

Course Syllabus

Comm 522 /01 Edmonds/Ann_Edmonds@clayton.k12.mo.us
COURSE NUMBER AND SECTION INSTRUCTOR E-MAIL ADDRESS

Curriculum Development in Second Language Classrooms/2/3.00
COURSE TITLE TERM CREDIT HOURS

WEBH326

SITE

Course Description: Participants will apply a curriculum planning process to the second language classroom. This work will be based on local standards and legal requirements, formal and informal assessment of language, analysis and adaptation of published materials, and the creation of materials to meet identified needs. The class will explore current theory and practice in English language learning. Classroom assignments include sharing observations of EL programs, an EL materials investigation, article critiques, and the final curriculum presentation. Students will discuss legal, instructional, curricular, and community issues surrounding the education of English language learners. The class fulfills the MO ESOL Certification requirement for Instruction and Curriculum.

Learning Outcomes:

Missouri Standards for Teacher Education programs (MoSTEP)

3.4 Learning styles and strategies as they relate to second language learners in a cross-cultural setting.

4.1 Selection, administration, and interpretation of equitable formal and informal assessment tools appropriate to the cognitive, academic, and social development of students from diverse language backgrounds.

4.2 Strategies for using English as the language of instruction to develop social and academic language proficiency for the second language

learner.

4.3 Strategies for selecting, organizing, adapting, and evaluating content area materials for students from diverse language and educational backgrounds in a cross-cultural setting.

4.4 Strategies for advocating and collaborating on behalf of students from diverse language backgrounds.

4.5 Legal issues affecting students from diverse language backgrounds

5.2 Native or near-native proficiency in standard English(listening, speaking, reading and writing)

SCHEDULE

3/18 Chapter 1(Demographics Myths) and Chapter 2 (Enrollment Myths)

3/25 Chapter 4(Myths about Acquiring a Second Language) and Chapter 5(Placement Myths)

4/1 Classroom designs presented. Chapter 7(Programming Myths)

4/8 Chapter 6(Assessment Myths)

4/15 Classroom observations presented. Chapter 8(Staffing and Staff Development Myths)

4/22 Materials critique presented. Chapter 9(Involving Parents and Community)

4/29 Project due and Chapter 3(LI Instruction Myths) and Conclusion

5/6 Presentations.

RESOURCES

TEXT: Myths and Realities: Best Practices for Language Minority Students

by Samway, McKeon

Supplemental Readings;

TESOL Standards

Professional Articles

EVALUATION

Class presentations 30%

Curriculum Project 40%

Class participation	20%
Reflective Journal	10%

Final Projects will be returned after the final presentation(5/6)

Please Note:

This syllabus is subject to change at the discretion of the instructor.
Regular class attendance is required.

