This course is focused on English Language Learners or, as the current literature reads, emergent bilinguals, *and* students with special needs – those who have a diverse background. To that end, this overview of the course is designed to offer some guidelines and tips about how to approach the MALT 604 syllabus. MALT 604 represents the 2nd of two methods courses single-subject candidates are taking during their first semester. They will be taking MALT 601, Foundations of Education, along with MALT 602 and MALT 604 during their first semester.

**Semester One**

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| --- | --- |
| MALT 601: Foundations of Education (1st 7 weeks)  | MALT 601: Foundations of Education (2nd 7 weeks)  |
| MALT 602: Critical Pedagogy and Instructional Design | MALT 604: Literacies for Diverse Learners |

**Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in each methods course and ten hours will be completed in each foundations course.**

**The Objectives**. There are eight objectives set forth for this course; they vary among assessment, language acquisition and general literacy, technology and development of the case study elements. For the most part the objectives are complemented by the course text and the readings. Though the course is designed to explore methods or teaching approaches for emergent bilinguals and students of diverse backgrounds, we are hoping that some of the *theoretical* background covered in the course readings will be discussed among course participants. For example, the first chapter of the Gibbons (2009) text outlines a range of issues that impact the teaching of emergent bilinguals. Gibbons writes that the book is designed to focus on literacy engagement that takes place in an intellectually challenging curriculum where thinking is valued: “ a curriculum where all students … are afforded the opportunities to think creatively, transform information, engage in inquiry-oriented activity, and construct their own understandings through participating in substantive conversations and, critically, are given the scaffolding and support to be successful” (p. 1). We hope you will create a context that forwards this global objective as you peruse course materials with candidates.

**The Assignments**. There are four assignments designed for the course. They include (a) a case study, (b) written responses to the texts, (c) web-site reviews, and (d) mini-teaching implementations. Given the short, 7-week duration of the course, and only 2-hour meetings, we advise that the mini-teaching implementations are conducted with groups of two or three students each, allowing for collaboration among candidates, *and* that these teaching episodes do not take up more than about 20-minutes each. Web-sites are selected and appear in the course schedule on the final pages of the syllabus; it might be worthwhile to set up collaborative explorations of these web-sites with small groups presenting salient elements of the sites in a series of short presentations. It will be noted that written responses to the readings are ***not*** expected for each session. Rather, it is outlined that a 1 to 2-page carefully constructed synthesis of core elements to readings is expected at key points in the 7-week course. Thus, your judgment will prevail in deciding how often these syntheses are due; in a 7 week course it might be reasonable to expect that candidates write such syntheses about three times. The course schedule offers guidance about when such written syntheses might be due. The case study is the most far reaching assignment. Candidates will follow one secondary student over about 7 weeks, gaining insight about the student’s reading, writing, speaking and listening issues. This is the assignment that dovetails with fieldwork; in completing this assignment candidates will also be meeting the fieldwork requirements for the course.

**The Course Schedule**. It will be noted that a “reading and writing workshop” is outlined for class two and for other classes in the course. It is suggested that candidates prepare an informal page of notes in response to the various outlined readings. These notes can take any form; a concept map, quick quotes from across the range of text in a chapter, quick thoughts jotted in response and etc. Then in class, candidates can meet in small groups, talk about their notes and the core elements of the readings and from there, prepare a brief outline of what they might consider most important. These noted important insights can be the basis for the more formal 2 to 3-page syntheses that are due about threeish times in the 7-week course. It would be good to have the candidates learn to use APA style writing in these more formal writings. Many do not know the intricacies of such writing and will need some guidance about quotations and citation style.

Another feature of the course schedule is the range of auxiliary readings that are outlined and pointed to for many classes. Students can find these readings through the library (they are all available there electronically) by searching for the title of the article through **E**ducation **R**esearch **C**omplete. Once accessing this link in the library, candidates can enter the exact title of the article and they will be able to find the relevant citations. It might be a good idea to visit the library page during the first class to review this for candidates. It would be expected that they’d have the articles in class, have them annotated and be prepared to discuss them. All of the articles are readable, relatively short and complement the social justice nature of the program. Remember that as candidates are taking MALT 604, they are also taking the 14-week course, Foundations of Education which provides a theoretical context (i.e. social justice lens) for the shorter, 7-week courses. Thus, the various readings have been selected and should be read to further candidates’ appreciation for how social justice can be furthered for the diverse group of grades 6-12 students in our public schools.

Yet another feature of the course schedule are the workshops related to the case study (see class nine for example). By about week two of the course, candidates should have selected a site and a specific student who will be the focus of their case study. They will need to bring notes related to their case study student, any reading and writing samples that have been produced, as well as any assessments that have been conducted. Leading the Masters candidates through the writing process related to the development of the case study will be an important feature of this course. It will be critical to regularly visit this writing and observation process related to the development of the case study as the course progresses

Finally, best wishes! Questions will arise and we are here to address them with you. Contact Alayne\_sullivan@redlands.edu to pose specific questions about this MALT 604 syllabus. Thank you for being a valued colleague as we guide our Masters degree candidates through this intense graduate level experience.