Course Syllabus: ECLD 604-900
Location: Online
Semester: Fall ’14 (3 units)
Online Meeting Time & Dates: tba (approx. 1x/month)
Instructor: Dr. Tom Griggs
Phone: (970) 988-5820
Office: McKee Hall 259
Email: thomas.griggs@unco.edu
Office Hours: Tues. & Thurs., 11:00 AM-12:00 Noon; 1:00-1:45 PM & by appointment

Course Description
This course is designed for graduate students nearing the end of their LDE/CLD program who are currently working with, or plan to work with, students from multilingual environments who are receiving instruction in their native language and/or in English as a second language. In this class you will examine instructional practices that facilitate language development and academic learning for these students. At the same time, you will explore and critically reflect upon aspects of your teaching practice involving culturally and linguistically diverse learners. With the help of your instructor and classmates you will identify personal teaching challenges and implement changes in your teaching that will increase the chances for academic success among your emergent bilingual and English language learners.

Course Objectives
Students in this course will:
• gain an understanding of the theory and methods of the sheltered instruction approach, to support second language learners’ access to the curriculum as they learn academic language and content simultaneously
• practice strategies with the guided assistance of peers and instructor that will help enhance your students’ comprehension in academic content areas
• develop new reflective and investigative skills to assist you in improving your teaching of linguistically diverse students

Attendance: Because so much of the learning we hope to achieve takes place in class, attendance at the Blackboard online sessions is an important part of getting the maximum value out of this course. For this reason, a learner’s absences (as well as participation in in-class learning activities) are taken into account when calculating her or his final grade. By arrangement, it is my intention to have scheduled sessions recorded for viewing when you cannot be in attendance for the live version.

In addition to these online class meetings, you will arrange observation dates with the instructor and with your classmates, as indicated in the course requirements and assignments that follow. These dates will be discussed in class and by phone with the instructor and arranged with each class member individually.
**Required Texts, links & materials:** (Please note that required texts are available at the UNC campus bookstore.)


**Required Texts, links & materials (continued):**

**Not a book but an equipment requirement:** A good enough quality video camera unit, with a good enough quality microphone that I can hear your voice clearly and easily while you are teaching, if you will be completing the “Students currently teaching ELLs” version of the requirements for this course. (See following pages of this syllabus). It is my strong preference to come and observe your teaching in person, if so, but in the event this will not be possible because of distance from the UNC campus, it will be necessary for you to record your teaching and send it to me via DVD or other medium, as you and I arrange.

**CDE standards for teaching Linguistically Diverse students:**
An introduction to the history related to, the rationale for, and the adoption of the new CDE (“CELP”) Standards appears at
http://www.cde.state.co.us/cdeassess/UAS/Crosswalk/ELP_Crosswalk.html

The standards themselves can be found via links that appear at
http://www.cde.state.co.us/sitoolkit/LearnAboutTheStandards.htm

Another useful link, whence come the new CELP standards, and which serves as a gateway to a wealth of practical and curriculum materials: http://www.wida.us

**Highly recommended reading (I will explain this category at our first class meeting):**