Arabic.  2 pages in English and Arabic.  **Small Groups Formation, for group reading, debates & presentations.**  Field Based Inquiry: TB. p 18  In English & Arabic. |
| 8 | Dual Language Program Models And Features.  Arabic Alphabet cursive writing completion. | The development of the Arabic writing system.تطور الحروف العربية عبر ألزمن.  <http://www.alhewar.com/habeeb_salloum_arabic_language>  Field -Based Inquiry TB p 44. |
| 9-10 | Theoretical Constructs.  Language Acquisition.  Language Deficiency Myth,  English Exposure Myth,  Current Perspectives.  <https://youtu.be/hv_qYb3R3pk>  [زكي ناصيف نقيلي احلى زهرة](http://search.myway.com/search/GGmain.jhtml?p2=%5EZ4%5Exdm355%5ETTAB02%5Eus&ptb=944ED871-8378-4134-BE5A-7C5F89328A97&n=78399fe4&ind=&cn=US&ln=en&si=aff-2&trs=wtt&brwsid=5017b7c9-d270-4fb9-a0bf-3aca4f7b33f7&st=tab&tpr=sc&searchfor=%D8%B2%D9%83%D9%8A+%D9%86%D8%A7%D8%B5%D9%8A%D9%81+%D9%86%D9%82%D9%8A%D9%84%D9%8A+%D8%A7%D8%AD%D9%84%D9%89+%D8%B2%D9%87%D8%B1%D8%A9&ots=1502818301276&ots=1502818309667) | P 45-58  **-Selection of Individual Power Point Presentation topics to be presented at the end of the semester in “Harvest Week”.**  توزيع لاءحة البحوث ألخاصة لكل طالب لتقديمها في آحر الفصل ألدراسي خلال "أسبوع ألحصاد" |
| 11-13 | Reflecting on life in schools |  |
| 14-15 | Presentations – What I have learned, my next steps  Cultural [Expressions.https://youtu.be/q3lnEur8QY0](https://youtu.be/q3lnEur8QY0)  جنات عا مد النظر لوديع الصافي  The Magic of “One Thousand and One Nights”. سحر أسطورة الف ليلة وليلة |  |

# **Grading Policy**

## **Graded Course Activities**

| **Points** | **Description** |
| --- | --- |
| 10% | Discussion Questions & reading assignments. |
| 40% | Midterm Exam: PowerPoint Presentation on the selected materials plus totality of your Field-Based Inquiries |
|  |  |
| 40% | Final Exam: PowerPoint Presentation on the selected materials. |
| 10% | 5% for attendance and 5% for participation: You will be expected to be present and make regular contributions to discussion in the class period itself. You are encouraged to read the extra materials and share with us in the class. This is the best incentive for you to receive full credit. |

### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval. Two points penalty will be applied on each late day or missed quiz per calendar day from the due date

**Viewing Grades in SacCT**

Points you receive for graded activities will be posted to the SacCT Grade Book. Click on the My Grades link on the left navigation to view your points. I will update the online grades each time a grading session has been completed—typically 5 days following the completion of an activity. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

## **Letter Grade Assignment**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

| **Letter Grade** | **Percentage** | **Performance** |
| --- | --- | --- |
| A | 93-100% | Excellent Work |
| A- | 90-92% | Nearly Excellent Work |
| B+ | 87-89% | Very Good Work |
| B | 83-86% | Good Work |
| B- | 80-82% | Mostly Good Work |
| C+ | 77-79% | Above Average Work |
| C | 73-76% | Average Work |
| C- | 70-72% | Mostly Average Work |
| D+ | 67-69% | Below Average Work |
| D | 60-66% | Poor Work |
| F | 0-59% | Failing Work |

# **Course & University Policies**

## **Attendance 5% - Participation 5%**

I will take attendance regularly. Students are expected to always attend and participate in class group activities and report for assigned drills and readings. Excessive unjustified absences (more than 5) and repetitive negative participation in class will result in the loss of one or two of the allocated grades.

## **Make-up Exams**

There will be no make-up exams, except for justified absences; otherwise 5 points reduction will apply. Stick to the calendar.

## **Complete Assignments**

Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All assignments must be completed according to the listed due date and time. Late or missing assignments are only permitted under extreme and compelling circumstances; otherwise, the grade will be reduced by 2 points per calendar day from the beginning of the due date, or 0 for no submission.

## **Bonus Opportunities**

1. **Your participation in the EDUC Department and "Scents of East عبير ألشرق " Arabic Club’s activities is your best opportunity to earn bonus points.**

## **Understand When You May Drop This Course**

It is the student’s responsibility to understand when they need to consider dis-enrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

## **Inform Your Instructor of Any Accommodations Needed/Covid related guidance applies.**

If you have a documented disability and verification from the [Office of Services to Students with Disabilities](http://www.csus.edu/sswd/) (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation *before* classes start.

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

## **Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. Misbehavior will be met with a loss of 2 points per incident from final course grade.

### **Sac State's Academic Honesty Policy & Procedures**

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's [Academic Honesty Policy & Procedure](http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm)

### **Definitions**

At Sac State, “**cheating** is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Penalty will be 0**.**

**“Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgment of that person’s contribution.” It will be sanctioned with 0.

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs. **Course policies are subject to change.** It is the student’s responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be posted in SacC.

# **University Resources**

## **Writing Center & Lab.**

The Writing Center and Lab provides encouraging, focused, and non-judgmental one-to-one tutorials in writing. Their tutors can help with writing at all points in the process, from initial planning and organizing through developing and revising a paper. You can bring the assignment to them for help.

## **Sac State Library**

The Sac State Library’s webpage is http://library.csus.edu. To find a book or periodical, go to <http://onesearch.csus.edu/primo_library/libweb/action/search.do>

## **Student Computer Labs**

To access SacCT from campus, or use any of the other campus online resources, you can use the IRT managed student computer labs on campus. See University Labs website, that is, http://www.csus.edu/uccs/labs/generalinfo/about.stm for information about locations, hours, and resources available.

## **SacCT**

SacCT is the course management system used on the Sac State campus for web-assisted courses. To access a course on SacCT, you must login from the SacCT Login Page (https://online.csus.edu). To learn more about SacCT visit the Student Resources webpage (http://www.csus.edu/WebCT/student/) where you can view online Tutorials, FAQ’s and other help resources.

**Student Health and Counseling Services**

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost. <https://www.csus.edu/student-life/health-counseling/>

[Crisis Assistance & Resource Education Support (CARES)](https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/)

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student.

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**Dr. Clovis Karam,**

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