

George Mason University
EDCI 521
Curriculum Development for Language Learners

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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: 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 (co-)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, and how to plan learning goals and objectives and design instructional materials and activities that will 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 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 as well as meetings 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 in relation to the learning goals and outcomes.
5. Incorporate dialogic pedagogy and cooperative learning approaches into daily class routines.
6. Apply local, state, and national standards and curriculum frameworks to the development of curriculum units; and
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:

- | | | |
|------------------------------|------------|--|
| 1. Participation | 10% | Students are expected to come to class prepared to participate actively. This includes reading the assigned chapters and articles, leading and contributing to class discussions, actively fostering and supporting a community of learners. |
| 2. Needs Assessment | 30% | Identify students' funds of knowledge and learning needs. Write up an analysis. See description and rubric below. |
| 3. Materials Review | 20% | Select and adapt instructional materials. Give oral presentation and post annotated bibliography to class. See description and rubric below. |
| 4. Curriculum Project | 40% | Develop a thematic unit, with lesson plans and activities based on standards; develop and adopt instructional materials to meet student needs. See description and rubric below. |

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 me 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.

Needs Analysis Rubric

This assignment is worth 30% of your course grade.

A maximum of 50 points may be earned on the Needs Analysis Rubric and 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 should include 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.
- _____ 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.
- _____ 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 students' strengths and needs. provide insights into a few selected 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 Course Readings: Provides strong descriptive evidence of data collection procedures to support observations and makes clear reference to course 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.) Use spell check and edit your work before you turn it in.

Note: Students who earn lower than a 90% of the maximum points (i.e., 27 out of 30 points) for the Needs Analysis 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

THINK Multilingual/Multicultural! What are the existing materials in your libraries? What languages are represented? On the day of your presentation, bring in the some of the actual materials to pass around. (Label them—in case we have more than one presentation in a day). Prepare an annotated bibliography as a reference/resource for the class. Email to class by the Friday before you present so classmates can print and bring it to class.

Prepare an annotated bibliography as a handout to the class with 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). Presentations should include standards, content and language objectives.

Use a variety of materials that show a range of linguistic difficulty and that are age appropriate. 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. Materials may include: texts (include "Big Books", reference books, little books, textbooks, Teacher Resources), multimedia (videos, records, CDs, cassettes, computer programs), manipulatives (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.

Materials Review Rubric

This assignment is worth 20% of your course grade.

A maximum of 25 points may be earned on the Materials Review Rubric and 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. 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.
- _____ 2. Needs Analysis/Context: Presenter summarizes the needs analysis and describes the institutional context and poses the major challenges to academic achievement to provide a context for selection of materials and activities for curriculum
- _____ 3. Annotated Bibliography: This includes a critique of materials and provides a clear rationale for why materials are suitable or not. The 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. Give ideas on how to adapt the materials for individual students in the institutional context.
- _____ 5. Writing: Demonstrates concise, coherent, well-organized writing with few stylistic errors. (Grammar, spelling, word choice, citations, etc.). Use spell check and edit your work before you turn it in.

Note: Students who earn lower than a 90% of the maximum points (i.e., 23 out of 25 points) for the Materials Review are strongly encouraged to consult with the professor about making needed changes before going forward with the Curriculum Project.

Curriculum Project Description & Rubric

The curriculum project is a curricular unit that you design to address the needs of the students you focused on in 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. It should be highly detailed and explicit in 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 may want to peruse curriculum projects from previous classes.

Curriculum Project Rubric

This assignment is worth 40% of your course grade.

A maximum of 100 points may be earned on the Curriculum Project Rubric and 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 should 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, and 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.

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.
- _____ 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 (including rubrics) are included.
- _____ 19. Evaluation procedures provide meaningful feedback to students and curriculum designer.

V. 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.) Use 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:
<http://www.ncate.org/documents/ProgramStandards/actfl2002.pdf>

Content Area Standards

Math: <http://standards.nctm.org/document/appendix/numb.htm>

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

Science www.nsta.org/publications/nses.aspx

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.

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 your absence at the next class meeting. 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 during class.

Grade	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 - 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 - 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 - 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 - 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 - 82.49	2.67	Unsatisfactory /Passing
C	Attempts Standard	70 - 79.49	2.00	Unsatisfactory /Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

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. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. **No assignments will be accepted after the last class.** No arrangements can be made to extend the course beyond the last class meeting except under extraordinary conditions.
3. **Note: Incomplete coursework/assignments receive zero points.** Thus, if you lose 20 points, the highest possible grade earned would be B-, which is an unsatisfactory grade for GSE students. **Earning a B- or less means the course must be retaken.**

Interpreting Your 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, let's talk about it.

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 1 and a note to the Dean's office. **Avoid using authors' exact words at all;** instead, paraphrase in your own words. Your papers are too short to submit somebody else's words.

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.

Textbooks:

Required for all teachers:

Wong, S. (2006). *Dialogic approaches to TESOL: Where the ginkgo tree grows*. Mahwah, NJ: Laurence Erlbaum Associates.

Required for ESOL teachers:

Echievarria, Vogt, & Short (2004) Making Content Comprehensible for English Learners: The SIOP Model. Boston: Pearson.

Required for FL teachers:

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:

Bigelow & Peterson (2002). Rethinking Globalization. Milwaukee, WI: Rethinking Schools Publication.

Blaz, D. (2002). Bringing the Standards for Foreign Language Learning to Life.

Cho, et. al. (2004) Bridge: A popular education resource for immigrant and refugee community organizers. National Network for Immigrant and Refugee Rights. www.nnirr.org

Gutstein & Peterson (2005). Rethinking Mathematics. Milwaukee, WI: Rethinking Schools Publication. <http://www.rethinkingschools.org/publication/math/>

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

Vygotsky, L. (1978) Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.

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>.

Schedule:

1	8/30	<p>Introduction to dialogic pedagogy. Multiple perspectives in curriculum development. Course overview and requirements. Steps to curriculum development. Tools for curriculum development Expanding your repertoire Assign Peer Review Partners Religious Holidays/Historical Events Pre-Assessment Self-Introduction Form (Introductions by Peer Review Partner)</p> <p>Required Readings: Wong, S. (2006). Dialogic approaches to TESOL. Preface, Personal Prologue and Chapter 1 pp. 1-12. Pennycook, A. (1996). Borrowing other's words: Text, ownership, memory, and plagiarism. <i>TESOL Quarterly</i>, 30(2), 201-230. (Through GMU E-journal) Go to www.gmu.edu, click libraries icon under "Student." Then click E-journal under "Research Tool." Search by title. Key in the title name of Journal.</p>
2	9/6 NO CLASS	<p>Federal Holiday: Labor Day Meet/call your Peer Review Partners. Share personal stories as language teachers and discuss the first four items on the Needs Analysis Rubric.</p>
3	9/13	<p>TESOL Approaches, methods, techniques Wong pp 13-40. Introduction to SIOP Echevarria, Vogt, & Short: Chapter 1</p>
4	9/20	<p>Conducting a Needs Analysis and Funds of Knowledge: Bridging in and out of school contexts for learning in foreign and second language education.</p> <p>Required Readings: Reagan, T. G., & Osborn, T. A. Ch. 1 When methodology fails: A critical look at foreign language education. In <i>Foreign Language Educator in Society: Toward Critical Pedagogy</i> under the e-books at the GMU library under Reagan, T.G.</p> <p>It is in the e-books section. The book's title is <i>The Foreign Language Educator in Society: Towards a Critical Pedagogy</i>. 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.</p> <p>Gonzalez, Norma et al. (2005). <i>Funds of Knowledge</i>, "La Visita", pp. 119-130; "Home is Where the Heart Is" pp 153-165. (On Electronic Reserves)</p> <p>Optional: Ch9: Home is where the heart is (funds of knowledge) (On Electronic Reserves)</p> <p>Assignment: Bring standards for curriculum area you plan to work with.</p>

5	9/27	<p>Needs Analysis: Learning in community</p> <p>Required Reading: Wong, Chapter 2</p> <p>Select one of the following: a) Echevarria, Vogt, & Short Chapter 2 b) Reagan & Osborn, Chapter 2 From Reflective Practice to Emancipatory Knowledge (e-book) c) Auerbach, E. What is a participatory approach to curriculum development? <u>Enriching ESOL Pedagogy</u>.269-293 (On Electronic Reserves)</p> <p>Assignment: Bring in draft statement of your institutional context and an introduction to you as curriculum designer.</p>
6	10/4	<p>Vygotsky and Cooperative Learning</p> <p>Readings: Vygotsky, L.S. (1978) Interaction between learning and development. (pp.79-91) In <u>Mind in society: The development of higher psychological processes</u>. Cambridge, MA: MIT Press. (On Electronic Reserve)</p> <p>Assignment: Bring in a tool to share that fosters collaboration and participation.</p> <p>Assignment: Extending the zone(s) of proximal development. Bring in an informal or formal assessment tool to share.</p>
7	10/12 TUESDAY NO CLASS on 10/11 Columbus Day Holiday	<p>Meet with your group at a location of your choice to prepare the Materials Review Presentation and/or the Curriculum Project.</p>
8	10/18	<p>How does “i+1 ≠ ZPD” relate to conducting a needs analysis?</p> <p>Required reading: Kinginger, Celeste. “i+1 ≠ ZPD.” <i>Foreign Language Annals</i>. 34.5 (Sept/Oct 2001)417-425 (On Electronic Reserve) Writing curriculum objectives. State and local curriculum frameworks. Bloom’s Taxonomy. Steps to lesson planning. Scaffolding curriculum materials. Conducting the Materials Review. Peer feedback for Needs Analysis.</p> <p>Select one: Echevarria, Vogt, & Short Chapter 3 Reagan & Osborn, Chapter 3</p>

9	10/25	<p>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?</p> <p>Required Reading: Wong, Chapter 3</p> <p>Select one: Echevarria, Vogt, & Short Chapter 4 Reagan & Osborn, Chapter 4</p>
10	11/1	<p>Content-Based ESOL-Math Developing instructional materials in the content areas. Anti-bias perspectives.</p> <p>NEEDS ANALYSIS DUE</p> <p>Required Reading: Gutstein, E. (2006). Ch1: Social justice, equality, and mathematics education. <u><i>Reading and writing the world with mathematics</i></u>. London: Routledge, 1-19. (On Electronic Reserve)</p> <p>Zaslavsky, C. (2005) Multicultural math in Rethinking mathematics: Teaching social justice by the numbers, 124-129.</p> <p>Kumashiro, K. (2001) "Posts" perspectives on anti-oppressive education in Social Studies, English, Mathematics and Science Classrooms. <u><i>Educational Researcher</i></u> 30(3) pp. 3-12. (Through GMU E-Journal)</p> <p>Select one: Echevarria, Vogt, & Short Chapter 5 Reagan & Osborn, Chapter 5</p>
11	11/8	<p>Learning by Doing</p> <p>Required Reading: Wong, Chapter 4</p> <p>Optional: Education for Liberation: Toward a framework for teaching mathematics (reading and writing the world with mathematics)</p> <p>Content Based Instruction SIOP—What tools, strategies, would you use to improve your curriculum? REAGAN & OSBORN—What is significant to you as a curriculum designer?</p> <p>Select one: Echevarria, Vogt, & Short Chapter 6 Reagan & Osborn, Chapter 6</p>

12	11/15	<p>Developing lesson plans and units in Social Studies</p> <p>Required Reading: Wong, Chapter 5</p> <p>Select one: Willinsky, J. (1999). Learning to divide the world: Education at empire's end. University of Minnesota Press. Intro. (On Electronic Reserves)</p> <p>Echevarria, Vogt, & Short Chapter 7 Reagan & Osborn, Chapter 7</p> <p>MATERIALS REVIEW PRESENTATIONS</p>
13	11/22	<p>Developing lesson plans and units in Foreign Language</p> <p>Required Readings: Wong, Chapter 6</p> <p>Select one: Echevarria, Vogt, & Short Chapter 8 Reagan & Osborn, Chapter 8</p> <p>MATERIALS REVIEW PRESENTATIONS</p>
14	11/29	<p>Language Learning and Special Needs</p> <p>Required Readings:</p> <p>Select one: Echevarria, Vogt, & Short Chapters 9 & 10</p> <p>Reagan & Osborn, Chapter 9</p> <p>Ortiz, Alba, University of Texas at Austin English Language Learners with Special Needs: Effective Instructional Strategies(PDF file) December 2001 http://www.cal.org/resources/digest/0108ortiz.html</p> <p>MATERIALS REVIEW PRESENTATIONS</p>
15	12/6	<p>CURRICULUM PROJECT DUE</p> <p>SHARING AND STRUCTURED FEEDBACK</p>

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 Shelley Wong, Anna Safi, Kara Figueredo, Gail Sue Kasun, Nader Ayish, & 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 or call (703) 993-2474 to access the DRC.