

COURSE NUMBER

COMM 5220.01 COURSE TITLE: Curriculum Development for Second Language Classroom

TERM: spring 06,

second session SITE: Glenridge School, Spanish room INSTRUCTOR CONTACT

INFORMATION:

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CREDIT HOURS:

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1. Course Description: Participants will apply a curriculum planning process to the second language classroom. This work will be based on local standards, legal requirements, formal and informal assessment of student language, analysis and adaptation of published materials, and the creation of materials and lessons to meet identified needs. Classroom assignments include sharing observations of EL programs, an EL materials investigation, and the final curriculum presentation. Students will discuss the legal, instructional, curricular and community issues surrounding the education of English language learners.

2. Learning Outcomes:

Course Outcomes Program Goals SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Students will

Demonstrate understanding of curriculum design principles.

Observe and present information about EL/EFL classrooms.

Explore, evaluate, and use materials and resources for instruction and assessment for the EL/EFL classroom.

Discuss curricular and instructional issues related to changing legal and political issues in the EL field.

Design and present an EL or EFL curriculum. Curriculum for the Second Language Classroom is required for MO ESOL certification.

. 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 second language learners.

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)

3/23 Intro. To EL/EFL Curriculum Design All chapters are from Myths and

Realities:

Ch1: Demographics.

Ch2 Enrollment 3/30 Focus on Design Assignment due: design the ideal EL

classroom. Written and oral presentation. Ch4: Acquiring a Second Language,

Chapter 5: Placement.

ESL Standards(TBA) 4/6 Design: Real Life and Instruction Assignment due: 5

minute EL/EFL lesson presented. Written form due to instructor. Ch:

Ch 7:

Programming

ESL Standards(TBA) 4/13 Assessment: Process and Product or Use Assignment

due: oral report on EL or EFL classroom observation Chapter 6;

Assessment

ESL Standards(TBA) 4/20 Classrooms, Colleagues, and Materials Assignments

due: oral report on EL or EFL classroom observation (continued)

5 minute EL/EFL lesson presented. Written form due to instructor. Ch 8:

Staffing and Staff Development

ESL Standards(TBA) 4/27 Community Connections Assignment due: Materials

Critique presented. Ch 9: Involving Parents and Community

ESL Standards(TBA) 5/4 Final Issues Written curriculum due. Begin final

project oral presentations. Ch 3: Native Language Instruction

ESL Standards(TBA) 5/11 Final Class Finish

presentations. No exam.

Instructor reserves the right to change syllabus as indicated.

3. RESOURCES:

Myths and Realities: Best Practices for Language Minority Students by Samway,McKeon

ESL Standards for preK-12 Students, TESOL

Articles or other materials issued in class

4. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Class presentation: classroom design share	Observe and present information about EL/EFL classrooms	10%
Class presentation: resource share	Explore, evaluate, and use materials and resources for instruction and assessment for the EL/EFL classroom.	10%
Class presentation-lesson(s) share	Demonstrate understanding of curriculum design principles	20%
Final curriculum project	Demonstrate understanding of curriculum design principles	40%
Class participation	1. Demonstrate understanding of curriculum design principles	20%
	2. Discuss curricular and instructional issues related to changing legal and political issues in the EL field.	

5. GRADING SCALE:

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major

component of papers or projects.

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Student will fail the class.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.