Overview
This short course addresses pedagogical issues concerning the teaching of ESL students at pre-university and university-level study, specifically with reference to the use of a content-based instructional (CBI) framework. Attention will focus on how CBI approaches and techniques can be realized in practice, in a range of contexts or educational settings, and for a variety of different learners. Included is a critical examination of the underlying principles of CBI along with an examination of how CBI practice has developed over the last three decades.

Objectives
The primary objectives of the course are to:
1. familiarize course participants with content-based instruction (CBI) as an approach and the methodologies used in conjunction with it
2. provide awareness of variations in the implementation of this curricular model (e.g., theme-based or sustained content instruction, sheltered instruction, and linked or adjunct models)
3. allow discussion of which models of CBI are most applicable to the various educational sectors and to settings around the world—both English as a second language (ESL) and English as a foreign language (EFL)
4. provide participants with a rational basis for designing, developing, implementing, and evaluating content-based instructional programs in English as a second or foreign language
5. provide the opportunity for participants to design a CBI lesson (including the rationale and step-by-step procedures for this lesson)

Problems of Practice
This course addresses the following problems of practice:
1. lack of familiarity with the CBI paradigm, the various models that comprise it, its history, and its scope
2. difficulty identifying and differentiating language and content objectives
3. inability to effectively link theoretical knowledge about CBI to classroom practice
4. difficulty facilitating the simultaneous learning of language and content
5. insufficient thought given to theory and pedagogy when planning and executing CBI lessons
Course Requirements and Grades

Students will be evaluated on the basis of their class participation in discussions and informal presentations, their processing of the lecture and reading materials (as evidenced by the Blackboard discussion postings), and their performance on the course final project.

Formal lecture and demonstration: Assigned readings will be supplemented by formal lectures and demonstrations by the instructor, who will elaborate on topics presented in the assigned readings.

Discussions: Discussions will center on ideas presented in the lecture and assigned reading material. All ideas will be discussed in light of participants' prior knowledge and experiences.

Group and class participation: Students are expected to attend every class, to have completed the assigned readings, to have processed the ideas presented therein, and to actively participate in whole group/small group discussions and class activities. They will be evaluated on the extent of their preparedness, their participation and on the degree to which this contributed to the class as a whole.

Blackboard postings: To assist in the processing of assigned course readings, students are asked each class session to respond thoughtfully to one of the posted questions in the weekly “Discussion” forum and to respond in an equally thoughtful fashion to a peer who has answered a different discussion question. Discussion forum postings are due by 5 pm as follows:

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Posting Due</th>
<th>Response Due</th>
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<tbody>
<tr>
<td>2/26</td>
<td>3/2</td>
<td>3/4</td>
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<tr>
<td>3/5</td>
<td>3/9</td>
<td>3/11</td>
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<tr>
<td>3/12</td>
<td>3/16</td>
<td>3/18</td>
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All responses/reactions will be judged on the completeness and quality of the work.

Final project: The final project for this course involves the development of a sample lesson and materials for a specified ESL/EFL learner population. The lesson should demonstrate a thorough understanding of the underlying principles of a content-based approach to teaching English as a second/foreign language. Students should follow the lesson guidelines from TESOL’s New Ways series, as posted on the class website. Project will be evaluated with reference to the Rubric for Written Work below. Target length: 2-3 pages plus instructional materials. Note: Please consult the “Assignment” section of the course Blackboard site for full details. Note also that final projects from previous years are archived on the “Content” page of Blackboard to provide additional models. Due 3/22/10.

Rubric for Written Work

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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>All parts of assignment or presentation are done completely, showing evidence of depth of thought, preparation, organization and clarity.</td>
<td>All parts of assignment or presentation are done completely; however, depth of thought, preparation, organization and/or clarity could be improved.</td>
<td>Assignment is not complete, and/or shows considerable lack of depth, clarity preparation or organization.</td>
<td>Assignment does not approximate criteria.</td>
</tr>
<tr>
<td>Needs to redo the assignment.</td>
<td>Should conference with professor before engaging in rewrite.</td>
<td>Does not integrate literature, pertinent</td>
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</tbody>
</table>
Presentation or assignment shows knowledge of pertinent literature or information, and integrates this and class work in an original manner. 
Assignments done in collaboration recognize the contribution of each member.

Individual parts lack some degree of connection to literature, pertinent information or class work. 
Assignments done in collaboration lack an equal contribution from each group member.

Submission of assignments: All course assignments must be completed and submitted by the deadlines specified. An extension or a grade of incomplete (IN) is granted only in cases of documented medical problems or family emergencies and must be requested in writing prior to the end of semester.

Grading breakdown: The following percentages will be used to calculate the final grade: participation (10%), Blackboard postings (20%), and final project (70%).

Texts


Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>2/26</td>
<td><strong>Course introduction</strong></td>
<td>Brinton, Snow, &amp; Wesche [pp. 1-5]</td>
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<tr>
<td></td>
<td>- Introduction to CBI</td>
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<td></td>
<td>- The roots of CBI</td>
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<td></td>
<td><strong>Theoretical foundations</strong></td>
<td>Brinton, Snow, &amp; Wesche [pp. 5-13]</td>
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<td>Grabe &amp; Stoller [CBC, 5-21]</td>
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<td></td>
<td><strong>A brief history of CBI</strong></td>
<td>Brinton, Snow, &amp; Wesche [pp. 14-25]</td>
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<tr>
<td></td>
<td>- Three prototype models</td>
<td></td>
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</tbody>
</table>
| 3/5 | **Sheltered instruction** | Rosen & Sasser [CBC, 35-45]  
- Review of the principles | Kinsella [CBC, 46-68]  
- Language through content in action | Tang [CBC, 69-77]  
Short [CBC, 213-232]  
| **Adjunct instruction** | Gee [CBC, 324-330]  
- Review of the principles | Iancu [CBC, 149-157]  
- Variations on the model |  
| **Setting variables** | Murphey [CBC, 117-131]  
Wegrzecka-Kowalewski [CBC, 319-323] |  
| **Teacher preparation** | Peterson [CBC, 158-174]  
Kaufman [CBC, 175-186] |  
| **CBI: A critical view** | Eskey [CBC, 132-141]  
Goldstein et al. [CBC, 331-339] |  
| 3/12 | **Intersections** | Freeman & Freeman [CBC, 351-354]  
- CBI and Whole Language | Henze & Katz [CBC, 355-358]  
- CBI and ESP | Wong [CBC, 359-362]  
- CBI and VESL | Johns [CBC, 363-366]  
- CBI and EAP | Carson, Taylor, & Fredella [CBC, 367-370]  
| **Curriculum development** | Hilles & Lynch [CBC, 371-376]  
- A CBI culture course | Holten [CBC, 377-387]  
- Literature-enriched CBI |  
| **The role of content faculty in CBI** | Bernier [CBC, 95-103]  
Srole [CBC, 104-116]  
Blakely [CBC, 274-289]  
Snow [CBC, 290-304]  
Teemant et al. [CBC, 311-318] |  
| **Assessment** | Turner [CBC, 187-200]  
Weigle & Jensen [CBC, 201-212] |  
| **CBI: Issues in implementation** | Valentine & Repath-Martos [CBC, 233-247]  
Kamhi-Stein [CBC, 248-262] |  
|  

Course wrap-up
- Research in CBI
- The future of CBI

Zuengler & Brinton [CBC, 263-273]

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Bibliography


