

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION

**EDML 563**

**Application of Mainstream and English Language Development (ELD) Curriculum  
Practicum in Second Language and Content Area Instruction**

**Summer 2005**

**CRN 30190**

**Wednesdays 5:00-7:30pm / UH 460**

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

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**COURSE DESCRIPTION**

Various curricular and instructional programs designed for LM/LEP students (e.g., placement of LEP students in mainstream classes, heterogeneous language groups in single classroom settings) methods of language and content assessment, role and utilization of primary language in ELD content instruction, grouping configurations and application to the classroom. All aspects of second language program development will be covered, including needs analysis, curriculum planning and development. Examination and application of theoretical and methodological issues in designing programs for LM/LEP students in classrooms settings through reflective, critical analyses of practice.

**Course Objectives**

Students completing EDML 563 will be able to:

- understand theoretical foundations of second language learning;
- use methods that incorporate language and content objectives into lessons;
- design comprehensive curriculum for all English learners.

**GENERAL CONSIDERATIONS**

**College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance

requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

### **Outcomes and Standards**

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

### **Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

### **Academic Honesty**

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Required Text:**

Echevarria, J., Vogt, M., and Short, D. (2004). *Making Content Comprehensible for English Language Learners: The SIOP Model, 2<sup>nd</sup> Edition*. Boston, MA: Allyn and Bacon.

### **Course Requirements:**

#### **SELF DEVELOPED PRACTICUM**

**80 POINTS**

You are to develop a practicum that will be useful for you in your teaching. When you develop this practicum, also plan a way to be accountable in terms of the time that you spend. For

example, if you are observing in another classroom, please write the time, the name of the teacher you observed, school, grade level, etc.

**Students:** Describe the students, grade level(s), language level (s), placement information on students in your practicum. (10 points)

**Objectives:** You must identify **what** (objectives: both content objectives and language objectives) you are doing and discuss how what you are doing will be an important part of your learning. (10 points)

**SDAIE Strategies:** Identify the **scaffolding strategies** you have observed or are using in your practicum as well as a reason for selecting those scaffolds. (10 points)

**Write-up:** Submit a write-up of your practicum in a format that is clear and understandable. (30 points)

**Materials:** Include a **resources list** that describes material(s) that seem to have been useful to you. (10 points)

**Reflection:** The practicum must also contain a **reflective section**. What have you learned from the development of this practicum. How will this affect your teaching. (10 points)

**CLASS ATTENDANCE / PARTICIPATION**

**20 POINTS**

All students are expected to participate in class activities and demonstrate reflective learning.

**Grading**

95 – 100	A;	80 – 82	B-
90 – 94	A-;	77 – 79	C+
87 - 89	B+;	73 – 76	C
83 – 86	B;	70 – 72	C-

	<b>TOPIC</b>	<b>ASSIGNMENT</b>
<b>Session 1</b>	Introduction to course / Topics covered in the class	Read: Chapters 1-4
<b>Session 2</b>	Making Content Accessible for English learners	Read: Chapters 5-9
<b>Session 3</b>	ELD / Content Standards Developing CALP Listening / Speaking, Reading and Writing	Think about your self-designed project and bring “stuff” to think and talk about to class.
<b>Session 4</b>	This is the day we ask questions, look at where we are in designing our projects and catch up on topics we haven’t covered	Designing an ELD lesson (for your project, of course)  Bring in what you are working on (your project)
<b>Session 5</b>	Assessment: How do we know what we know about our students	Bring in your practicum for feedback from the group
<b>Session 6</b>	Sharing Projects	Final Practicum Due