COURSE SYLLABUS

Instructor:  
Term:  
Room Assignment:  
Office:  
Office Hours:  
Phone:  
Email Address: 

Course Description: 
This course prepares students to effectively teach children in PK-4 who are English Language Learners. Course content will include the process of English language acquisition and effective strategies that will meet the educational and social needs of English Language Learners.

Required Text/Reading Materials:  
Photocopied materials selected by the professor.

Course Goals  
- To meet the needs of diverse learners by considering developmentally appropriate practices and strategies  
- To effectively teach English language learners so that they can access grade level content  
- To prepare ELL and regular education students to successfully navigate assessment tools used in the classroom  
- To work collaboratively with families, school community, and other professionals  
- To be aware of individual differences in student and adjust instructional practice accordingly

Student Learning Outcomes  
Students will  
- Plan, implement and adapt, for all children, developmentally, culturally and linguistically appropriate instructional practices and strategies  
- Effectively apply the principles and theories of child development when working with English Language Learners  
- Identify conditions that warrant the support of a multi-disciplinary team when cultural, economic, or linguistic differences are present in order to avoid biased assessment
• Employ strategies for becoming cross-culturally competent when communicating and collaborating with families, school community, and other professionals for the benefit of English Language Learners
• Develop, implement, assess and modify curriculum and lessons to meet the needs of English Language Learners

**Instructional Strategies**: lecture, demonstration/modeling, discussion of content knowledge, PowerPoint presentations, use of media including video and audio tapes, and fostering active student engagement through participation in collaborative group work, oral/media presentations, hands-on activities, and role playing.

**Syllabus may be revised at the discretion of the professor.**

**Course Requirements/Means of Assessment:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Assessment Tool</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly journal entries, chapter responses</td>
<td>20</td>
<td>journal/writing rubrics</td>
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<tr>
<td>Major class assignments/projects, written and oral</td>
<td>40</td>
<td>presentation &amp; writing rubrics</td>
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<tr>
<td>Field Assignment</td>
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<td>Research Assignment</td>
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<tr>
<td>Mid-Term/Final Exams</td>
<td>20</td>
<td>exam</td>
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<tr>
<td><strong>Total Percentage Points</strong></td>
<td><strong>100</strong></td>
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Any assignments submitted late will receive a grade that is 80% of the earned grade.

Late Assignment: any assignment submitted after the beginning of the class in which it was due. You are expected to come to class on time and with a hard copy of the assignment ready to submit.

**Attendance Policy**

Lincoln University (PA) Bulletin 2009-2012

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

For the control of absences, the faculty adopted the following regulations:

1. Four absences may result in an automatic failure in the course.
2. Three tardy arrivals may be counted as one absence.
3. In case of illness, death in the family, or other extenuating circumstances, the student must present documented evidence of inability to attend classes to [your professor]. However, in such cases the student is responsible for all work missed during those absences.
University Approved Integrity Statement

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor’s instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. See Lincoln University Bulletin 2009-2012, pages 58-60, for complete Academic Integrity policy.

Pennsylvania’s Code of Professional Practice and Conduct for Educators

A copy of this policy will be distributed in class.
CULTURAL & LINGUISTIC DIVERSITY: INSTRUCTIONAL STRATEGIES
EDU 616 (3 credits)

COURSE SYLLABUS

Instructor: 
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Schedule of Weekly Assignments

<table>
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<tr>
<th>SESSION</th>
<th>CLASS ACTIVITIES</th>
<th>READINGS AND ASSIGNMENTS DUE THIS SESSION</th>
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</table>
| Session 1 | Introductions  
Review syllabus  
Orientation: Foundations of second language instruction: why we accommodate |                                         |
| Session 2 | Introduction to English as a second language: linguistic and cultural issues  
Oral Language Development | Ch. 1 Teaching Language                  |
| Session 3 | Context, content, and culture                                                   | Ch. 2 Traits of Language Classrooms      |
| Session 4 | Instruction and methodology: classroom practices for English language instruction | Ch. 3 The Language Workshop              |
| Session 5 | Second language acquisition: theory and practice  
Understanding language development | Ch. 4 Understanding Language Acquisition |
| Session 6 | Powerful vocabulary instruction  
Teaching concepts, not words  
Content-Specific word learning  
Integration, repetition, and meaningful use  
The power of read-alouds | Ch. 5 The Wonder of Words: Promoting Vocabulary Development |
| Session 7 | Mini-lessons  
Guided practice  
Communicative approach | Ch. 6 The Nuts and Bolts of Language Workshop |
| Session 7 | Mini-lessons  
| Guided practice  
| Communicative approach  
| Cognitive approach  
| Process and structure lessons  
| Importance of classroom talk  
| Cognitive and metacognitive strategies | Ch. 6 The Nuts and Bolts of Language Workshop |
| Session 8 | Assessment: Reading/Writing Assessment and Instruction  
| Recognize the need to consult with multidisciplinary team when linguistic differences are present in order to avoid biased assessment | Ch. 7 Conferring: Essential Teaching and Assessment |
| Session 9 | Instruction and Methodology: Content Reading and Writing | Ch. 8 Putting It All Together: How to Develop Units of Study That Link Language, Reading, and Writing |
| Session 10 | Developing, implementing, assessing and modifying curriculum and lessons  
| Incorporating technology in the management of student learning  
| Using technology to improve communication with students and parents  
| Using technology to promote student understanding, inquiry, and problem solving | Ch. 9 Content-Based Language Lessons  
| Handout: Using Technology with English Language Learners |
| Session 11 | Using multiple means of assessment to inform teaching practices  
| Preparing the ELL student for standardized tests  
| Understanding and using formal and informal assessment strategies to evaluate and ensure the continuous cognitive, social, and physical development of all students, including ELL. | Handout: Classroom and Standardized Assessment |
| Session 12 | Planning, implementing and adapting, for all children, developmentally, culturally and linguistically appropriate instructional practices and strategies | Ch. 10 Language Lessons  
| Focusing on Strategy Instruction |
| Session 13 | Working collaboratively with parents  
| Using community resources effectively | Handout: Professionalism in Communicating and Collaborating with ELL Families and the |
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