

California State University San Marcos
EDML 563

**Application of Mainstream and English Language Development (ELD) Curriculum
Practicum in Second Language and Content Area Instruction
Summer, 2003**

Instructor: Jamie Gurken, M.A.

Office: UH 216

Phone/email: 760-750-8526; jgurken@csusm.edu

Office Hours: By appointment

Class Location and Meeting Times: UH 443, Tuesday 6:00 – 9:50 and Thursday, by appointment

Textbooks:

Course Reader: Available at Copy Serve in San Marcos – 599-9923

Garcia, Gilbert G. (2003) *English Learners: Reaching the Highest Level of English Literacy*.
International Reading Association.

Gibbons, P. (2002) *Scaffolding Language, Scaffolding Learning*. Heinemann.

Peregoy & Boyle. (1997) *Reading, Writing, & Learning in ESL*. Longman.

California State University San Marcos

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners: This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This 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.

COURSE DESCRIPTION

This is a course in **application** of content. The focus is on the design of curricular and instructional programs for EL students (e.g. placement of EL students in mainstream classes, heterogeneous language groups in single classroom settings, methods of language and content assessment, role and utilization of primary language in English Language Development, content instruction, the use of SDAIE (Specially Designed Academic Instruction In English) in 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, and examination and application of theoretical and methodological issues in designing programs for EL students in classroom settings through reflective, critical analyses of instructional practices.

COE 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.

A good student is one who adheres to standards of dependability and promptness. If you miss one class session or are late (or leave early) for two or more sessions, you cannot receive an A. If you miss two class sessions or are late (or leave early) for 4 or more sessions, you cannot receive a B. Late arrivals and early departures will each count as a 1/2 absence.

COURSE REQUIREMENTS

All students are expected to participate in class activities and demonstrate reflective thinking and learning both in writing and in class discussions. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled **before** the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not turned in on the due date will lose 5% of possible credit per day.** After two weeks, late assignments will be given a zero. Assignments should be typed and double-spaced (except for class journal). If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

GRADING SCALE

<u>Assignment</u>	<u>Points Possible</u>	<u>Scale</u>
Attendance/professional disposition	10 points	94-100% = A
Facilitation of assigned readings	10 points	90-93% = A-
Reading response/interactive journal	10 points	87-89% = B+
SDAIE unit plan	60 points	84-86% = B
SDAIE demonstration lesson	10 points	80-83% = B-
		78-79% = C+

ASSIGNMENT DESCRIPTIONS

Attendance/Professional Disposition (10 points) – Your promptness and attendance is critical to your success in this class. Professional disposition includes qualities desired in every professional educator, such as active participation, critical thinking, cooperative skills, tolerance and a positive attitude.

Facilitation of readings (10 points)

Each class member will have the opportunity to lead/facilitate a short (20 min. *maximum*) activity or presentation that applies and extends their understanding of the readings for the week. Be sure to include SDAIE strategies. Possibilities will be discussed in class. You will need to work with a partner for this assignment. A sign up sheet will be circulated the first week of class.

Reading Response/Interactive Journal (10 points)

For this project, you will be keeping a Reading Response Journal. For each set of readings you may respond in a variety of ways that reflect multiple ways of demonstrating knowledge. Possible formats such as “found poems,” graphic organizers, double entry, sketches, K-W-L chart, drama, etc. will be

highlighted in class. Effective journals are practical in nature, connecting course content with teaching experiences and observations, expressing your ideas, opinions, questions and concerns relative to your life as a teacher of English learners. This assignment is ongoing and begins with readings for the second session and will continue until the last week of class. Journal entries must be at least one page in length. Because this journal will be interactive in nature, responses will be collected each class meeting in order for the instructor to read and respond. Each journal entry needs to include the date and title of the readings and the reader's response in their chosen format. Journal entries must be completed **before** each class meeting. This journal will be graded according to its comprehensiveness, insightful connections, and "deep understanding" of the issues. . A complete collection of your journal responses along with a journal self-reflection rubric will be turned in on the last day of class.

Due date: August 12

SDAIE Unit Plan (60 points)

Providing rigorous academic instruction that also facilitates English language acquisition is critical to the academic achievement of English learners. This assignment will provide you with an opportunity to demonstrate ways in which curriculum and instruction, while remaining grade level appropriate, can be modified so that it is comprehensible to English Learners. You will design or adapt a unit of at least three sequential lessons that employ SDAIE methodology. Choose a theme/topic that will be practical and useful to you in your own teaching. Lesson plans, either a 5 step or "Into, Through and Beyond", should be formulated to meet the needs of English Learners. The final plans should include the criteria listed below. Be certain to provide a reflective evaluation of the lesson plans by addressing the following questions:

- Does each lesson use scaffolding techniques that help to facilitate student understanding (e.g. the use of visuals, manipulatives, realia, and drama)?
- Does each lesson emphasize the presentation of content in context?
- Does each lesson take into consideration the varying English proficiencies of English learner students?
- Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
- Does the lesson incorporate the culture, lived experiences, and if possible, the language of the students?
- Is the curriculum reflected in the lesson challenging and not watered down?
- Does the lesson address multiple intelligences/learning modalities?

Due date: August 7

SDAIE Presentation (10 points) – Each student will have 20 minutes to present a SDAIE component of their Unit Plan to the class. Presentations will be scheduled for the last two sessions of class.

Course Outline

Date	Topic	Readings /Assignments Due
July 8	Course Overview Making Connections Curriculum Integration/Lesson Plan format	Download copy of course syllabus. Buy texts and course reader. Gibbons – Ch. 7 Peregoy & Boyle, Ch. 1
July 10	Oral Language Development Theories of Second Language Acquisition	Garcia – Ch. 7 & 10 Gibbons – Ch. 2 & 6 Peregoy & Boyle – Ch 2, 4
July 15	Scaffolding Instruction ELD / SDAIE / CALLA	Garcia – Ch. 5 Gibbons, Ch. 1 Peregoy & Boyle, Ch. 3 Bring in what you are working on to get peer feedback.
July 17	Office hours by appointment Individual student conferences	
July 22	Reading and Writing in L2	Garcia – Ch. 1-4 Gibbons – Ch. 4 & 5 Peregoy & Boyle – Ch. 5-7
July 24	Office hours by appointment Individual student conferences	
July 29	Content Area Reading and Writing	Garcia – Ch. 6 Gibbons – Ch. 3 Peregoy & Boyle – Ch. 8 & 9
July 31	Office hours by appointment Individual student conferences	
August 5	Assessment of EL students ELD standards	Garcia – Ch. 9 & 12 Peregoy & Boyle – Ch. 10
August 7	SDAIE demonstration lesson presentations	Garcia – Ch. 8, 13 & 14
August 12	SDAIE demonstration lessons presentations	Garcia – Ch. 11, 15 & 16