

**University of Southern California
Rossier School of Education
Course Syllabus**

**EDUC 543-B: Instruction for Limited-English Proficient Candidates
Fall 2011**

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Class Time: Saturdays, 8:30 am - 10:00 am (Pacific Standard Time)

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This is the second part of the EDUC 543 courses. Successful completion of EDUC 543 Part A is a prerequisite for this course.

Course Overview

Candidates who come from a home where a language other than English is spoken are a growing presence in U.S. Schools. Many classroom teachers have had little or no preparation for providing the types of assistance that such learners need to successfully learn academic content and skills through an English delivery model while, at the same time, these students are developing proficiency in English. Linguistically and culturally responsive practices, informed by principles from high quality research, have not often been employed in mainstream teacher education (usually reserved for the preparation of specialists). There is a need for teacher education to incorporate the knowledge, skills, and dispositions that will prepare all pre-service teachers to be linguistically and culturally responsive to this student population's needs.

This course includes systematic study of effective ways to structure learning opportunities for diverse student populations. An understanding of the instructional needs of language minority populations will be developed and an awareness of the appropriate programs and services to meet those specific needs will be presented. This course is intended to engage graduate candidates in exploring a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. The course provides an overview of the historic and current trends and social issues affecting the education of language minority candidates. It also provides candidates practical experience in implementation of instructional strategies addressing the needs of a diverse student population. Major units of the course include: language learning theories; socio-cultural contexts of language development, principled selection of instructional strategies for teaching language and non-language subjects; a focus on the development of academic language, assessment of language and non-language competencies; and selected issues in teaching language minority populations.

This course is further designed to address several overlapping objectives and competencies: To meet CCTC and NCATE guidelines including the CCTC Teacher Performance Expectations, NCATE Unit Standards, and CCTC Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (Standard 7B:Preparation to Teach Reading/Language Arts); and to ensure that credential candidates understand the California

Reading/Language Arts Framework for California Public Schools and Content Standards for their discipline.

Problems of Practice

Nature of Problems of Practice – After thoughtful conversation with our K-12 partners, our higher education colleagues, and our review of the literature on contemporary teacher education, we have identified a significant number of Problems of Practice facing professionals in schools and classrooms affecting the learning outcomes of English language learning candidates. Using the Problems of Practice approach as a starting place for creating problem-centered instruction, the following Problems of Practice for the education of English Language Learners (ELL's) are addressed in this course. We began a discussion of the following issues in Part A of this course. The following issues continue to inform the content and desired student outcomes of Part B of this course.

Treating ELL Candidates' Language(s) and Cultural Backgrounds as Resources for Learning

- Teachers tend to see ELLs' primary language and culture as deficits or barriers to learning rather than as resources.
- Teachers lack knowledge about how first-language skills influence both second-language acquisition and academic achievement.
- Failure to recognize that ELLs with strong native language skills are more likely to achieve parity with native-English-speaking peers than are those with weak native-language skills. A lack of understanding of the effect that the primary language has on academic language development/proficiency in second language.
- Failure to acknowledge the variability of experiences with which our candidates come and how they can be used to acquire academic concepts (moving beyond "tapping prior knowledge").
- Failure to deeply know and be accountable to learners in a social context. A safe, welcoming classroom environment with minimal anxiety about performing in a second language is essential in order to facilitate learning for English learners.
- Lack of understanding on the impact of racism, ethnocentrism, sexism, classism and discriminatory behavior on the ELLs' education experience.

Language Acquisition and Development

- Teachers tend to have an allegiance long-held ideas, theories, and methods of instruction for ELLs regardless of their effectiveness or the situation, instead of understanding upon a breadth of ideas, theories and methods that can be used to address individual learning needs and situations.
- Teachers lack of understanding or have a misunderstanding about the meaning of language proficiency. Conversational Language Proficiency is fundamentally different from academic language proficiency. Confusion about the meaning of these terms often leads to the inability to adapt to student needs, standard curricula, etc.
- Failure to engage ELLs in activities that require social interaction and foster the development of conversational and academic English.

- Teachers struggle to organize their instruction to meet the needs of ELLs (e.g. through differentiation, scaffolding, etc.)
- Teachers lack knowledge and abilities to provide second language learners with access to comprehensible instruction that facilitates their language acquisition. Second language input, provided through language arts and subject-matter instruction must be relevant and adjusted to the candidates' level in order to stimulate student interest. It must be challenging and sufficient in quality so that it requires candidates to "negotiate meaning".
- Many teachers believe that ELLs need "back-to-basics" skill-driven instruction rather than contextualized literacy instruction that supports meaning-making.
- Teachers have little knowledge of how to support ELLs to develop academic language (in L1 and L2).
- Teachers tend to only focus on teaching narrative rather than expository texts in language acquisition and literacy development.
- Teachers are not clear about the difference between ELD and SDAIE and how and when these strategies should be used to optimize student learning.
- Lack of focus for pre-service teachers on how to modify or adapt curricula so that it is responsive to ELL candidates

Assessing and Understanding Language Proficiency

- Many teachers do not understand how to assess language development. When teachers do not know how to recognize or respond to candidates' language issues, ELLs may be mistakenly identified as having "special needs"
- Language proficiency is not seriously taken into account in special education assessment. Language (L2) problems are misinterpreted as disabilities.
- Teachers rarely know how to use theory to critically analyze and instantiate mandated curricula for ELLs.
- Standardized tests in English are not designed to measure what ELLs know (instead they tend to assess language proficiency), which creates particular challenges for teachers who work with ELLs in low performing schools where there is pressure to raise test scores.

Organizing Instruction for ELLs

- Many teachers believe that ELLs are the responsibility of other teachers in other programs and that they do not need to accommodate ELLs in their own classrooms.
- Many teachers do not know how to accommodate ELLs in their own classrooms.
- Many teachers believe that the needs of ELLs only need to be addressed during language arts (in multiple subjects classrooms) or by the English language arts teacher in secondary schools, rather than across the content areas.
- Secondary teachers of ELLs do not incorporate the teaching of the academic language of their discipline as part of every lesson they plan and implement.
- In secondary schools there is often a lack of communication and collaboration across disciplines (in secondary schools) and departments, particularly the EL department, to develop coherence around language acquisition and literacy

development in general.

Serving ELLs in Today's Policy Context

- Packaged, skills-based language arts curricula tend to be strictly enforced in schools with many ELLs. These programs often do not include what the research suggests are the most effective instructional strategies for ELLs.
- Teachers are not aware of their candidates' rights as English learners and therefore are not able to support them with the proper program of instruction.
- Shortage of ESL/Bilingual Teachers – The nation does not have enough ESL/Bilingual teachers with the skills to serve culturally and linguistically diverse candidates.
- Shortage of Teachers of Culturally and Linguistically Diverse Backgrounds: The lack of teachers of color when student enrollment is increasingly diverse is of particular concern.
- Candidates' often have limited access to highly qualified bilingual staff. Available personnel seldom have the necessary training or qualifications to teach LEP candidates.
- Teachers are not aware how to handle topical issues confronting the educator of language minority populations including: English-only, immigration issues, affirmative action, racism, etc.

Course Objectives/Outcomes

This course will address the following Teacher Performance Expectations (TPEs):

TPE #1	Specific Pedagogical skills for teaching Subject Matter Instruction
TPE #1A	Subject-Specific Pedagogical Skills for Multiple Subject Teaching
TPE #2:	Monitoring Student Learning During Instruction
TPE #3a:	Interpretation and Use of Assessments: Classroom
TPE #3b:	Interpretation and Use of Assessments: State Tests
TPE #4:	Making Content Accessible
TPE #5:	Student Engagement
TPE #6:	Developmentally Appropriate Teaching Practices
TPE #7:	Teaching English Learners
TPE #8:	Learning About Candidates
TPE #9:	Instructional Planning
TPE #10	Instructional Time
TPE #11	Social Environment
TPE #13:	Professional Growth

Candidates completing this course will be able to:

NOTE: California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Professional Teacher Preparation Programs is highlighted in boldface type.

URL: < <http://www-rcf.usc.edu/~genzuek/CTCTeacherPrepStandards.pdf> >

- Demonstrate familiarity with various theories and instructional methodologies in first and second language acquisition **(Standards 12d, 13d)**.
- Demonstrate familiarity with past and current methods for teaching English as a second language. **(Standards 5a, 12d, 13d)**
- Identify the major types of bilingual programs, their strengths and weaknesses. **(Standards 13a, 13b, 13c, 13d)**
- Discuss strengths and weaknesses of varied organizational strategies for multilingual classrooms. **(Standards 13a, 13c, 13d)**
- Demonstrate awareness of the issues involved in language assessment and testing for instructional purposes. **(Standards 13a, 13b, 13c)**
- Demonstrate awareness of local and national legal, political and socio-cultural issues related to the education of English learners. **(Standards 4b, 5a, 11c, 13c)**
- Show familiarity with professional and bibliographic resources for English as a second language and bilingual instructional needs. Demonstrate knowledge of copyright issues. **(Standards 4b, 9i)**
- Demonstrate competence in the use of electronic research tools (e.g. access the Internet) to search for and retrieve information and the ability to assess the authenticity, reliability, and bias for the data gathered. Interact with others using e-mail and is familiar with a variety of computer based collaborative tools **(Standards 9c, 9f)**
- Develop a unit of study that demonstrates appropriate use of a regular curriculum framework in a multilingual classroom. **(Standards 12d, 12f, 13d)**
- Identify ways of involving the family, and other external communities in program instruction, implementation, assessment and evaluation. **(Standards 5b, 5e, 13h)**

COURSE REQUIREMENTS

Completing the readings and participation in class discussions are important requirements. Performance in this course is weighed heavily on the quality of the candidate's written work and participation during class sessions. Written assignments must be typed and proofread with the care that a graduate student should exhibit.

- **PREPARATION FOR CLASS MEETINGS** – Assigned readings and videos about theory and practice related to language acquisition, cultural diversity and schooling form the core of each week's class session. All of which should be completed before each class session so that candidates are prepared to participate in informed and penetrating analyses of the issues and contribute in purposeful academic discussion and reflection. Class time participation points will be reduced if you do not come prepared having read your assigned readings, viewed related videos and completed fieldwork journals.
- **CLASS TIME** – During class time candidates will experience a variety of activities. Students have opportunities to talk with their instructor about key topics and issues. You are encouraged to ask questions and actively participate in both planned and impromptu class discussions so long as the discussion forwards the purpose of the class. Participation in class time must include original thought supported by references to common readings and widely held understandings. Participation in class discussions is required of all candidates.

Class Time will last approximately 75 minutes. You will receive points for full participation. This includes coming prepared, arriving on time and participating for the full 75 minute session. If you are taking the course on-line, this means you are responsible for logging in promptly and making sure your camera is on at all times. To receive full credit for Class Time candidates must also be fully engaged in all activities. You are ONLY allowed one excused absence. You must notify your instructor, via email, if you will be unable to participate. After one missed session you will not receive any credit for Class Time. If there are extenuating circumstances please contact your instructor to set up a make-up session. Make-up sessions will only be granted once and must be due to an emergency or unavoidable absence from your regular Class Time session.

Participation in Class Time is worth 40 points (5 points per class).

- **GENRE ANALYSIS/ GUIDED FORUM DISCUSSIONS**-In week 5 you will be required to identify a written or literary genre to explore. You will complete a GENRE ANALYSIS, guided by a template, provided in the Class Toolbox. You will be responsible for posting your genre analysis in the forum discussion in week 5. You will be asked to review group members' Genre Analysis for your own learning and respond to the following questions in the "Genre Analysis Forum" in week 6:
 - What is the role of a genre analysis in your work with English Learners?
 - What types of written and literary genres have you seen your students write?
 - How can you use what you've learned through the genre analysis in supporting ELs writing across the curriculum?

You must respond to the questions in the forum and be prepared to discuss it during class time in week 7.

GENRE ANALYSIS/Forum participation is worth a total of 10 points: 5 points for completing the Genre Analysis and 5 point for the forum post discussion.

- **LANGUAGE MINORITY CASE STUDY PROJECT** – Each student will develop an 8-10 page (double spaced, 12"font) written "Case Study" to be submitted to your instructor for final grading. This project began in 543-A, and will be completed in 543-B.

The Language Minority Case Study Project employs methods of ethnographic research. Ethnographic research methods are a means of attaining local points of view, school, classroom, household and community "funds of knowledge" (Moll & Greenberg, 1990). This project provides the candidate with a means of identifying significant categories of human experience up close and personal.

Ethnography enhances and widens the view and enriches the inquiry process. It generates new analytic insights by engaging in interactive exploration of often-subtle arenas of human difference and similarity, habits and patterns that mark your school, work or home life. You may not even be aware of them, but the information they capture may provide

teachers, researchers, doctors and engineers pathways to innovations that add to your learning, comfort and effectiveness. Through such findings ethnographers may inform others of their findings with an attempt to derive, for example, policy decisions or instructional innovations from such an analysis.

Tasks and Procedures

Each candidate is responsible for conducting a mini-ethnographic case study of individual K-12 candidates who is an English Language Learner (ELL) or speaks a language in addition to English. By now you have identified a person who is either currently a student learning a second language, or who has in the past participated in a second language learner program. Be sure to follow the ethical procedures before starting your actual study.

In Part A of this course you completed data collection at your school site. You should have completed observations and interviews of the student you selected to focus upon. In Part B of this course you will use this data to complete your Case Study Project. Some candidates have now switched schools. You may find that you need gather more data for this project. Candidates will work with their instructors to address individual needs related to the completion of their Case Study Project.

Final Case Study Written Assignment

Unlike a traditional ethnographic study, this project will not require a comprehensive, longitudinal written case study analysis. Ethnographic research studies can take several months to years to conduct. This would be impossible given the limitations of our data gathering and course timeline. The Case Study should however supply all of the data and information described below.

Your final descriptive report and analysis of your interviewee will include, but not be limited to the following:

1. Cover Sheet
2. Introduction
 - a. Purpose or aim of paper (introductory set-up or “roadmap” for the reader)
 - b. Why selected student
 - c. Brief methodology section - steps you took to complete the project
 - d. Background of student
 - e. Demographics of community, school, classroom
 - f. Limitations of Study
3. Summary of Conclusions & Recommendations. Indicating your perspective on the type of program that was provided for the interviewee, its educational, social-cultural and political influences, and the effect you believe it had on the person’s academic achievement.
4. Personal Reflection on Case Study Experience
5. Reference page

In summation, each student will be required to provide an **8-10 page** written study including: introduction, followed by the purpose of the study, a brief description of the methodology employed to conduct the study, limitations of the study, a concise analysis

of all the data gathered, findings, conclusions, and recommendations; and **link all these areas to literature and theory read and discussed in the class as well as any other found in your review of the literature.** A reference page must be included.

Additionally, a brief self-reflective summary focused on the process and experience of creating a Case Study should be included. This will not be easy given the limited number of pages. So be concise and thoughtful by providing an in-depth look at your student.

***NOTE:** Final written study, analysis, summaries and reflections should follow the format of the Publication Manual of the American Psychological Association (APA).*

Grading Criteria for the Case-Study: A copy of the Rubric for the Language Minority Case Study paper can be found in the Toolbox on the LMS. You can also access the rubric by visiting: www.usc.edu/dept/education/CMMR/Genzuk_543_Case_Study_Rubric.pdf

The final written study is due by the end of Week 8. Final oral presentations are due Weeks 9, and 10. **(The Case Study Project is worth 40 points).** The Case Study Oral Presentation is worth 10 points or 10% of your final grade. Your oral presentation grade will include **5 points** for presenting your case study and an additional **5 points** for your peer feedback documentation.

CAPSTONE STUDENTS: ALTERNATIVE ASSIGNMENT

Current teachers who are enrolled in the Capstone course students the option of completing the following 2 assignments in lieu of the Language Minority Case Study Projects.

Purpose: Vocabulary and academic discourse can be a struggle for English learners at all stages of second language acquisition. The complexities of sharing what one has learned in a new language is not only a challenge for English Learners, but for teachers who try to provide ELs with the support needed to demonstrate high levels of oral and written discourse. To help you think about how to scaffold the language students need to engage in a discussion, you are asked to complete the following:

1. Reflection #1 **(20 points):** Read the following brief article by Kevin Feldman and Kate Kinsella entitled, *Narrowing the Language Gap: The case for explicit vocabulary instruction*. http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf

a. Write a brief (2-3 page) reflection about your reactions to the reading and how it applies to your work with English Learners.

2. Reflection #2 (3-5 pages) **(30 points):** Complete Steps 1-2 of the “Professional Learning Activities Kinsella 4—Enhancing Students’ Academic Discussion Skills” found at <http://pubs.cde.ca.gov/tcsii/prolearningtoolkit/kinsellafourindex.aspx>

a. Step 1: Take Stock- Pre-video reflective questions (1-2 pages)

- How do you currently get your students to participate in class discussions?
- How do you ensure that your students are both competent and confident when engaging in a class discussion?

- How is your students' ability to talk about a topic related to their ability to read and/or write?
- What is academic talk? How is it used in your classroom?

b. Step 2: View video

c. Paper – 2-3 pages - After viewing the video, begin by providing a brief reaction to the video. Then, reflect on a lesson you've taught (provide a brief summary of the lesson) and respond to the following questions:

- What language and literacy support did I integrate during my lesson?
- When and how did I interrupt my instruction to elicit a student response?
- What were my "evidence checks" that students are indeed responding to my instruction?

* Step 3: The website for this activity has some great resources to download and print.

NOTE: This assignment is NOT on the LMS. Capstone students choosing this option will email your completed assignments to your instructor. Be sure you have discussed this option with your instructor.

Grading

Grading Rubric for Assignments			
A	B	C	D
<ul style="list-style-type: none"> • All parts of assignment or presentation are done completely, showing evidence of depth of thought, preparation, organization and clarity. • 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. 	<ul style="list-style-type: none"> • All parts of assignment or presentation are done completely; however, depth of thought, preparation, organization and/or clarity could be improved. • 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. 	<ul style="list-style-type: none"> • Assignment is not complete, and/or shows considerable lack of depth, clarity preparation or organization. • Does not integrate literature, pertinent information or class work in a comprehensive way. • Assignments done in collaboration demonstrate an absence of your efforts to the collaboration. 	<ul style="list-style-type: none"> • Assignment does not approximate criteria. • Needs to redo the assignment. • Should conference with professor before engaging in rewrite.

Assignment 543B	Points Possible	Due Date
Genre Analysis/Forum	10	Part B Weeks 5
Language Minority Case Study Project	40	Part B -Week 8
Language Minority Case Study Project Presentation	10	Part B - Weeks 9-10
CAPSTONE ONLY		
Reflection #1	20	Week 8
Reflection #2	30	Week10
Class Time	40	Part B -Weeks 1-10

Grading Scale

A 100-95%	B+ 89-86%	C+ 79-76%	D+ 69-66%	F 59-0%
A- 94-90%	B 85-83%	C 75-73%	D 65-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

TEXTBOOKS AND OTHER MATERIALS

All texts were purchased for Part A, no new materials are needed.

Required:

Crawford, J. (2004). Educating English Learners: Language Diversity in the Classroom (5th edition). Los Angeles: Bilingual Educational Services (BES).

ISBN: 0-89075-999-5

Leyba, C. (Ed.) (2005). Schooling and Language Minority Candidates: A Theoretical Framework (3rd edition). Los Angeles: LBD Publishers.

ISBN: 0-89755-030-7

Peregoy, S.F. & Boyle, O.F. (2008). Reading, Writing, & Learning in ESL: A Resource Book, for K-12 Teachers (5th edition). NY, Allyn & Bacon Publishers.

ISBN: 978-0-205-59324-8

Recommended:

Cummins, J. (2001). Negotiating Identities: Education for Empowerment in a Diverse Society. Sacramento: California Association for Bilingual Education.

ISBN: 1-889094-01-3

Cummins, J. & Sayers, D. (1997). Brave New Schools: Challenging Cultural Illiteracy. St. Martins Press, NY.

ISBN: 0-312-16358-4

Krashen, S. (1993). The Power of Reading. Englewood, CO: Libraries Unlimited Inc.

ISBN: 1-56308-006-0

Krashen, S. & Biber, D. (1988). On Course: Bilingual Education's Success in California. Sacramento: California Association for Bilingual Education.

ISBN: 0-317-30175-6

Krashen, S. & Terrell, T.D. (1983). The Natural Approach. Haywood, CA: The Alemany Press.

ISBN: 0-13-609934-3

Mora-Flores, E. (2008). Writing Instruction for English Learners: A focus on genre. Corwin Press, Thousand Oaks: CA

ISBN-10: 1412957281

Richard-Amato, P.A. & Snow, M.A. (1992). The Multicultural Classroom: Readings for Content-Area Teachers. White Plains, NY: Longman.
ISBN: 0-8013-0511-X

Richards, J., & Rodgers, T. (2001). Approaches and Methods in Language Teaching (2nd edition). Cambridge, England: Cambridge University Press.
ISBN: 0-521-00843-3

Zwiers, J. (2007). Building Academic Language: Essential Practices for Content Classrooms, Grades 5-12. Wiley, John & Sons Inc.
ISBN: 978-0-7879-8761-9

****NOTE: READINGS LISTED FOR SPECIFIC SESSIONS MUST BE COMPLETED PRIOR TO CLASS MEETING. THE INFORMATION CONTAINED IN ASSIGNED READINGS ARE ESSENTIAL FOR ACTIVE PARTICIPATION IN CLASS DISCUSSIONS AND ACTIVITIES.***

Distance Learning

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The

Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit:

< <http://www.usc.edu/student-affairs/SJACS/> >

Academic Accommodations

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

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) 740-7766.

Incompletes

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Academic Integrity

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate 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 candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates' entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions,

to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at: <http://web-app.usc.edu/scampus/>

A summary of behaviors violating University standards can be also found at: <http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

Overview of Modules

All readings must be completed prior to your forum discussion time. You are always reading a week ahead to be ready for class time and discussion. Be sure to complete Unit 1 readings prior to Week 1.

The chart below provides a preview of Units 1-7 in EDUC 543 – Part B		
Dates	Modules	Assignments
Week 1	EDUC 543-B Begins Unit 1 Models for Teaching English as a New Language continues Part 3 *Note: This unit began in Part A of this course.	543-B Intro Class Time View Classroom Video: Complete Checklist Required Reading
Weeks 2 and 3	Unit 2 Parts 1 and 2 Reading and Writing Instruction for ELLs	WEEK 2 Class Time Fieldwork Journal Required Reading WEEK 3 Class Time Fieldwork Journal View SDAIE Lecture Slides and complete SDAIE sort Required Reading
Week 4	Unit 3 Content Area Instruction for ELLs	Class Time Decision Making-The SDAIE vs ELD instructional approach Journal Required Reading
Week 5 & Week 6	Unit 4 Content Area Literacy	WEEK 5 Class time Genre Analysis Due: Post to Forum Required Reading WEEK 6 NO FORMAL CLASS TIME Guided Genre Analysis Forum Required Reading

Week 7 & Week 8	Unit 5 Multimedia Strategies for Literacy Development	WEEK 7 Class Time View Podcast: Multi-media literacy in Teacher Education Required Reading WEEK 8 NO FORMAL CLASS TIME Office Hours: Case Study Language Minority Case Study Due
Week 9 & Week 10	Unit 6 Case Study Presentations	Week 9 Class Time Present Case Study Project (Peer review- "Appraising a Case Study") Week 10 Class Time Present Case Study Project (Peer review- "Appraising a Case Study")

UNIT DUE DATES

All noted assignments are due the week they are listed. Each week begins on Monday and ends on the following Sunday. With the exception of Class Time, you may post your assignments at any time during the week they are assigned unless otherwise specified. Assignments must be submitted no later than the end of the assigned week on Sundays. No late assignments will be accepted unless prior permission is granted by your instructor. All grades will be entered by Tuesday of the following week.

You must attend Class Time at the time you have signed up with your instructor, unless, other arrangements have been made ahead of time.

Unit 1

Models for Teaching English as a New Language - Part 3 (This Unit continues from EDU 543 – Part A)

Week 1

INTRODUCTION

This unit provides an overview of methods. Candidates will study communicative and grammar based approaches to second language acquisition, historical perspectives, differences in theories, procedures, techniques, methods, and approaches. Grammar-based approaches; direct method (approach); the Concurrent Translation approach; Audio-lingual approach, Total Physical Response method, the Natural approach; Suggestology; the Silent Way; Confluent education method will be discussed.

LEARNING OUTCOMES/OBJECTIVES

- Provide an overview of the communicative based approaches to second language learning
- Discuss communicative approaches such as the Total Physical Response Approach, Natural Approach, etc.
- Analyze and describe effective features of language instruction.
- Evaluate the effectiveness of instructional practices for language instruction.

READINGS (to be read for next class session)

Goldenberg, C. (2008). Teaching English Language Learners: What the research does-and does not-say. *American Educator*. Summer 2008. Available at http://www.aft.org/pubs-reports/american_educator/issues/summer08/goldenberg.pdf

This article provides an analysis of two major studies completed on the education of English language learners.

Irujo, S. (2007). What does the research tell us about teaching reading to English Language Learners. *The ELL Outlook: News, research and discussion on the education of English Language Learners*. Course Crafters, Inc.

This brief article provides a practical perspective by a current classroom teacher on how to modify instructional programs to meet the needs of English Learners. Irujo shares how she was able to make all components of her reading, language arts program comprehensible and effective for English Learners.

RECOMMENDED

Cummins, J. (2002). Reading and the bilingual student: Fact and Fiction. In: *English Learners: Reaching the Highest Level of English Literacy*. Gilbert Garcia (editor) International Reading Association. Newark, Delaware.

Thonis, E.W. (2005). Reading Instruction for Language Minority Students. In: *Schooling and Language Minority Students: A Theoretical Framework* (3rd edition). pp. 161-198.

ASSIGNMENTS

Class Time: Review course requirements and discuss communicative based approaches to second language learning (be sure to come to your first class session prepared to discuss the video and your personal experiences as a language learner with a focus on the impact of instructional approaches).

Be sure to come prepared to class having read the assigned readings in EDUC543A week 10. Remember these readings were asked to be read prior to your first class in EDUC543B as it is a continuation from 543A. In addition, you must come to class prepared to discuss your own personal second language learning experiences and what you have observed in your guided practice placements during EDUC568A. Think about how these 2 experiences relate to the course readings and what they teach you about teaching English Learners.

View the classroom video and complete the “ELD observation checklist” located in the course toolbox. Come prepared to discuss them in your next class session in week 2.

Required Reading

Unit 2
Reading and Writing Instruction for ELLs
Weeks 2 and 3

WEEK 2

INTRODUCTION

Reading and writing instruction for ELL's including issues and techniques in bilingual and second language programs. Teaching English reading to bilingual candidates and teaching bi-literacy.

LEARNING OUTCOMES/OBJECTIVES

- Understand the connections between language and literacy development
- Understand the role of first language literacy development in reaching high levels of second language literacy
- Analyze instructional programs that aim to develop second language literacy
- Discuss reading and writing instruction for ELL candidates

READINGS (to be read for next class session)

Krashen, S. (2004). Free Voluntary Reading: New Research, Applications, and Controversies.

URL: < <http://www.sdkrashen.com/articles/singapore/singapore.pdf> >

In this article Dr. Krashen suggests the evidence for the value of free voluntary reading, or recreational reading, continues to accumulate. In the last few decades, evidence from several areas continues to show that those who do more recreational reading show better development in reading, writing, grammar and vocabulary. These results hold for first and second language acquisition, and for children and adults.

Peregoy, S.F. & Boyle, O.F. (2008). Ch. 8: Reading and Literature Instruction for English Language Learners. Reading, Writing, & Learning in ESL. pp. 282-332.

In this chapter the authors discuss the reading process, compare first and second language reading, and provide suggestions for promoting second language reading through a variety of contexts and strategies emphasizing the use of multicultural literature.

RECOMMENDED

Calderon, M. (2006). Effective Instruction for English Learners. *Aiming High Resource: Aspirando a lo mejor*. Sonoma County Office of Education (SCOE). Santa Rosa, CA. Available at: http://www.scoe.org/docs/ah/AH_calderon.pdf

This brief article gives an overview of what is meant by explicit language arts instruction that supports English learners as they develop second language literacy skills. Calderon provides practical examples of how teachers engage in a learning cycle that begins with setting a

purpose for the learning event to teacher demonstrations and opportunities for the application of new language learning.

Krashen, S. (2003). Free Voluntary Reading: Still a Very Good Idea.

URL: < http://www-rcf.usc.edu/~genzuk/Free_Voluntary_Reading-Krashen/FVReading3-Krashen.pdf >

In this chapter, Dr. Krashen suggests that free voluntary reading may be the most powerful tool we have in language education. He claims that it is an effective way of increasing literacy and language development, with a strong impact on reading comprehension, vocabulary, grammar, and writing. It is also very pleasant. Free reading may also be an important part of the solution to two related problems: making the transition from the elementary level to authentic language use, and from “conversational” language ability to “academic” language ability.

Krashen, S. (1993). The Power of Reading: Insights from the Research. pp. 1-89.

Steve Krashen has assembled a wealth of research that supports the notion of the primacy of reading in all the pursuits of children and adults. Krashen builds his case for wide reading by analyzing and presenting in a very readable text hundreds of research studies spanning a century. This book is an essential read for those interested in improving our candidates passion for reading, and it can be read in one sitting if you just read the marginal notes that guide you through the principle ideas.

ASSIGNMENTS

Class Time: Be prepared to explain your Features of Language Instruction Checklist from last week.

Fieldwork Journal: Analyze the instructional programs used in their classrooms; reflect on the relevance of the current instructional programs for the ELLs in their classrooms; investigate supplemental materials that may be needed to ensure that all English learners meet their learning goals. Review the LMS for complete directions for multiple and single subject candidates. This assignment is not submitted to your instructor but should be completed prior to your next Class Time session in Week 3. You will be discussing your observations in class and be required to include the information in your final Case Study write-up. Participation points will be reduced if you are not prepared for your class discussion.

Required Reading for Week 3

Unit 2
Reading and Writing Instruction for ELLs
Weeks 2 and 3

WEEK 3

INTRODUCTION

Reading and writing instruction for ELL's including issues and techniques in bilingual and second language programs. Teaching English reading to bilingual candidates and teaching bi-literacy. (cont.)

LEARNING OUTCOMES/OBJECTIVES

- Understand the relationship between reading and language development
- Understand what it means to develop a comprehensive literacy program for ELs
- Identify the language and literacy demands across the curriculum
- Identify effective literacy practices in place for English Learners in the field

READINGS (to be read for next class session)

Echevarria, J. & Graves, A. (2002). Chapter 3: Sheltered Instruction in the Content Areas. Pp.55-79. In *Sheltered content instruction: Teaching English-language learners with diverse abilities* (3rd edition). Allyn & Bacon.

This chapter provides an overview of how to tailor instruction in the content areas to meet the language needs of English Learners. An explanation of what is meant by comprehensible input and SDAIE (specially designed academic instruction in English) is presented with practical classroom examples.

Genzuk, M. (1996). Specially Designed Academic Instruction in English (SDAIE) for Language Minority Candidates.

URL: < http://www.usc.edu/dept/education/CMMR/SDAIE/SDAIE_Genzuk.pdf >

In this article Dr. Genzuk provides a thorough synthesis of the components of SDAIE. This paper proposes that when ELL candidates participate in well-designed, well-implemented programs of instruction, they can successfully acquire English and they may reach satisfactory levels of competence in academic areas as well. One successful approach at providing comprehensible subject matter input and English language acquisition in classes with ELL candidates is the increased use of “specially designed academic instruction in English” (SDAIE).

RECOMMENDED

Peregoy, S.F. & Boyle, O.F. (2008). Ch. 3: Classroom Practice for English Learner Instruction. Reading, Writing, & Learning in ESL. pp. 72-114.

In this chapter the authors describe effective classroom practices for English learners addressing such questions as: how are curriculum standards are used in classrooms serving ELL's?, what is differentiated instruction?, what is content-based instruction and how is it related to SDAIE?

Richard-Amato, P.A. & Snow, M.A. (1992). Chapters 10-18 address classroom instructional practices and materials. pp. 143-284.

Remaining chapters present an excellent overview of classroom instructional planning and implementation. A highly recommended read for all.

ASSIGNMENTS

Class Time: During class time this week you will be discussing your field work journal from week 2 and course readings.

View SDAIE Lecture Slides and complete the **ELD/SDAIE sort** (Be prepared to discuss in class time next week). These can be found in the Course Toolbox.

Required Reading

Unit 3

Content Area Instruction for ELLs

Week 4

INTRODUCTION

This unit focuses candidates' study on content area instruction. Strategies for providing access to the core curriculum and extending communicative approaches into L₂ literacy are addressed. The use of Specially Designed Academic Instruction in English (SDAIE) in subject matter development is emphasized in this unit.

LEARNING OUTCOMES/OBJECTIVES

- Candidates will be able to align content and language objectives with meaningful activities and assessment
- Candidates will be able to differentiate instruction to meet the needs of all candidates.
- Candidates will be able to discern the elements of differentiation
- Candidates will be able to plan for teaching language across the curriculum.

READINGS (to be read for next class session)

Girard, V. & Spycher, P. (2007). Deconstructing Language for English Learners. *Aiming High Resource: Aspirando a lo mejor*. Sonoma County Office of Education (SCOE). Santa Rosa, CA. Available at: http://www.scoe.org/docs/ah/AH_girard.pdf

This brief article gives an overview of what is meant by Academic Language and how teachers need to understand the language of their discipline in order to provide explicit language instruction to candidates that supports language development and content knowledge.

Peregoy, S.F. & Boyle, O.F. (2008). Ch. 9: Content Reading and Writing: Prereading and During Reading. *Reading, Writing, & Learning in ESL*. pp. 333-362.

In this chapter the authors discuss content area reading and writing in social science, science, math, and English. Peregoy and Boyle demonstrate the challenges ELs experience when trying to learn content and language simultaneously. In addition, they provide practical strategies for supporting ELs in this effort.

Mora-Flores, E. (2008). Chapter 1- Writing instruction for English learners. In *Writing Instruction for English Learners: A focus on genre*. Sage publications. pp. 1-12

This chapter provides an overview of what is involved in developing second language writing skills. A discussion of process vs. product, writing process, the role of talk, developing written English, Stages of written output for English learners, written syntax an discourse, and understanding genre are presented.

RECOMMENDED

Irujo, S.(2007). So just what is the academic language of mathematics? *The ELL Outlook: News, research and discussion on the education of English Language Learners*.

Course Crafters, Inc. Available at:

URL: http://www.coursecrafters.com/ELL-Outlook/2007/may_jun/ELLOutlookITIArticle1.htm

This brief article analyzes the academic language of mathematics. Irujo shares practical examples of how to identify the functions, forms and vocabulary of mathematics and why content area teachers need to focus on the language of their discipline to support English learners.

ASSIGNMENTS

Class Time: SDAIE vs. ELD Approaches (discuss SDAIE lecture slides from last week and ELD sort)

Fieldwork Journal: This week take time to observe the types of instructional practices your guiding teacher uses to support English Learners? How does the type of instruction you are observing or engaging in effect your case study student? Which strategies would help your case study student develop academic language and content?

Required Reading

Unit 4
Content Area Literacy
Weeks 5-6

Week 5

INTRODUCTION

This unit focuses on content area literacy. Candidates will further their understanding and strategies for providing literacy development through core curriculum and extending language development across the entire curriculum.

LEARNING OUTCOMES/OBJECTIVES

- Understand the discourse structure of various written genres
- Identify the language and content objectives in a lesson and how they are met through instructional practices
- Define Academic language and identify the functions, forms and vocabulary within a content area literacy lesson.
- Understand the importance of developing academic language across content areas

READINGS (to be read for next class session)

Peregoy, S.F. & Boyle, O.F. (2008). Ch. 10 :Content Reading and Writing: Postreading Strategies for Organizing and Remembering. Reading, Writing, & Learning in ESL. pp. 363-392.

In this chapter the authors discuss ways you enhance candidates' comprehension and memory of what they have read in their texts. It provides practical strategies for supporting reading comprehension across the content areas. Strategies presented emphasize how teachers can help candidates engage with text beyond reading.

ASSIGNMENTS

Class time: Be prepared to discuss your “Decision Making: The SDAIE vs. ELD instructional approach” assignment from last week.

GENRE ANALYSIS due: Post your genre analysis to the discussion forum

Required Reading

Unit 4
Content Area Literacy continued
Weeks 5-6

Week 6

INTRODUCTION

This unit focuses on content area literacy. Candidates will further their understanding and strategies for providing literacy development through core curriculum and extending language development across the entire curriculum.

LEARNING OUTCOMES/OBJECTIVES

- Understand the discourse structure of various written genres
- Identify the language and content objectives in a lesson and how they are met through instructional practices
- Define Academic language and identify the functions, forms and vocabulary within a content area literacy lesson.
- Understand the importance of developing academic language across content areas

REQUIRED READING (to be read for the next class time session)

Daley, E. (2003). Expanding the Concept of Literacy. Educause Review March/April.

URL: <<http://net.educause.edu/ir/library/pdf/erm0322.pdf>>

This article suggests that the fundamental nature of a multiliteracies approach to teaching and learning is that contemporary schools need to focus on a broader range of literacies than merely traditional reading and writing skills. This article highlights the relevance of new forms of literacy associated with information, communication and multimedia technologies and, equally important, the wide variety of culturally specific forms of literacy evident in our complex pluralistic society. Elizabeth Daley is Executive Director of the Annenberg Center for Communication and Dean of the School of Cinematic Arts at the University of Southern California. This article is drawn from a paper delivered at the 2002 Aspen Symposium of the Forum for the Future of Higher Education.

Krashen, S. (2007). Free Voluntary Web Surfing: Use of computers in language and literacy development.

URL:<http://www.usc.edu/dept/education/CMMR/FullText/Free_Voluntary_Web_Surfing_Krahen.pdf>

This easy to read journal article presents an intriguing, yet simple message: we are taking the wrong approach in our use of computers in language and literacy development. Krashen suggests, the wrong way is the hard way; the right way is the easy way. The best use of the computer, given today's technology, may be the most straightforward: Free Voluntary Surfing, simply encouraging EFL candidates to wander through the internet and read what interests them, following their interests from site to site, and from site to print. This article provides both the theory, research and some tips at application of this idea, and we should at

least consider the most obvious, least expensive, and least complex application of the computer to language education, especially with those candidates who have already mastered the technical aspects of internet use. All we need to do is to encourage them to do something they already enjoy doing in their first language.

ASSIGNMENTS

NO FORMAL CLASS TIME

Genre study mediated forum discussion: Post your response to the following questions in the Guided Genre Study Forum-

- What is the role of a genre analysis in your work with English Learners?
- What types of written and literary genres have you seen your students write?
- How can you use what you've learned through the genre analysis in supporting ELs writing across the curriculum?

Required Reading

Unit 5
Multimedia Strategies for Literacy Development
Week 7 and 8

Week 7

INTRODUCTION

This unit focuses on multimedia literacy acquisition and instructional strategies for language minority classrooms. The potential of digital learning projects and the power of networked computing resources for enabling teachers and candidates to engage in collaborative critical inquiry that is crucial for preparing candidates for participation in the digital/global community both as digital consumers and digital writers. How other languages can be used in conjunction with English to further intercultural and multilingual learning through participation in computer-based global learning networks.

LEARNING OUTCOMES/OBJECTIVES

- Be able to define the concept of multimedia literacy.
- Understand the role that multimedia can play in both teaching and learning.

Video (to be viewed for next class session)

Genzuk, M. (2006). Multimedia Literacy in Teacher Education Podcast.

URL:<http://www.usc.edu/dept/education/CMMR/MM_Literacy_In_TeacherEd_Genzuk.html>

About this video: this short video provides a snapshot of some of the uses of multimedia in the classroom, and portrays the possibilities of using multimedia in the classroom to enhance your instructional goals. This is done through student centered digital learning projects that incorporate the use of all the traditional illiteracies and subject matter objectives (reading, writing, math, social science, art, research, physical movement, drama, etc.) and collaborative skills, in project-based learning projects.

ASSIGNMENTS

Class Time: Students will discuss the genre study including the elements and details of the genre in order to scaffold instruction for ELLs as they learn the discourse, syntax and common elements. We will discuss how it helps teachers break down the written forms to clearly model them for ELLs. Students will also discuss the role of multi-media to support English Learners language and literacy development.

View Podcast (be prepared to discuss in class time in week 9)

Unit 5
Multimedia Strategies for Literacy Development
Week 7 and 8

Week 8

LEARNING OUTCOMES/OBJECTIVES

- Understand the purpose of expanding the traditional list of desired literacies to include multimedia literacy.
- Identify various approaches and techniques for integrating multimedia and technology into multiple learning environments.

READINGS (to be read for next class session in week 9)

Genzuk, M. (2009). Qualitative Research: An Introduction to reading and appraising qualitative research. Occasional Papers Series. Center for Multilingual, Multicultural Research (Eds.). Center for Multilingual, Multicultural Research, Rossier School of Education, University of Southern California. Los Angeles.

URL: <<http://www.usc.edu/dept/education/CMMR/GenzukQualResearchIntro.pdf>>

This paper is a preliminary exploration of the difference between qualitative and quantitative research and highlights the need for educators to be able to interpret and appraise qualitative research. Proponents of evidence-based education advocate the need for teachers to be able to evaluate evidence and incorporate it into their own practice. Busy educators depend on journals' peer review processes to evaluate the evidence for them, but this strategy is less reliable for qualitative papers than it is for their quantitative counterparts. This paper is intended to help readers begin to understand qualitative research that may be relevant to their specific practice.

Genzuk, M. (2009) Checklist for Evaluation of Qualitative Presentations.

This checklist is to be used while listening to your classmates Case Study Presentations. It will be submitted to both the professor and presenter.

URL: http://www.usc.edu/dept/education/CMMR/PeerFeedback_CaseStudy.pdf

ASSIGNMENTS

No Formal Class time

Office hours: individual case study support.

CASE STUDY or Alternative Capstone Assignments due

Required Reading

Unit 6

Case Study Presentations Weeks 9 and 10

INTRODUCTION

Language Minority Case Study presentations.

LEARNING OUTCOMES/OBJECTIVES

Candidates will submit projects and discuss their diverse experiences related to their individual case study. Each student will participate in the presentation of their study and connect their conclusion and summary to articles from the class-reading list to put their project into a theoretical context. All class members will be responsible for leading a class discussion on their own project. Final Written Case Study Project handed in to the instructor.

RECOMMENDED READINGS

Crawford, J. (2004). Remaining chapters present an excellent overview of the politics, racism, and other current issues that influence the discussion of language minority student education. Educating English Learners: Language Diversity in the Classroom.

ASSIGNMENTS

Class Time –Students will begin with a discussion on the Podcast viewed in week 8 as well as course readings on multi-media literacy. Presentation of Case Study Projects will also begin and continue into week 10.

Respond to Case Studies using “Appraising a Case Study”
Email appraisals to presenter and professor

Week 10: Case Study presentations continue

CLOSING OF CLASS

Final evaluations, reflections, and recommendations.