This course focuses on the K-12 methods of cross-cultural language and academic development, the role of multilingual education in American public schools, and the implementation of various program models.

http://web.csustan.edu/Catalog/PDF-Publications/Archive/06-07-Catalog-G.pdf

Overview
This is a graduate-level Curriculum and Instruction course on teaching content-area subject matter in today’s multilingual classrooms, with a special focus on English Learners. As such, it is concerned with issues of applied linguistics, second language pedagogy and language diversity. The course will be conducted online utilizing the Blackboard course management systems. In addition, students are required to meet three times with the instructor:

Saturday, February 16, 2008, 10 a.m. to 1 p.m., C131
Saturday, March 15, 2008, 10 a.m. to 1 p.m., N 104
Saturday, May 17, 2008, 10 a.m. to 1 p.m., C 131*

Failure to attend may result in one grade lower.

Course Objectives:
Student successfully completing this course will understand, be able to articulate and to implement:
1. approaches for English language development methods in the content-areas;
2. content-based instruction which includes specially-designed academic instruction (SDAIE) in English;
3. instructional methodologies for teaching in a multilingual classroom with an emphasis on methods which focus on four language modalities: listening, speaking, writing, and reading
4. current research and theories for teaching students of diverse background;
5. the 6 competencies of CLAD/CTEL and BCLAD: CLAD is Cross-cultural, Language and Academic Development, which has been changed to California Teachers of English Learners (CTEL).

CLAD, and now CTEL
a) language structure, acquisition and development;
b) methods (bilingual, English language development, and academic content);
c) culture and cultural diversity;
BCLAD
a) methods of primary language instruction;
b) the culture of emphasis; and,
c) proficiency in the language of the specific culture.

CTEL Standards
Knowledge, Skills, and Abilities (KSAs)
University standards are derived from these KSA's, and can be seen at:

Criteria used for evaluation of student learning:
1) Class attendance in 3 face-to-face and online; meeting due dates. Notify
the instructor, if you have to be absence. Absences may result in a lower grade.
2) Active and informed participation in classroom discussions and activities;
3) Active engagement in out-of-class activities/readings; sharing with your
colleagues;
4) Submission of written papers of graduate quality.
Failure to meet any of these criteria may result in a lower grade

Required Texts
Crawford, J., & Krashen, S. (2007). English learners in American classrooms:
101 questions 101 answers. New York: Scholastic.
ISBN 13-978-0-545-00519-7


Major Assignments

All assignments will be sent directly to jwink@csustan.edu, and I will
return them directly to student’s email address. A second email
address is also available, if there should be problems:
joan@joanwink.com, or just go to www.JoanWink.com and click on
Contact Joan on the left.

First Assignment (1/4 of grade): Due Weekly on Bb.
Participate in online and face-to-face discussions. After the initial session, online
discussion of readings and other resources will take place on a week-by-week
basis. Based on the readings for the week, the instructor will post a question by Monday midnight; students must respond meaningfully by Thursday midnight, when the forum for that week will be closed and changed to “Read Only.” Bb automatically records who participates when/how for the instructor; the instructor will read for content.

Online discussions are very much like classroom discussions of assigned readings in a traditional course. That is, in both traditional and online courses, the professor proposes topics of discussion based on the readings, and you respond to some of those topics; also, you initiate topics for discussion, and classmates respond, just as you respond to their topics. Every weekly discussion will have specific guidelines so that you will know exactly how many topics to reply to and how many topics to initiate.

First, reading assignment for Bb will be:
Wink, J. and EDML 5400. (Fall, 1997). Those people: You know how they are.

Second Assignment (1/4 of grade). Due Week 6.
Two book reviews: Choose from the 3 texts used in class discussion on Bb. Your book review must include one page double-space summary and one page double-space reflection.

Third Assignment (1/4 of grade). Due Week 12.
One reflection based on all of the reading/dialogue on Bb.
   a) 2 page double-spaced narrative: The most important concept I learned was….  
   b) 1 page double spaced narrative: The second most important concept I learned was….  
   c) 1 page double-spaced narrative: The third most important concept I learned was…

Fourth Assignment (1/4 of grade): Due Week 11 to instructor for feedback. 
Due to be presented orally with colleagues Week 13, Saturday, 5/17/08.
Create an inservice on differentiated teaching/learning, which is based on the readings from the text and Bb. The inservice needs to be appropriate for the context of any local school where you are working or hope to work. The purpose of this activity is for you to be prepared to share your understandings with colleagues. You may choose content from any of the three texts and from the readings on Bb, or resources on the Internet. You may integrate your knowledge OR you may choose to focus on only one text or topic. All citations must be included in APA style format.
Inservice must include at least, but not be limited to:

a) a beginning reflective process for the participants
   The reflective process needs to focus on differentiated needs of learners.

b) an initial overview of the needs of students who speak another language
   This overview needs to include a discussion of the various ways to provide service to different levels of academic and linguistic student needs.

c) an overview of conversational language
   • give a definition and 2 examples
   • provide one ELD/ESL lesson plan

d) an overview of academic language
   • give a definition and 2 examples
   • provide one SDAIE/sheltered lesson

e) a two-page summary for a handout for participants

f) Total: 10 full size pages for presenter to use; ppt or WORD maybe used.

Week 1 – Face-to-Face class, attendance required. 2/16/08, Saturday, 10 a.m. to 1 p.m.
Reflective Cycle: My Assumptions about Language Acquisition

Week 2 – Online Week 2/18/08, Monday
Read and discuss on Bb the Crawford/Krashen text. Instructor will post a question on Monday, and all students must respond by Thursday. Instructor will record grade by the next Sunday.

Week 3 – Online 2/25/08, Monday
Read and discuss on Bb the Smith text. Instructor will post a question on Monday, and all students must respond by Thursday. Instructor will record grade by the next Sunday.

Week 4 – Online 3/3/08, Monday
Read and discuss on Bb the Samway/McKeon text (first 5 myths). Instructor will post a question on Monday, and all students must respond by Thursday. Instructor will record grade by the next Sunday.

Week 5 – Online 3/10/08, Monday
Read and discuss on Bb the Samway/McKeon text (last 5 myths). Instructor will post a question on Monday, and all students must respond by Thursday. Instructor will record grade by the next Sunday.

**Week 6 - Face-to-face, 3/15/08, Saturday**
Bilingual Basics, plus graphics, posted on Bb, plus the focus question for the week.

**Week 7 – Online 3/17/08, Monday**
Jim Cummins, Tove Skutnabb-Kangas, Robert Phillipson, Joshua A. Fishman, Ofelia Garcia, Steve Krashen

**Spring Break – 3/24/08 to 3/28/08**

**Week 8 – Online 3/31/08 Monday**
Instructor is at TESOL in NY all of this week.
English Language Development (ELD)
English as a Second Language (ESL)
Sheltered-content Instruction
Specially-designed Academic Instruction in English (SDAIE)

**Week 9 – Online 4/7/08, Monday**
Lesson Plans for ELD/ESL and Sheltered Content Instruction/SDAIE

**Week 10 – Online 4/14/08, Monday**
What is Academic Language Proficiency?
By Stephen Krashen and Clara Lee Brown

**Week 11 – Online 4/21/08, Monday – Fourth Assignment due.**
Inservices to the professor; feedback will be provided to each person throughout the week.

**Week 12 – Online 4/28/08, Monday, Third Assignment Due**

**Week 13 – Final Fourth Assignment due. Face-to-face class, Saturday, 5/17/08**
Share the inservices: Each student gets 10 minutes.

**ELD/SDAIE Lesson Plan Resources**

Standards-Based SDAIE Lesson Plan and Rubric
www.caselink.education.ucsb.edu/casetrainer/
Azusa Unified School District  
azusausd.k12.ca.us/bilingual/SwapMeet.htm
Model ELD Lesson Plan  
http://azusausd.k12.ca.us/bilingual/SwapMeet.htm#anchor457103
Model SDAIE Lesson Plan  
http://azusausd.k12.ca.us/bilingual/SwapMeet.htm#anchor86132

The Internet TESL Journal  
http://iteslj.org/Lessons

Jill Kerper Mora  
http://coe.sdsu.edu/people/jmora/  
http://coe.sdsu.edu/people/jmora/Pages/914Sylb.htm

Alma Flor Ada  
www.almaflorada.net

David & Yvonne Freeman  
Checklist for Effective Practices with English Learners  
http://www.cstp-wa.org/Navigational/Resources_reading/Articles/Checklist_for_%20Effective_Practices_With_English_Learners.pdf

Freeman’s Literacy By Design  

Questioning Lesson Plan  (posted on Bb)

Dave’s ESL Café  
http://www.eslcafe.com/idea/index.cgi

EverythingESL.net  
http://www.everythingesl.net/in-services/language_stages.php  
http://www.everythingesl.net/lessons/

CREDE Activity Centers for ELD and SDAIE instruction  
Center for Research on Education, Diversity, and Excellence  
http://crede.berkeley.edu/

WestEd  
http://www.wested.org

WinkLinks  
http://www.joanwink.com/links.html
Songs for Teaching
http://www.songsforteaching.com

Discovery Streaming Education
http://streaming.discoveryeducation.com/

Larry Ferlazzo Websites of the Day for Teaching ELL, ESL, and EFL
http://larryferlazzo.edublogs.org/