

CEDAR CREST COLLEGE
EDUCATION DEPARTMENT: EDU 359 - FALL 2008

EDU-359 Curriculum, Assessment and Instructional Strategies for Teaching Culturally and Linguistically Diverse Students in the K-12 General Education Classroom

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Office Hours:

*Please note that I will only correspond via Cedar Crest email accounts. In case of inclement weather, you may call my voicemail on the day of class.

Course Description: This course prepares the elementary and secondary teacher to meet the special needs of culturally and linguistically diverse students in the K-12 general education classroom. Students in this class will develop an understanding of the impact of being a non-native English speaker on the learning process and socialization in the classroom. Intercultural communication skills and a variety of instructional strategies will be acquired. An emphasis is also placed on the prospective teachers' respect and appreciation for culture and language.

Course Outcomes:

- The student will develop an appreciation of and respect for cultural and linguistic diversity within the classroom and the larger society.
- The student will develop intercultural communication skills.
- The student will develop an understanding of the process of L2 development and the multiple factors that impact English language development and acculturation of students.
- The student will develop strategies for providing equal educational opportunity for CLD students.
- The student will develop an understanding of their role as agents of change in an educational system of democracy.
- The student will become familiar with at least one non-American mainstream culture.
- The student will examine multicultural literature for quality of diversity.
- The student will adapt lesson plans to meet the needs of CLD students.

Student Accommodations: Students with documented learning disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center during the first week of class.

Honor Philosophy: The Cedar Crest Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life. The formal honor code adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate behavior is implicit in the Cedar Crest College Honor Code.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education. In order to minimize distractions, please turn cell phones off during class. Please silence your cell phone while in class. In addition, text messaging is inappropriate during the class.

Attendance and Late Arrivals: Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent.

Late Assignments: Assignments are due at the beginning of each class. Any assignments handed in after that (including email) will be considered late. Late assignments will be lowered a full letter grade for each day.

Plagiarism: Plagiarism is regarded as a failure to comply with the college honor code. Therefore, any student who is documented as cheating on an assignment, plagiarizing or otherwise breaking the honor code will receive an "F" for that assignment. This policy includes plagiarizing by not citing the material accurately. Please use the APA manual for accuracy. Students may not use the same paper, unit, or lesson plan for more than one course without the permission (in writing) of both instructors.

Required Texts:

Chamot, B., Barnhart, Dinary and Robbins (1999). *The Learning Strategies Handbook*. Addison-Wesley Publishing Company.

Diaz-Rico, L. and Weed, K. (2006) *The Crosscultural, Language and Academic Development Handbook*. Allyn and Bacon Publishers.

Course Requirements:

Research Article	50
Lesson Plans (2):	200 (100 points each)
Cultural Presentation – Group project	50
Class Participation	100
Final Exam	<u>100</u>
Total	500

Grading:

94-100%	A	77-79%	C+
90-93%	A-	74-76%	C
87-89%	B+	70-73%	C-
84-86%	B	67-69%	D+
80-83%	B-	63-66%	D
		Below 63%	F

Please Note: Any student receiving a grade below a B in any education course will have to re-take the course to be certified in the State of Pennsylvania. This is a Pennsylvania Department of Education requirement.

Course Outline:

Class	Discussion Topics/Activities	Assignment/Readings
8/26	Course Overview/Syllabus Learning about ELL – CLAD model	Chapter 1 – CLAD Handbook
9/2	Second Language Acquisition BICS and CALPS	Chapters 2,3 – CLAD Handbook
9/9	Cultural Diversity Select Research Topics	Chapters 8,9,10 – CLAD Handbook
9/16	Language Development Metacognition	Chapter 4 – CLAD Handbook Chapters 1,2 - LS Handbook
9/23	Instructional Strategies CALLA – Phase 1	Chapters 3,4 – LS Handbook
9/30	CALLA – Phase 2,3 Group Project Discussion/Directions	Chapter 5,6 – LS Handbook
10/7	CALLA – Phase 4	Chapter 7 – LS Handbook
10/14	CALLA – Phase 5 Adapted Lesson plans using CALLA format	Chapter 8 – LS Handbook
10/21	Language and Content Area Group project work.	Chapter 7 –CLAD Handbook
10/28	Research Articles Discussion Learning Strategies Lessons	Research Paper Due - Tuesday Chapter 10 – LS Handbook
11/4	Cultural Presentations	

11/11	Cultural Presentations SDAIE & Content Area Instruction	Chapter 5 – CLAD Handbook Lesson Plan due – Thursday (CALLA format)
11/18	Assessment Lesson Presentations	
11/25	Lesson Presentations Review for final exam	Lesson Plan due Tuesday (CCC format)
12/2	Final Exam Course evaluations	

ALL written work should be done in APA format.

Research Article:

Three pages double spaced.

This should include a summary of the key parts of the article and a real world connection. Ex. How do you see this information used in the classroom or your teaching? How does it impact educational issues? How does it impact cultural issues? etc. Prepare a handout for class that includes the author and title and major points and implications of the article (this can simply be a bulleted list).

RUBRIC for Research Assignment:

Criteria	A	B	C	D
Purpose	Explains the key points including the less obvious	Explains key points	Explains some key points	Does not explain key points
Organization and conventions	Organized, clear, well-constructed sentences, punctuation, grammar and spelling are accurate	Generally organized and clear- beginning, middle and end is evident, some errors in grammar punctuation and/or spelling	Lack of organization makes paper difficult to follow and errors are distracting	Organization is neglected and many errors present
Details	Details enhance and support the key points	Some details present but some key details missing	Few details provided	Lacks detail
Personal Connections	Connections of knowledge learned and classroom or teaching are pertinent	Some personal connections made	Few personal connections made	No connections made

Lessons 1 : This lesson will involve adapting a standard lesson into a CALLA format. The CALLA format will be discussed at length during class. You may use a previously created lesson or a lesson found online for this adaptation. The lessons can be for any grade or topic you choose.

CALLA format: Phase 1: Preparation, Phase 2: Presentation, Phase 3: Practice, Phase 4: Evaluation, Phase 5: Expansion

Lesson 2: This lesson should follow the CCC lesson format. This lesson should be a multicultural lesson to help students appreciate other cultures, differences and diversity. Use information from your text help you develop this lesson.

Group Culture Project: A Day in the Life of a _____ child.

Your group will select a country from the given list and develop a presentation that represents what a child would do on a typical day in that country. What would the child wear, eat, do at school (subjects learned, hours etc.), do for fun, chores, work, family, housing, language, economy, etc. Be as thorough and encompassing as possible. Your presentation can take on any form that articulates and shares your findings with the group.

