

NEW COURSE PROPOSAL

PROGRAM: SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM

1. Catalog Description of the Course.

EDSS 550. ACCESS TO LEARNING: ENGLISH LANGUAGE LEARNERS (2)

Two hours lecture/discussion per week.

Prerequisite: Admission to the Single Subject Credential Program

Various curricula and instructional programs designed for English language learners, including placement, grouping, methods of language and content assessment, English language development and specially designed academic instruction in English. Examination and application of theoretical and methodological issues in designing instruction for ELLs in classroom settings through reflective and critical practice.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>2</u>	<u>1</u>	<u>25</u>
Seminar			
Laboratory			
Activity			

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This course is a required course in the Single Subject Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

Students who successfully complete this course will be able to:

- Identify and discuss historical and current theories and models of language pedagogy and their implications for second language development.
- Identify and discuss organizational models of Bilingual Education and English Language Development.
- Design and implement an effective English Language Development thematic-based, content-based and literature-based lesson plan.
- Design and implement an effective Specially Designed Academic Instruction in English (SDAIE) lesson plan in their content area of focus.
- Incorporate the California English Language Development Standards in both ELD and SDAIE instruction by focusing on the appropriate skill levels in all three domains (Listening and Speaking, Reading, and Writing).
- Implement language assessments and use assessment data to design appropriate instruction for English Language Learners.

4. Is this a General Education Course YES NO If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- I. An Historical Overview of Language Instruction and Pedagogy
- II. Second Language Acquisition Theory

- A Review of the Thoretical Framework
- The Natural Approach and Total Physical Response
- III. Models of Bilingual Education
- IV. The California English Language Development Standards
- V. Models of ELD Instruction
 - Thematic-Based Instruction
 - Content-Based Instruction
 - Literature-Based Instruction
- VI. Effective Instructional Strategies for Literacy Development with English Language Learners
- VII. Incorporating the ELD Standards and Language Development in the Content Curriculum
 - Specially Designed Academic Instruction in English
 1. Strategies to “Engage” the learner
 2. Contextualized Direct Instruction and Interactive Strategies
 - Visuals
 - Physical Movement
 - Collaboration
 3. “Extend” Strategies
 4. Learning to Learn
 - Addressing Listening, Speaking, Reading and Writing across the curriculum
- VIII. The California English Language Development Test (CELDT) and the ELD Standards
 - Using CELDT data for determining placement and appropriate instructional models

6. References. [Provide 3 - 5 references on which this course is based and/or support it.]

- Chamot, Anna Uhl, and Micheal O’Malley. 1994. *The CALLA Handbook: How to Implement the Cogintive Academic Language Learning Approach*. Reading, Mass.:Addison-Wesley Longman.
- Cummins, James. 1994. “The Acquisition of English as a Second Language.” In K. Spangenberg-Urbschat and R. Pritchard (Eds.), *Kids Come in All Languages: Reading Instruction for ESL Students*. Newark, DE: International Reading Association.
- Johnson, D., Johnson, R. and Johnson Holubec, E. 1988. *Cooperation in the Classroom*. Edina, MN: Interaction Book Co.
- Krashen, Stephen D. 1992. *Fundamentals of Language Education*. Torrance, CA:Laredo Publishing Co.
- Peitzman, Faye and Gadda, George (Eds.). 1991. *With Different Eyes. Insight into Teaching Language Minority Students across the Disciplines*. Los Angeles, CA: California Academic Partnership Program.

7. List Faculty Qualified to Teach This Course.

Education Faculty

8. Frequency.

a. Projected semesters to be offered: Fall X Spring X Summer X

9. New Resources Required.

Library Resources

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Erik Johansen and Jeanne Grier Jan 9, 2003
 Proposer of Course Date