Course Prefix and Number: EDUC 528  
Title: Curriculum Design for Teaching English as a Second Language  
Credit Hours: 3 Credit Hours  
Prerequisites: None

Course Description: This 100% online course includes theory and procedures in the practical application of second language learning as well as the use of learning strategies based, in part, on the Cognitive Academic Language Learning Approach (CALLA) (as discussed in the text *The Learning Strategies Handbook* (1999) by Chamot, A. U., et al.) for the development of curriculum for teaching English as a second language through content in the multicultural classroom.

Statement of Conceptual Framework:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of *The Effective Educator:* Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). **Diversity** is an integral part of each component, and **Technology** is emphasized throughout all programs in the educational unit. The Conceptual Framework provides direction for the development of effective professionals.

Course Objectives:
Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of the needs of ESL learners and of the policies and educational programs designed to meet those needs (KL, PS, CK, Diversity)
2. Utilize websites that provide information about meeting the needs of ELL students to include OCR, NABE, TESOL, CAL, NCLB, IDRA, CREDE, USDOE, OELA, NCELA (KL, PS, Diversity, Technology)
3. Demonstrate an understanding of the differences and relationship between academic and social language as they relate to curriculum design and adaptation for ESL students (PS, CK, Diversity)
4. Develop and assess lesson plans using the CALLA and SIOP models (CK, KL, SM, Diversity)
5. Modify grade-level lesson plans to accommodate the needs of ESL learners (CK, KL, SM, Diversity, Technology)
6. Design performance measures to assess student progress (PS, KL, CK, Diversity)

Evaluation: A variety of performance- and non-performance-based assessments

PASS-PORT Requirements
Field Experiences:
As you complete field experiences, you are required to enter them into PASS-PORT on a weekly basis. **Do not wait until the end of the semester.** It is your responsibility to collect classroom student data on all field experiences.

Professional Development Activities:
As you complete any professional development activity, you are required to enter it into PASS-PORT

Artifacts:
Teacher candidates are required to upload portfolio specified artifacts (assignments) and/or any other artifact the instructor deems necessary for evaluation.

Reference List:


Journals and websites: [www.cal.org](http://www.cal.org)  
[www.lsadc.org](http://www.lsadc.org)  
Annual Review of Applied Linguistics  
Modern Language Journal  
Language Learning  
Adolescent and Adult Literacy  
The Reading Teacher  
Young Children