

**CEDAR CREST COLLEGE
EDUCATION DEPARTMENT
FALL 2009**

EDU-359 Curriculum, Assessment and Instructional Strategies for Teaching Culturally and Linguistically Diverse Students I 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.

Academic Honesty/Protocol: The formal honor code adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate classroom behavior is implicit in the CCC Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous and respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations or any other behavior that might disrupt instruction and/or compromise students' access to learning. Cell phones should be set on vibrate or silent mode before class begins. Text messaging and other cell phone activities are also unacceptable disturbances during class. As a future educator you are expected to uphold the responsibilities of that position.

Attendance/Lateness/Leaving Class Early (Departmental Policy): 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. Your attendance will be scored on the Education Department's Professional Rubric.

PLEASE NOTE: Students who are absent from class are responsible for obtaining assignments due from other members of the class. Late assignments or projects will be lowered a full letter grade for each day they are overdue. Assignments are due at the start of each class session. Therefore, anything turned in (including email) after class will be considered late. If you have difficulty with an assignment please make an appointment to meet with me for assistance. Also, there are services available through the Advising Center. Students who are absent from class on the day of a group or individual presentation must contact the group and the professor immediately. These absences are subject to a drop in letter grade. The most expedient way to contact the professor is through email. The professor reserves the right to make changes in the course content and schedule at her discretion.

Plagiarism: Is regarded as failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person in APA style as the source of idea(s), a grade of “0” will be earned for that paper. Students may not use the same paper, unit, or lesson plan for more than one course without the permission (in writing) of both instructors. **I hold the honor policy in the highest regard and would like to note that cheating (i.e. plagiarism) of any kind (including Internet and the like), using materials previously established as “off-limits” (such as take-home tests) or collaborating with other students on any “individually-designated” assignment will result in a “0”.**

Student Accommodations: *Students with documented disabilities who 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 must contact the Advising Center at ext. 3484 during the first week of class.*

Required Texts:

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

Diaz-Rico, L. and Weed, K. (2010) *The Crosscultural, Language and Academic Development Handbook*. Allyn and Bacon Publishers.

Course Requirements:

Multicultural Lesson Plan (CCC Format):	100
CALLA Lesson Plans (CALLA Format):	100
Cultural Presentation – Group project:	80
Professionalism/Class Participation :	70
Mid-term:	75
Final Exam:	75

Grading Scale – Total points for course = 500.

500 – 480	A	399 – 385	C+
479 – 450	A-	384 – 370	C
449 – 438	B+	369 – 350	C-
435 – 420	B	349 – 340	D+
419 – 400	B-	339 – 300	D
		299 -	F

Please Note: All students must receive a B or better in this course.

Course Outline:

Class	Discussion Topics/Activities	Assignment/Readings
Week of 8/25	Course Overview/Syllabus CLAD model Learning about the Language Learner	Chapter 1 – CLAD Handbook
Week of 9/1	Language Structure	Chapters 2 – CLAD Handbook
Week of 9/8	Second Language Acquisition Theories	Chapter 3 – CLAD Handbook
Week of 9/15	BICS & CALP Cummins and Krashen Standards/TESOL/PDE	Chapter 3 Continued– CLAD Handbook
Week of 9/22	Oracy and Literacy	Chapter 4 – CLAD Handbook
Week of 9/29	Content Area Instruction SDAIE Group Project Discussion/Directions	Chapter 5 - p.109-124 – CLAD Handbook Multicultural Lesson Plan Due – CCC Format
Week of 10/6	Bilingual Education Mid-term Review	Chapter 6 – CLAD Handbook
Week of 10/13	No Class on Oct. 13 Mid- term - Wednesday	Mid-term – Chapters 1-4 CLAD Handbook
Week of 10/20	CALLA	Chapter 5 – p. 124 – 141 Chapter 1,2,3 - LS Handbook
Week of 10/27	CALLA	Chapters 4,5,6 – LS Handbook
Week of 11/3	CALLA	Chapters 7,8,10 – LS Handbook
Week of 11/10	Assessment Group Work	Chapter 7 CLAD Handbook
Week of 11/17	Cultural Diversity Group Work	Chapter 8 – CLAD Handbook
Week of 11/24	Presentations No Class 11/26	Presentations
Week of 12/1	Presentations Course Evaluations	Presentations CALLA lesson plan due
TBA	Final Exam – Chapters 5 – 8 CLAD	