**UNIVERSITY OF CENTRAL FLORIDA**

**TSL6143 Curriculum and Instruction in Dual Language Programs**

**Syllabus**

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| **College****Department****Program** | **College of Education and Human Performance****College of Arts and Humanities**Dept. of ESOL**UCF Dual Language Education and Leadership Certificate** |
| **Course Title** | Curriculum and Instruction in Dual Language Programs |
| **Course Number** | TSL6143 |
| **Course Credit** | 3 hours |
| **Semester** | Spring 2019 |
| **Instructor** | Aimee Schoonmaker |
| **Office Location****Telephone****Office Hours** | **UCF at Orlando** Colbourn Hall 518 Ph. 407-823-0087To best meet your needs, please email me for an appointment**Office Hours:** **Tuesdays 10:00-2:00****Thursdays 3:00-5:00** **and by appointment** |
| **E-mail** | kerry.purmensky@ucf.eduAfter class starts, all correspondence should be through Webcourses Coursemail and Discussion tools. |
| **Class Meetings** | **This course is fully online and all work will be conducted through the UCF Webcourse system** |  |

**Course Prerequisites**

There are no prerequisites

**COURSE DESCRIPTION**

This course focuses on the application of second language acquisition theories, principles, and current research as they relate to the development of Dual Language curricula and instructional design. This graduate class is a part of the Dual Language Education and Leadership Certificate. Much of what is learned in the course comes from what students (many of whom have taught for some time) bring to the group.

**RATIONALE**

With the great diversity of Dual Language instructional delivery systems, students must develop knowledge of the various curriculum models and the specifics of instructional implementation to maximize coordination between student needs and instructional design. Additionally, students need to develop expertise in the selection and evaluation of TESOL materials such as textbooks, technology materials, and realia.

**TEXT (Required)**

*Dual Language Essentials for Teachers and Administrators.* By [Yvonne S Freeman](https://www.amazon.com/Yvonne-S-Freeman/e/B001IGJLSC/ref%3Ddp_byline_cont_book_1), [David E Freeman](https://www.amazon.com/David-E-Freeman/e/B001IGNI68/ref%3Ddp_byline_cont_book_2), and [Sandra Mercuri](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&text=Sandra+Mercuri&search-alias=books&field-author=Sandra+Mercuri&sort=relevancerank).(2014) *Heinemann. ISBN-13:978-0325006536, 10:0325006539.*

**TEXTS (Recommended).**

*Dual Language Instruction: A Handbook for Enriched Education (2000)*. By [Nancy Cloud](https://www.barnesandnoble.com/s/%22Nancy%20Cloud%22;jsessionid=81BAE02A153DF1D3B2F510F67BAC77FA.prodny_store02-atgap04?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall), [Fred Genesee](https://www.barnesandnoble.com/s/%22Fred%20Genesee%22;jsessionid=81BAE02A153DF1D3B2F510F67BAC77FA.prodny_store02-atgap04?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall), and [Else Hamayan](https://www.barnesandnoble.com/s/%22Else%20Hamayan%22;jsessionid=81BAE02A153DF1D3B2F510F67BAC77FA.prodny_store02-atgap04?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall). Cengage Learning. ISBN-10:0838488013; 13: 9780838488010

# *Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity* (2014) By Leo Van Lier. Routledge. ISBN-1317891228, 9781317891222

***Other Recommended Resources***

Library Resources

Spies, T. G., Lyons, C., Huerta, M., Garza, T., & Reding, C. (2017). Beyond Professional Development: Factors Influencing Early Childhood Educators' Beliefs and Practices Working with Dual Language Learners. CATESOL Journal, 29(1), 23-50.

Heinrichs, C. R. (2016). Exploring the Influence of 21st Century Skills in a Dual Language Program: A Case Study. International Journal of Teacher Leadership,7(1), 37-57.

Freire, J. A., & Valdez, V. E. (2017). Dual Language Teachers' Stated Barriers to Implementation of Culturally Relevant Pedagogy. Bilingual Research Journal,40(1), 55-69.

Ackerman, D. J., & Tazi, Z. (2015). Enhancing Young Hispanic Dual Language Learners' Achievement: Exploring Strategies and Addressing Challenges. Policy Information Report. ETS RR-15-01. ETS Research Report Series.

**OBJECTIVES**

In this course, students will:

* demonstrate an understanding of the various curriculum theories and models in Dual Language through readings, videos, and online discussions;
* find, select, evaluate and create appropriate Dual Language materials and activities based on sound principles of language teaching and learning;
* analyze Dual Language student needs and design a curriculum project based on those needs;
* discourse knowledgeably on topical issues related to Dual Language principles through class discussions.

**TOPICS, ASSIGNMENTS, AND DUE DATES**

**Part I: Theoretical Considerations and Dual Language Essentials**

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| **Week 1** Jan 9 | **Welcome Discussion - UCF Attendance:** AllUCF students are required to complete an attendance activity the first week of their courses. Please do this as soon as possible. (5 points) |
| **Week 2**Jan 16 | Read Chapter 1Bilingual Education Programs in Latin America, Europe, and the United States |
| **Week 3** Jan 23 | Read Chapter 2 Dual Language Programs, Students, and Teachers |
| **Week 4**Jan 30 | Read Chapter 2 Dual Language Programs, Students, and Teachers**Dual Language Project due in Assignments by February 2 at 9 PM** |
| **Week 5** Feb 6 | Read Chapter 3 School, Administrator, and Teacher Essentials  |
| **Week 6**Feb 13 | Read Chapter 3 School, Administrator, and Teacher**Discussion #1 Due by Feb 15 at 9 PM** |

**Part II: Exploring Curriculum and Teaching Essentials**

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| **Week 7** Feb 20 | Read Chapter 4 Curriculum Essentials |
| **Week 8** Feb 27 | Read Chapter 4 Curriculum Essentials |
| **Week 9**Mar 6 | Read Chapter 4 Curriculum Essentials**Curriculum Plan due in Assignments by Mar 8 at 9 PM** |
| **Week 10** Mar 13 | Read Chapter 5 Literacy Essentials |
| **Week 11**Mar 20 | Read Chapter 5 Literacy Essentials**Discussion #2 Due by Feb 22 at 9 PM** |

**Part III: Putting it All Together- Planning and Leadership in Action**

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| **Week 12**Mar 27 | Read Chapter 6Planning Essentials |
| **Week 13**Apr 3 | Read Chapter 6Planning Essentials**Final Project due in Assignments on Apr 5 at 9 PM** |
| **Week 14**Apr 10 | Leadership in Curriculum and Instruction |
| **Week 15** Apr 17 | Leadership in Curriculum and Instruction**Discussion #3 Due by Apr 19 at 9 PM** |
| **Week 16** Apr 24 | **Final Exam** Due Date and Time:  |

**\*\*\*WWW** indicates student will work online and there is no face-to-face class

**Late Assignments**: No assignments will be accepted late. All due dates for assignments are clearly stated from the first day of the course. Please keep these dates in mind and be aware that Webcouses closes the assignment exactly at the date and time indicated.

If you have questions or concerns about any assignments, please contact me in advance of the due date. Contacting me after the assignment is due is too late!

**Online Class** time will be devoted to:

1. Reading Chapters and Modules
2. Discussing material through online discussions
3. Turning in assignments to the class website
4. Peer review of assignments to create an online learning community

**DESCRIPTION OF ASSIGNMENTS**

**Welcome Discussioin - UCF Attendance:** AllUCF students are required to complete an attendance activity the first week of their courses. Please do this as soon as possible. (5 points)

**Online Discussions**: There is 1 discussion per section focused on the class reading and Modules. Further details and the rubric can be found online. The topics for the semester are:

1. Discussion #1: Description of Dual Language Program Essentials
2. Discussion #2: How do we develop literacy skills in two languages?
3. Discussion #3: Description of Leadership skills essential to Dual Language Prog.

**Dual Language Project**

Students will use their textbook and module materials, in addition to independent research related to dual language programs, and create an instructional model outline that details how their instructional model fits into the overall goals of the Dual Language Model discussed in the textbook. Further details and the rubric can be found online.

**Curriculum Project**

This is an elaborate lesson plan in which you explain the scenario for which the lesson has been designed and the rationale for all of the activities you have created. This 1-hour integrated-skills lesson is based on any authentic material that you will choose (according to your scenario). It is an integrated-skills lesson plan because you will include several skills (e.g., listening, speaking, grammar, vocabulary, reading, or writing) in an integrated fashion for both languages. You will upload your curriculum project to Assignments. This project includes a Peer Review. Further details and the rubric can be found online.

**Final Project**

For the final project, students will create a curriculum and instruction map that incorporates the models studied in class demonstrating the core values of dual language instruction. This map will contain the goals, objectives, activities, and assessments for an 8-week term designated for one-grade level at the elementary level. Further details and the rubric can be found online, including Models of the map.

**Final Exam**

The final exam will cover all textbook chapters, modules, videos, and materials used throughout the semester. It will consist of 20 multiple-choice, 5 short answer, and 2 essay questions. The essay questions will be focused on the **Leadership Skills** discussed in the last two weeks of the course. There is an open final exam discussion where I will post some helpful hints 2 weeks before the exam opens. You will have 3 hours to complete the final exam and it will be open for 3 days.

## STUDENT EVALUATION

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| **Activity** | **Points** |
| **Online Discussions (3 x 25)** | 75 |
| **Dual Language Project** | 100 |
| **Curriculum Project** | 100 |
| **Final Project** | 100 |
| **Final Exam**  | 50 |
|  | **425** |

**Grade Breakdown**

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| **Lower Limit %** | **Range %** | **Grade** |
| **93** | 93 and above, less than 100 | **A** |
| **90** | 90 and above, less than 93 | **A-** |
| **87** | 87 and above, less than 90 | **B+** |
| **83** | 83 and above, less than 87 | **B** |
| **80** | 80 and above, less than 83 | **B-** |
| **77** | 77 and above, less than 80 | **C+** |
| **73** | 73 and above, less than 77 | **C** |
| **70** | 70 and above, less than 73 | **C-** |
| **69** | Less than 69 | **F** |

**Attendance**: In an online class, class attendance is about participation. A graduate discussion in an online class is critical. This is where you demonstrate your understanding of the material, ability to critically interact at a graduate level, and participation level in the course. These discussions take the place of class discussions where you would be expected to participate to make the class successful.

I welcome your expertise, value your opinion, and encourage you to share your experience with your fellow students and colleagues. Please participate early and fully in these online discussions, as this will bring the class alive for all of us, and introduce you to the breadth of knowledge that our class members hold.

**Accommodations for Differently-abled Students:**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please contact me (with or without a Student Disability Services (SDS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; sds@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Students with disabilities who qualify for academic accommodations must provide a letter from [Students Disability Services (SDS)](http://www.sds.ucf.edu/) during the first week of class. SDS determines accommodations based on appropriate documentation of disabilities.

**Title IX:**

Title IX’s implementing regulation provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The University receives federal financial assistance so Title IX applies to UCF’s programs – and, by extension, provides protections to UCF students.

[http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-TitleIXOverview.pdf](https://webmail.ucf.edu/owa/redir.aspx?C=azCYEOECDUqn8Ze36lBJW2zyIYcR0NEIwjnt_YXW8DN7SqqoTyeawctqeRe_vHRE6Yd90QKbrjk.&URL=http%3a%2f%2fwww.eeo.ucf.edu%2fdocuments%2fnew%2fDiscrimination-Descriptions%2cPrevention-TitleIXOverview.pdf)

**Plagiarism Statement:**

Every student is expected to do his/her own work in its entirety. A first act of plagiarism will result in a 0 for the assignment, and any further plagiarism will result in a failing grade in the course and academic review before a UCF committee.

**Diversity and Inclusion:**

The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

**Religious Observances:**

If you have any conflict of the class schedule to due religious observances, please contact me so we can discuss your concerns.

**Deployed Active Duty Military Students:**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact me to discuss your circumstances.

**UCF Cares:**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://ucfcares.com/) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

**Student Conduct:**

Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See [http://www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu/#_blank)/ for further details.

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| The UCF Creed |
| Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions. |
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| Integrity | I will practice and defend academic and personal honesty. |
| Scholarship | I will cherish and honor learning as a fundamental purpose of my membership in the UCF community. |
| Community | I will promote an open and supportive campus environment by respecting the rights and contributions of every individual. |
| Creativity | I will use my talents to enrich the human experience. |
| Excellence | I will strive toward the highest standards of performance in any endeavor I undertake. |

The course instructor may change the syllabus at his or her discretion, and it is the student’s responsibility to be aware of these changes.