

CEDAR CREST COLLEGE
EDUCATION DEPARTMENT
Spring 2009 - Hybrid 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: Tuesday 3:00 – 5:00, Thursday 3:30 to 6:30

*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 online dialogue with peers.
- The student will develop a presentation to share research findings.
- 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 permission (in writing) of instructor. All work must be original.

Required Texts:

Diaz-Rico, L.T. & Weed, K. Z. (2006). *The cross-cultural language, and academic development handbook: a complete K-12 reference guide. 3rd edition.* Boston, MA: Pearson Education, Inc

Hadaway, N. & McKenna, M. (2007). *Breaking boundaries with global literature.* Newark, DE: International Reading Association, Inc.
(ISBN: 978-0-87207-616-7)

Course Requirements:

7 Posts @ 25 points each	175
6 Responses @ 10 points each	60
Multicultural Book Evaluation	100
Research Paper	100
Presentation Participation	65
Professionalism	<u>100</u>
Total Points	600

*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. IMPORTANT: Internet postings will not be accepted late.**
- 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.**

Online Posts: Each post must be a minimum of one full page. Your response to other student must be a least one paragraph. Postings are due each Tuesday by 9:00 PM (EST) and responses are due by Sunday @ 9:00 AM (EST). **Any posting that is late will not be counted and those points will be lost.** Computer issues will not be an excuse, so please plan to post early. Posts will be scored for content that shows learning and reading of the chapter, organization and conventions (grammar and spelling), and the ability to include personal experiences and/or learning.

- Using TABLE 1.1 handout, describe your culture and your cultural viewpoints.
- Theory Response: Select a language acquisition theory and explain which most aligns with your thinking/teaching.
- Select a theme from Part II of Breaking Boundaries. Which theme would you select to teach students and why? **AND** Explore the website: www.tolerance.org. Select an article from website and share back what you found helpful and interesting. **YOU ONLY NEED TO RESPOND TO ONE POSTING.**
- Using the following website - <http://edweb.sdsu.edu/people/jmora/Prop227/AssumptionsEOvBE.htm>, read the two sides of English only and bilingual instruction. Select which you feel is the best method of instruction and explain why. You cannot be in the middle. This should lead to an interesting online debate.
- CLAD Model: Re-examine the CLAD model (p.xviii), discuss why all components in the model are necessary for ESL instruction.
- Multicultural Lesson – Create a lesson for the book your selected. This should be done in CCC format.

Multicultural Book Evaluation: You will select a multicultural book title. This book can be for any age level. The project will include an essay that summarizes and evaluates this book as a multicultural title (See evaluation handout).

Research Paper: After examining a current research article (minimum 5 pages), you will prepare a summary of the project including participants, methods and results. The second and more important section of your paper will include how these results will influence your teaching. **YOUR** paper must be at least three – five pages long. APA format is expected throughout. See rubric for scoring guide.

Presentation Participation: There are three formal but simplistic opportunities for you to share your learning with the group.

1. Research Share: In small groups you will discuss your research paper (20 points)
2. Book Share: In small groups, you will read a short excerpt from your multicultural book and share your lesson idea. (15 points)
3. World Group Project: This project will be a poster session that each group will show key facts about another country. As a class, we will circulate around the room to learn about other cultures. (30 points)

Class	Discussion Topics/Activities	Assignment/Readings
1/20	Course Overview/Syllabus Learning about ELL Socio-cultural factors <i>The Butter Battle – Dr. Seuss</i>	Chapter 1
1/27	ONLINE	Your Culture
2/3	Language structure Current theories of language development	Chapters 2,3
2/10	ONLINE	Theory Response
2/17	Using literature to create a multicultural environment	Part I and III Breaking Boundaries
2/24	ONLINE	Part II – Themes Teaching Tolerance
3/3	TESOL/ PDE Standards English language development Content area instruction	Chapters 4,5
3/10	NO SESSION	
3/17	Bilingual Education Assessment	Chapters 6,7 Research Paper DUE
3/24	ONLINE	English Only vs. Bilingual Instruction Debate
3/31	Cultural Diversity Book Share	Chapter 8, 9,10 Book Share
4/7	ONLINE	CLAD Model
4/14	CALLA Multicultural Manners Research Share	Research Share
4/21	ONLINE	Multicultural Lesson Plan
4/28	“Around the World” Project Course Evaluations	Project Due Multicultural Book Evaluation DUE