COURSE SYLLABUS
Curriculum Development English Language Learners
EDRL 477
INSTRUCTOR NAME

Instructor Information

Semester:
Day/Time:
Location:

> **Hint**: For online courses, you may want to simply state "Upon Request" for office hours and direct students to use the "Ask the Instructor" discussion topic provided for you in your WebCampus template.

Credit: 3 credits
Office Hours:
Email / Telephone:

> My preferred method of email contact is through WebCampus email.

> **Hint**: Advise students to use the WebCampus Mail tool. If providing an external email address for learners, please be sure it is an NSHE e-mail, such as those ending: @nsc.nevada.edu, @nevada.edu, @unlv.edu, or another institutional address.

Course Description

The NSC Catalog describes this course as follows:

Curriculum Development English Language Learners (3 credits): Course will explore first and second language acquisition, English language structure, learning styles, the effects of culture on learning, and ways to make content comprehensible to the ESL students in the general classroom. Curriculum will be analyzed to ensure success for language learners. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to NON-TSL and NON-ARL majors.)

> **Hint:** Enter the description from the NSC Catalog here along with other brief descriptive information. You may extend the course description in a second paragraph.

Course Materials

Textbook name/edition:
Author(s):
Publisher:
ISBN:

> **Hint**: List all required materials (e.g., textbooks) and any recommended materials (e.g., companion text website link, etc).

Course Objectives

Upon successful completion of this course, the student will:

- Align content and language (ELA/ELD) standards to develop effective instruction across students' varied levels of language proficiency.
- Appraise, select, and integrate multicultural literature into standards-based instruction.
- Reflect on and evaluate the complex process of differential instruction for English Language Learners as it directly applies to their current and future classroom instructional and management/organizational practices.
- Apply theoretical principles of language acquisition to instructional planning and delivery.
- Design and scaffold concept-specific/skill instruction integrating listening, reading, writing, and speaking and using multiple teaching strategies and instructional grouping models to make content comprehensible for English Language Learners.
- Access multiple online resources in such areas as differentiated instruction, professional organizations, multicultural literature, and content/language standards.

Course Assignments and Evaluation

Hint: Include a description of course assignments/activities, including the evaluation criteria (e.g., rubric) and a course grading scale in this section.

Hint: Classroom management, reading and writing, diversity and technology must be embedded in each class syllabus where appropriate. These may be embedded in assignments, class schedule and/or other areas where appropriate.

Hint: Attendance policy: While developing your syllabi for Fall 2011 please write an attendance statement that complies with these minimum requirements.

Face to face courses: If students miss 25% or more of a face to face course, they will have to retake the course.

Online courses: To be considered in attendance for the week, student must log in and meet the minimum, weekly participation requirement set by the professor. If students miss 25% or more of the course, they will have to retake the course.

School of Education Portfolio

Development and presentation of a teaching portfolio is the culminating project required upon completion of the student teaching**.** The electronic portfolio is a collection of artifacts that demonstrate effective teaching strategies, models of instruction, lesson planning, classroom management and professional growth. Students should collect artifacts while completing methods courses, field experiences, and student teaching. The artifacts should reflect knowledge and skills outlined in any of the four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Students present their portfolio in an open forum at the end of student teaching.

School of Education Grading Scale

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	59-Below	F

Administrative Requirements

Professional Dispositions Expected of All Teacher Education and Speech Pathology Program Candidates

Teacher and Speech Pathology candidates at Nevada State College are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective teachers and SLP's. The candidate shows a disposition toward and commitment to each of the following:

1. Maintains a positive attitude during class, field work, clinical settings and all other

educational environments.
2. Is punctual to and attends the duration of class, field work assignments, therapy sessions and scheduled meetings.
3. Is honest, trustworthy, and respectful in communications and interactions with others.
4. Demonstrates ethical behavior and maintains confidentiality regarding student information and communications.
5. Online discourse and participation in classroom discussion are respectful, tolerant of, and responsive to ideas and views of others.
6. Looks for solutions to problems versus engaging in a pattern of negative behavior.
7. Provides equitable learning opportunities for all students, for example, student does not dominate class discussions and/or instructor's time.
8. Communication and/or actions do not discriminate against any group.
9. Appearance, grooming and personal hygiene are appropriate for working in the school setting.
10. Uses constructive feedback from instructor or peers to improve skills.
11. Appropriate interaction with school age children during field work and student teaching.
12. Uses sound judgment and thoughtful decision making with consideration of the consequences.
13. Collaborates with peers to improve overall learning of students.
14. Takes initiative and responsibility for one's own learning.

NSC General Education Assessment Program

All faculty are required to align NSC School of Education learner outcomes to a final key performance. The key performance is measured by the major focus objectives for each course.

Key Performance: Modification of a unit in a basal reader for English language learners		
Learner Outcome	**Objective**	**Measurement Tool**
Learner Outcome 1: Students will develop lesson plans, that reflect a solid understanding of content knowledge and understanding of students, that engages students in significant learning.	• Align content and language (ELA/ELD) standards to develop effective instruction across students' varied levels of language proficiency. • Appraise, select, and integrate multicultural literature into standards-based instruction. • Design and scaffold concept-specific/skill instruction integrating listening, reading, writing, and speaking and using multiple teaching strategies and instructional grouping models to make content comprehensible for English Language Learners. • Access multiple online resources in	*Align all of your assignments to the objectives so that it is clearly evident that you are addressing all of the objectives. This chart indicates accountability and continuity among the many instructors who teach this course. It is appropriate to include any in-class activities, assignments or assessments that you use to measure the mastery of the objectives listed to the left. I have attached some sample assignments/assessments:*

	such areas as differentiated instruction, professional organizations, multicultural literature, and content/language standards.	
Learner Outcome 3: Students will implement lesson using clear communication, effective questioning and discussion techniques, high quality activities and assignments, and productive use of assessment.	• Reflect on and evaluate the complex process of differential instruction for English Language Learners as it directly applies to their current and future classroom instructional and management/organizational practices. • Apply theoretical principles of language acquisition to instructional planning and delivery.	• *Portfolio* • *Lesson plan* • *Model lesson* • *Reaction paper* • *Reflection paper* • *Online discussions* • *Midterms* • *Finals*

NSC POLICIES AND RESOURCES

Tolerance and Civility Commitment

Each member of the Nevada State College community is responsible for fostering an atmosphere imbued with dignity, respect, tolerance, appreciation of diversity and positive regard for all members of our collegiate community. A fundamental tenet of the college's mission is to nurture a community atmosphere free from racism, religious intolerance, sexism, ageism, homophobia, harassment, discrimination against those with disabling conditions, or discrimination based upon an individual's political views or beliefs.

Within this context, all members of the college community are accountable for their own behavior and actions. The college will not tolerate behavior that violates or infringes upon the civil and statutory rights of any individual or group. As members of our Nevada State College community, each of us can feel free to express ourselves in ways that promote openness within a diverse society.

Plagiarism and Cheating

Plagiarism involves directly quoting, summarizing, or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student's own. Cheating is the unauthorized giving or receiving of information in examinations or other exercises. **The grade of "0" or "F" will be given for any assignment in which plagiarism or cheating is discovered.** This grade will seriously affect the final grade in the course. Evidence of such dishonesty will be kept on file, and will not be returned to the student. Instructors have the responsibility to report such incidents to the Dean. Serious penalties may be imposed, depending on the nature of the incident.

Online Etiquette

In accordance with the Tolerance and Civility Commitment policy, all students should also follow proper etiquette when communicating in an online environment. Often referred to as "netiquette," an outline of these universal practices can be found at: http://www.netmanners.com/email-etiquette/email-etiquette-101/

Important Dates and Course Withdrawal Information

For information regarding important dates, including withdrawing from courses, payment deadlines, and NSC holidays please refer to the academic calendar. A full copy of the campus academic calendar can be found at http://www.nsc.nevada.edu/4906.asp

NSC does NOT assign an automatic "W" or "Withdrawal" grade if you stop coming to class or handing in assignments. You will receive an "F" in the course. It is your responsibility to officially drop or withdraw from the course by the posted deadlines.

For more information regarding drops and withdrawals, please see the Nevada State College academic catalog at http://www.nsc.nevada.edu/1160.asp

Use of Student Work

Assignments for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of Schools and Education programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish to have their work included for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of SOE programs is appreciated.

Resource Center for Students with Disabilities (RCSD)

The Americans with Disabilities Act (ADA) mandates accessibility in all facets of the learning environment. The Resource Center for Students with Disabilities (RCSD) on the Nevada State College campus coordinates support services and reasonable accommodations for students qualifying as disabled under the ADA guidelines. These services are free of charge.

Any student who believes s/he may need an accommodation, based on the impact of a documented disability, should contact the RCSD to speak privately with a representative about specific needs. To make an appointment, please contact the RCSD office at 702-992-2180 voice, 702-992-2098 TDD or by email at rcsd@nsc.nevada.edu.

E-Alert

Centralized Academic Advising Center
1/1/12

Nevada State College (NSC) is committed to the early identification and support of students who are at risk of not passing or completing a course/degree requirement at Nevada State College. E-Alert is one of NSC's retention tools designed to provide students with resources to aid them in the successful completion of their academic endeavors.

The College's approach to identifying and supporting students at academic risk will be respectful of privacy and in line with FERPA regulations. Identification will be based on course performance. Faculty may report students to the system at any time for issues in any of the following areas: not keeping pace with the progression of the course; not completing mandated units of study, field/clinical work or practicum; failure to pass units of study or assessments; not attending lecture, clinical work, or assessment components; not participating in online course studies, discussions, or assessments.

The Centralized Academic Advising Center (CAAC) will manage the campus E-Alert system and advisors will confidentially contact students submitted to the E-Alert system within 1 business day of an alert in order to provide academic support, strategies, and resources.

Student Academic Center (SAC) Tutoring Services

The Student Academic Center (SAC) provides tutoring and academic assistance for all Nevada State College students taking NSC courses. Students are encouraged to stop by the SAC to learn more about subjects in which tutoring is offered, time schedules of tutors, workshop topics and schedules, and other academic resources. The Student Academic Center is located in LAS building- room 125 and the Dawson building- room 133. Students, who have questions regarding tutoring, small group tutoring, and workshops, may contact (702) 992-2990 or by visiting the SAC website at: http://www.nsc.nevada.edu/604.asp

Student Academic Center (SAC) Writing Assistance Services

One-on-one assistance for writing is available through the Student Academic Center. NSC students may receive assistance from an NSC peer writing specialist at no additional cost. SAC's writing specialists assist students with essay writing, project writing, creative writing, research writing, and business writing. The writing specialists work with students at any stage of the writing process, assisting with brainstorming, outlining, drafting, and sound boarding. Although walk-in appointments are available, NSC students are encouraged to make an appointment in advance. Students with appointments will receive priority assistance.

Appointments can be made in person or by calling (702)992-2990. Students are encouraged to bring a copy of writing assignment, and a copy of the writing to be reviewed to all one-on-one sessions. Additional information can be found at: http://www.nsc.nevada.edu/629.asp

Video- or Audio-recording of Lectures

Covert Surveillance of Faculty Lectures
1/10/12

Students must seek expressed permission from the faculty or any guest lecturer before recording any lecture using either video or audio recording devices. Students under RCSD accommodation are covered by the nature of their accommodation letters. This notice aligns with Board of Regents policy (Title 4, Chapter 1, Section 21) states: *The use of covert video surveillance for anything other than a criminal investigation on campuses of the Nevada System of Higher Education is prohibited. If, in a criminal investigation, such video surveillance is used, it must be approved by the President or the President's designee. This policy shall not interfere with the legitimate use of videotaping for academic purposes.*

Schedule

Date	Topics, Activities, Assignments	Readings	Due Dates/Times