

**CEDAR CREST COLLEGE
EDUCATION DEPARTMENT
Fall 2009 – Weekend Format**

EDU-559 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: W: 3:30-6:00, TH: 3:00-5:30

*Please note that I will only correspond via Cedar Crest email accounts.

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 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 students will develop intercultural communication skills.
- The students will develop an understanding of the process of L2 development and the multiple factors that affect English language development and acculturation of students.
- The students will develop strategies for providing equal educational opportunity for CLD students.
- The students 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 appropriate uses in the classroom.
- The student will examine literature as a means to teach multicultural issues in the classroom.
- The student will examine current research in the field of ESL education.

The student will exhibit learning by:

- The student will research and respond to current trends in CLD education.
- The student will review the literary quality and share a multicultural novel/book.
- The student will respond to text activities by engaging in discussions with peers.
- The student will develop a presentation to share the culture of another country.
- The student will participant and contribute to class discussions.

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 turned off before class begins. Any failure to comply with this protocol will result in a lowered grade for the course.

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.

Plagiarism: Is regarded as 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 written permission of instructor.

Required Texts:

Peregoy, S. & Boyle, O. (2008). *Reading, Writing, and Learning in ESL*. Boston, MA: Pearson Education, Inc. (ISBN-13:978-0-205-61136-2, ISBN-10: 0-205-61136-2)

Course Requirements:

Reading/Class responses	100
Research Synthesis	100
Multicultural Book Evaluation	50
Group Presentation	50
Interview of ESL teacher	100
Professionalism/Participation	<u>100</u>
Total Points	500

*Rubrics and criteria will be discussed in class.

Please note:

- 1. Late assignments or projects will be lowered a full letter grade for each day they are overdue. If you have difficulty with an assignment please make an appointment to meet with me for assistance.**
- 2. The most expedient way to contact the professor is through email (jepurdy@cedarcrest.edu).**
- 3. The professor reserves the right to make changes in the course content and schedule at her discretion.**

Course Outline

If possible before the first class read: Chapters 1 & 2 - Reading, Writing, and Learning in ESL (*RWL in ESL*)

Friday – 10/23

Topics/activities:

- Course Overview/Syllabus/Assignments
- The Butter Battle Activity
- Bilingual Education Programs
- ESL – Articles and Activity

Assignments:

1. In a pictorial/artistic manner, display the following: What makes up your personal culture? How do you identify yourself? What traditions, foods, family, hobbies, activities, etc. have created your culture? Be prepared to share on **Sunday – 10/25** (20 pts.).
2. Read: Chapters 3 & 4 *RWL in ESL* for Sunday.

Saturday 10/24

Topics/activities:

- Language Acquisition Theories – Cummins, Krashen
- BICS/CALP
- SDAIE & CALLA approaches
- Go over Multicultural book assignment
- Discuss Research Projects

Assignments:

1. Respond to Activity #1 (1 page response – 20 points) in *RWL in ESL* text p. 113 due **Sunday- 10/25**.
2. Read: Chapters 5, 6, 7 *RWL in ESL*.
3. Select/ Read/ Evaluate a multicultural book to share with the group. You will read a short passage and discuss how you might use the book in your classroom (**Saturday – 11/7**).

Sunday 10/25

Topics/activities:

- What makes up your personal culture? What makes up our students culture? What are the similarities and differences?– Venn diagram.
- Share ideas for text assignment - p. 113.
- Vocabulary Development/TPR Approach
- Writing
- Cultural Project Work

Assignments:

1. In a one/two page response: Select a language acquisition theory and explain which most aligns with your teaching/thinking. Support your response with at least one research article. Be sure to cite accurately, APA format – due **Friday - 11/6** (20 pts.)
2. Activity #4, p. 225 - 2 pages, due **Friday – 11/6** (20pts.)
3. Read: Chapters 8, 9, 10, 11 *RWL in ESL* for next class.

Friday - 11/6

Topics/activities:

- Discussion of activity #4 p. 225
- Before, During and After Reading Strategies

Assignments:

1. Activity #5, p.362 – 2 pages, due **Sunday - 11/8** – (20 pts).

Saturday - 11/7

Topics/activities:

- Multicultural Manners Activity
- Book Share – **Hand in Multicultural book evaluation**
- Assessment
- Cultural Presentation Group Work

Sunday – 11/8

Topics/activities:

- Discuss Activity #5 p. 362
- Group Cultural Presentations
- Self & Class evaluations

Assignment:

1. Research Papers due
2. Interview due

Assignment List & due dates (this does not include reading assignments):

Saturday - none

Sunday – Picture of your culture (20 pts.) & Activity #1, p.113 (20 pts.) – 10/25

Friday – Language Acquisition theory (20 pts.) & Activity #4, p.225 (20 pts.) – 11/6

Saturday - Book Evaluation paper & Book Share (50 pts.) - 11/7

Sunday – Activity #5, p.362 (20 pts.) & Group Presentations (50 pts.) – 11/8

Friday – Research paper (100 pts.) & Interview due (100 pts.) - 11/20