

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

ESL 587 Curriculum, Methods, & Assessment for ESL/Bilingual Education
(ESLM58709M2)

Course Syllabus, Mallorca 2nd Session 2012
Session II: July 9-18 (July 14 & 15 off)

7-5-2012

Course Credit: 1 Unit (3 credits)
Class Format: Lecture/discussion/activities
Instructor: Joan Wink, Ph.D., jwink@csustan.edu or joan@joanwink.com
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.

Syllabus is available at SOCS and

<http://www.joanwink.com/scheditems/587M2-0712.pdf>
www.JoanWink.com

TCNJ

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

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

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

2012 Off Site Graduate information

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

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

PAWS <http://www.tcnj.edu/~it/paws/>

<https://cas1.tcnj.edu:443/cas/login?method=POST&service=https://paws.tcnj.edu/psp/paws/?cmd=start>

YES <http://hr.pages.tcnj.edu/>

<https://cas1.tcnj.edu:443/cas/login?service=https%3A%2F%2Fmy.tcnj.edu%2F>

<http://www.tcnj.edu/%7Eeducat/ncate/exhibit10/index.html>

Semester-at-a-Glance ESLM 587 12 M2

<p>Day 1, Monday, July 9 Introduction: Instructor presents; concepts listed on syllabus. Discussion of first assignment (Standards) due Wed. July 11 in class Discussion of all assignments The Big Ideas to Curriculum to Methods to Assessment</p>
<p>Day 2, Tuesday, July 10 Instructor presents; concept listed on syllabus. Students consider their topics for individual study. Curriculum to Methods</p>
<p>Day 3, Wednesday, July 11 Instructor presents; concepts listed on syllabus: ½ of class. Students will share first assignment, Standards, second ½ of class Methods</p>
<p>Day 4, Thursday, July 12 Instructor presents; concepts listed on syllabus: ½ of class. Student presentations, ½ of class. Methods assignment due in class.</p>
<p>Day 5, Friday, July 13 Instructor presents; concepts listed on syllabus: ½ of class. Student presentations, ½ of class. Assessment assignment due in class</p>
<p>Saturday, July 14, no class Sunday, July 15, no class</p>
<p>Day 6, Monday, July 16 Instructor presents; concepts listed on syllabus: ½ of class. ESL/Bilingual Curriculum due. Documents due to instructor; students will share orally.</p>
<p>Day 7, Tuesday, July 17 Instructor presents; concepts listed on syllabus: ½ of class. Student final written project due.</p>
<p>Day 8, Wednesday, July 18 – final day of class Final presentations by students.</p>

Class Agenda

Dates	Topics	Readings/Activities	Due dates and Class Activities
<p>Day 1 7.9.12 Mon.</p>	<p>Overview: Philosophy: The Big Ideas</p> <p>Curriculum Methods Assessment</p>	<p>2 pts. of view http://www.joanwink.com/newsletter/2007/perspective1.pdf</p> <p>3 pts. of view http://www.joanwink.com/cp3/3perspectives.php</p> <p>History Helps: 3 perspectives http://www.joanwink.com/cp3/cp3_pgs72-79.pdf</p>	<p>1st hour: Introductions <i>Open Letter to Students</i> http://www.joanwink.com/openletter.php P&P One Thing I am Good at IN and OUT of school P What do we know about language acquisition? K W L H(Free to a good home) Four Corners http://www.joanwink.com/cp3/cp3_pg134.php</p>

		<p>5 pts. of view (See Maaria's 5 ISMs on SOCS) or http://www.joanwink.com/research/maaria-5isms.pdf</p> <p>100 Years in a 1000 Words http://www.joanwink.com/scheditems/100Years.pdf</p> <p>Nicastro Philosophy on SOCS (a good discussion of philosophy) http://www.joanwink.com/scheditems/JWink-Nicastro_Theory.pdf</p> <p>These are generic curriculum websites, which will be used for reference:</p> <p>ASCDwww.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</p>	<p>WinkWorld May 2012</p> <p>Whirlwind</p> <p>2nd hour The syllabus/how it is organized/what matters The assignments</p> <p>3rd hour through 5th hour Who reads what when? Reflective Cycle in Class</p> <p>Looking Forward. Class rep Stuart's forms! Tonight. Read. Think. Download.</p> <p>Personal information on your name cards, please Email address. Your home address.</p> <p>www.JoanWink.com For Day 2 of class Read URLs (web sites) for Days One and Two – ready to discuss and share in class.</p> <p>Wild Card Basket</p>
<p>Day 2 7.10.12 Tues.</p>	<p>Philosophy to Programs to Practices</p> <p>Methods</p>	<p>From Curriculum to Methods to Assessment</p> <p>What is ESL? Sheltered Content? Bilingual Education? Scaffolding</p> <p>SD to Mallorca http://www.joanwink.com/love/love-sdtomallorca.php</p> <p>Bilingual Basics http://www.joanwink.com/research/bilingualbasics.pdf</p> <p>M, M, & M http://www.joanwink.com/love/love-mamas.php</p> <p>My People http://www.joanwink.com/love/love-mypeople.php</p> <p>Defining Bilingual Ed http://www.joanwink.com/love/love_pgs97-101.php</p> <p>Expanding the ZPD</p>	<p>Looking Back</p> <p>1st & 2nd hour</p> <p>3rd hour Review syllabus and assignment</p> <p>4th hour Discussion final oral and written projects</p>

		<p>http://www.joanwink.com/vov/vov_pgs102-112.php</p> <p>What is ZPD? Mumbo Jumbo Story from Mallorca http://www.joanwink.com/vov/vyg-zpd.php</p> <p>Left Brain/Right Brain http://www.joanwink.com/scheditems/rt-left_brain_descriptors.pdf</p> <p>http://www.joanwink.com/scheditems/rt-left_brain_dancingwoman.pdf</p> <p>7 Strategies: A good overview http://www.bham.wednet.edu/learning/documents/7strategies.pdf</p>	
<p>Day 3 7.11.12 Wed.</p>	<p>Methods</p>	<p>10 Things Mainstream Teachers Can Do www.joanwink.com/scheditems/10things.pdf</p> <p>What is ESL and Sheltered Content http://www.joanwink.com/scheditems/ELD-ESL_SDAIE0509.pdf</p> <p>SDAIE, SIOP</p> <p>Differentiation Cycle http://www.joanwink.com/charts/reflective_cycles_differentiation.pdf</p> <p>Preview/Review http://www.joanwink.com/charts/preview-review.pdf</p> <p>Dual Language http://www.joanwink.com/charts/duallang.pdf http://www.joanwink.com/charts/duallang.pdf</p>	<p>Looking Back</p> <p>Students share last ½ of class on their standard project.</p> <p>Students: decision on final oral and written project</p>
<p>Day 4 7.12.12 Thurs.</p>	<p>Lesson Planning & Methods</p>	<p>Academic Language Proficiency http://www.joanwink.com/newsletter/2007/Krashen-Brown-ALP.pdf Lesson Plan Resources posted on SOCS</p> <p>Hunter's or 5/7 Step http://www.joanwink.com/newsletter/2005/hunter.pdf</p> <p>Sheltered or SDAIE http://www.joanwink.com/scheditems/e</p>	<p>Looking Back.</p> <p>www.LessonPlan.com www.WordSift.com www.mimcc.com (look under bib)</p> <p>Messenger/Scribe</p>

		<p>ld-sdaie-0208.pdf</p> <p>http://www.joanwink.com/charts/Questioning_Lesson_Plan.pdf</p> <p>Alma Flor Ada Creative http://www.joanwink.com/scheditems/creativediag.pdf</p> <p>Lesson Plan ideas–Mary Borba</p> <p>Scaffolding TPRS – Teaching Proficiency through Reading and Storytelling http://en.wikipedia.org/wiki/TPR_Storytelling www.LessonPlan.com www.WordSift.com</p>	<p>http://www.joanwink.com/cp3/cp3_pg136.php</p> <p>Methods assignment due in class.</p>
<p>Day 5 7.13.12 Fri.</p>	<p>Assessment</p>	<p>Assessment Overview http://www.joanwink.com/charts/assessmentoverview.pdf</p> <p>Levels http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf</p> <p>Overview of Levels http://www.joanwink.com/charts/assessmentoverview.pdf</p> <p>Levels & Descriptors http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf</p> <p>Intro/Through/Beyond http://www.joanwink.com/newsletter/2005/into.pdf</p> <p>Perspectives on Assessment http://www.joanwink.com/scheditems/LA0509.pdf</p> <p>Classroom Observation Form http://www.joanwink.com/scheditems/gillette-ideas.pdf</p> <p>http://www.joanwink.com/scheditems/WinkDropIn.pdf</p> <p>Drop In Observation Form http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf</p> <p>Qualitative/Quantitative http://www.joanwink.com/scheditems/lqt-compare.pdf</p>	<p>Looking Back.</p> <p>Comprehending/Comprehension http://www.joanwink.com/cp3/cp3_pg137.php</p> <p>What is language proficiency? How do you measure it?</p> <p>Assessment Assignment due in class.</p>

		<p>25 Reasons To Worry about High-Stakes Tests Marion Brady in the Orlando Sentinel< June 24, 2012 http://articles.orlandosentinel.com/2012-06-24/opinion/os-ed-fcat-worries-myword-062412-20120622_1_standardized-tests-fcat-scores</p>	
7/14/12 FREE DAY			
7.15.12 FREE DAY			
Day 6 7.16.12 Mon.			Curriculum assignment due at the end of class.
Day 7 7.17.12 Tue.			Final written projects due at the end of class.
Day 8 7.18.12 Wed.			Students share final oral projects.

Evaluation of Student Performance

Points

Attendance/participation/preparation	10
1. Standards, assignment due Wed., July 11, Wednesday	10
2. Methods assignment due Thur., July 12, Thursday	10
3. Assessment assignment due Fri., July 13, Friday	10
4. ESL/Bilingual Curriculum due Monday, July 16	20
5. Final project written assignment, due Tues., July 17	20
6. Final project oral presentation, due Wed., July 18	20

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:

1. **Review Professional Standards on SOCS – format TBA in class. Due Wed., July 11, 5 pts.** Students are required to 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
- NCLB and RTTT

2. Methods Assignment: Due Thursday, July 12, 10 pts.

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 presentations 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. 3 to 5 minutes oral presentation and hardcopy or doc to the instructor.

3. Assessment Assignment: Due Friday, July 13, 10 pts. Connect the philosophies (The Big Ideas) learned in this class with the mandated standards and the required assessment and at your school. If you do not have a classroom assignment for next fall, you may (a) work with a colleague in class; or (b) create a doc for your portfolio/vita application process, which demonstrates your understanding of one set of standards and one form of testing.

4. ESL/bilingual curriculum assignment: Due Monday, July 16

This may be a pair/share assignment. Every pair is required to develop an ESL/bilingual curriculum guide 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; and submit a written curriculum guide at the end of the course. Classroom time will be given to do most part of this project. The curriculum guide should include but not restrict to the following parts:

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

OR

Partnership Project

The partnership project can be a project with other teacher OR with families. You will need to demonstrate collaboration between ESL, content area teachers, and/or administrators—or with families. The two activities are to be presented orally and with a document for the instructor.

Possible topics for the activities:

Collaboration with Teachers:

Workshops/Conference for ESL and Content area teachers (administrators)
Workshops for mainstream teachers and administrator to understand ESL students

Workshop for all school staff on ESL issues

The activity should cover the following:

1. Topics/issues and purpose of the activity
2. Strategies to build good partnership

3. Activity schedules and procedures
4. Problem solving strategies
5. Assessment of the effectiveness

Parenting:

Parent-teacher conference
Organizing Parent-teacher conference
Activities to provide learning opportunities and resources
Activities to help parents know American education systems
Activities to build a good working relationship with parents

The activity should cover the following:

1. Topics/issues and purpose of the activity
2. Strategies to build good partnership
3. Materials that are parent-friendly
4. Develop a set of academic and educational resources for parents/guardians
5. Home Language support (in Spanish or other languages)
6. Assessment of the effectiveness

Possible resources:

The Family Literacy Project (*Parenting for Academic Success: A Curriculum for Families Learning English*) will serve as a resource or model for how to do this.
Family Literacies
Parenting for Academic Success: A Curriculum for Families Learning English
(posted on SOCS)
Models of Parental Involvement
<http://www.joanwink.com/scheditems/modelsparental.pdf>

5. **Final Written Project due Tues., July 17**
6. **Final Oral Presentation due Wed., July 18**

Suggested topics: This list is not all-inclusive. Your chosen topic must be approved by instructor on Day 2 or 3 of class.

- The influences of The Big Ideas on all of teaching/learning
- How do The Big Ideas affect teaching/learning in the international context?
- *How do The Big Ideas affect students acquiring a 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 of a 9 month ESL/bilingual curriculum guide.
- 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?
- Yong Zhao
- Ken Robinson
- 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

Each student will share one topic with an in-depth presentation. Your presentation must include:

- One short story/vignette, which captures the essence of your idea. This syllabus is filled with stories, which capture the praxis (theory and practice) of language acquisition. Your story must be one or two typed pages.
- One primary image, which captures the essence of your idea.
- *One ppt (10 slides) or video presentation (5 minutes)
- Two or three page (single-spaced) of an overview of your presentation.
- One page bulletese overview, which could be shared in your own context.
- Three to five references from the internet.

Historical Overview of Methods

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 Assisted 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	Effort was made to make the	Some of the materials are	Materials are very parent-	

	not engaging or of little/no interests to parents, and no home language support	materials intelligible to parents but without home language support	parent-friendly with some home language support and at appropriate level	friendly with home language support, at appropriate level and geared toward issues faced by parents	
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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/>

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 will 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

June 28, 2012 Travel #10667 forjw only

