Course Description
This course is designed to equip Cross-cultural Language and Academic Development (CLAD) teacher candidates with the knowledge and skills to effectively organize and implement instruction for limited English proficient students in bilingual and English language development programs through the use of methods of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). We will explore the historical development of L2 teaching theory and methods in the United States. We will examine the psycholinguistic and socio-linguistic principles upon which modern methods of second language teaching are based. Students will master instructional strategies and design lessons compatible with these principles.

Content/Academic Objectives:
• Define the basic principles of ELD/SDAIE methods and describe their implementation in CLAD classroom contexts.
• Identify and apply the principles and procedures of different L2 methods in lesson plans and learning activities.
• Identify and describe instruments and rating scales for assessing language proficiency and diagnosing language skills of L2 learners in order to effectively plan instruction.
• Design an integrated thematic instruction for students of various levels of language proficiency in English language development in the four language skills using the 3x3 model and principles of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) in the content areas.

Language Objectives:
• Demonstrate understanding of key vocabulary associated with teaching/learning language acquisition: (e.g. affective filter, comprehensible input, transfer, interference, communicative competence, ELD, SDAIE, etc.)
• Demonstrate ability to use vocabulary/language effectively in a range of settings and class arrangements (small group, whole group discussion, presentation).

Social Objectives:
• Participate effectively in small working groups/partnerships.
• Contribute and constructively critique each other’s work.
• Maintain a professional attitude throughout the course.
• Actively participate in all in class activities and discussions.

Students with a disability.
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible.

Grading / Assignment Description:
Assignment #1: Attendance/Participation/Professionalism 25%
Reading assignments and misc. writing assignments (e.g., Getting to know your Students; Goldenberg, C.) will be assigned through out the semester. It is imperative that you read the articles assigned prior to class sessions they are the basis of class conversation and activities. Please be prepared for class. It is painfully obvious when you have not read the information.

Assignment #2: Lesson plans 25%
A 2 lesson mini unit - constructed using the model and ELD/SDAIE principles presented in class; outline will be provided.

Assignment #3 Small Group Strategy Presentation (50 strategies) 25%
Choose one of the 50 strategies (Herrell & Jordan). Conduct a mini lesson demonstrating the utility of this strategy for ELL students in elementary/secondary grade classrooms that highlight strategy support for ELL and content understanding). (Time limit: 20 - 30 min.; each group will be approximately 4- 5) (See rubric attached for detailed expectations; last page of syllabus).

Assignment #4 Essential Question Essay 25%
Essay (2-3 pages, double-spaced, 1 inch margins all around, 2-5 references) response to the Essential Question (see below). This essay should provide YOU with a summary of the most important features you consider most important to plan and deliver instruction for English language learners (ELLs). There is no ONE correct answer. Suggestion: Review your notes based on lectures, articles and webcast to identify themes that are important to you. A sample essay with notations (do’s and don’ts) will be distributed.

How can classrooms be structured so that all students, including those who are English Language Learners, access rigorous standards, demonstrate their learning across the curriculum, and achieve excellence?

Extra Credit: #5 Choice Webcast from Colorin Colorado 5%
1-2 page; double spaced response to webcast answering the following questions (1) why is this [topic] important (consequences of); (2) what evidence do you have from the classroom? (student teaching or at university campus) (3) what questions remain?
Important Reminders:

- All written assignments must be typed, double-spaced and edited for mechanical errors. Any papers not submitted on the date due will be designated late. Late papers will be deducted by 10% per day late.
- Attendance/Participation. Learning is an interactive process among peers so it is important to be prepared. Chronic tardiness or leaving class early during face-to-face class sessions will negatively affect your grade (note that a substantial percentage of points in the class are for attendance/participation).
- Readings/webcasts are to be reviewed before the class period in which it is designated.
Session/Date  Class Topic & Activities and Assignments

1/20 Session 1 WELCOME letter; Assignments and links embedded in the letter.

1/27 Session 2 Getting to Know your students (web article) Are you bilingual? Why not?
Are you an ELL?
ELL case Studies: 8 Scenarios
Working definition of bilingualism

2/03 Session 3 Multiple-choice questions as overview of Goldenberg, C.
Read: What research says about ELL (Goldenberg, C.)
Reading/watching: Chapter 1 and 2
Krashen (15 min.) (p. 65)
Academic Language webcast (p. 50)

2/10 Session 4 Assessment: Validity + Reliability = Credibility
Theory and Practice Relationship
Assessment: Validity and Reliability
Read/watch: Chapter 3 and 4
Webcast on Colorin Colorado website: Assessment and ELL

2/17 Session 5 edTPA Language Demands: Functions and Syntax/discourse
Read: Mora Article and power-point
Activity: Application Language Levels and Language Modality
Cummins: Heuristics

2/24 Session 6 Read/watch: Chapter 5 and 6
Webcast: Reading and Vocabulary (Colorado Colorin) (p. 242)
Bring you edTPA lesson plans (drafts, ideas)

3/2 Session 7 Read/watch: Chapter 7 and 8
Bring your edTPA lesson plans (drafts, ideas)
Watch: Classroom webcast 8.1 (p. 336) and classroom webcast 8.2 (p. 338)
Overview of Essential Essay (sample distributed)

3/9 Session 8 Read/watch Chapter 9, 10 and 11
Bring your edTPA lesson plans (drafts, ideas)
Sign-up for 50 Strategy Presentation

3/16 Session 9 Debate: Summative Ideas

3/23 Session 10 Independent Study – prepare complete your edTPA materials

3/30 Session 11 SDSU Spring Break

4/6 Session 12 50 Strategies Presentations
Session 13: 50 Strategies Presentations

Session 14: Essential Essay Draft due/peer edit; submit with edits to instructor

Session 15: TBD/Choice Webcasts from Colorin Colorado: Extra Credit (1 page write up)

Session 16: All projects, papers and assignments DUE

Small Group Strategy Presentations

Name(s): ____________________________  
Strategy: ____________________________  
Grade: _____/25 pts.

Overview: Concise general description of the strategy to include: main components and the theoretical grounding for why/how useful for ELL and why/how useful to others?

1  2  3  4  5

Comments:

Demonstration/Materials Preparation: Actually conduct a “mini-lesson” with your peers as adult student/participants. Provide the necessary materials or “set up” appropriate to your content and for the strategy.

1  2  3  4  5

Comments:

Class Engagement: Get us involved! The more we “do” the better we remember; so balance explaining the strategy with actually “doing” the strategy. Explain how to modify the strategy for different age groups/content.

1  2  3  4  5

Comments:
**Collaboration:** All in the group should have substantive and organized roles and contribute to the whole presentation.

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**Comments:**

**Time Management:** Reserve a couple minutes for questions/clarification. Did you maintain the 30 min. time limit? This is a skill necessary for effective classroom management.

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**Comments:**