

**South Dakota State University
College of Education & Human Sciences
Teaching, Learning and Leadership Department**

**EDFN 462/562, Spring 2012
Teaching Language Arts for English as a New Language Across the Curriculum**

Jan. 9, 2012

Three Credit Course

Professor: Dr. Joan Wink

Office Hours: Daily, M-F, online. Feel free to schedule an appointment for phone or SKYPE.

E-mail: joan.wink@sdstate.edu and/or joan@joanwink.com

Phone: 209-480-8468 (cell); 605-985-5240 landline with recorder

Skype: joanwink

Mode of Delivery: D2L and Blackboard (Bb) Collaborate (previously named Elluminate)

Go to our class on D2L > Collaborate (on the yellow bar) > Click on the link.

Bb Collaborate

<http://support.blackboardcollaborate.com>

The class will also use video (Bb Collaborate) conferencing, to the degree possible. Instructor will archive Bb Collaborate sessions for later viewing. Each Bb Collaborate session requires a “time certain,” which will be arranged day/time during the first week of class. I will make every effort to find a time, which works for our class, and if need be, I will do the session twice. In addition, I encourage each student to do their best to attend Bb Collaborate sessions.

Technology requirements: <http://d2l.sdbor.edu/shared/sdsu/require.htm>

Technical Support: <http://www.sdstate.edu/technology/index.cfm>

Support Desk: http://www.sdstate.edu/technology/support_desk.cfm

- Helpdesk 605 688 6776 or SDSU.supportdesk@sdstate.edu.
- Distance Education Support: <http://www.sdstate.edu/cee/distance/index.cfm>

Required Text:

Celic, C. M. (2009). *English Language Learners day-by-day K-6: A complete Guide to literacy, content-area, and language instruction*. Portsmouth, NH: Heinemann.

ISBN-13: 978-0-325-02682-4 and ISBN-10: 0-325-02682-3

Text is available in campus bookstore and/or

[Click here to get your copy at Amazon.com](#)

Internet Resources:

Steve Krashen

Follow skrashen on twitter.com

Follow Stephen Krashen on facebook.com

(I will alert him that some of you will “friend” him.)

See Steve at CSU Dominguez Hills
<http://www.joanwink.com/sched.php> - scroll down to March 2011
Video: <http://www.youtube.com/watch?v=jLcootU9lc> and
Text: <http://www.joanwink.com/research/krashen1010.pdf>

Blogs, *Living in Dialogue*
http://blogs.edweek.org/teachers/living-in-dialogue/2010/05/stephen_krashen_fix_poverty_an.html

Larry Ferlazzo of Sacramento CA
How to Subscribe to His Blog
<http://larryferlazzo.edublogs.org/about/how-to-subscribe-to-this-blog/>

How to Subscribe to His Free Monthly Newsletter
<http://larryferlazzo.edublogs.org/about/subscribe-to-a-monthly-newsletter/>

Websites of the Day
<http://larryferlazzo.edublogs.org/author/mrferlazzo/>

English Websites (emphasis on secondary)
<http://larryferlazzo.edublogs.org/larry-ferlazzos-english-website/>

You will discover that Larry shares many resources; you may also follow him on Google +, Facebook, and/or Twitter.

Forever in First: A First Grade Blog by Tammy McMorrow of Nampa ID
<http://foreverin1st.blogspot.com/feeds/posts/default>
No sign up required. Go here to read.

Dee HawksworthClass Blog (middle/high school)
<http://dhawksworth.wordpress.com/>

WinkWorld, free newsletter 6 times per year
<http://www.joanwink.com/sign-up.php>

Writers' Workshop Resources

What is Writer's Workshop?

Begin here -- >Garrett (age 6) responds:

<http://www.youtube.com/watch?v=INhbW2Ymk3I>

(or)

https://picasaweb.google.com/lh/sredir?uname=117834863103414076893&target=ALBUM&id=5693553171020157537&authkey=Gv1sRgCPaO_o2nudWPwQE&invite=CKWS3ooB&feat=email

Next, read how Garrett's teacher responds to the very same question: What is Writer's Workshop?

Tammy McMorrow (of *Forever in First*). Tammy is Garrett's teacher who uses Writer's Workshop daily in her class.

"Writer's Workshop is a daily part of life in our room. Writers write every day they need to breathe, of course. First we gather on the floor in our classroom's "Living Room." It's more like smooch than gather, since there are 26 of them. This is where an 8 to 10 minute mini-lesson takes place before all the little writers are off to work on their own. The mini-lesson typically involves modeled or shared writing, highlighting a specific writing skill that will hopefully stretch their ability to think more clearly as writers. After the mini-lesson is finished and tools are passed out (writing folders and toolkits, which hold pens and soon will hold tape for when we learn revision), I send them off on their merry way to hopefully use whatever skill I just spent 8 minutes showing them. While they're all independently writing, I walk around with a conferring sheet attached to my clipboard and confer with writers about what they're doing well and what I believe will make them better writers not just for that piece but every time they write. When I ring the chimes 25 - 30 minutes later, tools are cleaned up and we all prepare for author's chair. Sometimes one writer shares and sometimes more. At other times, writing partners share with each other. Author's chair has many different faces, but Writer's Workshop looks pretty much like this every day in room 18." (November, 2011)

More from Tammy on Writer's Workshop

<http://foreverin1st.blogspot.com/search/label/Writer%27s%20Workshop>
<http://foreverin1st.blogspot.com/2011/12/color-of-kings-and-queens.html>
http://foreverin1st.blogspot.com/2011_10_01_archive.html
<http://foreverin1st.blogspot.com/2011/12/color-of-kings-and-queens.html>
http://foreverin1st.blogspot.com/2011_10_01_archive.html

Tammy on Reader's Workshop

<http://foreverin1st.blogspot.com/search/label/classroom%20books>

Lucy Calkins *Welcome to Writer's Workshop*

[http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf)

(Please download this pdf for our class.)

Units of Study by Lucy Calkins, et al

http://unitsofstudy.com/author_bios.asp

Writer's Workshop, *What Does It Look Like?*

<http://mps.parkview.schoolfusion.us/modules/groups/homepagefiles/cms/285543/File/Stephanie/CalkinsWriting.pdf>

What it is/What it isn't

<http://writersworkshophelp.blogspot.com/2007/11/teacher-talk-whats-working-what-isnt.html>

Big Books

<http://www.joanwink.com/scheditems/BigBooksOneWay.pdf>

<http://www.joanwink.com/scheditems/BigBooksHowtoBind.pdf>

Foldables (often used to help students during the writing process)

Larry Ferlazzo's Websites of the Day

Nov. 27, 2012, April 2, 2010, June 7, 2009, Oct. 23, 2011

<http://larryferlazzo.edublogs.org/2011/10/23/foldables/>

New South Voices: The University of North Carolina at Charlotte

<http://newsouthvoices.uncc.edu/files/nsv/institute/Foldables.pdf>
 Catawba County Schools, Newton NC
http://www.catawba.k12.nc.us/C_i_resources/Foldables.htm
 ELL Classroom
<http://ellclassroom.wordpress.com/tag/foldables/>
 Foldables from Australia
<http://www.foldables.blogspot.com/>

www.JoanWink.com

Related resources listed at the end of the syllabus

Our Schedule At A Glance

Dates	Mode of Delivery
Week One, Tuesday, 1/17 (Instructor is home on the ranch.) MLK Holiday is 1/16.	D2L & Bb Collaborate
Week Two, Monday, 1/23 (Instructor is in CA.)	D2L
Week Three, Monday 1/30 (Instructor is in CA.)	D2L
Week Four, Monday, 2/6 (Instructor is on the ranch.)	D2L & Bb Collaborate
Week Five, Monday, 2/13 (Instructor is in TX.)	D2L
Week Six, Tuesday, 2/21 (Instructor is on the ranch.) Presidents' Day Holiday is 2/20.	D2L & Bb Collaborate
Week Seven, Monday, 2/27 (Instructor is on the ranch.) Midterm	D2L
Spring Break, March 5-9, Monday through Friday	
Week Eight, Monday, 3/12 (Instructor is in AZ & NM)	D2L
Week Nine, Monday, 3/19 (Instructor is in TX.)	D2L
Week Ten, Monday, 3/26, (Instructor is on the ranch.) (Instructor leaves for Phila.)	D2L
Week Eleven, Monday, 4/2, (Instructor is on the ranch.) (Last day to drop a class.)	D2L & Bb Collaborate
Week Twelve, Tuesday, 4/10, (Instructor is on the ranch.) Easter Recess is 4/6 to 4/9.	D2L
Week Thirteen, Monday, 4/16, (Instructor is on the ranch.)	D2L
Week Fourteen, Monday, 4/23 (Instructor is on the ranch.)	D2L
Week Fifteen, Monday, 4/30, Final Exam due (Instructor/ranch)	D2L

Course Requirements and Assessment

- *Weekly readings and classroom discussions.* This includes all chapters and weekly assignments. (50 pts.) Instructor will share quantitative and qualitative feedback individually on these components: Weeks Four, Six, Eleven, & Fourteen.

- *Mid Term Project* (20 pts.)

EDFN 462 Library mapping <http://www.joanwink.com/scheditems/LibraryMapping0311.pdf>

EDFN 562 Library Mapping and

Autophotography <http://www.joanwink.com/scheditems/Autophotography-110510.pdf>

- *Final Project* (30 pts.): Writer's Workshop.

Each student will complete a Writer's Workshop project, which will involve authentic classroom experiences with students (with prior permission of classroom teacher/ESL coordinator/and-or principal, depending upon the context); a written document of the experience; and a video/audio clip

of selected parts of the Writer's Workshop. The complete, detailed assignment for each EDFN 462 and EDFN 562 will be posted Week Four of Class on the Content Tab.

Grading Scale

92 - 100 % =A
84 - 91% =B
75 - 83% =C
65 - 74% =D

HOW TO TURN IN ASSIGNMENTS

The instructor will create a specific area for each assignment; some will go to the dropbox, and some will be shared with all at the Discussion tab. At times, you will also be asked to email directly to the instructor.

HOW TO LABEL YOUR ASSIGNMENTS

Each Word doc or PowerPoint, needs the SUBJECT LINE (on the doc & on the email & D2L post) to read:

Last name, First name, Name of assignment.

For example, the first assignment will be labeled,
Doe, Jane, My Introduction, Week 1

Introduction to the Instructor

See www.JoanWink.com

Help yourself to anything posted.

Free To A Good Home is a good place to start for teachers.

<http://www.joanwink.com/charts.php>

More about instructor's professional experiences can be found at:

<http://www.joanwink.com/vita1pg.php>

<http://www.joanwink.com/vita.php>

Photos of the family are found at:

joanwink.com/about.php

Instructor's Teaching Philosophy is embedded in an **Open Letter to Students:**

<http://www.joanwink.com/openletter1111.pdf>

Instructor's response time on Discussion Board, emails, and assignments.

Students will find the instructor to be very responsive to email and a very active participant on the Discuss Tab. I tend to respond to emails within a couple of days; I read all that students share on Discuss Tab. I respond and provide feedback on assignments within a week.

Expectations of Students: Once per week is the absolute minimum. It is to the students' advantage to go into our class on D2L approximately 3 times per week—even if you can only stay for 10 minutes. It is better to come into D2L briefly several times per week, instead of going into class for an extended time right before the next class begins.

Our Complete Schedule: Class activities, assignments, expectations, due dates:

Dates	Mode of Delivery
<p>Week One, Tuesday, 1/17 (Instructor is home on the ranch.) MLK Holiday is 1/16.</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • buy the required text; • familiarize yourself with D2L & Bb Collaborate (time: TBA on Discuss Tab during the first week) • to meet on video (Bb Collaborate) with instructor and colleagues; • read the syllabus; • introduce yourself in Discuss Tab, Week One – tell us 3 things yourself; in addition, I would love it if you would also attach a photo of yourself. I like to look at your photo, when I am reading your contributions online. In addition, this assignment needs to be sent to joan@joanwink.com. Be sure to follow the instructions for labeling our doc. • visit www.joanwink.com - take 3 items from Free To A Good Home, http://www.joanwink.com/charts.php and read An Open Letter to Teachers and Future Teachers at http://www.joanwink.com/openletter1111.pdf • share your discoveries from <i>Free To A Good Home</i> and the <i>Open Letter</i> on the Discuss Tab. • read the Online Class Discussion Rubric located at ?? <p>Objectives this week:</p> <ul style="list-style-type: none"> • to become familiar with each other, the class processes, and class materials. <p>Bb Collaborate <i>time certain(s)</i> will be announced also at the Discuss Tab. If need be, the instructor will meet on Bb Collaborate several times this week.</p>	D2L & Bb Collaborate
<p>Week Two, Monday, 1/23 (Instructor is in CA.)</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • share on Week Two Discuss Tab one valuable idea/resource, which you discovered in the Celic text; • access the reflective cycle at http://www.joanwink.com/scheditems/reflection-an-overview.pdf <p>Pay close attention to the verbs in the final cycle/circle, as you create a <i>Community Portrait</i>. Take a walk through your own neighborhood (<i>focus</i>); record what you see, hear, feel, smell; visit shops, libraries, parks, etc. (<i>describe</i>); <i>analyze</i> and interpret <i>your experience</i>. As you walk, please be scribbling words on your cycle/circle. Next, post on Week Two Discuss Tab a 200 words synthesis of your notes. Be sure to follow the verbs: <i>focus, describe, analyze, interpret, and action plan</i> as you write your 200 words. In addition, share your final <i>new focus</i>, or what new questions popped into your head?</p> <ul style="list-style-type: none"> • read about writing objectives at http://www.educationoasis.com/curriculum/LP/LP_resources/lesson_objectives.htm • to sign up for <i>Forever on First</i> (primary blog); Dee Hawksworth (middle schools), Larry Ferlazzo (secondary blog); Steve Krashen (literacy and libraries), <i>WinkWorld</i>. <p>Objectives for this week:</p> <ul style="list-style-type: none"> • to learn how to do a reflective cycle • to learn how to write objectives • to become aware of teachers' blogs 	D2L
<p>Week Three, Monday 1/30 (Instructor is in CA.)</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • <i>Focus</i> on the Celic text as you read the <i>Foreword</i> by Ofelia García and the <i>Acknowledgments</i> and <i>Introduction</i> by Celic. I will post more information about Ofelia García and her ideas of emergent bilinguals on Discuss Tab. Now choose any section of the text (no page limit) which capture your interest. Using the reflective cycle, follow <i>focus, describe, analyze, interpret, action plan, and your NEW focus</i>, as you write a 200 word synthesis of the section you chose. Post this on the Discuss Tab. <p>In addition, write a thank you note on Discuss Tab to one other colleague for what he/she shared from the</p>	D2L

<p>Celic text.</p> <p>Objectives for the week:</p> <ul style="list-style-type: none"> • to become more familiar with the Celic text; • to understand the new term, <i>emergent bilinguals</i>. 	
<p>Week Four, Monday, 2/6 (Instructor is on the ranch.)</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • meet on D2L and on Bb Collaborate – TBA • read Chapter One, <i>Setting Up a Classroom for English Language Learners</i>. • create one classroom activity, mentioned in this chapter. For example, you might organize a classroom library, a word wall, an interactive math word wall, bilingual picture dictionary, high-frequency word wall, etc. You will share this on Discuss Tab via a photo, a lesson plan, a video, etc. You are to create something which you will eventually use in your own class. Be creative. • have access to the Writer’s Workshop process on the Content Tab; • receive feedback from the instructor on your participation. <p>Objectives:</p> <ul style="list-style-type: none"> • to create one classroom resource. 	D2L &Bb Collaborate
<p>Week Five, Monday, 2/13 (Instructor is in TX.)</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • read Chapter Two of the Celic text; • create another classroom resource—choose any one of the projects listed in Chapter Two. • share your classroom resource on the Discuss Tab; • to read on <i>Forever in First</i> • in addition, questions regarding the use of native language (p. 32) and of academic and conversation language (p. 38) will be posted on Discuss Tab. <p>Objectives:</p> <ul style="list-style-type: none"> • to create a second classroom resource. 	D2L
<p>Week Six, Tuesday, 2/21 (Instructor is on the ranch.) Presidents’ Day Holiday is 2/20.</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • meet on D2L and Bb Collaborate (time: TBA) • read Chapter Three; • create a two or three page (single spaced) <i>Treasure Trove</i> of great literacy activities. In two or three sentences describe/summarize: <i>Read-alouds, Shared reading, Guided Reading, Writing workshop, Interactive Writing, 3 ways to scaffold, 3 ways to tap into background knowledge, and 3 ways of differentiating</i>(peak into Chapter Six for more ideas). • read <i>Reading’s Better Than Going To The Movies: The Story Teller’s</i>http://foreverin1st.blogspot.com/feeds/posts/default • http://www.joanwink.com/charts.php, Help Yourself to Andrea’s homework packets; • read Larry Ferlazzo <i>Classroom Management, Part One</i>: http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2011/12/response_the_best_classroom_management_advice_--_part_one.html <i>Part Two</i> http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2011/12/response_classroom_management_suggestions_from_my_colleagues.html <i>Part Three</i> http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2011/12/response_classroom_management_suggestions_--_part_three.html • post one classroom management suggestion on Discuss Tab, which you learned from Larry Ferlazzo. • receive feedback from the instructor on your participation. 	D2L &Bb Collaborate

<p>Objectives:</p> <ul style="list-style-type: none"> • create a <i>Treasure Trove</i> of specific literacy activities, as cited in Chapter Three • to understand <i>The Story Teller's Voice</i> • to access the homework packets • to access the classroom management strategies from Larry Ferlazzo 	
<p>Week Seven, Monday, 2/27 (Instructor is on the ranch.) Midterm</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • turn in your midterm project to DropBox; in addition, students may share their document with colleagues on Discuss Tab. • NOTE: Those in 462 will do <i>Library Mapping</i>. Those in 562 will do <i>Library Mapping</i>, and create an annotated list of citations of the value of libraries (Krashen will be your best resource). Library annotations (562) must also be posted on Discuss Tab. • <p>Objectives:</p> <ul style="list-style-type: none"> •to successfully complete the <i>Library Mapping</i>, in your own community. 	D2L
<p>Happy Spring Break, March 5-9, Monday through Friday</p>	
<p>Week Eight, Monday, 3/12 (Instructor is in AZ & NM)</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> •read Chapter Four and respond to the questions on Discussion Tab • read "ClubEFL," a great resource for EFL/ESL (EAL) teachers & students http://clubefl.gr/create/freetrial.php (Sign in required here, but it is free.) or (no sign in, if you go through Larry's site) http://larryferlazzo.edublogs.org/2012/01/08/clubefl-is-a-fantastic-site-for-eflesl-teachers-students/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+edublogs%2FLgxJ+%28Larry+Ferlazzo%27s+Websites+of+the+Day...%29 <p>Objectives:</p> <ul style="list-style-type: none"> •to focus on ways of integrating literacy and content-area instruction 	D2L
<p>Week Nine, Monday, 3/19 (Instructor is in TX.)</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • read Chapter Five • read Brown's & Krashen's notions of Academic Language, which is posted at http://www.joanwink.com/research/Krashen-Brown-ALP.pdf • respond to the questions on Discussion Tab <p>Objectives:</p> <ul style="list-style-type: none"> •to understand the difference between Conversational and Academic Language 	D2L
<p>Week Ten, Monday, 3/26, (Instructor is on the ranch.) (Instructor leaves for Phila.)</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • read Chapter Six • read Larry Ferlazzo's <i>The Best Resources on Differentiating Instruction</i> http://larryferlazzo.edublogs.org/2012/01/09/the-best-resources-on-differentiating-instruction/ • make a list of 5 ways to differentiate. For each of the 5 ways, you will create one concrete example (100 to 150 words) of exactly how you will do it in class. 	D2L

<p>Objectives:</p> <p>Week Eleven, Monday, 4/2, (Instructor is on the ranch.) (Last day to drop a class.)</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • return to the <i>Final Thoughts</i> of each of the six chapters of <i>Celic</i> and respond to any 2 of the self-evaluative prompts/questions in <i>Keys to Success</i>. You will have 12 responses; each response should be one or two paragraphs; single space. Turn in to DropBox (for the instructor) and on Discuss Tab (for your colleagues). • meet on D2L and on Bb Collaborate (time: TBA) • begin the Writer's Workshop process in a classroom • receive feedback from the instructor on your participation. <p>Objectives:</p> <ul style="list-style-type: none"> • to write 12 self-reflections based on the content in <i>Celic</i>. • to gain access to a group of students and begin the Writer's Workshop process 	<p>D2L & Bb Collaborate</p>
<p>Week Twelve, Tuesday, 4/10, (Instructor is on the ranch.) Easter Recess is 4/6 to 4/9.</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • continue your Writer's Workshop with students in a classroom <p>Objectives:</p> <ul style="list-style-type: none"> • to continue the Writer's Workshop process 	<p>D2L</p>
<p>Week Thirteen, Monday, 4/16, (Instructor is on the ranch.)</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • continue working on your Writer's Workshop final project <p>Objectives:</p> <ul style="list-style-type: none"> • to create the final product for Writer's Workshop 	<p>D2L</p>
<p>Week Fourteen, Monday, 4/23</p> <p>Welcome to our class, where this week you will:</p> <ul style="list-style-type: none"> • complete a self-evaluation reflective cycle (focus, describe, analyze, interpret, action plan, & new focus). Focus on your participation and learning in the class – did you read/complete all assignments (why/why not); what was your most important learning, etc. • receive feedback on your participation. <p>Objectives:</p> <ul style="list-style-type: none"> • to complete a self-reflective cycle • to finalize work on the Writer's Workshop 	<p>D2L</p>
<p>Week Fifteen, Monday, 4/30 Final Writer's Workshop is due to instructor.</p>	

Course Procedures & Expectations

Late Assignment Policy. All assignments must be completed and submitted by the date listed on the syllabus. Exceptions will be made at the discretion of the instructor if the learner has made prior

arrangements with the instructor. If you cannot complete an assignment on time because of work requirements, travel, or illness you must notify the instructor.

Learning *with* and *from* others has primacy in our course. The discussion will be open from Monday AM to Sunday PM of each week. Each discussion topic will be locked at Sunday midnight. Monday university holidays are noted in our schedule and are replaced with Tuesday postings.

Attendance and Participation. Your participation on D2L and attendance in class are very important. Being absent from any class or not actively engaging on D2L during a week may result in a lowered grade. Active, thoughtful, and reflective participation is required through class readings, discussions, activities, and assignments. Participation points will only be earned by ON TIME and substantive participation. You are required to use your SDSU email account for all communication.

Students should confer with the instructor about extenuating circumstances. A conference will be scheduled with those who miss or are consistently late with assignments to determine the feasibility of satisfactorily completing the course. If a withdrawal is indicated, the student is responsible for completing the formal withdrawal process.

The instructor will provide related readings each week online. It is your responsibility to be prepared for class by having an understanding of the readings and be ready for active discussions with your classmates.

Academic Integrity. Students are expected to maintain high standards of academic integrity as prescribed in the Student Conduct Code. Students are expected to construct assignments independently, cite sources in compliance with APA guidelines, and contribute original thought in a professional manner. If it is determined that a student has engaged in any form of academic dishonesty, he or she may be given an "F" for that assignment. More serious offenses may warrant further action.

Policy on Incompletes. The grade of "I" (incomplete) is given at the sole discretion of the instructor. It is reserved for situations in which an exceptional circumstance prevented a student, who has satisfactorily completed a major part of the work, from completing the remaining work by semester's end. Exceptional circumstances must be documented and a contract signed with the instructor to define how the incomplete will be resolved. Such documentation must be completed prior to the end of the semester.

ADA Statement. Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

Freedom in Learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Diversity and Collegiality. Civic discourse and academic debate is a part of life in the academe. This course is enriched by the variety of academic disciplines and personal backgrounds among the students. Therefore, active and lively discussion is encouraged. All involved will act with integrity and strive to conduct themselves consistent with the [Principles of Civic Discourse](#) and the [Rules of Netiquette](#).

Resources on www.JoanWink.com relevant to the learning in this class.

Open Letter To Students

<http://www.joanwink.com/openletter.php>

Mamas, Meaning, and Motivation

<http://www.joanwink.com/love/love-mamas.php>

My People Made It Without Bilingual Ed: What's The Matter With Yours?

<http://www.joanwink.com/love/love-mypeople.php>

Assignment: Write an I Am Poem

<http://www.joanwink.com/charts/WriteanIPoem.pdf>

Post on D2L & send to joan@joanwink.com

Travel Guide: How To Get From South Dakota to Mallorca Spain

<http://www.joanwink.com/love/love-sdtomallorca.php>

Levels of Language Proficiency

http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf

Descriptors of Language Acquisition

http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf

Cummins' Quadrant

<http://www.joanwink.com/charts/cummin.pdf>

The Iceberg

<http://www.joanwink.com/scheditems/iceberg-1.pdf>

Dual Iceberg

<http://www.joanwink.com/scheditems/b-w-iceberg.pdf>

Cummins' Theories

<http://www.joanwink.com/scheditems/Cummins-ppt.pdf>

Separate Underlying Proficiency (SUP)

<http://www.joanwink.com/charts/SUP-Cummins.pdf>

Common Underlying Proficiency (CUP)

<http://www.joanwink.com/charts/CUP-Cummins.pdf>

Sheltered Content Instruction

SDAIE: Specially-designed Academic Instruction in English

SDAIE Strategies

<http://www.suhsd.k12.ca.us/suh/---suhionline/SDAIE/glossary.html>

SIOP: Sheltered Instruction Observation Protocol

<http://www.cal.org/siop/resources/faqs.html>

The SIOP (Sheltered Instruction Observational Protocol) is comprised of two parts: The SIOP model and the SIOP protocol. The model includes 8 components, which helps *content area* teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. The protocol contains 30 features that allows administrators, coaches, etc. to evaluate instruction.

Differentiated Instruction

<http://differentiatedinstruction.com/>

Defining Bilingual Education in Various Contexts

http://www.joanwink.com/love/love_pgs97-101.php

Bilingual Basics

<http://www.joanwink.com/research/bilingualbasics-0811.pdf>

http://www.joanwink.com/scheditems/bil_basics-02-25-08.pdf

www.JoanWink.com/schedule, April 2008

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<http://www.joanwink.com/newsletter/2007/perspective1.pdf>

3 points of view

http://www.joanwink.com/cp3/cp3_pgs72-79.pdf

<http://www.joanwink.com/cp3/3perspectives.php>

5 points of view: Maaria shares

<http://www.joanwink.com/treas/Maaria.php>

100 Years in a 1000 Words

<http://www.joanwink.com/scheditems/100Years.pdf>

Krashen 5 Hypotheses

<http://www.languageimpact.com/articles/rw/krashenbk.htm>

What is Academic Language Proficiency?

<http://www.joanwink.com/research/Krashen-Brown-ALP.pdf>

What is heritage language?

<http://www.joanwink.com/love/love-heritage.php>

The Power of Two Languages

<http://www.joanwink.com/pub/pub-p21.php>

Krashen, *Keep Your Brain Young*

Text: <http://www.joanwink.com/research/krashen1010.pdf>

Video: <http://www.youtube.com/watch?v=jLcootlU9lc>

Scaffolding

<http://projects.edtech.sandi.net/staffdev/presentation/scaffolding.htm>

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1scaf.htm>

<http://scaffoldingineducation.net/>

What Can English-dominate Teachers Do In A Multilingual Context?

<http://www.joanwink.com/pub/pub-cajourn.php>

10 things Mainstream Classroom Teachers Can Do

http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf

Those People: You Know How They Are

<http://www.joanwink.com/pub/pub-those.php>

Professor Beto: Passionate Pedagogy

<http://www.joanwink.com/love/love-heritage.php>

The Bilingual Home

<http://www.joanwink.com/scheditems/bilhouse.pdf>

Vanishing Words, Vanishing Worlds: When we lose a culture, the whole world loses

http://rapidcityjournal.com/news/article_347364be-4744-11df-bcd2-001cc4c03286.html

Vanishing Words, Vanishing Worlds: Generation gap strains the efforts to save Lakota Language

[http://rapidcityjournal.com/news/article_3986038e-474f-11df-be8c-](http://rapidcityjournal.com/news/article_3986038e-474f-11df-be8c-001cc4c03286.html)

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<http://www.joanwink.com/blueberry.php>