A. COURSE DESCRIPTION
This course discusses research and practice topics relevant to the education of culturally and linguistically diverse students. It requires the design of a research project on one of the course areas.

B. PREREQUISITES: SRM 600 and 21 credits in the Culturally and Linguistically Diverse program

C. RELATIONSHIP TO STATE AND PROFESSIONAL STANDARDS
This course also meets TESOL Standards 1.a.1, 1.a.2, 1.a.3, 1.a.4, 1.a.6, 1.a.7, 1.a.9, 1.a.10, 1.b.5., 1.b.6., 1.b.10., 1.b.11, 1.b.12, 1.b.13, 3.a.1, 3.a.3, 3.a.4, 3.b.1., 3.b.2, 3.b.3, 3.b.4, 3.b.5, 3.b.6, 3.b.7, 3.b.8., 3.c.1, 3.c.2, 3.c.4, 3.c.5, 4.a.1, 4.b.1, 4.b.4, 4.b.5, 4.c.1, 4.c.2, 4.c.3, 5.c.1.

E. GOALS OF THE COURSE
By the end of the course, students will demonstrate broad knowledge of theory and practice in CLD education, including focused, research into a key area of CLD education. Topics of study could include:
- Early childhood bilingualism
- Literacy and language development among second language learners
- Differentiating instruction for CLD learners
- Bilingual special education
- Professional advocacy and community engagement
- Digital literacies in CLD education
- Approaches to second language acquisition
- Instruction in second language acquisition in a K-12 setting
- Program models to educate linguistically diverse learners.
- Academic assessment issues for students in bilingual and ESL programs
- International perspectives on bilingual education
- Teaching English as a Foreign Language
- CLD students in secondary education
- Research methods is CLD education
F. COURSE OBJECTIVES
1. Identify and discuss current issues in bilingual education and English as a second language.
2. Discuss important research related to bilingualism and second language acquisition.
3. Identify areas where more research is needed.
4. Discuss the benefits and disadvantages of programs and instructional practices in the field of bilingual education and English as a second language.
5. Discuss historical trends that have influenced current practices.
6. Write a critical review a research article in the field of CLD education.
7. Write a summary of a research methodology
8. Identify a research topic.
9. Develop a literature review.

G. COURSE REQUIREMENTS
1. Readings, Discussion, and Classroom Activities. Students will discuss and engage in activities related to required course readings. (35%)
2. Annotated Bibliography. Students will compile a bibliography with abstracts from 20 articles or book chapters that address a research question related to your topic of inquiry. (15%)
3. Literature Review. Conduct research and write a 15-page Literature Review on a topic in CLD education that has been approved by the instructor. Submit drafts of sections of the review of research for feedback throughout the semester. (50%)

H. GRADING CRITERIA
1. Participation, Discussion, Activities 35%
2. Annotated Bibliography 15%
3. Literature Review 50%

Total 100%

Grading Scale
100-95% = A 79-75% = C+
94-90% = A- 74-70% = C
89-85% = B+ 69-65% = D
84-80% = B ≤ 64% = F

I. REQUIRED READINGS

CDE Guidebook on designing, delivering, and evaluating services for ELLs


**Articles and Book Chapters Available in Blackboard:**


J. SUGGESTED READING


HELPFUL ORGANIZATIONS

Center for Applied Linguistics (CAL)
4646 40th St. N.W.
Washington, DC 20016-1859
(202) 362-0700; fax (202) 362-3740
E-mail: info@cal.org
Web: http://www.cal.org/

Center for Research on Education, Diversity, and Excellence (CREDE)
University of California
1156 High St.
Santa Cruz, CA 95064
(408) 459-3500; fax (408) 459-3502
E-mail: crede@cats.ucsc.edu
K. DISABILITY ACCESS
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or visit www.unco.edu/dss to certify documentation of disability and to ensure that accommodations are implemented in a timely fashion.
L. INCLUSIVITY IN THE CLASSROOM AND UNC COMMUNITY

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own. Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity/framework.html).

M. UNC ACADEMIC POLICY and STUDENT CODE

University Incomplete Policy:

An Incomplete grade is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). Incompletes will not be given for any other circumstances.”

UNC Plagiarism Policy:

Plagiarism may result in one or all of the following: a zero on the assignment, failing the class, violation reported to the UNC Honor Code Committee, and/or violation reported on Personal and Professional Disposition for teacher education students. This is UNC policy regarding plagiarism, quoted from the Student Handbook:

Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations.

As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.

N. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Assignments</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction; areas of inquiry</td>
<td>Post research question ideas</td>
<td>Reading, discussion, classroom activities</td>
</tr>
<tr>
<td>2</td>
<td>Research in Methods CLD Education</td>
<td>Narrow research question</td>
<td>Reading, discussion, classroom activities</td>
</tr>
<tr>
<td>3</td>
<td>Research Methods in CLD Education</td>
<td>Refine research question(s)</td>
<td>Reading, discussion, classroom activities</td>
</tr>
<tr>
<td>4</td>
<td>Research Methods in CLD Education</td>
<td>Reading, discussion, classroom activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Research Methods in CLD Education</td>
<td>Reading, discussion, classroom activities <strong>Annotated bibliography</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Conducting a Literature Review in CLD Education</td>
<td>Begin Literature Review; Peer and instructor feedback</td>
<td>Reading, discussion, classroom activities</td>
</tr>
<tr>
<td>7</td>
<td>Conducting a Literature Review in CLD Education</td>
<td>Continue Literature Review; Review of Research Article</td>
<td>Reading, discussion, classroom activities</td>
</tr>
<tr>
<td>8</td>
<td>CLD Research Methods</td>
<td>Peer and instructor feedback</td>
<td>Reading, discussion, classroom activities</td>
</tr>
<tr>
<td>9</td>
<td>Conducting a Literature Review in CLD Education</td>
<td>Submit draft Literature Review; Peer and instructor feedback</td>
<td>Reading, discussion, classroom activities</td>
</tr>
<tr>
<td>10</td>
<td>Writing the Introduction</td>
<td>Submit draft of Introduction; Revise Literature Review; Peer and instructor feedback</td>
<td>Reading, discussion, classroom activities</td>
</tr>
<tr>
<td>11</td>
<td>Complete full research proposal</td>
<td>Revise Introduction</td>
<td>Reading, discussion, classroom activities</td>
</tr>
<tr>
<td>12</td>
<td>Finals Week</td>
<td>Literature Review</td>
<td></td>
</tr>
</tbody>
</table>