

**Black Hills State University**  
**Fall 2012**  
**ED 692 B803– Special Topics**  
**Curriculum and Instruction for Teaching English Language Learners**  
**(August 25, 2012)**

**This syllabus will be updated after the first Face-to-Face class (F2F) 9/8/2012, when we will make the decision for date of the final F2F class session.**

**Course Credit:** 1 Unit (3 credits)  
**Class Format:** Lecture/discussion/activities  
**Instructor:** Joan Wink, Ph.D., [Joan.Wink@bhsu.edu](mailto:Joan.Wink@bhsu.edu) [joan@joanwink.com](mailto:joan@joanwink.com)  
605-985-5240 (landline), 209-480-8468 (cell)  
**Office Hours:** By appointment on Skype, Collaborate, or SW 204 – and during Face-to-Face classes, the instructor will stay after class for unscheduled office hours.

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**School of Education Mission:**

The mission of the School of Education is to prepare competent, confident and caring professionals.

COMPETENT graduates demonstrate broad knowledge and apply research-based instructional practices; they reflect and think critically to impact all students.

Graduates exhibit CONFIDENCE in their ability to positively affect student learning, behavior and motivation.

CARING graduates establish relationships in an environment of mutual respect and rapport as evidenced by all students feeling valued and safe.

**Course Description:**

**ED 692 – S/T Curriculum and Instruction for Teaching English Language Learner**

This graduate-level course is designed to prepare K-12 teachers of students who speak English as a new language in the current research and theories of language development and language acquisition. This course will prepare teachers to design and implement appropriate and practical instructional strategies and to develop curriculum adaptations, which are effective with linguistically and culturally diverse students.

**Course Objectives:**

Students will

- develop an understanding of the major perspectives on language acquisition;
- compare/contrast the historical perspectives which influence language acquisition;
- know and describe orally and in writing how the various perspectives affect language learners;
- describe how theory turns into practice in the classroom;
- create a weekly cyberspace file/eportfolio of their learning;
- illustrate one reflective cycle;
- write a Focus Project on one particular idea or person or classroom process.

See *Evaluation of Student Performance* for percentage applied to each assignment.

**Mode of Delivery:** Hybrid Course

D2L and 2 Face-to-Face (f2f) Saturday classes

Collaborate (previously known as Elluminate) and Skype are available for additional f2f individual and group conferencing if requested by students. Collaborate requires a “time certain” for student(s) and instructor; in addition, each Collaborate session will be archived for student access at a later date.

**Student Orientation Guide: This is an EXCELLENT resource!**

<http://edoutreach.bhsu.edu/docs/Online%20Student%20Orientation%20Guide.pdf>

**Course Prerequisites:** Teacher certification

**Technology skills:** the ability to use D2L for online learning; 2 Collaborate class sessions will be held, so that student acquire this skill also.

<http://edoutreach.bhsu.edu/docs/Online%20Student%20Orientation%20Guide.pdf>

**Technology requirements:**

Student Orientation Guide, BHSU Resources widget on Course Homepage

<http://edoutreach.bhsu.edu/docs/Online%20Student%20Orientation%20Guide.pdf>

**Collaborate Access Code for Students:**

<https://sas.illuminate.com/m.inlp?sid=2007004&password=M.F65F4F6A4CD0AD55935CA39E73204E> (Anne Stevens, 642-6064, Library 015 is the resource person.)

**Technical Support:**

*Information and Instruction*

<http://www.bhsu.edu/Default.aspx?alias=www.bhsu.edu/iits>

D2L <http://www.bhsu.edu/iits/Services/InstructionalSupport/Desire2Learn/tabid/9633/Default.aspx>

**Help Desk:** <http://www.bhsu.edu/helpdesk>

Helpdesk: (phone) 642-6580

<http://www.bhsu.edu/HelpDesk/tabid/7070/Default.aspx>

EY Berry Library Basement Rm 006

**Netiquette Expectations:**

<http://edoutreach.bhsu.edu/docs/Online%20Student%20Orientation%20Guide.pdf>

**Introductory Statement from Instructor**

Course Home page, Getting Started Widget, or

Open Letter to Students – teaching philosophy is embedded in this letter.

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

[www.joanwink.com](http://www.joanwink.com)

Help yourself to all.

*FREE TO A GOOD HOME* is a good place to start. (Button on the left)

<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:

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

**Student Introductions:** Week One, First Discuss Tab

**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 at [joan@joanwink.com](mailto:joan@joanwink.com)

**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*

**HOW INSTRUCTOR RESPONDS**

The students will find that the instructor tends to be responsive to email and very activity on D2L. *Discuss Tab*. I read/respond to specific student assignments within a week.

**BHSU Resources:**

DOE Professional Development Dates  
<http://doe.sd.gov/secretary/iittraining.asp#summerworkshops>

**BHSU Academic Calendar**

<http://www.bhsu.edu/Academics/AcademicCalendar/tabid/106/Default.aspx>  
Last Day to Drop Course without transcript entry – September 5, 2012  
Last Day to Drop Course with a “W” – November 8, 2012  
November 13 – December 7 – IDEA Surveys open online

**Semester-at-a-Glance Fall 2012:**

<p><b>Week 1</b> begins <b>Tuesday, 8/28</b> begins on D2L. Each student is asked to check into D2L Discuss Tab by <b>Wednesday, 8/29 midnight</b>, introduce themselves, and respond to posted question. Instructor will respond to each post. First Week assignment will be posted and due to D2L Discuss Tab <b>Monday 9/3 midnight</b>. Introductions Instructor presents on concepts listed on syllabus and first assignment</p>
<p><b>Week 2</b> begins <b>Tuesday, 9/4 on D2L.</b></p>
<p><b>Weeks 3 &amp; 4, Sat. 9.8.2012, F2F, 9 a.m. to 3 p.m.</b> <b>Required attendance for this session.</b></p>
<p><b>Week 5</b> begins <b>Tuesday, 9.11.2012, D2L only</b></p>
<p><b>Week 6</b> begins <b>Tuesday, 9/18 on D2L.</b></p>
<p><b>Week 7</b> begins <b>Tuesday, 9/25 on D2L.</b></p>
<p><b>Week 8</b> begins <b>Tuesday, 10/2 on D2L.</b></p>
<p><b>Week 9</b> begins <b>Tuesday, 10/9 on D2L</b></p>
<p><b>Week 10</b> begins <b>Tuesday, 10/16, Midterm.</b> (CC PD this week in Rapid City)</p>
<p><b>Week 11</b> begins <b>Tuesday, 10/23 on D2L.</b></p>
<p><b>Week 12</b> begins <b>Tuesday, 10/30, Collaborate, time certain, 7 – 8 p.m.</b></p>
<p><b>Week 13</b> Saturday, 9 to noon, F2F 10/27, or 11/3, or 11/10. Required attendance.</p>
<p><b>Week 14</b> begins <b>Tuesday, 11/13 on Collaborate, time certain, 7 -8 p.m.</b></p>
<p><b>Week 15</b> begins <b>Tuesday, 11/20 on D2L.</b></p>
<p><b>Week 16</b> final project due <b>Tuesday, 12/4 on D2L.</b></p>

**Evaluation of Student Performance**

**Points**

**Grading**

- 100 to 96 = A
- 90 to 95 = A-
- 89 to 86 = B+
- 85 to 84 = B
- 83 to 80 = B-
- 79 to 77 = C+
- 76 to 74 = C
- 73 to 70 = C-

## Assignments-at-a-Glance

Attendance/participation/preparation	10
Reflective Cycle, begin Week 4/5; turn in 9/25 on DB	10
Cyberspace/eportfolio	30
Part A, due Week 6, 9/25 to DB	5
Part B, due Week 9, 10/16 to DB	10
Part C, due Week 13, 11/13 to DropBox	15
Focus Project	30
Part A, due Week 7, 10/2 to DB	5
Part B, due Week 8, 10/9 to DB	10
Part C, due Week 11, Oct. 27, f2f class to DropBox	15
Library Mapping, due Week 12 to DB	20
Total Points	100

## Assignments Guide

1. Attendance/participation in all class learning processes – 10 pts.
2. Reflective Cycle – 10 pts.
3. Cyberspace (eportfolio) of weekly learning – 30 pts.
4. Library Mapping – 20 pts.
5. Focus Project on one person, idea, or process - 30 pts.

### 1. Attendance/participation policy.

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 BHSU 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.

### 2. Reflective Cycle, 10 pts. Due 9/25 in DB

<http://www.joanwink.com/scheditems/reflection-an-overview.pdf>

Download, print, and bring to f2f class, Saturday, 9/15, as we will begin this project in class.

### 3. Cyberspace File (ePortfolio)

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

Examples will be made available for students.

This is designed to be a short reflective overview of your learning week-by-week. On this folder, save the thoughts/ideas/content/graphics, which mattered to you, from each class session. Feel free to use words or graphics. Use this model for Weeks One and Two, at which time I will begin to share ppt. cyberspace files in ppt. Students will keep reflections from each week of class.

- Week Three*: The instructor will begin to share other media formats.
- Week Six: Part A* is due on Discussion Board, 9/25. Part A must contain a photograph of you; all contact/ID information; learning reflections from Weeks One through Five. (5 pts.)
- Week Nine: Part B* is due on Discussion Board, 10/16, 10 pts. Part B includes all of Part A, and reflections on each week until 10/26, when it is due on DB. (10 pts.)
- Week Thirteen: Part C*, the final cyberspace file is due with reflections for each week of learning. (15 pts.) Students may use Word or ppt., but other forms of new media are highly encouraged.

#### **Library Mapping, 20 pts.**

Library Mapping: What is it? How do we do it?

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

*Announcing Our Engagement: With Books*

To be published in *School Library Monthly*, November 2012

An earlier draft of this article will be shared with students.

#### **4. Focus Project Description**

*Part A: due Week 7 (5 pts)*

Each student must share on Bb/Discussion Board the focus of his/her individual project. The project will focus on one particular person and his or her contributions to the foundations of education. Part A must include (a) 3 sentences about your person of choice; in addition, you must include (b) one sentence which places this person in a philosophical perspective; (c) one sentence which places this person in a historical perspective, (d) 3 citations of contributions which the person has published, and (e) 3 citations, which have been written about the person. This assignment will probably fit on one single space page. Send on email to instructor AND post on Discussion Board. Please note that the UNESCO website and the Teams' sharing from Weeks 1 and 2 will provide many of the citations and research, which you will need. In addition, be sure to check Scholar at Google. LinkPlus is a great resource from our CSU Library, <http://library.csustan.edu/guides/topics/linkplus.html>

*Part B: Due Week 9 (10 pts.)*

A ppt. presentation on the person. 6 to 10 slides. The presentation must cover all the required sections of Part A. In addition, add a slide, which explains why you chose this person, and how he/she relates to your own professional development (how the study of this person contributes to your own learning). The ppt. must be posted on Discussion Board, and emailed to the instructor. Two hours of class will be devoted to students' sharing their ppts.

*Part C: Due Week 10, (15 pts).*

An APA paper (3 to 5 pages), which captures the essence of the person you chose to study. This will be posted on Discussion Board and sent to the instructor, also.

**Focus Project Suggested topics: This list is not all-inclusive.** Speak with the instructor, if you have another idea/person/process you would like to explore

*People To Consider:*

Ada, A.F., Berliner, D., Bracey, G., Campbell, D., Csikszentmihalyi, M., Crandall, P., Crawford, J., Cummins, J., Darling-Hammond, L., Delgado-Gaitán, C., Dewey, J., DuBois, W.E.B., Eisner, E., Freire, P., Gardner, H., Krashen, S., Greene, M., hooks, b., Jefferson, T., Kohn, A., Ladson-Billings, G., Lawrence-Lightfoot, S., Meier, D., Montessorri, M., McClune Bethune, M., Moll, L., Nieto, S., Noddings, N., Ogbu, J., Ohanian, S., Piaget, J., Pestalozzi, J., Ravitch, D., Robinson, K., Skutnabb-Kangas, T., Vygotsky, L., West, C., Woodson, C., Zhao, Y.

*Ideas To Consider:*

- The integration of new media, which assists ENL students to access core information and accelerate English
- What is the role of poverty in literacy development?

- What role do libraries play in literacy development?
- Create an overview of a 9 month ENL/bilingual curriculum guide
- 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.
- Storytelling/comics/novels:Why do stories matter? What is the power of the narrative? What is TPRS (Teaching Proficiency in Reading Through Storytelling) ZooBurst.com
- 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
- Academic and Social Language: Why does this matter for ENL students.
- A creative approach or image of the 5 hypotheses
- A creative approach or image of a continuum of language acquisition  
See WW, September 2012, scroll down to September 21
- The influences of The Big Ideas on students acquiring a new language
- How do The Big Ideas affect teaching/learning in the international context?
- \*How do The Big Ideas affect students acquiring a new language?

This list is not all-inclusive. If a student prefers to research another subject, it must be approved by the instructor.

**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. You 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. No bulletese.
- One page bulletese overview, which could be shared in your own context.
- Three to five references from the internet.

**Class Outline:**

Students, please download on to your computer or flash drive the URLs. Printing is your choice – however, it will be important for you to be able to access these materials to read during our time together. It will be to your advantage, I believe, if you prints some of the blackline masters for lesson planning.

Dates	Topics	Readings	Student responsibilities
<b>Week 1</b> begins <b>Tues.,</b> <b>8/28</b>	<b>Overview:</b>  Philosophy First  What are the differing perspectives on teaching and learning?	<b>Open Letter to Students</b> <a href="http://www.joanwink.com/openletter.php">http://www.joanwink.com/openletter.php</a>  <b>100 Years in a 1000 Words</b> <a href="http://www.joanwink.com/scheditems/100Years.pdf">http://www.joanwink.com/scheditems/100Years.pdf</a>  <b>History Helps: 3 perspectives</b> <a href="http://www.joanwink.com/cp3/cp3_pgs72-79.pdf">http://www.joanwink.com/cp3/cp3_pgs72-79.pdf</a>  <b>100 Years in a 1000 Words</b> <a href="http://www.joanwink.com/scheditems/100Years.pdf">http://www.joanwink.com/scheditems/100Years.pdf</a>  Nicastro Philosophy <a href="http://www.joanwink.com/scheditems/JWink-">http://www.joanwink.com/scheditems/JWink-</a>	The students' responsibility is to check into D2L, Discuss Tab, introduce themselves, and respond to posted question by Wednesday, 8/29, midnight. This 24 hour window serves as roll-taking for the instructor.  The instructor expects each student to check into D2L each week within the first 24

		<p>Nicastro_Theory.pdf</p> <p><b>2 pts of view</b> <a href="http://www.joanwink.com/newsletter/2007/perspective1.pdf">http://www.joanwink.com/newsletter/2007/perspective1.pdf</a></p> <p><b>3 pts of view</b> <a href="http://www.joanwink.com/cp3/cp3_pgs72-79.pdf">http://www.joanwink.com/cp3/cp3_pgs72-79.pdf</a></p> <p><b>5 pts of view</b> 5 ISMs <a href="http://www.joanwink.com/research/maaria-5isms.pdf">http://www.joanwink.com/research/maaria-5isms.pdf</a></p>	<p>to read the week's instructions; students will have a week to complete the assignments.</p> <p>Objectives for first week:</p> <ul style="list-style-type: none"> <li>•to check in to class within 24 hours</li> <li>•to introduce yourself</li> <li>•to respond to each posted Discuss Tab from instructor;</li> <li>•to read URLs for the week.</li> </ul> <p>Discussion Board: Instructor is available for questions/comments</p>
<p><b>Week 2</b> begins <b>Tues., 9/4 on D2L.</b></p>	<p><b>Philosophy to Programs to Practices</b></p> <p>How do these differing perspectives affect student who are acquiring English as a new language?</p>	<p><b>What is ESL? Sheltered Content? Bilingual Education?</b></p> <p>Please read &amp; download the following articles:</p> <p><b>SD to Mallorca</b> <a href="http://www.joanwink.com/love/love-sdtomallorca.php">http://www.joanwink.com/love/love-sdtomallorca.php</a></p> <p><b>Bilingual Basics</b> <a href="http://www.joanwink.com/research/bilingualbasics.pdf">http://www.joanwink.com/research/bilingualbasics.pdf</a></p> <p><b>M, M, &amp; M</b> <a href="http://www.joanwink.com/love/love-mamas.php">http://www.joanwink.com/love/love-mamas.php</a></p> <p><b>My People</b> <a href="http://www.joanwink.com/love/love-mypeople.php">http://www.joanwink.com/love/love-mypeople.php</a></p> <p><b>Defining Bilingual Ed</b> <a href="http://www.joanwink.com/love/love_pgs97-101.php">http://www.joanwink.com/love/love_pgs97-101.php</a></p> <p><b>Expanding the ZPD</b> <a href="http://www.joanwink.com/vov/vov_pgs102-112.php">http://www.joanwink.com/vov/vov_pgs102-112.php</a></p> <p><b>What is ZPD?</b> <b>Mumbo Jumbo Story from Mallorca</b> <a href="http://www.joanwink.com/vov/vyg-zpd.php">http://www.joanwink.com/vov/vyg-zpd.php</a></p> <p><b>Left Brain/Right Brain</b> <a href="http://www.joanwink.com/scheditems/rt-left_brain_descriptors.pdf">http://www.joanwink.com/scheditems/rt-left_brain_descriptors.pdf</a></p> <p><a href="http://www.joanwink.com/scheditems/rt-left_brain_dancingwoman.pdf">http://www.joanwink.com/scheditems/rt-left_brain_dancingwoman.pdf</a></p> <p><b>7 Strategies: A good overview</b> <a href="http://www.bham.wednet.edu/learning/documents/7">http://www.bham.wednet.edu/learning/documents/7</a></p>	<p>The students' responsibility is to read each of the readings for Week Two.</p> <p>The students are to respond on Discussion Board to the posted questions.</p>



		<a href="#">strategies.pdf</a>	
<b>Week 3</b> begins <b>Tues., 9/11 on D2L.</b>	<p>What do we know about the advantages of bilingualism?</p> <p>How do we use the reflective cycle with students?</p>	<p><b>Benefits of Two Languages</b> Bilingual Basics</p> <p><b>The Reflective Cycle</b></p> <p>Krashen 5 hypotheses (1981) Cummins theory (1981)</p>	<p>The students' responsibility is to read each of the readings for Week Three.</p> <p>The students are to respond on Discussion Board to the posted questions.</p>
<b>Weeks 4 &amp; 5</b> <b>Sat, 9/15 – Face-to-Face BHSU</b>	<p>What have we learned in the last 3 weeks of reading and sharing? &gt;.</p>	<p>The instructor will use words and images to review the learning of Weeks One, Two, and Three. Images of the perspectives will be discussed, and a timeline will be shared. The instructor will provide interactive process so students can negotiate their own understandings. We will begin the reflective cycle together in class.</p>	<p>Class attendance is mandated for this Face-to-Face class, which serves as 2 weeks of class. Class meets from 9 a.m. until 4 p.m. and one hour will be provided for a lunch break.</p> <p>Before coming to class, students are asked to reread all of the URLs posted in Weeks One, Two, and Three.</p>
<b>Week 6</b> begins <b>Tues., 9/25 on D2L.</b>	<p>How does philosophy affect the classroom?</p> <p>Philosophy &gt; Policy &gt; Programs &gt; Practice</p> <p>What are a few effective methodologies to use with students acquiring English as a New Language?</p>	<p><b>10 Things Mainstream Teachers Can Do</b> <a href="http://www.joanwink.com/scheditems/10things.pdf">www.joanwink.com/scheditems/10things.pdf</a></p> <p><b>What is ESL/ENL and Sheltered Content</b> <a href="http://www.joanwink.com/scheditems/ELD-ESL_SDAIE0509.pdf">http://www.joanwink.com/scheditems/ELD-ESL_SDAIE0509.pdf</a></p> <p><b>SIOP</b> <a href="http://www.youtube.com/user/SIOPofficial">http://www.youtube.com/user/SIOPofficial</a></p> <p><a href="http://www.youtube.com/results?search_query=Sheltered+Instruction+Observation+Protocol&amp;oq=Sheltered+Instruction+Observation+Protocol&amp;aq=f&amp;aql=&amp;gs_l=youtube.3..0.25105.45388.0.46148.50.16.4.30.30.0.237.2239.0j15j1.16.0...0.0">http://www.youtube.com/results?search_query=Sheltered+Instruction+Observation+Protocol&amp;oq=Sheltered+Instruction+Observation+Protocol&amp;aq=f&amp;aql=&amp;gs_l=youtube.3..0.25105.45388.0.46148.50.16.4.30.30.0.237.2239.0j15j1.16.0...0.0</a></p> <p><a href="http://www.youtube.com/watch?v=dTRYN0hbTtE">http://www.youtube.com/watch?v=dTRYN0hbTtE</a></p> <p><a href="http://www.youtube.com/watch?v=XUdn9ucawAg">http://www.youtube.com/watch?v=XUdn9ucawAg</a></p> <p><b>Differentiation Cycle</b> <a href="http://www.joanwink.com/charts/reflective_cycles_differentiation.pdf">http://www.joanwink.com/charts/reflective_cycles_differentiation.pdf</a></p> <p><b>Preview/Review</b> <a href="http://www.joanwink.com/charts/preview-review.pdf">http://www.joanwink.com/charts/preview-review.pdf</a></p> <p><b>Dual Language</b> <a href="http://www.joanwink.com/charts/duallang.pdf">http://www.joanwink.com/charts/duallang.pdf</a> <a href="http://www.joanwink.com/charts/duallang.pdf">http://www.joanwink.com/charts/duallang.pdf</a></p>	<p>The students' responsibility is to read each of the readings for Week One.</p> <p>The students are to respond on Discussion Board to the posted questions.</p> <p>Due: Reflective Cycle, 9/25 – Post in Discussion Board</p> <p>Due: Part A, Cyberspace File, post in DB, 5 pts.</p>



<p><b>Week 7</b> begins <b>Tues., 10/2 on D2L.</b></p>	<p>What are a few our options with lesson plans? Which lesson approaches are more effective with students acquiring English as a new language?</p>	<p><b>Hunter's or 5/7 Step</b> <a href="http://www.joanwink.com/newsletter/2005/hunter.pdf">http://www.joanwink.com/newsletter/2005/hunter.pdf</a></p> <p><b>Sheltered or SDAIE</b> <a href="http://www.joanwink.com/scheditems/eld-sdaie-0208.pdf">http://www.joanwink.com/scheditems/eld-sdaie-0208.pdf</a></p> <p><a href="http://www.joanwink.com/charts/Questioning_Lesson_Plan.pdf">http://www.joanwink.com/charts/Questioning_Lesson_Plan.pdf</a></p> <p><b>Alma Flor Ada Creative</b> <a href="http://www.joanwink.com/scheditems/creativedia.pdf">http://www.joanwink.com/scheditems/creativedia.pdf</a></p> <p><b>Lesson Plan practices from Mary Borba</b> <a href="http://www.joanwink.com/charts/M_Borba-Lesson_Plan_Ideas-0212.pdf">http://www.joanwink.com/charts/M_Borba-Lesson_Plan_Ideas-0212.pdf</a></p> <p><a href="http://www.LessonPlan.com">www.LessonPlan.com</a> <a href="http://www.WordSift.com">www.WordSift.com</a></p>	<p>The students' responsibility is to read each of the readings for Week Seven.</p> <p>The students are to respond on Discussion Board to the posted questions.</p> <p>Due Part A Focus Project</p>
<p><b>Week 8</b> begins <b>Tues., 10/9 on D2L.</b></p>	<p>How does philosophy affect assessment?  What assessments are appropriate with students learning English.</p>	<p><b>Assessment Overview</b> <a href="http://www.joanwink.com/charts/assessmentoverview.pdf">http://www.joanwink.com/charts/assessmentoverview.pdf</a></p> <p><b>Levels</b> <a href="http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf">http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf</a></p> <p><b>Overview of Levels</b> <a href="http://www.joanwink.com/charts/assessmentoverview.pdf">http://www.joanwink.com/charts/assessmentoverview.pdf</a></p> <p><b>Levels &amp; Descriptors</b> <a href="http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf">http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf</a></p> <p><b>Intro/Through/Beyond</b> <a href="http://www.joanwink.com/newsletter/2005/into.pdf">http://www.joanwink.com/newsletter/2005/into.pdf</a></p> <p><b>Perspectives on Assessment</b> <a href="http://www.joanwink.com/scheditems/LA0509.pdf">http://www.joanwink.com/scheditems/LA0509.pdf</a></p> <p><b>Classroom Observation Form</b> <a href="http://www.joanwink.com/scheditems/gillette-ideas.pdf">http://www.joanwink.com/scheditems/gillette-ideas.pdf</a></p> <p><a href="http://www.joanwink.com/scheditems/WinkDropIn.pdf">http://www.joanwink.com/scheditems/WinkDropIn.pdf</a></p> <p><b>Drop In Observation Form</b></p>	<p>The students' responsibility is to read each of the readings for Week Eight.</p> <p>The students are to respond on Discussion Board to the posted questions.</p> <p>Comprehending/Comprehension <a href="http://www.joanwink.com/cp3/cp3_pg137.php">http://www.joanwink.com/cp3/cp3_pg137.php</a></p> <p>What is language proficiency? How do you measure it?</p>

		<a href="http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf">http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf</a>  <b>Qualitative/Quantitative</b> <a href="http://www.joanwink.com/scheditems/qlqt-compare.pdf">http://www.joanwink.com/scheditems/qlqt-compare.pdf</a>	
<b>Week 9</b> begins <b>Tues., 10/16</b>	What is academic language? What is conversational language?	<b>Academic Language Proficiency</b> <a href="http://www.joanwink.com/newsletter/2007/Krashe-n-Brown-ALP.pdf">http://www.joanwink.com/newsletter/2007/Krashe-n-Brown-ALP.pdf</a>	<p>The students' responsibility is to read each of the readings for Week Nine.</p> <p>The students are to respond on Discussion Board to the posted questions.</p> <p>Due: Part B, Cyberspace File, DB, 10/16</p>
<b>Week 10</b> begins <b>Tues., 10/23 on D2L.</b>	What are the connections between libraries and literacy development of students acquiring English as a new language?	<p>Library Mapping: What is it? How do we do it?  <a href="http://www.joanwink.com/scheditems/LibraryMapping.pdf">http://www.joanwink.com/scheditems/LibraryMapping.pdf</a></p> <p><i>Announcing Our Engagement: With Books</i>          To be published in <i>School Library Monthly</i>, November 2012</p> <p>An earlier draft of this article will be shared with students.</p>	<p>The students' responsibility is to read each of the readings for ...</p> <p>The students are to respond on Discussion Board to the posted questions....</p>
<b>Week 11</b> <b>Sat., 10/27, Face-to-Face BHSU</b>		<p>Reading for Independent Focus Projects</p> <p>During this required Face-to-Face class, the students will be sharing orally their independent projects.</p>	<p>Class attendance is mandated for this Face-to-Face class. .</p> <p>Class meets from 9 a.m. until noon, and the instructor is available in the afternoon for one-on-one conferencing.</p> <p>Student oral class presentations will be shared</p> <p>The students' responsibility is to ...</p> <p>Before coming to class, students are asked to ...</p> <p>Due Part C of Focus Project: Oral and written.</p>
<b>Week 12</b> begins <b>Tues., 11/6 on D2L.</b>	What can I learn about myself by creating the cyberspace file?		<p>The students' responsibility is to be writing/creating the final cyberspace file and the independent Focus Project.</p> <p>The students are to respond</p>

			on Discussion Board to the posted questions.
<b>Week 13</b> begins <b>Tues., 11/13</b> on <b>D2L.</b>			The students' responsibility is to complete the cyberspace file and the Focus Project.  The students are to respond on Discussion Board to the posted questions.  Due final Cyberspace File, 11/13 to DropBox
<b>Week 14</b> begins <b>Tues., 11/20</b> on <b>D2L.</b>			The students' responsibility is to complete final project.  The students are to respond on Discussion Board to the posted questions.
<b>Week 15</b> final project due <b>Tues., 12/4</b> on <b>D2L.</b>			Last day to accept student papers.

**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](http://www.joanwink.com/scheditems/4150-bib-F08_S09.pdf)

*WinkWorld Archive*

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

Curriculum websites for reference:

**ASCD**[www.ascd.org](http://www.ascd.org)

**McRel**, [www.mcrel.org](http://www.mcrel.org)

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

**NWREL**, [www.nwrel.org](http://www.nwrel.org)

[www.nwrel.org:80/request/2003may/general.html](http://www.nwrel.org:80/request/2003may/general.html)

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

### **What is meant by 21st century literacies?**

<http://www.literacyinlearningexchange.org/what-meant-21st-century-literacies>

### **Common Core State Standards and ELLs (pro and con)**

Colorín Colorado (great resources)

[http://www.colorincolorado.org/educators/common\\_core/](http://www.colorincolorado.org/educators/common_core/)

Susan Lafond (2012)

[http://www.colorincolorado.org/educators/common\\_core/introduction/](http://www.colorincolorado.org/educators/common_core/introduction/)

CCST for ELLs

[http://www.colorincolorado.org/educators/common\\_core/](http://www.colorincolorado.org/educators/common_core/)

Great Valley Writing Project, Debra Schneider, CCSU and ELLs

[http://knowells.ning.com/profiles/blogs/common-core-state-standards-and-](http://knowells.ning.com/profiles/blogs/common-core-state-standards-and-ells?xg_source=msg_mes_network)

[ells?xg\\_source=msg\\_mes\\_network](http://knowells.ning.com/profiles/blogs/common-core-state-standards-and-ells?xg_source=msg_mes_network)

Stephen D. Krashen, Monday, July 30

<https://www.facebook.com/stephen.krashen/posts/455675621131444>

Stephen D. Krashen's critique, *Instead of applying the standards, we should be resisting them.* [www.joanwink.com/newsletter/2012/Krashen-On\\_Common\\_Core-0712.pdf](http://www.joanwink.com/newsletter/2012/Krashen-On_Common_Core-0712.pdf)

Bess Altwerger's Open Letter to SOSers: Oppose Common Core!

<http://t.co/iYPqPXju>

Procon.org has not yet created a page for Common Core. (8/22/2012)

### **Academic Honesty:**

Each participant is expected to submit original work during the course and to appropriately cite the work of others. The BHSU Student Conduct Code defines plagiarism as *the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the institution.* The policy in the Student Handbook will be followed in cases of plagiarism. Any plagiarism will be reported and may result in a lower grade in this class.

### **Freedom in Learning** (must be used verbatim)

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.

### **Disability Statement:**

Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator at 642-6009 for more information.

### **Academic Freedom and Responsibility:**

Under Board of Regents and University policy, student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation. (See General Appeals Policy in University Catalog.)