Course Syllabus

Course Prerequisites: Prerequisites for EDCI 521 are: EDCI 516, EDCI 519, and completion of all 7 licensure courses PLUS Teaching Internship for CISL or CIFL students.

Course Description: This graduate level course takes students through a three-step curriculum development process: 1-needs analysis, 2-materials review, and 3-curriculum project. Participants will learn how to design lesson plans that showcase the wealth of expertise in students’ families and communities, reinvent students as constructors of knowledge rather than as mere recipients, boost students’ sense of investment in their own education, and strengthen bonds among students, families, and schools by validating families’ culture, language(s), knowledge and skills. Our focus is on students in ESL, bilingual education, and world language classrooms.

Utilizing a socio-cultural theoretical framework, current and prospective teachers learn innovative techniques to ascertain students’ background knowledge and learning needs, how to use a variety of instructional materials to diversify instruction within multilingual and multicultural classrooms, how to plan learning goals and objectives, and design instructional materials and activities to help students meet their learning needs and validate their culture and home/heritage language. Teachers employ their students’ funds of knowledge, cooperative learning and learning strategies to develop curriculum that is culturally responsive and supportive of home languages while addressing content and language standards, and fulfilling the demands of high-stakes testing environments. Students will have opportunities to: determine students’ learning needs and the funds of knowledge that they bring into the classroom; identify learning outcomes and draft learning objectives; review and critique instructional materials; design socially just, interdisciplinary, thematic units; successfully integrate language and content; and embed meaningful assessment in instructional activities.

Course Objectives:
Students completing EDCI 521 will be able to:

1. Conduct a needs assessment to determine students’ funds of knowledge (what they bring to the classroom) and their learning needs (what they need to learn in
school). Students will conduct home visits with families and community members outside of the school setting when home visits are not possible.

2. Review and adapt instructional materials that simultaneously address student needs and showcase students’ cultures and home/heritage languages.

3. Write learner objectives and plan activities that consider students’ funds of knowledge, language learning needs, learning strategies and content area achievement.

4. Develop both formative and summative assessment activities that measure student progress and provide students with meaningful feedback related to learning goals.

5. Incorporate dialogic pedagogy and cooperative learning approaches into daily classroom routines.

6. Apply local, state, and national standards and curriculum frameworks to the development of curriculum units.

7. Design socially just interdisciplinary thematic units, standards-based activities and instructional materials that help students meet learning needs.

8. Use instructional technology in designing their units, for preparing course projects and for communicating with each other and with the instructor.

Percentage of Grade by Course Requirements:

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<tr>
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<th>Participation</th>
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<tr>
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<td>Materials Review</td>
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<th></th>
<th>Curriculum Project</th>
<th>40%</th>
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<tbody>
<tr>
<td>4</td>
<td>Curriculum Project</td>
<td>40%</td>
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**About your Current Teaching Status**

To fulfill the requirements of this course, you will need direct access to students and instructional and assessment materials in ESL, foreign language, and/or immersion classrooms. Here are some possible scenarios:

1. **You are currently teaching in an ESL/FL/Immersion** on a part- or full-time basis. You can work with these students to meet course requirements.
2. You are currently teaching in a classroom, but **not with ESL/FL/Immersion students.** You will need to talk with teachers in one of these settings and observe their students.

3. **You are NOT currently teaching in a classroom.** You will need access to curriculum and assessment materials and students. Some options include:

   A. Volunteer to help a teacher in Category 1 above with assessment activities in exchange for information for your course projects. This has been a successful approach for many students. On average, plan on spending 2-4 hours per week with your teacher.

   B. Work as a substitute teacher in Category 1 on a short or long-term basis. Work with the needs of these students to meet course requirements.

   C. Team up with someone in this course who is willing to share his/her students with you.

   **If you are in Teaching Category 2 or 3 above,** let the instructor know by email as soon as possible (but no later than the 3rd week of class) the names of the teachers with whom you will be collaborating or the arrangements you have made to have access to a class of students.

   **If you are in Teaching Category 1 above,** please consider inviting teachers from this class who are in Categories 2 and 3 to work with you or with your students.

**Needs Analysis Description**

In your Needs Analysis, you are an “ethnographer”, observing, describing in detail, and analyzing a **site** – the school and the community surrounding it – as well as a **group of students** and the **individuals at home and at school who care for and teach the students** (parents, grandparents, siblings, extended family, school teachers, aides, counselors, etc.) to determine what the needs of the students are and how you can best meet those needs.

Your Needs Analysis should be a very detailed description that begins in scope with a school, and then a classroom with language learners, and finally narrows down to a group of 4 to 6 students with specific needs you are interested in addressing.

The Needs Analysis that you write will become the basis for your Materials Review, in which you seek out various forms of learning materials that will help you meet the students’ needs, and for your Curriculum Project, in which you design a thematic unit that addresses the specific needs of the students.

Here’s an example of how you might get started on this project:

If you are currently teaching, you may use your own school as the site. If you are not currently teaching, speak to a classmate who is a teacher and ask if you may visit her/his
school and classroom for your Needs Analysis. Current teacher and a pre-service teacher may pair up to do the Needs Analysis if desired.

First you might look at the school: What is this school like? What is its history, its mission, etc.? Who works/volunteers at the school? What are their cultural/linguistic backgrounds? What are their formal or informal qualifications for working with language learners? What expertise do they offer?

Then you might begin observing students and collecting data within the school (see rubric)

Then you might look at the community around the school. How would you describe the community’s neighborhoods, businesses, and other features like community or cultural centers and places of worship? Who lives and works in the community? What are the funds of knowledge of that community?

Then you might visit some of the students’ families. Where do they live and work? What do they do when they are not at school or work? What funds of knowledge exist in the home? What is the educational, linguistic, and cultural background of the student?

Note: Please remember to use pseudonyms for the individuals (students, teachers, families, etc.) you describe in this paper. Students’ real names must not be used.
Needs Analysis Rubric

This project is worth 30% of your grade. (50 pts)

The following rating scale will be used:

5=to the highest degree  4=to a great extent  3=somewhat  
2=to a limited extent  1=not at all

The Needs Analysis includes the following components:

_____ 1 Self-introduction of the curriculum designer:
Describes the educational background and teaching experiences of the
curriculum designer, and summarizes the life experiences and resources s/he
brings to curriculum development and multicultural curriculum
transformation.

_____ 2 Philosophy of teaching:
Describes the design of your curriculum based on your philosophy of
teaching. What pedagogical principles are most important to you? You may
begin with your philosophy of teaching from the multicultural education
course and revise it to include what you have learned from courses
throughout the program including this course. Include at least 4 references
to the course readings and/or other scholarly readings that have influenced
your philosophy of teaching and provide APA-formatted citations for the
references and a bibliography at the end of your paper. (a short version is
due Feb 4)

_____ 3 Description of the school, staff and community:
Describes in rich detail the school, the community surrounding the school,
the staff within the school (including the administration, support staff,
teachers, aides, parent-liaisons, building staff, etc., including their cultural
and linguistic backgrounds and expertise), and the programs (academic and
nonacademic) that the school provides for the students, their families, and
the greater community.

_____ 4 Demographic Data:
Data on the school’s overall student population and the students in the
classroom describes their cultural and linguistic backgrounds, as well as
their socio-economic and educational backgrounds. Data on the students in
the classroom was obtained from the intake office, files, or student records
and was analyzed and clearly discussed with respect to curricular
implications.

(Continued)
Needs Analysis Rubric continued

_____  5  **Assessment Data:**
Written or oral assessments are conducted and analyzed, and samples are included in the Needs Analysis. Data from the assessments is presented clearly in tables or charts and a written analysis is provided.

_____  6  **School Data:**
Interviews with other teachers, counselors, aides, parent-liaisons and any other staff members who might have insights into specific strengths and needs of 4-6 students. Data on which you based your analysis i.e. surveys, notes, transcripts are included in the appendix.

_____  7  **Home and Community Data:**
Home visits and/or community visits were conducted to meet with specific students’ parents, family members, and community members (when appropriate) so as to learn more about the funds of knowledge that students are exposed to at home and in their community. A detailed account of the visits and discussions is included.

_____  8  **Data Analysis Links to Class Readings:**
Provides strong descriptive evidence of data collection procedures to support observations and makes clear reference to class readings to support observations.

_____  9  **Implications:**
Discusses specific implications for the Final Project supported by data collection. A well-thought out proposal for the curriculum project is outlined.

_____  10  **Writing:**
Demonstrates concise, coherent, well-organized writing with few stylistic errors. (Grammar, spelling, word choice, citations, etc.) Please use spell check and edit your work before you turn it in.

50 points total possible
Note: Students who earn lower than 40 points (90%) for this assignment are strongly encouraged to consult with the professor about making needed changes before going forward with the Materials Review and the Curriculum Project.
**Materials Review Description Presentation**

THINK Multilingual/Multicultural! What are the existing materials in your libraries that you will use in your thematic unit? What languages are represented?

Use a variety of materials that show a range of linguistic difficulty and that are age appropriate and address the needs determined by the Needs Analysis. Include the current grade level materials in use. Critique the materials and talk about how to adapt them to meet the needs of ESL (or FL) students. If you find materials that are extremely inappropriate, you can share one or two as examples of what materials to avoid. You may demonstrate how you would adapt a not-so-great text. These would be in addition to the 15 good examples on your annotated bibliography. Materials may include: texts (include “Big Books”, reference books, little books, textbooks, Teacher Resources), multimedia (videos, records, CDs, cassettes, computer programs), manipulative (professional kits or teacher made), websites (provide suggestions of how to use), and visuals (charts, graphs, maps, graphic organizers, digital photos, student made, teacher made and professional). You may show us one or two actual activities/with your manipulatives/charts/readings. Prepare for a total of 10-15 minutes for your presentation.

On the day of your presentation, bring in the some of the actual materials to pass around. (Label them with your name—in case we have more than one presentation in a day). Prepare an annotated bibliography as a reference/resource for the class. (at least 15 references) Email me the annotated bibliography to the class by the Friday before you present. Classmates should print each bibliography and bring to class to use for note-taking.

The annotated bibliography has a minimum of 15 different materials around the theme you have selected for your curriculum project. (If you are working with a partner you may combine and do one handout with 30 materials total). Include the standards, content and language objectives that you will address with these materials in the header. Your presentation will address these standards, content and language objectives.
Materials Review Rubric

This assignment is worth 30% of the grade for this course. (50 pts)

The following rating scale will be used:

5 = to the highest degree  4 = to a great extent  3 = somewhat  
2 = to a limited extent  1 = not at all

_____ 1 Needs Analysis/Context:
Presenter summarizes the needs analysis, describes the institutional context
and poses the major challenges to academic achievement to provide a
context for selection of materials and activities for your thematic unit.

_____ 2 Annotated Bibliography Handout:
Handout provides a variety of materials (various medium) around a
carefully selected the theme for the curriculum project. Materials include
student-made, teacher-made as well as commercial textbooks and trade
books, audio and visual and manipulatives. It is sent to all participants on or
before the Friday preceding the presentation. The header of this handout
includes the standards, content and language objectives to be addressed.

_____ 3 Annotated Bibliography:
Annotated bibliography includes a critique of materials and provides clear
rationale for why materials are suitable or not. Annotated bibliography
includes a description that is user friendly and provides enough information
to make an informed decision.

_____ 4 Interactive Activity:
Presentation includes a short interactive activity that models how to utilize
an example of one of the best (or worst) materials you found.

_____ 5 Writing:
Demonstrates concise, coherent, well-organized writing with few stylistic
errors. (Grammar, spelling, word choice, citations, etc.) Please use spell
check and edit your work before you turn it in.

Note: Students who earn lower than 40 points (90%) are strongly encouraged to consult
with the professor about making needed changes before going forward with the
Curriculum Project.
Curriculum Project Description

The curriculum project is a curricular unit that you design to address the needs of the 4-6 students you studied for your Needs Analysis, while also serving the other students in the classroom. It is an opportunity for you to demonstrate how you will differentiate instruction given the diverse backgrounds, experiences, and needs that students bring to the classroom.

Your curriculum project should revolve around a specific theme and content area (math, social studies or science) that is appropriate for the children or adults with whom you work. FL teachers should focus on social studies (history, geography, anthropology, sociology, political economy) for countries and communities where the language is spoken. National, state, and local standards are referenced and addressed. It should be highly detailed and explicit as to how it may be implemented so that a substitute teacher or a principal or any general educator could follow it with ease.

This is an opportunity for you to plan a unit the way that you want to do it, so be creative! Before you begin, you have the opportunity to peruse curriculum projects from previous classes.
Curriculum Project Rubric

A maximum of 100 points may be earned on this assignment. It is the cumulative assignment for this class. The following rating scale will be used:

5=to the highest degree  4=to a great extent  3=somewhat
2=to a limited extent  1=not at all

The Curriculum Project will include the following components:

I. Introduction

____  1 The Needs Analysis is included in the introduction. Changes and additions have been made per the professor’s recommendation and they are highlighted so the reader can recognize them as such (please underline changes or use a different font color so they stand out).

____  2 A summary of the specific students’ needs is provided, as well as a discussion of how you, as the curriculum designer, developed a curricular unit that would meet the specific students’ needs while also serving the other students in the classroom.

II. Curriculum Design Objectives

____  3 The curriculum designer’s philosophy of teaching, which should be based on a particular model of cognition and language development, is effectively used to design the curriculum and is apparent throughout the lesson plans and in the choice of materials.

____  4 The content and language objectives are aligned with County Curriculum Guides, State Standards and/or National Professional Standards (i.e. TESOL, ACTFL, Science). Lesson plans make specific reference to the related standard(s).

____  5 The content is appropriate for the age, educational background/level, culture, and languages of the students.

____  6 A variety of meaningful, age-appropriate activities and outcomes are planned with students from diverse linguistic and cultural backgrounds in mind.

____  7 Content and language objectives, tasks/activities, assignments, and evaluations are made clear to students, with sensitivity to the linguistic needs of students from different cultural and educational backgrounds.

Continued
III. Activities

_____ 8 Human resources and funds of knowledge are utilized effectively. There is inclusion of and collaboration with community members, parents/siblings/family members, volunteers, aides, peer tutors, and/or other staff to promote a learning community. “Experts” are invited to visit the class to share their knowledge and/or students take field trips to visit “experts” in the community.

_____ 9 Lesson plans skillfully adapt content, incorporating a variety of materials which are appropriate for students at different levels of language proficiency. An annotated bibliography of the materials used in the curricular unit is included in the Appendix (you may use the annotations from your Materials Review.)

_____ 10 Support resources, supplementary materials (i.e. videos, computer programs, models, visuals) and bibliography reflect thoughtful consideration for the curriculum design and are a useful resource for other curriculum designers.

_____ 11 A variety of strategies are incorporated to emphasize key vocabulary (e.g. introduced, written, repeated, highlighted for students to see) for language learners.

_____ 12 Activities build on students’ funds of knowledge and link students’ cultures, home languages, and prior experiences to the new material they will learn.

_____ 13 Directions for activities are written clearly and modeled so that a substitute teacher could easily follow them. Comprehension “check-ups” are explicitly scripted in the curriculum.

_____ 14 Curriculum has an additive rather than subtractive approach to the second language learning. Students’ cultures and home languages are incorporated into the curriculum so as to validate students’ identities and give them a sense of empowerment.

_____ 15 Activities are multisensory (visual, oral/aural, tactile, kinesthetic, etc.) and engage different intelligences and learning styles and preferences.

Continued
Curriculum Project Rubric continued

_____ 16 A variety of grouping configurations (whole class, buddy, small group, individual work) enable students to engage in a variety of cooperative learning activities to learn in community.

_____ 17 The time frame is adequate and realistic for implementation.

IV. Evaluation

_____ 18 Evaluation procedures and documents with (formative and summative assessments) related rubrics are included. Rubrics clearly explain the assessment of both language and content objectives.

_____ 19 Evaluation procedures provide meaningful feedback to students and curriculum designer.

V. Writing and Organization

_____ 20 Curriculum Project is submitted electronically and in a sturdy three-ring binder. Includes a table of contents and dividers with labels to separate the different sections. Pages are numbered so information is easy to access. Demonstrates concise, coherent, well-organized writing with few stylistic errors (grammar, spelling, word choice, citations, etc.) Spell check and edit your work before you turn it in.
Standards for Language Teachers:

TESOL/NCATE Standards for P-12 Teacher Education
Programs: http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

TESOL Standards of Adult ESL Programs (available as a text)

ACTFL Program Standards for the Preparation of Foreign Language Teachers:

Content Area Standards

Social Studies www.socialstudies.org/system/files/StandardsDraft10_08.pdf


Class Expectations:

Attendance: Missed Classes
Due to the collaborative nature of the class sessions, the reflective nature of the
course assignments, and the interrelated and cumulative sequence of activities,
students are required to be present at each class. Each absence (not including
Back to School nights as teacher or parent) will result in a grade reduction. For
example, one absence will lower a grade from an “A” to an “A-“. The second
absence will lower the grade from an “A” to a “B+”. The third absence will lower
the grade from a “B+” to a “C”. More than three missed classes will result in a
failing grade for the course.

NOTE: cases of emergency or personal/family illness will be considered in
evaluating your final grade. Please email the instructor if you intend to be absent
from class. mrahilly@gmu.edu.

Tardiness:
Students are expected to arrive on time. After two late arrivals (10 minutes) to
class, each subsequent late arrival will result in a grade reduction. For instance, a
third late arrival will lower the grade from an “A” to an “A-“. The fourth will
lower the grade from an “A-” to a “B+”; and so forth.

Late Assignments:
If class must be missed, prior to the absence the student must contact the
professor and submit any work that is due during an absence either electronically
or in person as agreed. All assignments are due on the assigned date. Late
assignments will receive a 20% penalty for each missed deadline.
Collaboration: Learning in Community

Collaboration is a cornerstone for this course. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work. A high level of professional behavior includes being fully engaged for the duration of the class, sharing resources, reflections on the readings and insights.

Students are expected to refrain from text-messaging, surfing the web and emailing, talking on cell phones and other electronic devices during class.

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<tr>
<th>Grade</th>
<th>TESOL ESL Standards</th>
<th>GRADING</th>
<th>Grade Points</th>
<th>Graduate Courses</th>
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<tbody>
<tr>
<td>A+</td>
<td>Substantially Exceeds Standard</td>
<td>98 - 100</td>
<td>4.00</td>
<td>Satisfactory /Passing</td>
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<tr>
<td>A</td>
<td>Meets Standard</td>
<td>93 – 97.49</td>
<td>4.00</td>
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<tr>
<td>B-</td>
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<td>80 – 82.49</td>
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<tr>
<td>C</td>
<td>Attempts Standard</td>
<td>70 – 79.49</td>
<td>2.00</td>
<td>Unsatisfactory /Passing</td>
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<tr>
<td>F</td>
<td>Does not Meet Standard</td>
<td>Below 70%</td>
<td>0.00</td>
<td>Unsatisfactory /Failing</td>
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* Note: GSE students are advised that for Multilingual Multicultural Education graduate program courses a B- grade while a passing grade is unsatisfactory. Students receiving a B- grade or below must re-take the course.

**Grading**

1. Students are expected to complete all readings assigned for each class and contribute to the discussion in a knowledgeable and professional manner for each assignment.
2. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline (one letter grade penalty). If an assignment is late, students must contact the professor to agree upon another deadline to be set within two days and completed on time as agreed. Due to the cumulative process of these assignments, it is strongly advised that students meet all deadlines except in very extreme circumstances. The change of a deadline for the Needs Analysis and the Materials Review will not be granted for more than two days past the original due date. All assignments are due by the last class.
. No assignments will be accepted after the last class. Curriculum Projects may be handed in two days early, but will not be accepted late. No arrangements can be made to extend the course beyond the last class meeting except under extraordinary conditions.

3. Note that incomplete assignments will receive zero points. Remember, if you lose 20pts, you will already be at a B- which is an unsatisfactory grade for GSE students. In this case, the course will have to be retaken.

Interpreting Your Final Grades

The mark of A denotes substantial performance and excellent mastery of the subject through work that reflects effort beyond basic requirements. This means work that does not require revision. It denotes outstanding scholarship; and represents internalization and the creative use of the principles underlying theory, research, and pedagogy.

The mark of B denotes mastery of the basic elements of the subject through work that addresses all of the requirements. It reflects an understanding of and the ability to apply principles underlying instruction.

The mark of C denotes unacceptable attempt to master the subject through work that addresses the basic requirements.

The mark of F denotes failed understanding and mastery of basic elements of the subject. It denotes unsatisfactory performance.

Assessment of Course Projects

In assessing your work, my goals are: to provide you with feedback for improvement, to determine the extent to which you have met the standards and criteria for performance, and to be fair and objective.

I will provide each of you with individual feedback on your projects. This feedback will not only reflect to what extent you have met the standards for performance but also how you can do better on your next project. The criteria for each project are quite similar. The feedback may include suggestions for improving critical thinking, linking assigned readings to your project, elaborating on implications, or improving writing skills for graduate level work. If you need clarification on my evaluation of your work, please contact me.

Other Assessment Issues

Plagiarism: Plagiarism is using an author’s exact words as they appear in print without using quotation marks, even if you cite the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code. Evidence of plagiarism will result in a rating of 0 and a note to the Dean’s office. Avoid using authors’ exact words at all; instead, paraphrase in your own words or use quotation marks with a citation.
**Double dipping:** Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It’s unethical.

**Grade Incompletes (IN): Are not automatically assigned and are discouraged.** If you need to request an ‘Incomplete grade’, you will need to show serious cause for this decision (see Graduate Catalog). I will review your status in this course to determine whether to grant your request. Again, no arrangements can be made to extend the course beyond the last class meeting except under extraordinary conditions.

**Textbooks:**

**Required for all teachers:**


**Required for ESOL teachers:**


**Required for Foreign Language teachers:** (on line)

Reagan, T. G., & Osborn, T. A. *The foreign language educator in society: Toward a critical pedagogy.* Lawrence Erlbaum, Associates

(This book is an electronic book available through GMU library)

**Optional:**


Teachers of English to Speakers of Other Languages, Inc. *ESL Standards for PreK-12 Students* Alexandria: VA: TESOL www.tesol.org

There are additional required readings that will be available on Electronic Reserve in the library. 
http://library.gmu.edu/ did a quick link to E reserves: http://oscr.gmu.edu/, where I selected "search electronic reserves" to get to the screen that allows us to enter EDCI 521 http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi.

Note: Certain assignments may be modified at the instructor’s discretion. Also, we will begin every class with a short presentation of the reading assignments (5-10 min per pair or group)

Class and Assignment Schedule:

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<th>Week</th>
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<th>Topic and Readings</th>
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| 2    | 2/4/10 | TESOL Approaches, methods, techniques. Wong pp 13-40. Introduction to SIOP. Echevarria, Vogt, & Short: Chapters 1. **Due:** Your personal teaching philosophy due 2-4 pages, please add at least 3 references and think MULTICULTURALLY!
| 3    | 2/11 | **Conducting a Needs Analysis and Funds of Knowledge:** Bridging in and out of school contexts for learning in foreign and second language education. **Required Readings:** Reagan, T. G., & Osborn, T. A. Ch. 1 When methodology fails: A critical look at foreign language education. in *Foreign Language Educator in Society: Toward Critical Pedagogy* under the e-books at the GMU library under Reagan, T.G. |
It is in the e-books section. The book's title is *The Foreign Language Educator in Society: Towards a Critical Pedagogy*. The first chapter is called "When Methodology Fails: etc. To access the rest of the pages, click on “Next” in the upper right corner to see the second through 14th pages of the chapter.

Gonzalez, Norma et al. (2005) *Funds of Knowledge*, “La Visita”, pp. 119-130; “Home is Where the Heart Is” pp 153-165. *(On Electronic Reserves)*
Optional: Ch9: Home is where the heart is (funds of knowledge) *(On Electronic Reserves)*

Assignment: Bring Virginia State and/or TESOL standards and content area of the curriculum area you plan to work with.

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<th><strong>Needs Analysis: Learning in community</strong></th>
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<td></td>
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<td>Required Reading: Wong, Chapter 2</td>
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<td>a) Echevarria, Vogt, &amp; Short Chapter 4</td>
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<tr>
<td></td>
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<td>b) Reagan &amp; Osborn, Chapter 2 From Reflective Practice to Emancipatory Knowledge (e-book)</td>
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<td>c) Auerbach, E. What is a participatory approach to curriculum development? <em>Enriching ESOL Pedagogy</em> 269-293 <em>(On Electronic Reserves)</em></td>
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<td>Assignment: Bring in draft statement of your institutional context and an introduction to you as curriculum designer.</td>
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<th>6</th>
<th>3/4/</th>
<th><strong>How does “i+1 ≠ ZPD” relate to conducting a needs analysis?</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>Required reading:</td>
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<tr>
<td></td>
<td></td>
<td>Echevarria, Vogt, &amp; Short Chapter 5</td>
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<tr>
<td></td>
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<td>Reagan &amp; Osborn, Chapter 3</td>
</tr>
<tr>
<td></td>
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<td>3/11 <strong>No class- Spring Break</strong></td>
</tr>
</tbody>
</table>

18
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3/18</td>
<td>Needs Analysis due- class presentations</td>
</tr>
</tbody>
</table>
|  8 | 3/25  | **Problem Posing:** How to analyze the data for your needs analysis What problems have you encountered? Do you have a deficit approach to the students or are you finding their strengths and weaknesses?  
Required Reading:  
Wong, Chapter 3  
Echevarria, Vogt, & Short Chapter 6 |
|  9 | 3/29  | **Content-Based ESOL-Math and Science**  
Developing instructional materials in the content areas.  
Anti-bias perspectives.  
Required Reading:  
Echevarria, Vogt, & Short Chapter Chapter 5 |
| 10 | 4/8   | **Learning by Doing**  
Required Reading:  
Wong, Chapter 4  
Optional: Education for Liberation: Toward a framework for teaching mathematics *(reading and writing the world with mathematics)*  
Echevarria, Vogt, and Short, Chapter 6  
**Content Based Instruction**  
SIOP—What tools, strategies, would you use to improve your curriculum? How do you see yourself as a curriculum developer for the L2 learner? |
| 11 | 4/15  | Assignment or discussion TBA  
MATERIALS REVIEW DUE & Presentations |
| 12 | 4/22  | **Developing lesson plans and units in Social Studies**  
Required Reading:  
Wong, Chapter 5  
Developing lesson plans and units in Foreign Language

Discussion topic or assignment TBA

Language Learning and Special Needs

Discussion topic or assignment TBA

Echevarria, Vogt, & Short Chapter Chapter 7

Echevarria, Vogt, & Short Chapter Chapter 8

13 4/29

Developing lesson plans and units in Foreign Language

Required Readings:
Wong, Chapter 6
Echevarria, Vogt, & Short Chapter Chapter 8

Discussion topic or assignment TBA

14 5/6

Language Learning and Special Needs

Required Readings:
Echevarria, Vogt, & Short Chapter Chapter 9 & 10

Ortiz, Alba, University of Texas at Austin
English Language Learners with Special Needs: Effective Instructional Strategies
December 2001
http://www.cal.org/resources/digest/0108ortiz.html

FINAL PROJECTS DUE

15 5/10-13

FINAL PROJECTS and PRESENTATIONS

In the event of inclement weather or emergencies: Check the GMU web site @www.gmu.edu by noon for any cancellations of class. You may also call 703 993-1000 for cancellation information.

EDCI 521 Curriculum and Instruction in Bilingual/ESL settings was originally designed by Dr. Lorraine Valdez Pierce and approved by the Graduate Council of Education. These course documents and projects have been adapted from those Dr. Pierce originally created. To maintain consistency and preserve the integrity of the course, these standards will be followed as closely as possible. I would also like to acknowledge the suggestions of Anna Safi and Kara Figueredo, Gail Sue Kasun, Nader Ayish, Amy Yamashiro & Anne Marie Forester Luu.

GSE Syllabus

Statement of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

1. Students are expected to exhibit professional behavior and dispositions.
2. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/9798/honorcod.html for the full honor code.
3. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call (703) 993-2474 to access the DRC.