

**UNIVERSITY OF WISCONSIN – OSHKOSH  
PROJECT ADELANTE**

**13/14 552 ESL AND MULTICULTURAL MATERIALS**

Weekends: 1/26-1/27; 2/16-2/17; 3/9-3/10; 4/14; 5/4-5/5

Instructor: Dr. Kathryn Henn-Reinke

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**Course Outcomes**

In this course we will:

- review developments in second language theory and practice
- explore use of the Sheltered Instruction Observation Protocol (SIOP) to develop curriculum
- integrate the academic skills of reading, writing, listening, and speaking in content area instruction
- survey and critique a variety of multicultural and ESL materials for elementary and secondary instruction
- explore effective links between culture and curriculum
- connect curriculum standards to second language learner instruction and assessment

As part of our professional education in the College of Education and Human Services, this methods course will also help prepare us to be:

- knowledgeable about culture, content and learning
- able and willing to select or adapt curriculum and pedagogy to meet the needs of diverse learners
- a skillful practitioner, a reflective professional, and a lifelong learner, striving to become an agent for positive change in the students, school and society

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**Course Calendar**

**SESSION 1:**

January 26-27

Introductions

Overview of course and program

The Learner-centered Curriculum

Children's/Young Adult Literature

The SIOP (Sheltered Instruction Observation Protocol) Model:

Preparation, Building Background, Comprehensible Input

Strategy Development

**SESSION 2:**

February 16-17

The Learner-centered Curriculum

Share Children's/Young Adult Literature

The SIOP Model: *Scaffolding*

Strategies, Interaction, Practice/Application, Comprehensible Input

Assessment Planning

Learning Strategies

**Readings:** Echevarria, Ch. 1-4

Gibbons, Ch. 1-2

**DUE:** Annotated Bibliography

**DUE:** SIOP Analysis I: Preparation (Building Background, Comprehensible Input)

**DUE:** Draft of Learning Strategy Resource Guide

(Final draft due: February 23)

SESSION 3:

March 9-10

Promoting Social Interaction

The SIOP Model:

Lesson Delivery

Grouping

Student Assessment

Integration of Language Arts

**Readings:** Echevarria, Ch 5-8

Gibbons, Ch 3-6

**DUE:** SIOP Analysis II: Strategy Development (Introduction/Practice/Application)

**DUE:** ESL/Bilingual Classroom Materials Critique

SESSION 4:

April 14

Attend Institute Sessions (Full Day)

Attend ADELANTE Cohort Meeting

**Readings:** Gibbons, Ch. 7

Echevarria, Ch. 9-10

**DUE:** SIOP Analysis III: Assessment

**DUE:** SIOP Analysis IV: Grouping

SESSION 5:

May 4-5 Reflect on effectiveness of SIOP Model  
Conferencing and goal-setting

**DUE:** Field Experience Report, Journal and Presentation

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Course Evaluation:

95-100	A
90-94	A/B
85-89	B
80-84	B/C
75-70	C

Note: It is the policy of the Curriculum & Instruction Department that a grade of “C” represents a failing grade at the graduate level, the course does not count toward completion of course work for licensure and must be retaken with a passing grade.

**Requirements:**

**Attendance:**

Students who miss the equivalent of a full day of class will be dismissed from the course and will be required to retake the course during a subsequent semester.

**Assignments:**

Assignments are to be submitted on time. Late assignments will receive ½ credit for up to one week and no credit after one week. You must speak to me regarding any special circumstances. In turn, your assignments will be evaluated and returned to you in a timely manner. All written work must be word processed and submitted in a professional-looking format. Graduate students are expected to demonstrate advanced levels of thinking in class discussion and written assignments.

### **ESL/Bilingual Materials Critique (5%)**

Use district resources, visit ESL and/or Bilingual classrooms, or consult the reference texts in the ADELANTE resource library (N/E 203) to find quality materials for English language learners. Select (or develop) three quality teaching tools to share with the class. Include a one-page annotated bibliography of the materials to be shared with classmates. Submit a disk or e-mail of this assignment, which will be placed in a cumulative file and distributed to class participants.

### **Children's/Young Adult Literature Bibliography (5%)**

Develop an annotated bibliography of quality multicultural literature that you have used/could use in your unit of study (ten books for teachers in grades K-2; five books for teachers in grades 3-5; two novels for teachers in grades 7-12). Share books in small group discussions. Books may be in English, Spanish, or Hmong.

### **Develop SIOP Analyses: (40%)**

Develop a series of 4 analyses of your teaching in relation to the SIOP Model. (See Appendix B, pages 212-3 in Echevarria for an overview of the model). Lessons are to be designed for use with English language learners in mainstream, ELL, or bilingual classroom settings.

The focus for each analysis is listed below:

- Analysis I: Preparation (Building Background, Comprehensible Input)
- Analysis II: Strategy Development (Introduction/Practice/Application)
- Analysis III: Assessment
- Analysis IV: Grouping

Each analysis must include:

- A one page description of the SIOP component under study in relation to your teaching situation
- A one page description of your plan to implement the component into your teaching
- A one page analysis of the success of the initial implementation of the component and the impact it has had on teaching, learning, and assessment with English language learners

### **Strategy Development: Field Experience, Journal and Materials. (Minimum of 10 hours) (50%)**

Create a unit of study to be used with your group of English language learners (ESL or bilingual setting). Develop/use appropriate materials to contextualize the unit of study. Teach connected lessons where you can apply learning strategies and a specific area of academic language in a content area. Assess student progress holistically, including student self-assessment. Keep a reflective journal of your experiences and gather materials to demonstrate student growth in the use of specific strategies incorporated into the SIOP Model. Communication with colleagues via e-mail will be an important component of this work. An in-depth oral and written discussion (5-7 pages) of your methodology, findings and conclusions will follow completion of your field work.

Each lesson must include:

- identification of language and content standards (WIDA Standards)
- development of specific area of academic language
- development of higher level thinking skills (concept development)
- development of learning strategy
- integration of 2 or more language arts: reading, writing, listening, speaking, viewing, visually representing
- use of active learning and practical application
- an assessment plan, including student self-assessment of strategy

### **Texts:**

Echevarria, J., Vogt, M., Short, D. 2004. *Making content comprehensible for English learners: The SIOP Model*. Boston: 2<sup>nd</sup> Ed. Pearson, Allyn and Bacon.

Gibbons, P. 2002. *Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

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Name: \_\_\_\_\_

**Assignment Calendar**

_____	February 16	Annotated Bibliography
_____	February 16	SIOP Analysis I: Preparation
_____	February 23	Learning Strategy Resource Guide
_____	March 9	ESL/Bilingual Classroom Materials Critique
_____	March 9	SIOP Analysis II: Strategy Development
_____	April 14	SIOP Analysis III: Assessment
_____	April 14	SIOP Analysis IV: Grouping
_____	May 4	Field Experience Report, Journal and Presentation