George Mason University  
EDCI 521  
Curriculum Development for Language Learners  
Autumn 2005

Mondays, Arlington 115, 4:30-7:10; & Arlington 105B 7:20-10:00 p.m.

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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: 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. Utilizing a socio-cultural theoretical framework current and prospective teachers 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 address student 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.
8. 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 15% Attendance, contributions to class discussions, assignments, written and oral feedback to presenters.
2. Needs Assessment 25% Identify students’ learning needs (Due week 6)
3. Materials Review 25% Select and adapt instructional materials Oral presentation and handout to members of the class
4. Final Project 35% Develop a thematic unit, activities based on standards or instructional materials to meet student needs.

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

**Textbooks:**

**Required:**


**Optional:**


O’Malley, J.M. & Valdez Pierce, L (1996) *Authentic Assessment for English Language Learners.***

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


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 & English: http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi.

|   | 8/29 (Mon.) | Course overview and requirements. Steps to Curriculum development. Conducting the Needs Assessment.  
   |   | Readings:  
   |   | Sign up for groups to prepare study guides and lead discussion/activity for Hinchey text |
   |   | Readings: Chamot & O’Malley Chapter 1. Hinchey, Chapter 1 (Wong)  
   |   | Assignment: Bring framework standards for curriculum area you are working with. |
   |   | Readings:  
   |   | Wong Dialogic Approaches to TESOL Ch. 1  
<p>|   | Echevarria, Vogt, &amp; Short Chapter 1 |
|   | Dr. Bush will be sponsored by the Women’s and Multicultural Centers to speak on the Fairfax campus. Call MRRC phone at 933-4003. |</p>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Readings</th>
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<tbody>
<tr>
<td>7</td>
<td>10/17</td>
<td>3:00</td>
<td>NEEDS ASSESSMENT DUE Developing instructional materials in the content areas. Project based curriculum. Scaffolding.</td>
<td>Hinchey Chapter 3 Presentation Readings: Echevarria, Vogt, &amp; Short Chapter 4, 5</td>
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<td>9</td>
<td>10/31</td>
<td>3:00</td>
<td>Developing lesson plans and units in Math Materials Review Presentations</td>
<td>Hinchey Chapter 5 Presentation Echevarria, Vogt, &amp; Short Chapter 7</td>
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<tr>
<td>10</td>
<td>11/7</td>
<td>3:00</td>
<td>Developing lesson plans and units in Social Studies Materials Review Presentations</td>
<td>Hinchey Chapter 6 Presentation Echevarria, Vogt, &amp; Short Chapter 8</td>
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<tr>
<td>Date</td>
<td>Monday Date</td>
<td>Topic</td>
<td>Readings and Materials</td>
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<tr>
<td>11/14</td>
<td>11/14 (Mon.)</td>
<td>Developing lesson plans and units in reading and writing</td>
<td>Hinchey Chapter 7 Presentation&lt;br&gt;Materials Review Presentations&lt;br&gt;Echevarria, Vogt, &amp; Short Chapter Chapter 9</td>
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<td>11/28</td>
<td>11/28 (Mon.)</td>
<td>Embedding assessment in curriculum design.</td>
<td>O’Malley &amp; Pierce, Chapter 2&lt;br&gt;Auerbach, What is a participatory approach to curriculum development?&lt;br&gt;Materials Review Presentations</td>
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<td>12/5</td>
<td>12/5 (Mon.)</td>
<td>Final Projects Due</td>
<td>Echevarria, Vogt, &amp; Short Chapter 11</td>
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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 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.

**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. See [http://gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.
2. Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
3. Students must agree to abide by the university policy for *Responsible Use of Computing*. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on *Responsible Use of Computing* at the bottom of the screen.

4. 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.