



Course Syllabus

COURSE NUMBER: COMM 5520 01	COURSE TITLE Curriculum Development in Second Language Classrooms	TERM: Spring 2 2007 Class meets 5-9:00pm Wednesdays, 3/28/07-5/9/07
SITE: Wydown Middle School 6500 Wydown Boulevard Clayton, Missouri 63105 Rooms 106-107	INSTRUCTOR CONTACT INFORMATION: Holly Hitchcock 314.854.6400 Ext. 6479 314.862.7580 Holly_Hitchcock@clayton.k12.mo.us	CREDIT HOURS: 3

1. COURSE DESCRIPTION

Participants will apply a curriculum planning process to the second language classroom. This work will be based on local and national standards, as well as legal requirements. Formal and informal language assessment, analysis and adaptation of published materials, and the creation of materials to meet identified needs will also be stressed. In addition, the class will explore current theory and practice in English language teaching / learning. Classroom assignments will include sharing observations of EL programs, book “shares,” an EL materials investigation, and a final curriculum project presentation. Students will discuss and analyze legal, instructional, curricular and community issues surrounding the education of English language learners.

2. LEARNING OUTCOMES:

Course Outcomes	MOSTEP/ Prof Standards Addressed
4.1 Understands and responds appropriately to issues of diversity	3.4 Learning styles and strategies as they relate to second language learners in a cross-cultural setting
1.2 Applies tools of inquiry in meaningful learning experiences 2.4 Employs a variety of formal and informal assessments to monitor learning and modify instruction	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.
1.4 Understands theoretical principles of effective instruction to plan learning 2.2 Understands and uses a range of instructional strategies 4.2 Acknowledges social and cultural contexts to create effective teaching and learning environments	4.2 Strategies for using English as the language of instruction to develop social and academic language proficiency for second language learners.
2.1 Designs curriculum based on students’ prior knowledge, learning styles, strengths and needs 2.3 Uses a variety of communication media and technology to support	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.

<p>students learning</p> <p>4.3 Adapts instruction to individual's knowledge, ability and background</p>	
<p>3.3 Seeks relationships with families and students to support student learning</p> <p>4.4 Identifies resources for specialized services when needed</p>	<p>4.4 Strategies for advocating and collaborating on behalf of students from diverse language backgrounds.</p>
<p>1.1 Knows content that supports conceptual understanding</p> <p>3.1 Values and integrates critical reflection to grow as a professional</p> <p>4.1 Understand and responds appropriately to issues of diversity</p>	<p>4.5 Legal issues affecting students from diverse language backgrounds</p>
<p>3.2 Promotes communication and collaboration with colleagues, families and community leaders</p>	<p>5.2 Native or near-native proficiency in standard English (listening, speaking, reading, and writing).</p>

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

3/21 CLASS WILL NOT MEET

Readings: M&R: Chapter 1 (Demographics), Chapter 2 (Enrollment), Glossary
TESOL Standards Choose 1 unit to study/review

3/28 Introduction to the Course / Participants and Focus on Design

Readings: M&R: Chapter 4 (Acquiring a Second Language), Chapter 5 (Placement)

Assignments:

(due 4/4) Design the Ideal Classroom (students, environment)

(due 4/11, 4/18 and / or 4/25) ELL Classroom Observation

4/4 Design, Real Life and Instruction

Class designs presented. Book share.

Readings: M&R: Chapter 7 (Programming)

TESOL Standards Choose 1 unit to study/review

4/11 Assessment-Process and Product/ Use

Types of assessment discussed. Classroom observations shared. Book share.

Readings: M&R: Chapter 6 (Assessment)

TESOL Standards Choose 1 unit to study/review

4/18 Classrooms, Colleagues, and Materials

Classroom observations shared. Book share.

Readings: M&R: Chapter 8 (Staffing and Staff Development)

TESOL Standards Choose 1 unit to study/review

Assignment: (due 4/25) With a partner, explore and critique materials; present findings to class 4/25.

4/25 Community Connections

Classroom observations shared. Book share. Materials Critique presented.

Readings: M&R: Chapter 9 (Involving Parents and Community)

TESOL Standards Choose 1 unit to study/review

Assignment: (due 5/2) Final Project

5/2 Final Issues

Classroom observations, book shares, etc., finished. **FINAL** project due to instructor.

Reading: M&R: Chapter 3 (Native Language Instruction) and Conclusion.

TESOL Standards Choose 1 unit to study/review

5/9 Presentations of Final Projects

Please note: This syllabus is subject to change at the discretion of the instructor. All chapter numbers are based on the 1st edition of Myths and Realities and may not correspond exactly with the 2nd edition of the text.

Regular class attendance is required.

4. RESOURCES:

Required Texts:

Samway, K. D. & McKeon, D. (2007). Myths and Realities: Best Practices for Language Minority Students (2nd ed.). Portsmouth, NH: Heinemann.

TESOL Standards appropriate to your grade level(s); do not purchase all:

Agor, B. (Ed.). (2001). Integrating the ESL Standards Into Classroom Practice: Grades 9-12. Alexandria, VA: TESOL, Inc.

Irujo, S. (Ed.). (2001). Integrating the ESL Standards Into Classroom Practice: Grades 6-8. Alexandria, VA: TESOL, Inc.

Smallwood, B.A. (Ed.). (2001). Integrating the ESL Standards Into Classroom Practice: Grades Pre-K-2. Alexandria, VA: TESOL, Inc.

Samway, K.D. (Ed.). (2001). Integrating the ESL Standards Into Classroom Practice: Grades 3-5. Alexandria, VA: TESOL, Inc.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Class Presentations (design, materials, observations, book share)	1.2; 1.4; 2.2; 3.1; 3.3; 4.2; 4.3; 4.4	40%
Curriculum Project	2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 4.1; 4.2; 4.3	40%
Class Participation (includes journal)	3.1; 4.2; 4.4	20%

6. GRADING SCALE:

A, A-	superior graduate work
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B+, B, B-	satisfactory graduate work
C	marginal graduate work
I	incomplete work
W	student has withdrawn from the course

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

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:

Consequences of academic dishonesty include failure of the course and are subject to instructor discretion.

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

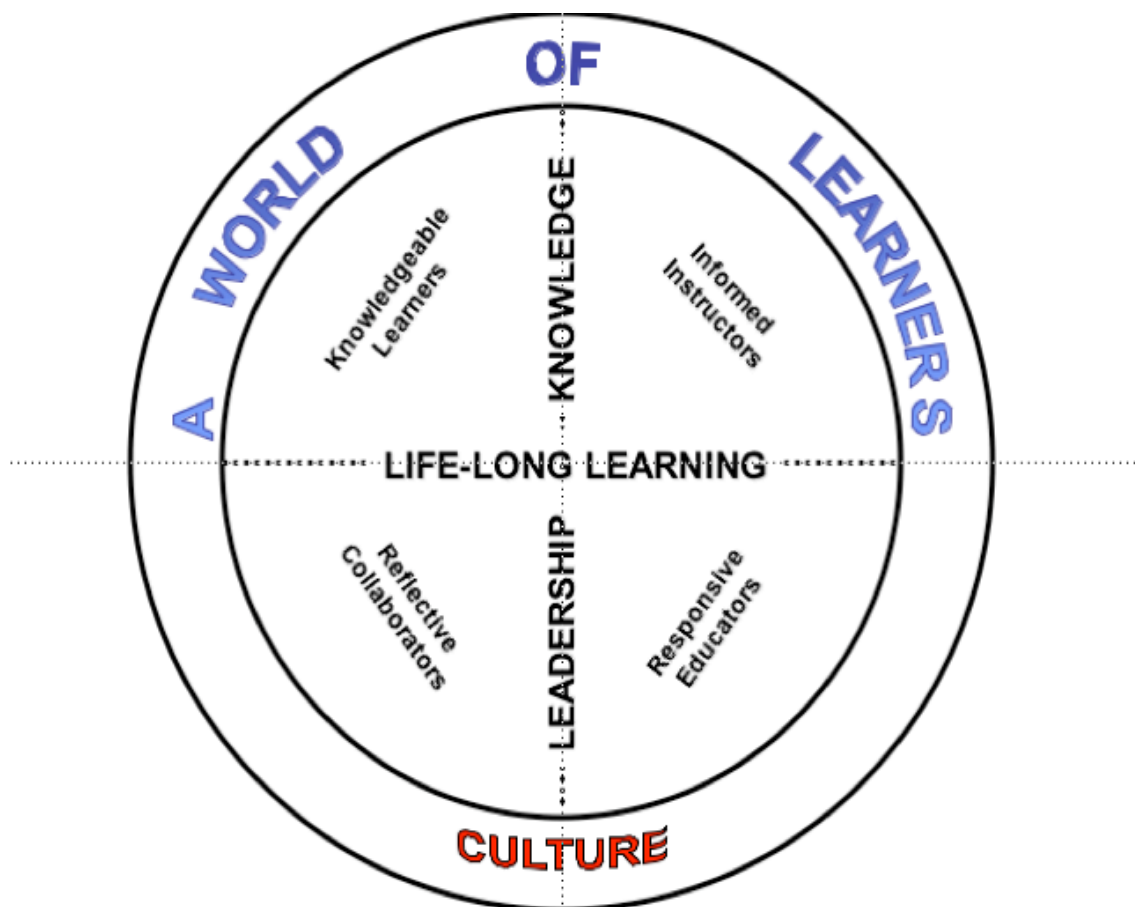
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence