

**THE UNIVERSITY OF HAWAII WEST O'AHU
SYLLABUS**

EDEE 415: Teaching Culturally Linguistic Diverse Learners [WI]

Course Time: Mondays 6:00 p.m.-8:00 p.m.

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Office Hours: Monday from 3:00 p.m. to 6:00 p.m.

Wednesday from 1:00 p.m. to 5:00 p.m.

Tuesday, Thursday and Friday by appointment

I. COURSE: EDEE 415

This course provides an in-depth awareness of methods for English Language Learners. Students examine accommodative instructional methods, research program models, learn second language acquisition and readiness theories, as well as put into practice various differentiated instructional strategies for culturally and linguistically diverse students.

Prerequisite: EDEE 401: Diversity in American Society

Co-requisites: None

II. CONCEPTUAL FRAMEWORK:

The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three key values underlie the professional studies philosophy and objectives: (1) standards-based education, (2) student-centered learning, and (3) an orientation to social justice. Within this framework, the UH West O`ahu Bachelor of Education degree program develops teacher candidates who have the knowledge, skills, and dispositions to

- meet the rigorous professional standards for teaching and in order to help their students meet high standards for learning,
- teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed, and
- understand issues of equity, use culturally responsive instruction, and build bridges between school and community.

A. Vision Statement

The University of Hawaii West O`ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O`ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the

knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O`ahu communities.

III. REFERENCES:

A. Primary Text

Herrera, Socorro G., & Murry, Kevin G. (2005). *Mastering ESL and bilingual methods: Differentiate instruction for culturally and linguistically diverse (CLD) students (second edition)*. Boston, MA: Pearson/Allyn and Bacon

B. Other Resources

Additional class readings from the Internet and hardcopies articles will be assigned in class. The instructor only as a supplement will use the textbook listed below. These textbooks are not required by the student to purchase. However, if she/he would like to then the instructor encourages it.

Ariza, Eileen N. (2006). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. Boston, MA: Pearson/Allyn and Bacon

Batstone-Boyd, Paul. (2006). *Differentiated early literacy for English language learners: Practical strategies*. Boston, MA: Pearson/Allyn and Bacon

Peregoy, Suzanne, F. & Boyle, Owen, F. (2005). *Reading, writing and learning in ESL: A resource book for K-12 teachers (fourth edition)*. Boston, MA: McGraw-Hill

Tomlinson, Carol A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Boston, MA: Pearson/Allyn and Bacon

IV. PURPOSE OF THE COURSE:

The purpose of this course is to provide opportunities to discover the latest approaches, tools, procedures and exceptional strategies needed to professionally address the differential learning of culturally and linguistically diverse (CLD) students. The course will be divided into three parts. Part one will examine the hallmarks of accommodative instruction, which incorporates findings from the sociocultural, cognitive, academic, and linguistic dimensions of the CLD student. Part two identifies the range of program models for CLD students as well as describes ways in which programming decisions at the district and school level can help or hinder teacher's instructional options for accommodations. Teacher candidates' accommodation readiness of understanding of the four dimensions of CLD students will also be pre-assessed and later post assessed. Part three recommends a professional approach needed for instructional accommodation of the CLD student. This will involve planning appropriate instructional practices, awareness of the three contemporary and robust methods and effective ways to assess CLD students.

V. COURSE OBJECTIVES:

Listed below are the learning outcomes; thus, at the conclusion of the course students will be able to:

STANDARD STATEMENT V. The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.

UHWO ILOs 1 & 2: Oral and Written Communication

Essential Disposition: *'Auamo kuleana* (responsible & responsive)

UHWO ILO 4: Global Perspectives

Essential Disposition: *Aloha* (compassion, empathy, kindness)

Standard 5: Demonstrates knowledge of content

Foundations of Education: *Cultural and Linguistic Diversity*

- Examine demographic patterns and student diversity
- Explain the needs of cultural and linguistic students

Students and Learning: *Learning Theories*

- Discuss the affective filter hypothesis
- Define and apply current learning theories of second language acquisition within required course assignments
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Content and Pedagogy: *Content Area Knowledge*

- Identify the four dimensions of CLD students
 - Sociocultural
 - Cognitive
 - Academic
 - Linguistic
- Discuss recent research on the effectiveness of program models for CLD students
- Analyze the pros and cons of ESL program models
 - English as a Second Language
 - Transitional Bilingual Education
 - Developmental Bilingual Education
 - Two-way Immersion
 - Limited-Use Program Models
- Interpret the six levels of accommodation readiness
 - Readiness for Critical reflection *and* CLD students and families
 - Environmental Readiness
 - Curricular readiness
 - Programming and Instructional Readiness
 - Readiness for Application and Advocacy

- Summarize and describe influences of the three approaches to language instruction
 - Grammatical
 - Communicative
 - Cognitive
- Describe the purpose of integrated content based, sheltered and CALLA method of instruction

Content and Pedagogy: *Pedagogical Content Knowledge*

- Practice strategies to assist beginning and intermediate readers.
- Practice strategies to assist beginning and intermediate writers.
- Model integrated content based, sheltered and CALLA method of instruction to peers.
- Develop curriculum adaptation to enhance materials used by the selected student for student case study.

Coherent and Integrated Instructional Planning

- Develop and present an activity to model one of three methods of instruction: integrated content based, sheltered and CALLA.

Assessment of Student Learning

- Perform peer evaluations.
- Create authentic assessments for student case study.

Learning Environment: *Culture and Community of Learning*

- Recognize current readiness for CLD students and families.
- Explain the critical role of home visits.

Learning Environment: *Student Behavior and Classroom Management*

- Demonstrate knowledge and application of skills related to managing behavior and procedures in order to establish a comfortable, productive learning environment.

Instruction: *Effective Verbal and Non Verbal Communication*

- Use high-level questioning and critical thinking skills in classroom discussions, online chats, in-class activities, online weekly reflections, and class presentations.

Professionalism: *Oral and Written Communication Skills*

- Demonstrate effective, conventional oral and written communication skills necessary for accommodation instruction and modeling.

Professionalism: *Professional, Ethical Behaviors*

- Exhibit professional practice and responsibility in demeanor and appearance as a teacher candidate of the teaching education program.

Professionalism: *Reflects on Practice*

- Evaluates the effectiveness of current accommodation instruction observed in Practicum course
- Reflect weekly on chapter objectives via Lualima while connecting these topics to personal experiences, current observation, and/or in-class articles
- Respond to professional conversation on Practicum via online chat

VI. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

The following briefly describes course assignments. More specific expectations will be provided as the course develops. The grading program we use allows us to weight assignments. Therefore, each category below is calculated independently and applied to your overall grade.

A. Course Requirements (Detailed description of each provided in a separate handout).

Assignment:	Percentage:	Points:
In-class Activities, Online Chats & Class Discussions	5%	50
5 Reflective Journals	5%	50
Present & Teach a Method of Instruction, i.e. Integrated Content Base, Sheltered, or CALLA	15%	150
Exam #1 [ch.1-3]	25%	250
Exam #2 [ch.4-5]	25%	250
Student Case Study [Final Exam] [ch.6-10]	25%	250
Total	100%	1000

B. Assessment Procedure

Presentation, projects, and tests will be used to determine candidate achievement of the course objectives listed under V. All required assignments are graded. Grades will be computed using the following scale:

- A=92-100% 920-1000
- B=83-91% 830-919
- C=74-82% 740-829
- D=65-73% 650-739
- F=Below 65%

C. Field Experience/Clinical Practice

In this semester teacher candidates will be enrolled in their Practicum. During this course, teacher candidates will work in professional development sites observing to cumulate observation hours.

D. Instructional Strategies

Lecture time will be geared towards PowerPoint presentations. Students will be involved in cooperative learning activities, exposure to problem based learning strategies, classroom discussions, and involvement with an elementary student for their case study. New skills and understandings will be applied during Practicum. Theoretical program components will be introduced and reinforced through active exploration and investigation. Writing and reading will serve to stimulate reflection and questioning.

E. Attendance Policy

It is your responsibility to sign the attendance sheet circulated at the beginning of each class session on campus. An absence will be recorded if your signature is not on the sheet. The cooperating teacher and/or the clinical instructor will verify your attendance in the schools. Good class attendance is essential to the learning process. Students are expected to attend all sessions. More than one absence will lower your final grade one grade level – there are no exceptions. There are no excused absences. If you miss a class session, talk to your peers about the information you have missed.

F. Late Paper

Required papers and projects are due on the dates provided in class. Although late papers will be accepted, the grade for these materials will be reduced 10% for each calendar day that they are received late.

G. Redoing Assignments

Except in unusual circumstances, redoing course requirements is NOT permitted. Give your BEST effort as you complete each course requirement!

H. Class Conduct/Expectations

You are responsible for your own learning and behavior. Ultimately, this course cannot help you become a successful and effective teacher unless you are willing to grow as a student, a teacher, and a professional. Students are expected to attend and participate in class, read chapters before the class session, work cooperatively on group projects and classroom discussions, and act professionally in class and while participating in the field experiences. **Cell phones must be turned off or put on silent.** Students who disturb class may be asked to leave the class session.

I. Extra Credit

Extra credit will NOT be offered and is not permitted. Again, give your best effort as you complete course assignments.

J. Policies Related to Students (Candidates) with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Services and ask for Disability Services (808) 454-4700 or 4769. That office through the candidate will make contact to the instructor of this class. The instructor will then be happy to work with the candidate so that a reasonable accommodation of any disability can be made.

VII. SPECIAL CONSIDERATIONS:

A. *Recommended Reading List* – Separate handouts

B. *Required Reading List* – Handouts will be provided by the instructor

C. *Academic Integrity and Honesty* – Candidates are expected to follow the honor code as outlined in the current University of Hawaii, which can be found online at <http://westoahu.hawaii.edu/policies>. Plagiarism, as defined within will not be tolerated. (See hardcopy in Student Services Office).

D. *Flexibility Clause* – The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

Revised 1/10/11

PBM