

# California State University San Marcos

## EDML 563

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

Spring, 2003

**Instructor:** Judy Stojsavljevic, M.A.

**Office:** UH 321 B

**Phone/email:** 760-747-6810 juper1@sbscglobal.net

**Office Hours:** By appointment

**Textbooks:** Peregoy and Boyle. (1997) *Reading and Learning in ESL*. Longman.  
Gibbon, P. (1991) *Learning to learn in a second language*. Heinemann

A note about the textbooks. These are books you can use in your teaching. They are excellent resource books. Note that I am not assigning specific chapters. You are professionals. Look for the sections/chapters of the book that will best help you develop your practicum. We will do the questioning and thinking about the quality of the practicum in class.

**Times/Place:** Friday  
Saturday

**Course Description:** This is a course in **application** of content. The focus is on the design of curricular and instructional programs for LML/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 (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. Examination and application of theoretical and methodological issues in designing programs for LM/LEP students in classroom settings through reflective, critical analyses of instructional practices.

#### Course Requirements:

**Self Developed Practicum.** 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 learning objectives and language Objectives) you are doing and discuss how what you are doing will be an important part of your learning. (10 points)

**Language Objectives:** Decide what functions of language you want your student (s) to Learn and use during the practicum you are developing. (10 points)

**Content Area (s):** Identify the areas of curriculum (**content**) in which you will do your practicum. (10 points)

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

**Alternatives:** You may do a computer technology project, if that is the medium in which you wish to present your project. Check with me as to the programs you are using.

**Independent Work Time (If Appropriate):** You should demonstrate that you have put in independent work time. You may choose to show how you have done that. I know that you are professionals and do not anticipate having to design a documentation device for you to use.

**Class Points:**

- \* Independent Work Time 30 points
- \* Project 100 points

**Grading Scale (130 Points)**

Grades calculated on percentage points:

- 100-93 A
- 92-86 B
- 85-80 C
- 79-75 D

**Class Calendar:**

<b>!Unexpected End of Formula DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
<b>January 24</b>	<b>So you learned a bunch of stuff. Review, explanation of expectations. Now what? The self designed practicum. So, what is it?</b>	<b>Think about your self-designed project and bring “stuff” to think and talk about for the next class.</b>
<b>TBD</b>	<b>ELD/SDAIE program and literacy: Oral language development. Revisiting CALLA. Planning and lesson demonstration. Scaffolding.</b>	<b>Designing an ELD lesson (for your project, of course)</b>
<b>TBD</b>	<b>So what about the ELD Standards? Developing CALP  Reading and writing of second language learners  Individual Conferences</b>	
<b>TBD</b>	<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</b>	<b>Bring in what you are working on.</b>
<b>TBD</b>	<b>Assessment: How do we know what we know about our students</b>	
<b>TBD</b>	<b>Sharing Projects in small groups</b>	

