

**CEDAR CREST COLLEGE**  
**EDUCATION DEPARTMENT**  
**Spring 2010 - 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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Class Meetings: On-Campus Dates: Jan 19, Feb 2, 16, 23, March 16, 30 April 20, 27

Tuesdays: 6-9

Office Hours: W: 3:30-5:30, TH: 2:30-5:30

\*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 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 integrate appropriate strategies for reading and writing instruction for the ESL learner.
- The student will understand assessment for the ESL learning in the areas of placement, progress monitor and differentiation.

**The student will exhibit learning by:**

- The student will research and respond to current trends in CLD education.
- The student will respond to activities by engaging in online dialogue with peers. These activities will include, but are not limited to, the creation of a multicultural lesson plan, response to textbook vignettes, supporting issues within the discipline of ESL- (ex. Bilingual Education v. English only instruction), and aligning their personal teaching with a second language theory.
- The student will adapt a textbook selection for beginning, middle and higher level ESL Learners.
- The student will adapt a traditional assessment tool for the ESL learner.
- The student will develop a cultural presentation that aids in the understanding of other cultures.
- The student will actively participant and contribute to class discussions. This includes the completion of all reading and writing assignments in preparation for class. These activities and discussion include, but are not limited to, developing an ESL lesson plan, creating appropriate reading and writing activities, discussion of second language acquisition, attending to the needs of all learners, learning the role of assessment for the ESL student.

**Textbooks:**

Peregoy, S. & Owen, B. (2008). Reading, Writing and Learning in ESL. 5<sup>th</sup> Edition. Pearson Education, Inc.

Ariza, E. (2010). Not for ESL Teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student. 2<sup>nd</sup> Edition. Pearson Education, Inc.

**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.

**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 both instructors. All work must be original.

**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.

**\* Because this course is the hybrid format, you are expected to attend all sessions of the live on-campus classes. Please arrange your schedule accordingly. Missing one on-campus class could result in a drop in grade. In the event you miss two on-campus classes, you will be dropped from the course and/or receive a failing grade.**

**Course Requirements:**

5 Posts @ 40 points each	200
5 Responses @ 10 points each	50
ESL Interview	100
Textbook Adaptation	50
Assessment Adaption	50
Professionalism	<u>50</u>
Total Points	500

**Grading Scale**

94% - 100 =	A
90% - 93% =	A-
87%-89% =	B+
84%-86% =	B
80% - 83% =	B-
77% - 79% =	C+

**\*\*ALL certification students must achieve a B or better in this course**

**Online Posts:** Each post must be a minimum of one full page. Your response to another student's post 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 your learning through textbooks readings, classroom activities and individual research; organization and conventions (grammar and spelling); and the ability to include personal experiences and/or learning. *Just a hint: It is best to type your initial post in a word doc and upload it. This way you can correct any errors, etc. The response to another student is relatively brief and can be uploaded or typed right in the onscreen window.*

1. January 26: Your first post and subsequent response will not be graded but must be accomplished. This will help you get used to the online format of this class and determine any computer issues. It is expected that if you have any issues that they be reconciled by the next posting date. This is usually done through the IT department.
  - Describe yourself as a cultural being. This is not just your background culture or your heritage. Use some of the information from the two texts to guide your response. Try to go beyond the surface of how you identify yourself. (1-2 pages) Keep in mind that this is an online post and everyone in the class will be able to read your posting.
  - Please respond to one or two other's postings to be sure you are able to do this without complications.
2. February 9: Theory Response: Select a language acquisition theory that most aligns with your thinking/teaching. Support your decision in at least one research article in addition to the information in our textbooks. (APA format for all citing required). You cannot select more than one theory. (2 pages) Respond to at least one other student.
3. March 2: Research Response: Select on ESL or multicultural topic and locate one research study. This must be research actually conducted and not just an article. Identify in your posting, the nature of the study, important background, participants and outcomes. In addition, briefly state why this information is important to you or the discipline of ESL/multicultural education. (2 pages) Respond to at least one other posting.
4. March 23: Multicultural Lesson Plan: Create and post a lesson plan that integrates culture into your classroom. Please go beyond surface culture and provide a deeper experience for students. This should be done in CCC format. By posting your lesson, the class will have access to 20-25 lesson plans that can use in their classrooms. Be sure your lesson is well written, engaging and **original**. Respond to at least one other posting.
5. April 6: Using the textbook – RWL in ESL, post your thoughts to the questions posed on p. 362 #5. Respond to at least one other posting **OR** using the textbook – Not for ESOL teachers, post your thoughts to the questions posed on p. 104 #1 &2. Respond to at least one other posting. Be sure to indicate your choice. (1 page)
6. April 13: Using the following website - <http://edweb.sdsu.edu/people/jmora/Prop227/AssumptionsEOvBE.htm> as a starting point to support English only or bilingual instruction. You will be given one side to defend in an online debate. You should read information on both sides of this issue. Keep in mind that this website is just a starting point. You should do some further research and be sure to cite properly throughout your postings. (1 – 2 pages)

Class Outline: (\*The professor reserves the right to adapt syllabus to meet the needs of students and instruction.)

<b>Class</b>	<b>Discussion Topics/Activities</b>	<b>Assignment/Readings</b>
1/19 #1	<ul style="list-style-type: none"> <li>• Course Overview, syllabus, assignments, online component</li> <li>• Getting to know the English Language Learners</li> <li>• Bilingual Education/programs</li> <li>• Thinking about Culture</li> </ul>	RWL- Chapter 1 Not for ESOL – Chapters 1,2,3
1/26 #2	ONLINE	POST: Your Culture Assignment Read about Krashen and Cummins – websites are listed online.
2/2 #3	<ul style="list-style-type: none"> <li>• Second Language Acquisition</li> <li>• Language Theories: Cummins &amp; Krashen – BICS/CALP</li> <li>• Approaches: SDAIE, SIOP, CALLA</li> </ul>	RWL – Chapters 2, 3 Not for ESOL – 5, 6, 7, 8
2/9 #4	ONLINE	POST: Theory Response Assignment Access the TESOL & PDE websites – familiarize yourself with these standards/and expectations
2/16 #5	<ul style="list-style-type: none"> <li>• Standards: TESOL/PDE</li> <li>• Learning Styles</li> <li>• Oral Language Development</li> <li>• Emergent Literacy for ELL</li> <li>• Literature Instruction for ELL</li> </ul>	RWL – Chapters 4, 5, 8 Not for ESOL – Chapters 4, 7
2/23 #6	<ul style="list-style-type: none"> <li>• Content Instruction for ELL</li> <li>• Vocabulary Development</li> <li>• TPR</li> <li>• Before, During, &amp; After Reading Strategies for ELL</li> </ul>	RWL - Chapters 5, 6, 9,10 Not for ESOL – Chapter 9
3/2 #7	ONLINE	POST: Research Access Teaching Tolerance website. Create a list of 5 activities that you feel you would use. Bring these to class 3/16
3/10 #8	NO CLASS – Spring Break	
3/16 #9	<ul style="list-style-type: none"> <li>• Teaching Tolerance</li> <li>• Writing for ELL</li> <li>• Assessment: WIDA – Placement, Performance, Standardized</li> <li>• Differentiated Instruction</li> <li>• Group project assigned</li> </ul>	RWL – Chapters 7, 11 Not for ESOL – 8, 11
3/23 #10	ONLINE	POST: Multicultural Lesson Plan Access the Anti-Defamation Leagues website. Create a list of 5 multicultural books you would be interested in using in your classroom. Bring these to class next week.
3/30 #11	<ul style="list-style-type: none"> <li>• Teaching Tolerance and MC book discussion</li> <li>• Parents and Community</li> <li>• Multicultural Literature</li> <li>• Group Project Work</li> </ul>	Not for ESOL – Chapter 12 Read assigned chapters in Not for ESOL (for group)
4/6 #12	ONLINE	POST: Textbook Response – Not for ESOL OR RWL in ESL (Your Choice) Access two of the websites listed on pg. 108 in Not for ESOL, what can they provide for the teacher of ESL. Bring to class 4/20.

4/13 #13	ONLINE	English Only vs. Bilingual Instruction Debate
4/20 #14	<ul style="list-style-type: none"><li>• Website discussion.</li><li>• Special Education and ESL</li><li>• ESL Lesson Plans</li><li>• Policy</li><li>• Group Project Work</li></ul>	Textbook and Assessment Adaptation Due
4/27 #15	<ul style="list-style-type: none"><li>• Cultural Presentations</li></ul>	ESL Interview Due