

The College of New Jersey
School of Education
Department of Special Education, Language and Literacy

ESL 587Curriculum, Methods, & Assessment for ESL/Bilingual Education

(ESLM587M2)

July 9–18

Course Syllabus, Mallorca 2nd Session 2014

July 2

Course Credit: 1 Unit (3 credits)
Class Format: Lecture/discussion/activities
Instructor: Joan Wink, Ph.D., joan@joanwink.com, wink@tcnj.edu,
Office Hours: By appointment

Course Description

This course is designed to develop the student's competency in the application of theoretical foundations of L2 learning and acquisition in teaching multilingual populations. It incorporates *The New Jersey Professional Teaching Standards*, *TESOL standards*, *NJ standards for ESL/bilingual certification* and *NJ CCCS* in curriculum design and lesson planning and prepare candidates for field practice. It enables candidates to practice ESL and bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select materials, and to perform proper evaluation procedures for teaching ESL at K-12, higher education and other adult ESL settings as well as bilingual education.

Course Objectives:

The course readings, assignments, activities are in conformity with *The New Jersey Professional Teaching Standards*, *TESOL standards*, *NJ standards for ESL/bilingual certification* and *NJ CCCS*. After successfully completion of this course, students will acquire, clarify, enhance, and utilize knowledge, skills and dispositions related to these standards and will be able to fulfill the following objectives.

Resources, Texts, Internet Resources, & NJPT Standards

No hardcopy text is required for this class, as multiple sources will be made available through SOCS, www.JoanWink.com, and other internet citations.

TCNJ

<http://www.tcnj.edu/>

Mallorca, Graduate Global Programs <http://www.tcnj.edu/%7Egraduate/global/europe.html>

<http://www.tcnj.edu/~graduate/global/europe.html>

<http://offsitegrad.pages.tcnj.edu/programs/locations/europe/europe-palma-de-mallorca-spain/>

SOCS <http://socs.tcnj.edu/>

Semester-at-a-Glance ESLM 587 14 M2

<p>Day 1, Wednesday, July 9 Introductions and Syllabus Instructor presents: The Big Ideas to Standards to Curriculum to Methods to Assessment Students/instructor dialogue: Assignments/expectations/organization of class processes. In class activity: Group activity: standards, curriculum, methods, assessment – 4 different groups created in class SSS</p>
<p>Day 2, Thursday, July 10 Instructor begins: Bilingual Basics, http://www.joanwink.com/sched.php Big Ideas to Standards to Curriculum Due: I Am Poem, vita, or autobiography (10 pts.) In class activity: Group activity: standards, curriculum, methods, assessment: Class time allowed for planning and preparation. SSS</p>
<p>Day 3, Friday, July 11 Instructor presents: Big Ideas to Standards to Curriculum to Methods Bilingual Basics continues. Due: Reflecting on New Ideas Writing Assignment due. SSS</p>
<p>Saturday July 12 and Sunday July 13 NO CLASS</p>
<p>Day 4, Monday, July 14 Instructor presents: Big Ideas to Standards to Curriculum to Methods to Assessment in class. Bilingual Basics continue. Due: Standards or Curriculum or Methods or Assessment Group Activity/Sharing – Standards, curriculum, methods, assessment (10 pts.)</p>
<p>Day 5, Tuesday, July 15 Bilingual Basics continues. Due: Final Project must be approved/accepted.</p>
<p>Day 6, Wednesday, July 16 Instructor presents: Sugata Mitra, Cummins' multiliteracies, Sir Ken Robinson, Ellen Bialystok ½ of class: Student preparation</p>
<p>Day 7, Thursday, July 17 Individual Written Assignments Due DUE: Individual written projects.</p>
<p>Day 8, Friday, July 18 – final day of class Final presentations by students.</p>

Evaluation of Student Performance

See descriptions below this chart.

Points

Attendance/participation/preparation daily (See SSS below.)	15
Due DAY TWO: I Am Poem, or 1-2 pp. vita, or 1-2 pp. autobiography	10
Due DAY THREE: <i>Reflecting on New Ideas</i> writing assignment due	15
Due DAY FOUR: Standards, or Curriculum, or Methods, or Assessment assignment (Group and Individual – oral/visual share)	10
Due DAY SEVEN Individual Written Assignment, 3 pp./6 APA citations	25
Due DAY EIGHT Final group project	25
a) Karaoke	
b) Slam poetry, art, music	
c) Autophotography	
d) Current annotated bib	
e) ESL/Bilingual Curriculum proposal (3 pp.)	
f) Partnership with other teachers: a proposal (3 pp.)	
g) Family Engagement: a proposal (3 pp.)	
h) Local Literacy Engagement: a proposal (3 pp.)	
i) Any focus on Standards, Curriculum, Methods, or Assessment	
j) Link your reflection assignment to the international context	
Topics list is open for other options.	
Total Points	100

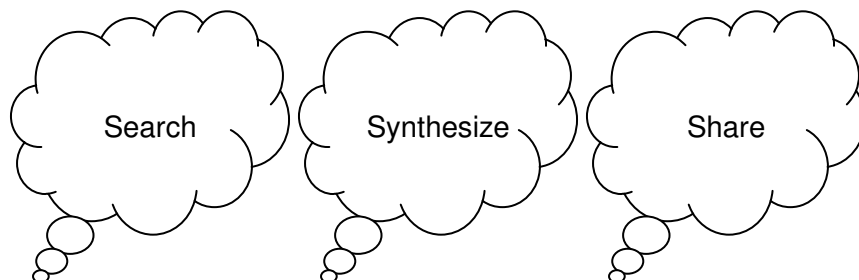
Grading

- 96-100 A
- 95-90 A-
- 89-88 B+
- 84- 80 B
- 87-85 B
- 79-78 C+
- 77-75 C
- 74-70 C-

Assignments Guide:

Daily Participation Project, Attendance/participation/preparation, 15 pts.

SSS: *Search.Synthesize.Share*



Collaboration and sharing is encouraged daily in class. In addition, students will be asked to *search* on the net after each class for more information; *synthesize* the new learning; and *share* in class the following day. The last hour of class daily will serve as collaborative communities; group membership will change daily the first 5 days of class. Each member of each group will share individually, and each community will share ONE consensus statement of the group's learning.

DAY TWO Assignment Due: *Poem or vita or autobiography* (10 pts.)

Student will turn & share in at the beginning of class on Day Two, Thursday, 10th:
I Am Poem, <http://www.joanwink.com/charts/WriteanIAmPoem.pdf>
or
1-2 pp. *vita*
or
1-2 *autobiography*

DAY THREE Assignment Due: *Reflecting on New Ideas* writing assignment (15 pts.)

Day One:

Instructor shares: Reflective images

<http://www.joanwink.com/scheditems/Reflective-Qatar-Plenary-0113.pdf>

SSSS: What is reflection?

Stop.Stare.Scribble.Share; Pair Share; 4 Square; Whole Group Share Out

<http://www.joanwink.com/scheditems/stop-stare-scribble-share.pdf>

Instructor shares: What is reflection and reflective cycle?

<http://www.joanwink.com/scheditems/ReflectiveCycle-Overview-0113.pdf>

5 small groups are formed and one research abstract is given to each 587 student; each student skims and shares within the small group. Each student must choose today (Day One) one of the papers to summarize by Day Three. (Trading within each small group is allowed.)

Day Two:

In class time: Within each small group, each student orally summarizes and reflects on his/her own paper. The group works together to fit each of the papers within one of the instructor's definitions of reflection (shared Day One).

Day Three:

Reflecting on New Ideas individual writing assignment is due. This paper can be no longer 2 pp., single spaced. The purpose is to assess each person's writing academic writing proficiency. The paper will contain 3 sections: (a) a brief summary (b) a brief rationale for why/how it fits within one of the instructor's definitions (shared Day One); and (c) a brief reflection on the research.

When you talk, you are only repeating what you already know; but, when you listen, you may learn something new. ~ Dalai Lama

Group Sharing of Standards, Curriculum, Methods, or Assessment Day Three Assignment – Day Four in class – 10 pts.

Day One: Introduction of assignment.

4 groups will be created. Each group will focus on *either* standards, curriculum, methods, or assessment.

Day Two Dialogue continues in groups; each group chooses their focus (standards, curriculum, methods, or assessment). Build consensus on ONE of the four: standards, curriculum, methods, or assessment. Write your choice and ideas about how to do it on an index card for the instructor.

Day Three: In class time allowed for further planning

Day Four: Each group will do an oral and visual share in class Day Four. Your purpose is to make your learning visible for your colleagues. Each member of each group will do a 1-2 minute share of their unique contribution AND each must also turn in one index card of their individual share in their group.

Further information on this group activity.

STANDARDS > CURRICULUM > METHODS > ASSESSMENT: Guidance for the Group Sharing daily in class. Feel free to express and share your learning in any creative format. The objective is for you and your colleagues to integrate the Professional Standards into Curriculum, Methods, and Assessment.

Standards

Review Professional Standards – Review the following professional Standards:

- NJ CCCS (Core Curriculum Content Standards)
- NJ Standards for Teachers and INTASC Standards
- NJ ESL Standards
- TESOL/NCATE Standards for P-12 Teacher Education Programs
- TESOL Standards for P-12
- WIDA
- RTTT

This list is not all-inclusive. If you have other standards, which affect you, please discuss with instructor. Your assignment: What are the pros and cons (benefits and disadvantages) of these standards in your life now? Ways of sharing: narrative, bullets, images, or integrated with technology, etc. The purpose of this assignment is to make meaning of one set of standards.

Or

Curriculum:

Ways to begin your discussion and sharing: What curriculum guide do you use? Which incorporates NJ CCCS, NJ Standards for Teachers, TESOL/NCATE Standards for P-12, and NJAC 6A:9-11.5 and NJAC 6A:9-11.

ASCD www.ascd.org

McRel, www.mcrel.org

<http://www.mrbriggs.com/marzano/index.html>

NWREL, www.nwrel.org

www.nwrel.org:80/request/2003may/general.html

New from CAL (Center for Applied Linguistics) *Words in Motion*

Words in Motion, a cognate-based academic vocabulary curriculum for the middle school grades, is available for free download on the Center for Applied Linguistics (CAL) website. Words in Motion was developed, piloted, and implemented as part of the grant EVoCA: Enhancing Vocabulary through Cognate Awareness, funded by the U.S. Department of Education, Institute of Education Sciences. The grant was co-directed by Dr. Igone Arteagoitia of the Center for Applied Linguistics and Dr. Elizabeth Howard of the University of Connecticut. There are three versions of the curriculum: monolingual English, cross-linguistic (primarily in English with explicit connections to Spanish) and bilingual (English/Spanish).

Here is the link to the curriculum: <http://www.cal.org/vias/subproject4/wmc/index.html>

<http://www.cal.org/vias/subproject4/wmc/pdfs/words-in-motion-curriculum-overview.pdf>

Dual Language Education of New Mexico has published an accompanying monograph that provides detailed background information about the curriculum. It is available on their website: http://www.dlenm.org/index.php?option=com_content&view=section&layout=blog&id=15&Itemid=45

Global Conversations

<http://globalconversationsinliteracy.wordpress.com/>

International School Community

<http://internationalschoolcommunity.wordpress.com/tag/isc-research/>

Or

Methods:

One way to begin your dialogue: Review the various methods listed on the syllabus. Focus on the needs of either early, middle, or later language learners; choose one. Choose one group of learners (early, middle, or later) language learners. Demonstrate one example of the use of storytelling, scaffolding, sheltered, or TPR. Various styles of sharing are encouraged: traditional or be creative. Media format is your choice. Simplicity and clarity are essential. The use of media and new technologies is highly encouraged. In addition, see Dr. Wu's list, included at the end of this syllabus.

Other possible resources on methods:

Bilingual Basics

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

Defining Bilingual Ed

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

10 Things Mainstream Teachers Can Do

www.joanwink.com/scheditems/10things.pdf

What is ESL and Sheltered Content

http://www.joanwink.com/scheditems/ELD-ESL_SDAIE0509.pdf

Differentiation Cycle

http://www.joanwink.com/charts/reflective_cycles_differentiation.pdf

Preview/Review

<http://www.joanwink.com/charts/preview-review.pdf>

Dual Language

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

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

Academic Language Proficiency

<http://www.joanwink.com/newsletter/2007/Krashen-Brown-ALP.pdf>

Hunter's or 5/7 Step

<http://www.joanwink.com/newsletter/2005/hunter.pdf>

Sheltered or SDAIE

<http://www.joanwink.com/scheditems/eld-sdaie-0208.pdf>

http://www.joanwink.com/charts/Questioning_Lesson_Plan.pdf

Alma Flor Ada Creative

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

Scaffolding

<http://www.google.com/search?q=site%3Awww.joanwink.com+scaffold&qfront=scaffold>

Scaffolding, a term coined by Wood, Bruner, & Ross (1976) applies to structuring strategies to make content comprehensible for students. It is especially useful for English learners as the content is broken down manageable chunks to enhance understanding (Roe & Wink, 2012).

TPRS – Teaching Proficiency through Reading and Storytelling

http://en.wikipedia.org/wiki/TPR_Storytelling

<http://www.google.com/search?q=site%3Awww.joanwink.com+TPRS&qfront=TPRS>

http://www.reporterherald.com/news/education/ci_26058103/loveland-teacher-leads-efforts-innovate-language-learning

<http://www.joanwink.com/scheditems/GVWP-092212doc.pdf>

Or

Assessment:

Consider connecting the philosophies (The Big Ideas) learned in this class with the mandated standards and the required assessment and at your school. Demonstrates your understanding of one set of standards and one form of testing.

Blogs/Assessment

<http://www.edutopia.org/blogs/beat/assessment>

Assessment Overview

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

Levels

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

Overview of Levels

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

Levels & Descriptors

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

Intro/Through/Beyond

<http://www.joanwink.com/newsletter/2005/into.pdf>

Perspectives on Assessment

<http://www.joanwink.com/scheditems/LA0509.pdf>

Classroom Observation Form

<http://www.joanwink.com/scheditems/gillette-ideas.pdf>

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

Drop In Observation Form

<http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf>

Qualitative/Quantitative

<http://www.joanwink.com/scheditems/qlqt-compare.pdf>

Final Written (25 pts.) and Oral (25 pts.) Sharing

Suggested topics: This list is not all-inclusive.

- Focus on standards, curriculum, methods, or assessment of students who speak additional languages.
- Each project (individual and group) must be approved by Day 5.
- The influences of The Big Ideas on all of ESL teaching/learning
- How do The Big Ideas affect ESL teaching/learning in the international context?
- *How do The Big Ideas affect students acquiring new languages?
- How can technology be used with scaffolding?
- What is the role of poverty in literacy development?
- What role do libraries play in literacy development?
- Create an overview/proposal of a 9 month ESL/bilingual curriculum guide.
 1. Identification of the program for which your curriculum is designed
 2. Needs and situational analysis
 3. Objectives/goals
 4. Organization of major components of the curriculum: courses/units/tasks
 5. Summary tables of major components of the curriculum
 6. Major learning tasks/skills
 7. Instructional materials/ resources
 8. Assessment methods and instruments
 9. A sample lesson
- Which three methods are most effective in the context where you teach?
- Assessment: Which three assessments drive the instruction in your own context?
- Common Core Curriculum: What are the pros and the cons, and how do each affect teaching and learning in your own context?
- What are the benefits of being bilingual? What is the bilingual advantage? Who is Bialystok?
- Professional development: Capture the pros and cons of professional development today in the US and in the context where you teach.
- Why do stories matter? What is the power of the narrative?
- Diane Ravitch/Arne Duncan
- Yong Zhao
- Ken Robinson
- Sugata Mitra
- Ellen Bialystok
- Cummins' Multiliteracy Framework

- What is sheltering? How/why do we do it?
- What is heritage language? How can you link the concept to students, families, and teachers?
- Funds of knowledge
- Diane Ravitch
- Academic and Conversational Language
- Steve Krashen's latest letter-writing campaign
- Connect the new learning from the research papers to your own context

This list is not all-inclusive.

Your final, written individual project must contain:

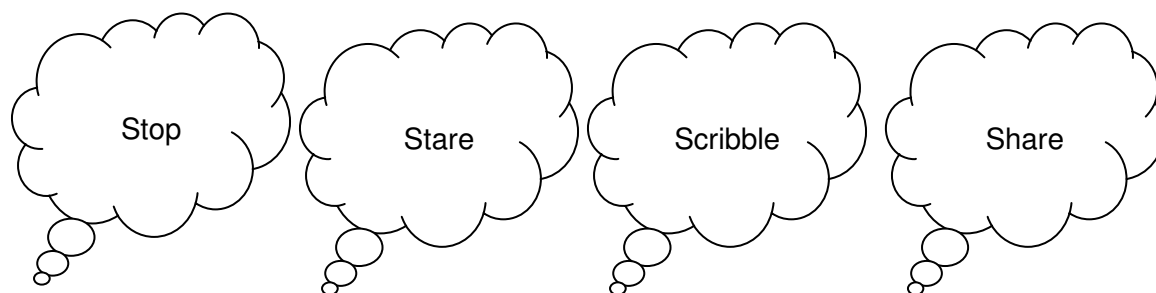
3 manuscript pages of your best academic writing

6 APA references from the internet

Ways to begin thinking about your final written project.

In addition to the two requirements, you might want to think about:

- One short story/vignette, which captures the essence of your idea.
- One primary image, which captures the essence of your idea.
- One ppt (10 slides) or video presentation (5 minutes)
- One page bulletpoint overview, which could be shared in your own context.



JoanWink.com

Free To A Good Home

<http://www.joanwink.com/scheditems/stop-stare-scribble-share.pdf>

Historical Overview of Methods: Dr. Wu

Grammar Translation
Audiolingual Method
Direct Approach
Oral Approach/situational language teaching
Total Physical Response (TPR)
The Silent Way
The Natural Approach
Suggestopedia
Community Language Learning
Communicative Approach
Task-Based Language Teaching
Competency-Based Language Teaching
The Lexical Approach
Neurolinguistic Programming
Cognitive Code Method
CALLA
Bilingual Education Approach
Content-Based Instruction
Whole Language
Phonics
Cooperative Language Learning
Multiple Intelligences (MI)
English for Special Purpose (ESP)
Computer Assistant Language Learning (CALL)
Differentiated Instruction (DI)
Story Telling
Drama
Music Approach
Games
Rassias Method (DILM)

Assessment Rubric for Projects

Criteria	Unacceptable (1)	Acceptable (2)	Competent (3)	Exemplary (4)	Score
Knowledge	Lack of understanding of the importance of collaboration between ESL teachers and content area teachers and parenting.	Somewhat Understand the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction.	Know the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction and acquisition of content knowledge.	Good understanding of the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction and acquisition of content knowledge.	
Content	Did not advocate and serve as resource for families of learners and their community and demonstrate the intention to conduct collaboration with teachers including those in the content areas.	Somewhat advocated and served as resource for families of learners and their community and demonstrated the intention to conduct collaboration with teachers including those in the content areas.	Effectively advocated and served as resource for families of learners and their community and demonstrated the intention to conduct collaboration with teachers including those in the content areas.	Especially adept in advocating and serving as resource for families of learners and their community and demonstrating the intention to conduct collaboration with teachers including those in the content areas.	
Organization	The project activities were not organized and have problems in scheduling and procedures.	The activities were organized to meet the parents or teachers schedule to promote the partnership.	The activities were organized with a proper schedule and some strategies to make the partnership effective.	The activities were well organized with right strategies and procedures to make the partnership effective.	
Supporting Details	The objectives of the activities were not stated and not supported with any resources available for parents and teachers.	The objectives of all the activities were described and supported with limited educational resources available for parents and teachers.	The objectives of the activities were described and supported with some educational resources available for parents and teachers.	The objectives of all the activities were stated clearly and were supported with various educational resources available for parents and teachers.	
Deliverable Presentation	Materials are dull/repetitive and not engaging or of little/no interests to parents, and no home language support	Effort was made to make the materials intelligible to parents but without home language support	Some of the materials are parent-friendly with some home language support and at appropriate level	Materials are very parent-friendly with home language support, at appropriate level and geared toward issues faced by parents	

Internet Resources:

www.JoanWink.com

Free To A Good Home

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

Joan's Schedule

http://www.joanwink.com/scheditems/4150-bib-F08_S09.pdf

WinkWorld Archive

<http://www.joanwink.com/newsletter/archive.php>

Larry Ferlazzo: A terrific website for language acquisition

<http://larryferlazzo.com/>

<http://larryferlazzo.edublogs.org/>

The Electronic Village Online (EVO)(10 great examples)

<http://larryferlazzo.edublogs.org/2011/01/07/fabulous-professional-development-opportunity-for-eslefl-teachers/>

Institute for Language and Education Policy

<http://www.elladvocates.org/>

An Equity Agenda for English Language Learners

A Seven-Point Plan by the Institute for Language and Education Policy

http://www.elladvocates.org/documents/ESEA/Equity_Agenda_for_ELLs.pdf

Fact Sheet on English Language Learners: Who are ELL students?

http://www.elladvocates.org/documents/ESEA/Factsheet_on_ELLs.pdf

TESOL/NCATE Standards for P-12 Teacher Education

http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

Internet Resources for Partnerships

Center for Educational Partnerships, UC Irvine <http://www.cfep.uci.edu/>

National Network of Partnership Schools <http://www.csos.jhu.edu/p2000/index.htm>

A Guide to Promising Practices in Educational Partnerships <http://www.ed.gov/pubs/PromPract/index.html>

U.S. Department of State Bureau of Educational and Cultural Affairs -

Educational Partnership Program <http://exchanges.state.gov/education/partnership/>

The Arts Education Partnership (AEP) <http://www.aep-arts.org/>

Business/Education Partnerships – ERIC Digest <http://www.ericdigests.org/1996-1/business.htm>

The Kennedy Center for the Performing Arts Partners in Education Program

<http://www.kennedy-center.org/education/partners/>

National Council for Community and Education Partnerships <http://www.edpartnerships.org/>

Rural Community College Alliance <http://www.ruralccalliance.org/>

Science Education Partnership Award Program <http://www.ncrrsepa.org/>

Urban Education Partnerships <http://www.laep.org/>

IJFLT, International Journal of Foreign Language Teaching

Video of Culturally Relevant Teaching (CRT) from UC Davis

Educational myths, McKeon and Samway (Myths and Realities) and Crawford *Ten Common Fallacies about Bilingual Education*, 2008

http://languagepolicy.net/books/AEL/Crawford_Ten_Common_Fallacies.pdf

NJPT Standard 1: Subject Matter Knowledge; NJAC 6A:9-11.5 V and VI, 11.4 II and V; TESOL: 1a 1-2; 5c 2-4; 3a 1-4; 3b 1-8; 3c 1-5

Students in this course will understand theories and practice related to language curriculum development and the history of language teaching shift from *Chomsky* through *Hymes* to the present with an emphasis on major contributions and limitations. Upon successful completion of this course, students will be expected to

- Know and understand the framework and procedures to develop effective ESL/Bilingual programs at different levels;
- Able to compare and contrast the conceptual and operational similarities between K-12 ESL and College and adult ESL programs
- Select and apply appropriate instructional strategies and approaches in ESL/Bilingual settings.

NJPT Standard 3: Diverse Learners, TESOL a 1-4; 2b 1-5

Students in this course will understand the practice of linguistically and culturally responsive teaching. Upon successful completion of this course, students will be expected to

- Know and understand individual difference in terms of learning style, social class, gender, race, ethnicity, language, age, and special needs
- Respect for individual differences and adapt appropriate instructional strategies in lesson planning and curriculum design.

**NJPT Standard 4:Instructional Planning and Strategies; NJAC 6A:9-11.5 VI; 11. IV;
NJ CCCS 3.1-3.5 , TESOL: 3a 1-4; 3b 1-8; 3c 1-5**

Students in this course will learn how to design appropriate instructional plans and choose adequate instructional strategies to meet the needs of different populations in ESL/bilingual settings. Upon successful completion of this course, students will be expected to

- Know and understand procedures for instructional planning and management
- Describe, compare, and evaluate the effectiveness of the traditional and current instructional approaches.
- Know how to design a lesson plan that meets the needs of target language populations
- Focus on the teaching and acquisition of the discrete language skills in integrated ways.
- Understand the social and cultural contexts of language acquisition and recognize the influences of societal, motivational and personal factors, age in particular, upon that acquisition.
- Select and develop appropriate instructional materials for different programs and age learners.
- Develop curriculum or curriculum guides for use in ESL and bilingual instructional settings.
- Know and apply instructional strategies to promote literacy development and content area knowledge of ESL/bilingual students

NJPT Standard 5:Assessment; TESOL: 4 Assessment: 4a 1-4; 4b 1-5; 4c 1-3

Students in this course swill understand theories and practice related to language assessment. Upon successful completion of this course, students will be expected to

- Know and understand the concept and rationale of variety of assessment.
- Know and understand various assessment instruments
- Select and apply different assessment for different tasks, purpose and settings including students of special needs