COURSE OUTLINE

Course Number: TSL 4081
Course Title: ESOL SURVEY OF STRATEGIES FOR INSTRUCTION (ESOL) English for Speakers of Other Languages
Course Credits: 3
Clock Hours: 3
Prerequisite: Appropriate Methods Course(s) for Your Major

Department/Division/School: College of Education
Elementary Education

Textbook and Materials:
- SSS K-12 Reading and Language Arts
- Select Articles from various sources
- Task Stream Account Purchased/Activated

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Term/Year: FALL 2014

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Office Hours
(Others by appointment) 9:15-10:00am 11:25-12:20pm 2:00-3:00pm
FIELD SUPERVISION
FIELD SUPERVISION

COURSE DESCRIPTION

This course is designed to provide subject areas teacher education majors with an overview of ESOL (English for Speakers of Other Languages). It provides essential ESOL competencies and skills need to work with secondary ELLs (English Language Learners) in the system of public schools.

Students enrolled in this course must be seniors who have already taken the courses in methodology designated for their major. This course is required for preservice teachers of basic subject areas who are not primary language providers, including majors in Science, Social Studies, Computer Literacy, and other basic subjects. It is also a required course for preservice teachers of areas other than basic subjects such as Physical Education, Music, Art, Vocational Education, Media Specialists and other electives.

The course is design to provide an overview of the legal, historical, sociological, and programmatic issues of ESOL. It also provides the knowledge base and practical applications in the areas of cross-cultural communication, related aspects of applied linguistics, specific ESOL strategies for content area instruction, curriculum and materials, and testing and evaluation. The course provides there credit hours of ESOL knowledge and skills equivalent to the 60 hours of inservice training provided at the school district level to complete the ESOL endorsement that is required by the Florida Department of Education. By completing the ESOL endorsement prior to graduation, the basic subject area teachers would have completed all requirements for ESOL and would need no further required training for endorsement.
The operation of the Professional Education Unit is founded on four thematic processes: 1. Commitment to Social Justice; 2. Collaboration & Strategic Partnerships; 3. Clinical Practice; and 4. Integration of Digital Media. The PEU employs these processes to prepare its teacher and leadership candidates to become Transformative Teachers & Leaders. The Unit seeks to develop candidates’ knowledge, skills, and dispositions in alignment with the Pillars of Effective Practice for the 21st Century Educator. These pillars are: 1. Professional Expertise (Pedagogy & Content Knowledge); 2. Critical Inquiry; 3. Cultural Competence; and 4. Reflective Practice. Program faculty draw upon a legacy of excellence and a commitment to teaching, research, and service in order to provide the highest quality of instruction and learning experiences for teacher and leadership candidates.

**Selected Conceptual Framework Proficiencies**

<table>
<thead>
<tr>
<th>1.1 PROFESSIONAL EXPERTISE- INSTRUCTIONAL DESIGN AND LESSON PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 FAMU teacher candidates apply an understanding of human development and learning in the design of rigorous, culturally relevant instruction that promotes mastery of the appropriate knowledge for all students.</td>
</tr>
<tr>
<td>1.1.S.6</td>
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<tr>
<td>1.1.S.7</td>
</tr>
<tr>
<td>1.1.S.8</td>
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</tbody>
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<table>
<thead>
<tr>
<th>1.2 PROFESSIONAL EXPERTISE- LEARNING ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 FAMU teacher candidates maintain a student-centered learning environment that is positive, safe, equitable, collaborative, and inclusive of all students.</td>
</tr>
<tr>
<td>1.2.S.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.3 PROFESSIONAL EXPERTISE- INSTRUCTIONAL DELIVERY AND FACILITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 FAMU teacher candidates use a deep understanding of the content, knowledge of best educational practices, and awareness of their students to deliver effective instruction and facilitate learning.</td>
</tr>
<tr>
<td>1.3.K.3</td>
</tr>
<tr>
<td>1.3.K.7</td>
</tr>
<tr>
<td>1.3.S.3</td>
</tr>
</tbody>
</table>
| 1.3.S.13 | employs effective questioning techniques during instruction in order to deepen student
understanding.

**1.4 PROFESSIONAL EXPERTISE – ASSESSMENT**

1.4 FAMU teacher candidates employ a variety of traditional and authentic assessment strategies, including both formative and summative measures, to monitor student achievement, modify instruction, and make improvements.

- **1.4.S.4**: checks for understanding before, during, and after instruction.
- **1.4.S.8**: employs a variety of assessment strategies to accommodate various learning and communication styles.

**1.5 PROFESSIONAL EXPERTISE – CONTINUOUS IMPROVEMENT**

1.5 FAMU teacher candidates consistently reflect on their practices, pursue personal and professional goals, and engage in professional development efforts to enhance instruction, promote student achievement, and improve schools.

- **1.5.K.1**: understands that student achievement is the primary indicator of success for teachers and schools.

**1.6 PROFESSIONAL EXPERTISE – PROFESSIONAL RESPONSIBILITY/ETHICAL CONDUCT**

1.6 FAMU teacher candidates embrace their role as community leaders, maintain high professional standards, and advocate for the well-being and success of all students.

- **1.6.D.5**: respects diversity among students.

**2. CRITICAL INQUIRY**

2.1 FAMU teacher candidates understand the skills and demonstrate the practices of systemic, purposeful critical inquiry and research that are essential to creating experiences that engage learners in generating knowledge and testing hypotheses according to the standards of evidence used in the discipline. The candidates also promote critical inquiry skills in their learners.

- **2.1.K.6**: knows the types of instructional strategies that foster the development of critical thinking skills in students.
- **2.1.S.1**: uses inquiry and effective questioning techniques to facilitate student learning.

**3. CULTURAL COMPETENCE**

3.1 FAMU teacher candidates understand and effectively respond to students from different cultural backgrounds, affirm the dignity and worth of all learners, respect cultural patterns and expectations, and use a variety of research based educational practices that employ cultural differences to improve student learning.

- **3.1.K.2**: knows the dimensions of diversity and the best instructional practices for teaching diverse populations.

**Course Connection to the Conceptual Framework**

Preservice teacher education majors, supported by trained faculty in the discipline of ESOL, will develop problem solving and critical thinking skills while exhibiting ethical behaviors and a value system reflective of an exemplary preprofessional teacher. The candidates will provide evidence of professionalism while documenting issues of language acquisition and learning, appropriate classroom and instructional strategies, assessment and interventions for English language learners in both urban and rural settings. Through the use of technology, discussions, assignments, demonstrations and field experiences, the preservice teachers will reflect on various factors that impact the English language learners and their acculturation process and utilize appropriate strategies to lend support for academic success. The candidates will apply their knowledge and experiences gained in planning, implementing, and evaluating curriculum and instruction as well as assessment that promote equal access to appropriate programming leading to academic success.
The purpose of this text is to assist the Preservice teacher in the development of the knowledge base, skills and competencies to work effectively with secondary level students whose heritage language is other than English. The twenty-five (25) ESOL Standards established by the Florida Department of Education form the basis for this course. These standards are presented on subsequent pages.

Specifically, the preservice teacher will:

1. Identify and relate major issues in ESOL, including the legal and historical progression, cross-cultural communication and understanding, and programmatic perspectives in working with LEP students.
2. Identify and utilize ESOL instructional methodologies and strategies based on language learning theories to develop academic language for content area success including skills in listening, speaking, reading, and writing.

3. Develop skills in assessing learner outcomes utilizing various assessment instruments as well as alternative assessments for content area instruction.

4. Identify and select appropriate content area Materials for ESOL as well as adapt textbooks and other materials for the LEP child.

5. Experience working with LEP children in a classroom setting with the supervision of ESOL trained teachers.

6. Experience working with LEP students in a classroom setting with the supervision of ESOL trained teachers through a field clinical experience.
The course model consists of 5 domains/units that are inclusive of the standards, competencies and indicators established by Florida Department of Education for Each domain/unit contains related readings, issues for discussion, expected products/assessments, and experiences as described in the course activities segment and under Methods for Assessment.

The following 12 ESOL Standards endorsed by the Florida Department of Education are used.

**ESOL PERFORMANCE STANDARDS & Correlated FTCE Standards**

**Domain 1: Culture (Cross-Cultural Communications)**

**Standard 1 (1.1): Culture as a factor in ELLs’ Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**Performance Indicators**

1.1.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families.
1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

*FTCE Standard 3: Knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues*

**Domain 2: Language and Literacy (Applied Linguistics)**
Standard 2 (2.1): Language as a System

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English.

Performance Indicators
2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs’ development of listening, speaking, reading, and writing (including spelling) skills in English.
2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

FTCE Standard 1: Knowledge of heritage language and English language principles

Standard 3 (2.2): language Acquisition and Development

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning. Standard 2: Language Acquisition and Development Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

Performance Indicators
2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.
2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.
2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

FTCE Standard 2: Knowledge of first and second language acquisition theorists and classroom application
**Standard 4 (2.3): Second Language Literacy Development**

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

**Performance Indicators**

2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs’ learning.

2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ L2 literacy development in English.

*FTCE Standard 8: Knowledge of literacy development and classroom application*

**Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)**

**Standard 5 (3.1): ESL/ESOL Research and History**

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

**Performance Indicators**

3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.

3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.

3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

*FTCE Standard 5: Knowledge of instructional models*

*FTCE Standard 11: Knowledge of federal and state mandates*

**Standard 6 (3.2): Standards-Based ESL and Content Instruction**

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

**Performance Indicators**

3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

3.2.b. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.

3.2.c. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.

3.2.d. Provide standards-based instruction that builds upon ELLs’ oral English to support learning to read and write in English.

3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.g. Develop ELLs’ writing through a range of activities, from sentence formation to expository writing.
3.2.h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).
3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

**FTCE Standard 6: Knowledge of instructional methods and strategies**

**Standard 7 (3.3): Effective Use of Resources and Technologies**

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

**Performance Indicators**
3.3.a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

**FTCE Standard 7: Knowledge of instructional technology**

**Domain 4: ESOL Curriculum and Materials Development**

**Standard 8 (4.1): Planning for Standards-Based Instruction of ELLs**

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

**Performance Indicators**
4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.
4.1.b. Create supportive, accepting, student-centered classroom environments.
4.1.c. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency and integrating ELLs’ cultural background knowledge, learning styles, and prior formal educational experiences.
4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

**FTCE Standard 4: Knowledge of curriculum, curriculum materials, and resources**

**Standard 9 (4.2): Instructional Resources and Technology**

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

**Performance Indicators**
4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs’ developing English language and literacy.
4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.
### Domain 5: Assessment (ESOL Testing and Evaluation)

#### Standard 10 (5.1): Assessment Issues for ELLs

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

**Performance Indicators**

- 5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1.e. Distinguish among ELLs’ language differences, giftedness, and special education needs.

#### Standard 11 (5.2): Language Proficiency Assessment

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

**Performance Indicators**

- 5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the Florida Consent Decree.
- 5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
- 5.2.c. Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.
- 5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
- 5.2.c. Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.

#### Standard 12 (5.3): Classroom-Based Assessment for ELLs
Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

**Performance Indicators**

5.3.a. Use performance-based assessment tools and tasks that measure ELLs’ progress in English language and literacy development.

5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3.e. Assist ELLs in developing necessary test-taking skills.

5.3.f. Assess ELLs’ language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

*FTCE Standard 9: Knowledge of assessment*

**INTASK: 3: Diverse Learners**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

3.10 Knowledge

3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.

3.12 The teacher knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.

3.13 The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

3.14 The teacher understands how student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

3.15 The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.

3.20 Dispositions

3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

3.22 The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.

3.24 The teacher is sensitive to community and cultural norms.

3.25 The teacher makes students feel valued for the potential as people, and helps them learn to value each other.
Academic Learning Compact

1. **Content Knowledge/subject matter** - Graduates will have a basic understanding of the subjects they teach and how a subject is linked to other disciplines as well as how content can be applied to real world integrated settings.

2. **Communication Skills** - Graduates will demonstrate the ability and desire to remain current with development in the art of music and teaching, to make independent, in depth evaluations of their relevance, and use the results to improve oral and written communication skills, musicianship, teaching skills and competencies related to pedagogical content knowledge as established by the Florida Education Standards Commission.

3. **Critical Thinking Skills** - Graduates will demonstrate the ability to reach logical conclusions based on the student-driven information that is derived from multiple sources and moral and ethical implications of policy options.

4. **Diversity** - Graduates will use teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.

5. **Professional and Career Success- (Role of the Teacher)** Graduates will demonstrate the ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students as well as maintaining personal and professional goals and becoming members of local, state and national professional educators’ organizations.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Objectives</th>
<th>INTASC</th>
<th>ESOL(FTCE)</th>
<th>PEU CF</th>
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</thead>
<tbody>
<tr>
<td>Lesson plan + folder</td>
<td>1. Plan and apply ESOL-specific interactive strategies to develop the four language skills for ELLs at various level of development.</td>
<td>3(3.11, 3.14, 3.25)</td>
<td>2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 3.2, 4.2, 5.5, 6.3</td>
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<tr>
<td>interactive activities for vocabulary and complex language structures using a textbook.</td>
<td>Cognitive Map/Web + graphic organizers with related strategies for ELLs.</td>
<td>2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 5.2, 4.2, 5.5, 6.3</td>
<td></td>
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<tr>
<td>Textbook chapter planning with accommodation strategies for complex language, vocabulary and cognition.</td>
<td>3. Select, evaluate, and modify instructional materials to accommodate the needs of ELLs.</td>
<td>2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)</td>
<td>1(1.1, 1.2), 4(4.2) 5(5.2, 5.4, 5.5, 5.6)</td>
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<tr>
<td>Student Assessment Activities</td>
<td>4. Design, implement alternative assessment measures and record results according to a specific grading system.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>4(8), 10(9, 10), 11(9, 10)</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, (2.5, 2.6), (3.2), (4.2,), (5.2, 5.4, 5.5, 5.6), (6.3, 5.4)</td>
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<tr>
<td>Video/article critique</td>
<td>5. Demonstrate critical thinking and analytical skills by reading, reviewing, and critiquing select materials related to culture and language acquisition.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>1(3), 3(2), 4(8), 5(5, 11), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4</td>
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<td>Technology activity Web Quest</td>
<td>6. Use technology as a resource to identify and adapt curricular materials to meet the needs of ELLs at varying levels of language acquisition.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>1(9) 5(5, 11)</td>
<td>2(2.5, 2.6) 4(4.2) 5(5.2, 5.4, 5.5, 5.6)</td>
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<td>ESOL Field Experience</td>
<td>7. Participate in classrooms where ELLs are served to receive first hand experiences related teaching and learning and managing the cultural environment for ELLs.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>1(3), 2(1), 3(2), 5(5, 11).</td>
<td>1(1, 2, 3, 4, 5)</td>
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<tr>
<td>Unit Exams/Quizzes/Final</td>
<td>8. Demonstrate knowledge gained through various measures including quizzes and final examination.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>1-12 (1-10)</td>
<td>CF (1.1, 1.2, 1.3, 1.4, 1.5), (2.5, 2.6), (3.2), (4.2,), (5.2, 5.4, 5.5, 5.6), (6.3, 5.4)</td>
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e-portfolio All corresponding activities (with red star) must be uploaded into Task Stream. All assignments are due on the indicated due date. Assignments not turned in on time will result in a zero (0) grade and will not be graded at a later date.
## TSL 4081 - TOPICAL OUTLINE AND COURSE CONTENT

This schedule /assignments are subject to modification by the instructor. All modifications will be immediately shared with the students in the class.

<table>
<thead>
<tr>
<th>Wk</th>
<th>TOPIC</th>
<th>Expectations and Class Activities</th>
</tr>
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</table>
| #1 | **ESOL HISTORY, POLICY, ACCESSIBILITY AND COMPLIANCE**<sup>(Supplemental Materials)</sup>  
- Historical Overview of ESOL / Bilingual Education  
- Legal Issues and Policies Concerning LEP Students  
  - Federal laws and cases  
  - Florida Consent Decree  
- TESOL Professional Organization and Standards, Programs professional organizations and publications, and major contributors in the field | Review Course Expectations & Initiate Topic Presentation  
**MATRICULATE IN BLACKBOARD IMMEDIATELY**  
Secure course materials and place in a binder for class  
**LOG IN TO BLACKBOARD**  
Log in with user name and password  
Click the course tab at top of page  
Type course number (TSL 4081) in course search box  
Click elementary education  
Find the course TSL 4081 and click “Enroll”  
**YOU ARE NOW ENROLLED**  
Power Point Presentation |
| #2 | **HISTORICAL OVERVIEW . . . (Cont.)**  
- ESOL Standards, Programs and Effective Models  
- Tenets of Florida Consent Decree  
- School Entrance for Students Born in Foreign Countries  
- Demographic Information for Florida K-12 LEP Students  
- **THE ROLE OF EDUCATORS IN LANGUAGE PLANNING AND POLICY (Ch. 11)**  
  - Critical Approach to Language Planning Policy  
  - Planning and Policy in the Classroom  
  - Policy at School and district Levels  
  - Community, State, Professional, Federal support & policies | Class discussion and interaction through questioning and small group jig-saw  
**All assignments are due on the indicated due date. Assignments not turned in on time will result in a zero (0) grade and will not be received at a later date.**  
**VIDEO View & Discussion**  
**Video Viewing** introduction  
**It’s In Every One of Us**  
Power Point Presentation |
|    | **CROSS-CULTURAL COMMUNICATION** | **Quiz #1: Legal & historical Overview of ESOL** |
|    | **LEARNING ABOUT THE LANGUAGE LEARNER (Ch.1)**  
- English Learners: Demographic Trends  
- Psychological Factors Influencing Instruction  
- Sociocultural Factors Influencing Instruction | |
|    | **CULTURAL DIVERSITY ( Ch. 8)**  
- Historical Perspective  
- Impact of the Changing Population  
- Immigration and Migration | |
|    | **THE CULTURAL EDUCATOR (Ch. 9)**  
- Cultural Diversity  
- Ourselves as Cultural Beings  
- Equity in Schools | |
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<th>Wk</th>
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<th>Expectations and Class Activities</th>
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| #3 | **CULTURALLY RESPONSIVE SCHOOLING (Ch. 10)**  
- Respecting Students’ diversity  
- Adapting to Students’ Needs  
- Sustaining High Expectations.  
**CULTURALLY AND LINGUISTICLY DIVERSE LEARNERS (CLD) AND SPECIAL EDUCATION (Ch. 12)**  
- Principles of CLD in Special Education  
- Disproportional Representation in Special Education  
- Identification, Referrals, and Early Intervention  
- Testing for special Education  
- Collaboration Among Teachers  
- Teaching Strategies for CLD in Special Education  
- Assessment of Student performance in Mainstream Classrooms  
- Program Design  
Teaching Blind and Hearing Impaired ELLs  
**LANGUAGE AND LITERACY**  
**SECOND LANGUAGE ACQUISITION (Ch. 3)**  
- Historical Theories  
- Current theories  
**LANGUAGE STRUCTURE (Chap. 2)**  
- Language Universals  
- Phonology  
- Morphology  
- Syntax  
- Semantics  
- Pragmatics  
- Nonverbal Communication  
**ORACY & LITERACY DEVELOPMENT (Ch. 4)**  
- English Language Development Standards  
- Integrating Skills (Listening, Speaking, Reading, Writing  
Initiation of the field experience at a secondary school in classrooms where ELLs are served Complete first two (2) hours.  
**ESOL ASSESSMENT**  
**LANGUAGE & CONTENT –AREA ASSESSMENT (Ch. 7)**  
- Standards and Standardized Assessment  
- Linking Assessment to Progress for ELLs  
- Types and Purpose of Assessment  
- Methods of Assessment  
- Identification, Assessment, and Placement  
- Concepts of Validity, Reliability, and Practicability  
**CONTENT AREA INSTRUCTION (Ch. 5)**  
- The SDAIE Model  
**LANGUAGE & CONTENT –AREA ASSESSMENT (Ch. 7)**  
- A focus on Alternative Assessment  |
|     | Power Point Presentation and discussion  
**VIDEO View & Discussion**  
Valuing Diversity  
| Power Point Presentation  
**VIDEO View & Discussion**  
- Bringing Language Alive  
- MI Theory  
| **DUE IN TASK STREAM**  
(At end of the 2nd class this wk)  
Cultural Considerations for Immigrant Parents  
or  
Other as indicated by the instructor  
<p>| Quiz #2: Culture and Learning |</p>
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<tr>
<td></td>
<td>(Supplemental Materials)</td>
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<tr>
<td></td>
<td>Continuation of the field experience at a secondary school in classrooms where ELLs are served <strong>Complete first four (4) hours.</strong></td>
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<tr>
<td>#7</td>
<td><strong>ESOL CURRICULUM METHODOLOGY, STRATEGIES AND RESOURCES FOR PLANNING INSTRUCTION</strong></td>
<td><strong>DUE</strong> Alternative Assessment project</td>
</tr>
</tbody>
</table>
|    | Planning instructional activities for ELL  
Identifying strategies in action  
Building a strategies bank  
Using Technology /developing **Web Quest** group activity as a strategy for working with ELLs. | Power Point Presentation  
Cooperative Group discussions |
|    | **Supplemental Materials: Standard-based Instruction and Planning**  
Using the Sunshine State Standards for Lesson planning that includes BICS and CALP – Writing Objectives  
- Instructional Strategies for Teaching ELLs in lesson planning | **VIDEO View & Discussion**  
Connecting Language, Literacy & Culture  
(Focus on academic language strategies including Specific ESOL Strategies and concept mapping)  
**Multiple Intelligences for ELLs**  
**Web Quest group activity** – Identifying ESOL-specific strategies  
**VIDEO View & Discussion**  
**Differentiated instruction**  
(inclusive classroom with a focus on learning options using different strategies). | **DUE:** Video Critique  
Multiple Int. Theory |
| #8 | **Supplemental Materials: Standard-based (Cont. . . .) Instruction and Planning**  
Using the Sunshine State Standards for Lesson planning that includes BICS and CALP – Writing Objectives  
- Instructional Strategies for Teaching ELLs in lesson planning  
  o Textbook Review, Selection And Adaptation  
  o ESOL Materials for Instruction  
Planning Instructional activities for ELL  
Identifying strategies in action  
Building a strategies bank  
Initiation of the field experience at a secondary school in classrooms where ELLs are served **Complete first six (6) hours.** | **Cooperative groups – by discipline**  
Identify and discuss the use of strategies for teaching and learning with ELLs in the subject area.  
Writing Objectives  
Formatting the lesson plan  
Reviewing the grading rubric  
Selecting the lesson /textbook selecting the Strategies | **Building a Concept Map + ESOL Strategies to be used** |
|    | **COGNITIVE MAPPING AS A STRATEGY FOR TEACHING AND LEARNING WITH ELLS.**  
Development of cognitive maps/webs to emphasize BICS and CALP  
Purpose and connection to the SSS  
Concept building and organization structure and relationships | **Group interactions**  
Building a Concept Map + a bank of ESOL Strategies to be used |
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| -  | Identify textbook and content to be taught  
|    | Map major contents and sub-contents establishing linkages between concepts.  
|    | Identify ESOL specific strategies suited for each concept.  
|    | Use of technology to build the web. |
| #9 | TEXBOOK ACCOMMODATIONS FOR ELL USING AND APPLYING SPECIFIC ESOL STRATEGIES | DUE IN TASK STREAM  
(At the end of the 2nd class this wk)  
Concept Map/Cognitive Map + ESOL Strategies to accommodate textbook content.  
Textbook/Chapter Accommodations with ESOL Strategies and use. |
|    | - Using subject area textbooks with ELLs  
|    | - Making accommodations for vocabulary and complex sentences and paragraphs with emphasis on BICS and CALP.  
|    |   o Reviewing specific chapter/segments of a subject area text (5-6 pages) to identifying areas of difficulties.  
|    |   - Discuss problem areas and identify appropriate ESOL strategies to use (using strategies bank). |
| #10 | Lesson Planning with folder activities for ELLs | In- class developmental processing and interactive learning  
Group and individual work and whole group sharing  
Lesson plan development for specific content area (progression) |
|    | - In class- Presentations and modeling for corrective feedback  
|    | - Upload into Task Stream for evaluation/grading |
| #11 | In- Class presentations of Lesson Plan + Specific activities for the content area / major | DUE IN TASK STREAM  
Lesson Plan + specific Activities |
|    | The field Experience progression and discussion  
Continuation of the field experience at a secondary school in classrooms where ELLs are served.  
Complete all required hours. Eight (8) hours |
| #12 | Refocusing on the Rubric Companion and Grading Rubric for the assignment.  
Using technology for “Putting it all together with technology”.  
Assessing English Language Learners: Bridges from academic achievement to Academic Achievement: coming full circle. | VIDEO View & Discussion  
ELL Assessment: Bridges from Language Proficiency to Academic Achievement  
DUE  
Field Experience report |
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<tr>
<td>#13</td>
<td>In-Class presentations and discussions of Concept Maps + ESOL strategies and field experience.</td>
<td>Grade book viewing to verify all grades pending final exam.</td>
</tr>
</tbody>
</table>
| 14 | Putting it all together  
Review for Final Examination | |

**FINAL EXAMINATION** According to FAMU Calendar  
**EXAM / QUIZ #4 ESOL** Standard-Based Strategies, Planning and Best Practices
METHODS OF EVALUATION

1. CLASS PARTICIPATION................................. (9%) 30 Pts.

   CLASS ATTENDANCE POLICY
   The student attends class on time, completes and turn in all class assignments on designated due dates.
   Pop Quizzes and other ESOL check points will be made periodically to verify progression and will be the bases of the points for this section. Students arriving after a Pop Quiz or check point has been initiated will not be able to make up the assignment. Per FAMU policy, the absences will not be used as an excused to make-up quizzes, exams or turn in projects that are due on the day of the absence. Attendance is based on being in class for the entire period of time.
   (Read policy below).

   FAMU ATTENDANCE POLICY
   Class Attendance Regulations (FAMU’s Website)
   • Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. The university reserves the right to address individual cases of non-attendance
   • Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes.
   • Absence from class for cause: (a) participation in recognized university activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control may be excused by the dean or director of the unit in which the student is enrolled.
     • Specifically, the class attendance regulations will apply to all students as follows:
       A student will be permitted one unexcused absence per credit hour of the course he or she is attending.
     • A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade of “F.” Students may be readmitted to the class with the dean’s and the instructor’s permission.

2. CLASS DEVELOPMENTAL PROJECTS (A, B, C, D)...... (30%) 95 pts.

   ALL activities must be completed during the term
   ALL activities must be turned in on specified due dates

   All candidates are required to visit the Leon County School’s Book Depository to obtain a textbook(s) for grade level(s) and content related to your area of certification.

   Each assignment builds upon the previous one and must be turned in on time to receive feedback.

   A) ESOL Beginning Level Lesson Plan + Folder Activities ....30 pts.
   Develop a lesson plan + folder interactive activities focusing on content vocabulary and complex language structures using a textbook for your area of certification/subject matter. You are required to visit the Leon County School’s Book Depository to obtain a textbook for a grade level and content related to your area of certification.
   Develop three (3) separate and well-planned “hands on” activities with movable parts (interactive and multi-modality) for the ESOL student based on your specific subject area. The activities will be distributed across language levels (levels will be assigned by instructor) and content utilizing
principles of language acquisition/language level and learning, grade group, vocabulary/contextual use and expectations according to your major. Include specific Sunshine State Standards for the content area for your major with specific content objectives aligned with the chosen benchmark; provide a specific language objective for the language level of the ELLs in the class. Include language-related strategies to teach the activity/lesson, explain how you would measure the level of attainment of the objectives in accordance to the stages of language development of the ELLs.

ESOL/FTCE: 2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)  CF (1.1, 1.2, 1.3, 1.4, 1.5), (2.5), (3.2), (4.2), (5.5), (6.3)  INTASC 3(3.11, 3.14, 3.25)

B) Textbook Chapter Accommodations + Strategies for Learning ................. 30 pts
Obtain a copy of a chapter from a textbook (5-6 pages of text book materials) and review its content for potential linguistic difficulties ELLs might encounter at various language developmental levels. Examine the text for difficulties in vocabulary, complexity of sentence structures, inferential and cultural meanings expressed by the author that may not be easily understood by the ELL, and other linguistic issues as discussed in class. USING TECHNOLOGY, in each instance identify the difficulties and provide specific ESOL strategies you would use for success in learning the material. Explain how the strategies might be used.

ESOL/FTCE: 2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)  CF (1.1, 1.2, 1.3, 1.4, 1.5), (2.5), (3.2), (4.2), (5.5), (6.3)  INTASC 3(3.11, 3.14, 3.25)

C) Unit / Lesson Cognitive Map + ESOL Strategies for Learning ................. 15 pts.
Develop a unit web indicating ESOL strategies for the strand you plan to teach given your area of specialization. The web should reflect appropriate language strategies you would use given the language acquisition level of the ELLs. The web provides the organization structure of important topics and activities for all students in your class, but specific strategies/activities must be identified to meet the needs of the ELLs in the class. Specific language behavioral objectives must be written, teaching procedures identified with specific ESOL strategies by name, and an evaluative reflective summary of the teaching result must be included.

ESOL/FTCE: 2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)  CF (1.1, 1.2, 1.3, 1.4, 1.5), (2.5), (3.2), (4.2), (5.5), (6.3)  INTASC 3(3.11, 3.14, 3.25)

D) STUDENT ASSESSMENT ACTIVITIES (GROUP) -------------------------------- 20 Pts.
In Small groups of 2 by discipline, develop the following assessments for ELLs

Teacher-made test .................................................. (10 pts)
Develop a teacher made test for a specific chapter or unit you would teach to ALL students in your classroom. Indicate the accommodations and changes you would make for the ELLs in the same class. Include considerations such as: level of language, specific instruction and use of language to alleviate linguistic burden, organization and clustering of test items, use of personal dictionaries, time extension, etc.

Alternative assessment: ............................................. (10 pts)
Develop an alternative assessment as part of the test above that you would use to further ensure that ELLs have learned the particular concept. You may use and explain the process for instruments such as Venn diagram, concept maps, various graphic organizers, etc. Provide the instrument you developed with an explanation regarding benefits and a rationale for the instrument, benefits to the ELLs, and the process that will be used to assess learning.

ESOL/FTCE: 4(8), 10(9, 10), 11(9, 10), CF (1.1, 1.2, 1.3, 1.4, 1.5), (2.5, 2.6), (3.2), (4.2), (5.2, 5.4, 5.5, 5.6), (6.3, 5.4)  INTASC 3(3.11, 3.12, 3.13, 3.14, 3.15)
3) ARTICLES/VIDEO CRITIQUES & TECHNOLOGY ACTIVITIES (14%) 45 pts.

- ARTICLE AND VIDEO CRITIQUES – (1 each at 15 points each) .......... 30 pts

Critiques for article and videos must include the following:

- **Thesis of the article or video**: Provide original and authentic language in a substantive paragraph describing the central concept of the article with a clear connection with ESOL concepts learned.
- **High points presented by the author**: Use substantive paragraphs providing each of five high points made by the author making a clear connection with ESOL concepts learned.
- **Write and explain two (2) applications of the concepts learned for your role as a teacher of ELLs**. Describe under each application the actions you would take to improve classroom learning/schooling for ELLs. Be sure to include the value of the activities for ELLs.

**Article critique**

- **Cultural Consideration for Immigrant Parents.** (15 points)

**Video Critique for Language Acquisition and Learning (as selected in class)**

- **MI Theory for ELLs** (Language and Literacy Development) (15 Points)
- **Valuing Diversity** (15 Points)

**ESOL/FTCE** 1(3), 3(2), 4(8), 5(9, 11), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)  **CF** 1.1, 1.2, 1.3, 1.4, 1.5, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4  **INTASC**: 3(3.11, 3.12, 3.13, 3.14, 3.15)

- **TECHNOLOGY EXPLORATION AND USE WITH ELLS**.............15 pts

View the technology tape “Technology Software for Teachers of ELLs” (COE - FAMU Production by Kiffany Jones - ESOL Grad Student 2010) to identify and select appropriate free technology (at least three) that can be immediately used to develop activities appropriate for a specific grade and language level of ELLs within your certification area. Additionally, use WEB QUEST and the ESOL Textbook along with the Blackboard resources including Power Point for CALLA strategies and graphic organizers to identify at least 27 ESOL strategies (by name) for a total of 30 ESOL specific strategies. The 30 strategies must be collected on index cards neatly typed showing the specific name and a brief description of purpose and how each can be used (one strategy per card).

**CORRESPONDING STANDARDS**

**ESOL/FTCE**:  5(5, 11) 1(3)  **CF**: 2(2.5, 2.6) 4(4.2) 5(5.2, 5.4, 5.5, 5.6)  **INTASC**: 3(3.11, 3.12, 3.13, 3.14, 3.15)

4. **ESOL FIELD EXPERIENCE AND REPORTING**......... (16%) 50Pts.

**A) The field Experience**

Every student is expected to participate in a field consisting of eight (8) hours in classroom settings where ELLs are taught. The classroom setting may be a combination of ESOL resource and a regular content area classroom for your major with ELLs included; or just the regular classroom for your major with the inclusion of ELLs. The experience must be completed during the semester with at least four (4) different visits to a middle or high school classroom with an ESOL credentialed teacher as follows:

Include the original signed certificate documenting your participation, present substantive entries in the summary of your reflective journal for each day of participation, present a field experience report inclusive of substantive entries for the various observations, inquiries, and
participation in instructional activities (including a description of School site, a description of the classroom & learning environment, your academic participation with ELLs including specific language-related activities used with ELLs, include specific inquiries related to placement of the ELLs in ESOL programs at the school and services for ELLs with special needs as well as classroom assessment (formal and alternative) to measure progress in language, and an opinion summary of the experience). Research (through the school of the field experience, articles and videos reviewed in class) and provide a descriptive summary of inclusive resources and activities to connect school and neighborhoods to minimize cross-cultural conflicts including linguistic barriers, discipline problems.

The Mini ethnography study: As part of the field experience, develop a questionnaire to assist you in getting to know the ELLs through conversations as you work and get to know an individual child. In groups of two (2) students, develop 2 separate questionnaires of 15 questions each to learn more about a select ELL child and family- Discuss and critique the questions so that each can improve their structure and content. The questions should be non intrusive, sensitive to culture and language in the categories of personal interest of the ELL, academic interests, relationship with classmates, etc.; family relationships, roles and responsibilities at home, language usage within the context of the family, relationship with the wider community in terms of friendships, activities, and linkages to services within the community.

CORRESPONDING STANDARDS
ESOL/FTCE: 1(3), 2(1), 3(2), 5(11), 3(15) CF: 1(1, 2, 3, 4, 5) INTASC 3(3.11, 3.12, 3.13, 3.14)

5. UNIT EXAMS/QUIZZES/FINAL ………………… (31%).100Pts.

A) Five (5) QUIZZES/ UNIT EXAMINATIONS at 20 pts ..........................100 pts.
Quizzes will be given during the course to serve as learning checkpoints. A specific date will be set for each quiz and materials to be covered will be specified.

ESOL/FTCE: 1-12 (1-10) CF (1.1, 1.2, 1.3, 1.4, 1.5), (2.5, 2.6), (3.2), (4.2,), (5.2, 5.4, 5.5, 5.6), (6.3, 5.4) INTASK 3(3.11, 3.12, 3.13, 3.14)

All students are expected to upload selected graded artifacts to Task Stream in accordance to course expectations. Assignments not uploaded on time as indicated by the professor will result in a zero (0) grade. Failure to upload designated work into Task Stream will result in failing the course.
Course materials are contained in Blackboard, including grading rubrics, rubric companions, and select Power Point

GRADING:
Your grading in this course will be based on your performance an the identified learning activities (See weighted value above). The maximum number of points combined is 335. The grade distribution is as follows:

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<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>335 - 302</td>
<td>A</td>
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<tr>
<td>301- 268</td>
<td>B</td>
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<tr>
<td>267 - 235</td>
<td>C</td>
</tr>
<tr>
<td>234 - 201</td>
<td>D</td>
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<tr>
<td>200 and below</td>
<td>F</td>
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TOTAL (100%) 320 Pts.

COURSE POLICIES

NOTE: If you are absent from class on the due date of an assignment, the work MUST be turned in the day prior to the absence or the day immediately following the absence from class. FAILURE TO MEET THIS REQUIREMENT WILL RESULT IN A ZERO GRADE
All assignments are due on the indicated due date. Assignments not turned in on time will result in a zero (0) grade and will not be received at a later date.

- ASSIGNMENTS MUST BE POSTED IN TASK STREAM ON THE DUE DATE AND MUST BE COMPLETED ACCORDING TO THE EXPECTATIONS OF THE CORRESPONDING RUBRIC.
- Review the Disposition Instrument posted in Task Stream

ACADEMIC HONOR CODE


1. An academic honesty violation shall include a student who gives or takes information or material and wrongfully uses it to aid himself/herself or another student in academic endeavors. It shall further include revealing unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered.

2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is, Plagiarism shall further include letting another person compose or rewrite a written assignment.

3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance.

Please see penalties included in complete document uploaded to Blackboard

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
ESOL REFERENCES AND RESOURCES AVAILABLE


Echevarria, Jana; Short, Deborah; and Vogt, MaryEllen (2008). Implementing the SIOP Model through Effective Professional Development and Coaching. Pearson Education, Inc.


Web site Resources
These are a few of the sites you are likely to use as resources this semester, especially Language Arts through ESOL. I strongly encourage you to bookmark these sites and become familiar with the information they provide. Please continue to add to this list and share with the class any particularly helpful sites you come across.

Center for Applied Linguistics - http://www.cal.org
Florida Department of Education - http://www.fldoe.org
Florida Office of Multicultural Student Language Education (OMSLE) - http://www.fldoe.org/aala/
International Phonetic Association - http://www.arts.gla.ac.uk/ipa/ipa.html
National Clearinghouse for English Language Acquisition - http://www.ncela.gwu.edu/