



Syllabus

Course: ED412E(EN) Curriculum for Teaching ELLs
Credit: 3 hours
Semester: Fall 2021 Cycle 2 (8/23/2020 - 10/15/2020)
Time: Thursday evenings 6-9pm ED 105
Instructor: Krista Owen, krista.owen@calvary.edu

I. DESCRIPTION

This course provides a survey of current curriculum available to teach ELLs as well as instruction on the preparation of appropriate curriculum to teach English to non-native English speakers in a variety of educational contexts. (Prerequisite for education majors: ED190 and ED325 or permission from the Education Department program director; must be officially admitted to Teacher Education program)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

Course Content Areas include:

- Theories: Comparative models of curriculum design.
- Practice: Implementation of curriculum design processes to meet the needs of a particular context.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation Program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

- A. General competencies to be achieved. The student will:
1. Examine key models related to ESL curriculum design
 - a. MTS. 3.1; 3.2; 3.3; PLO-2

- b. A, B, C, D
 2. Select and apply curriculum design techniques to meet the needs of a particular context
 - a. MTS.2.1; 2.4; 3.1; 3.2; PLO-2; PLO-4
 - b. D, E
 3. Demonstrate an ability to assess existing curriculum plans and modify them according to changing needs.
 - a. MTS.3.1; 3.2; 3.3; PLO-3
 - b. A, B, C, D, E
- B. Specific competencies to be achieved. The student will:
 1. Analyze key ESL curriculum design models.
 - a. MTS. 2.3; 2.4; 3.1; 3.20; PLO-2
 - b. A, B, C, D
 2. Appraise the environment and context of an ESL setting.
 - a. MTS.2.6; 3.2; 5.3; PLO-4; PLO-5
 - b. A, B, C, D
 3. Conduct a needs analysis that lays the foundation for a curriculum plan.
 - a. MTS.3.1; 3.2; 3.3; PLO-4; PLO-6
 - b. A, D, E
 4. Establish and articulate goals, content, and sequencing for an ESL curriculum plan pertinent to the context.
 - a. MTS.3.1; 3.2; 3.3; PLO-3
 - b. A, D, E
 5. Demonstrate the ability to format and present a curriculum plan to peers, supervisors, and the student community.
 - a. MTS. 8.2; 8.3; 9.1; PLO-6
 - b. D, E
 6. Monitor and evaluate the implementation of an ESL curriculum plan
 - a. MTS.3.1; 7.1; 7.5; PLO-6; PLO-7
 - b. D, E
 7. Gather data and integrate changes to curriculum design based on observations and student feedback.
 - a. MTS.7.2; 7.6; PLO-6
 - b. D, E
 8. Create a curriculum plan for a particular chosen context. MTS.3.1; 3.2; 3.3
 - a. PLO-3, PLO-6
 - b. D, E
 9. Integrate an understanding of the Biblical approach to teaching throughout all objectives
 - a. MTS.2.3; 6.2; PLO-1
 - b. A, B, C, D, E

III. MATERIALS

A. Required Textbooks

Nation, Macalister *Language Curriculum Design (2nd ed.)*.
New York: Routledge 2010. ISBN-13: 978-0367196509

ISBN-10: 0367196506 (Retail \$49.95)

Wiggins, McTighe, *Understanding By Design, 2nd Expanded Edition*
Alexandria: ASCD 2005. ISBN-13: 978-1416600350 (Retail \$26.66)

American Psychological Association. (2020). *Concise guide to APA style* (7th ed.).
ISBN-13: 978-1433832734 ISBN10: 1433832739 (Retail \$32.63)

The Bible (see note below in course policies).

B. Additional Reading

You will be expected to read additional material (handouts, journal articles, websites, etc.) that will be assigned by the instructor during the course.

C. Reading Requirements

To accomplish all of our learning goals, you will need to be engaged in a significant amount of learning outside of the classroom. You will be expected to read the text and articles. To help you actively engage with the text, written reactions to your reading will be required. You are encouraged to focus upon the questions posed in the Reading Assignments/Final Exam Review Sheet provided by your professor. ***While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. As a future educator, all of the information is important!*** Your quizzes and exams will be drawn from your reading assignment questions.

IV. REQUIREMENTS (Note: A detailed schedule will be given at the beginning of the cycle)

- A. Reading and Responses: A reading schedule will be provided at the beginning of the cycle. Students are required to complete each weekly reading and submit a two page response.
- B. Chapter Questions: In addition to reading responses, specific questions and/or exercises will be given for each chapter on a weekly basis.
- C. Quizzes: Weekly quizzes will assess the knowledge and skills from the prior week.
- D. Class Discussion: Engagement in discussion will be accomplished both in class and online. Students are required to participate in both, and plenty of opportunity will be given.
- E. Curriculum Design Project: The student will select an ESL teaching context and design an end to end curriculum plan.

V. METHODS

- A. Teaching
 - 1. Lectures
 - 2. Large group discussion
 - 3. Small group discussion
 - 4. Reading with written responses
 - 5. Completion of chapter exercises

6. Curriculum Design Project

B. Grading

1. Weight given to assignments:

Reading and responses	20%
Chapter exercises	20%
Discussion Participation	15%
Curriculum design project	20%
Quizzes	15%
Final Exams (1)	10%

2. Late Assignments

Late assignments will be penalized 5% of the grade on that assignment per calendar day. This does not apply to the reading assignments for which there are no late assignment options.

3. Letter/Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VI. COURSE POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT AND NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a book bag/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

C. Plagiarism Statement

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

D. Attendance

In an eight week course that relies upon discussion and classroom interaction, every class session is crucial. To allow for the challenges of life, however, one absence will be allowed under the following conditions: First, that the student watch the recorded video of the missed class, and second, that they write a response to the discussion and lecture that was missed (submitted via email). Additional absences will result in the loss of a letter grade per absence.

Any student arriving after class begins will be recorded as tardy. Three tardies will be counted as an absence, which will contribute to the one-absence limit. Any student arriving later than 15 minutes to class will be counted as absent for the session.

Situations such as a severe/sudden health problem, or a death in the family will be considered on an individual basis and may require appropriate documentation.

Any dispute over attendance should follow the Matthew 18:15-16 principle with the student meeting first with the professor to address the issue.

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

F. Style Guide

All class papers must follow APA style according to the *Publication Manual of the American Psychological Association, 7th edition*.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.