

# APPENDIX E

## ADDITIONAL RESOURCES

The following resources provide research, information, public statements, and other resources of interest to those pursuing the recommendations of this document.

### CALIFORNIA INTERSEGMENTAL PUBLICATIONS

Intersegmental Committee of Academic Senates.

*California Pathways: The Second Language Student in Public High Schools, Colleges, and Universities.* N.p.: Intersegmental Committee of Academic Senates, n.d.

Contains extensive bibliography, descriptions of second language learners and their needs, their language acquisition; proficiency descriptors for reading, writing, listening, and speaking.

Offers a common language to discuss the continuum of learners, developing or revising ESL curricula, evaluating tests, and interpreting courses. This document can be purchased from CATESOL (California Association of Teachers of English to Speakers of Other Languages), 21C Orinda Way #362 Orinda, CA 94563.

Additional information is available at <http://www.catesol.org>

Intersegmental Coordinating Committee. *Standards*

*in Mathematics and English for California High School Graduates.* Sacramento: California Education Round Table, 1997.

Contains CERT standards and samples of student work exemplifying those standards.

### INFORMATION REGARDING THE NATURE AND TEACHING OF CRITICAL THINKING

Paul, Richard and Linda Elder. *The Miniature Guide to Critical Thinking Concepts and Tools*, The Foundation for Critical Thinking, <http://www.criticalthinking.org>.

### INFORMATION ON THE ADVANTAGES OF WRITING-ACROSS-THE-CURRICULUM PROGRAMS

Bean, John. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, San Francisco: Jossey-Bass, 1996, xiv.

McLeod, Susan, et al, eds. *WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs.* Urbana: NCTE, 2001.

Walvoord, Barbara E. "The Future of WAC." *College English* 58.1 (1996): 58-79.

### INFORMATION ON ENGLISH LANGUAGE LEARNERS

Browning, Gari. "Challenges Facing California ESL Students and Teachers Across the Segments." *CATESOL Journal* 9.1 (1996): 15-46. Contains descriptors of proficiencies.

California Education Policy Seminar, and The California State University Institute for Education Reform. *Effective Instruction for English Language Learners: A Discussion.* Sacramento: The California State University Institute for Education Reform, January 1999. Also available at <http://www.csus.edu/ier/materials.html>.

California Education Policy Seminar, and The California State University Institute for Education Reform. *Effective Instruction for English Language Learners: A Discussion.* Sacramento: The California State University Institute for Education Reform, January 1999. Also available at <http://www.csus.edu/ier/materials.html>.

Rumberger, Russell (2000). *Educational Outcomes and Opportunities for English Language Learners*. Presentation to the Joint Committee to Develop the Master Plan for Education Kindergarten through University.

Scarcella, Robin (forthcoming). "Academic English: A Conceptual Framework" in *Key Issues in Accelerating English Language Development*. Berkeley: U of California Press.

#### INFORMATION ON TECHNOLOGY AND INFORMATION COMPETENCY

Academic Senate of California Community Colleges. *Information Competency in the California Community Colleges*. Sacramento: Academic Senate of the California Community Colleges, 1998.

Also available at <http://www/academicssenate.cc.ca.us>

Association of College and Research Libraries. *Information Literacy Competency Standards for High Education*. Chicago: American Library Association, 2000.  
Also available at <http://www.ala.org/acrl.html>

"Information Competence." Academic Senate CSU, <http://www.calstate.edu/acadsen>, May 1998.

"The Cornerstones Report: Choosing Our Future." Academic Senate CSU, <http://www.calstate.edu/acadsen>, January 1998.