Course Syllabus

Course Prerequisites: CISL (ESL) and CIFL (Foreign Language) candidates in the initial licensure program must have completed EDCI 790 (Teaching Internship) prior to taking this course. All students are required to have completed at least EDCI 516 and EDCI 519. If you do not meet these criteria, please see the instructor.

Course Description: This graduate level course takes students through a three-step curriculum development process: needs assessment, materials review, and curriculum and materials design. Students review current trends in curriculum, instruction, and assessment and evaluate and develop curricular materials and learning activities for language learning and native speakers of English alike. Our focus is on students in ESL, bilingual education, and foreign language/immersion classrooms. Teachers and teachers-to-be learn how to determine students’ priority learning needs, how to use instructional materials to meet those needs, and how to plan learning goals and objectives and design instructional materials and activities that will help students meet their learning needs. Graduate students learn basic structures in cooperative learning, how to incorporate learning strategies across the curriculum, and how to use standards for language proficiency and content areas in curriculum design. Students will have opportunities to: determine students’ learning needs; identify learning outcomes and draft learning objectives; review and critique instructional materials; design interdisciplinary, thematic units; integrate language and content; and embed assessment in instructional activities.

Course Objectives*
Students completing EDCI 521 will be able to:
1. Conduct a Needs Assessment to determine students’ priority learning needs;
2. Review and adapt Instructional Materials that will help students meet their learning needs;
3. Write learning objectives and plan activities that meet three goals: language functions, learning strategies, and content area achievement;
4. Develop assessment activities that measure student progress and provide students with feedback in relation to the learning goals and outcomes;
5. Incorporate cooperative learning structures into daily class routines;
6. Apply local, state, and national standards and curriculum frameworks to the development of curriculum units; and
7. Design interdisciplinary Thematic Units, Standards-based Activities, or Instructional Materials that help students meet learning needs.

*Students will use instructional technology in designing their units, for preparing course projects, and for communicating with each other and with the instructor.*

**Course Requirements:**

1. Participation 10%  Attendance, contributions to class discussions, assignments, Blackboard responses
2. Needs Assessment 20%  Identify students’ learning needs  
   (due Week 6, 3/1/04)
3. Materials Review 35%  Select and adapt instructional materials  
   (due Weeks 9-14, 3/22-4/26)
4. Final Project 35%  Develop a thematic unit, activities based on standards, or instructional materials to meet needs.  
   (due Week 15, 5/3 )

*The Materials Review and/or the Final Project may be conducted as a team. This must be approved by the instructor BEFORE YOU BEGIN.*

**Textbooks:**

*Required*

*Optional*

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<tr>
<th>Wk.</th>
<th>Date</th>
<th>Topics, Readings, and Assignments (Readings and Assignments are in preparation for the week’s discussion.)</th>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td>Course overview and requirements. Steps to curriculum development. Conducting the Needs Assessment.</td>
<td>*Email instructor! Use <a href="mailto:mwaro@gmu.edu">mwaro@gmu.edu</a> to email instructor to verify communication and Blackboard access. Make sure your GMU email account is active. Check BlackBoard (<a href="http://blackboard.gmu.edu">http://blackboard.gmu.edu</a>) access!</td>
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| 2    | 2/2        | What is CALLA? Why teach learning strategies and language through the content areas? Three types of knowledge. Relation to other instructional concepts. Why use standards/ using standards to design curriculum. Designing content-based curriculum. | *Readings:* Chamot & O’Malley, Ch. 1,2 & pp. 144-149  
*Assignment:* Bring framework standards for curriculum area you are working with. |
*Assignment:* Be ready to discuss specifically when you could teach learning strategies in your setting and what they might be. |
*Assignment:* Prepare team presentation of cooperative learning chapters. |
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<th>Topic</th>
<th>Readings/Assignment</th>
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<td>6</td>
<td>3/1</td>
<td><strong>NEEDS ASSESSMENT DUE</strong></td>
<td>Developing instructional materials in the content areas. Project based curriculum. Adding scaffolding. Teams select Kagan chapter for week 8 &amp; 9 presentations. Assignment: You find (and bring to share) article relevant to instructional materials for your teaching situation.</td>
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<td>7</td>
<td>3/8</td>
<td>No class-GMU CLOSED Spring Break Recess</td>
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<tr>
<td>9</td>
<td>3/22</td>
<td>Developing lesson plans and units in <strong>social studies.</strong></td>
<td><strong>Materials Review Poster Sessions 1-4</strong> Assignment: Prepare to present CL structure for Chs. 13 &amp; 14 team.</td>
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| 10   | 3/29| Developing lesson plans and units in **science** and **math**. Video.  
  *Materials Review Poster Sessions 5-8*  
  **Readings:** Chamot & O’Malley Ch 9 & 10 |
| 11   | 4/5 | Technology and Materials Field Trip! Alternate date and location TBA. |
| 12   | 4/12| How to teach reading and writing in content areas. Demonstration.  
  *Materials Review Poster Sessions 9-16*  
  **Assignment:** Bring examples of specific lessons for reading/writing skills in content area. |
  *Materials Review Poster Sessions 17-20*  
  **Readings:** Chamot & O’Malley Ch 6  
  (Optional reading: O’Malley & Pierce Chs. 1&2) |
| 14   | 4/26| Peer review for Final Project.  
  *Materials Review Poster Sessions 21-25* |
| 15   | 5/3 | *Final Projects Due*  
  Course wrap-up. Discussion of course improvements. Course evaluation. Final feedback forms for instructor. |
| 16   | 5/10| To be scheduled if necessary for make-up day. |