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

Department/Division/School:  
College of Education  
Elementary Education

Prerequisite: Appropriate Methods Course(s) for Your Major

Textbook and Materials:
- Language Arts through ESOL -
- TEACH Materials: Florida Department of Education.
- Select Articles from various sources

Faculty Name: Gloria T. Poole, Ph.D.  
Term/Year: __________

Office Location: 202 C GEC  
Campus Phone: (904) 599-3749  
e-mail: docgpoole@earthlink.net

Office Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>(Others by Appointment)</td>
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<td>12:00-5:00</td>
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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 Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to
providing educational experiences that result in exemplary professional educators. The Framework is comprised of
six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The
term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of
the Exemplary Professional Conceptual Framework.

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist,
developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists,
practitioners, and developmental theorists. Concepts from these writers and from the varied educational learned societies help
form

the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework.

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**Selected Conceptual Framework Proficiencies**

**DIVERSITY**

- **CF 1**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Description</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>F: 5,6,7 I: 3</td>
</tr>
<tr>
<td>1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5,7 I: 3,8</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>F: 5,6 I: 3,8</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5,6 I: 3</td>
</tr>
<tr>
<td>1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5,7, 9, 10 I: 5</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

- **CF 2**
•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th></th>
<th>Use fundamental concepts in technology.</th>
<th>F: 12</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6 (S)</td>
<td>Facilitate access to technology for students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

**VALUES**

•CF3

•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th></th>
<th>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</th>
<th>F:11,6</th>
<th>I: 9.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 (S)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CRITICAL THINKING- CF4**

•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th></th>
<th>Use a variety of instructional/professional strategies to encourage students' development of critical thinking and performance.</th>
<th>F:2,7</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 (S)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**PROFESSIONALISM**

• CF 5

•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th></th>
<th>Use the appropriate pedagogy to provide all students with the opportunity to learn.</th>
<th>F:7,9</th>
<th>I: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 (S)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
<tr>
<td>5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

**URBAN/RURAL EDUCATION**

•CF6

•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th></th>
<th>Understand the conditions of both rural and urban students and families.</th>
<th>F: 5,11</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3 (K)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.4 (S)</td>
<td>Communicate effectively with students' parents and the community.</td>
<td>F: 5,11</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

**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 the Florida Department of Education. 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**

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### 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*

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**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*

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**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**

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**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**

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**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.

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**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.

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**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.
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.

FTCE Standard 9: Knowledge of assessment

FTCE Standard 10: Knowledge of exceptional student education (ESE) issues related to ELLs

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
Specific FEAPS and INTASK related to the Course Objectives

**FEATP 2. Communication:**

2.PRE.b Establishes positive interactions between the teacher and students that are focused upon learning.
2.PRE.c Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.
2.PRE.f Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.
2.PRE.j Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.

**FEAP 5. Diversity**

5.PRE.b Fosters a learning environment in which all students are treated equitably.
5.PRE.c Recognizes the cultural, linguistic, and experiential diversity of students.
5.PRE.k Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
5.PRE.d Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.
5.PRE.e Has a repertoire of teaching techniques and strategies to effectively instruct all students.
5.PRE.f Selects appropriate culturally and linguistically sensitive materials for use in the learning process.

**FEAP 7. Human Development & Learning**

7.PRE.a Recognizes developmental levels of students and identifies differences within a group of students.
7.PRE.b Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
7.PRE.c Uses multiple activities to engage and motivate students at appropriate developmental levels.
7.PRE.e Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.
7.PRE.f Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.

**FEAP 8. Knowledge of the subject matter**

8.PRE.b Increases subject matter knowledge in order to integrate the learning activities.
8.PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.
8.PRE.d Acquires currency in her/his subject field.
8.PRE.e Has planned and conducted collaborative lessons with colleagues from other fields.

**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 interests.
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>FEAPs</th>
<th>PEU CF</th>
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<tbody>
<tr>
<td>Hands-on Activities/Lessons</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>6(6), 8(4), 10(9),11(9, 10)</td>
<td>5d, 5e, 7a, 7c, 7e7f, 8b, 8c</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>Unit Plan/Web with related Lesson Plan</td>
<td>2. Demonstrate knowledge and skills in unit planning and lesson development from a unit to meet the various language and academic needs of ELLs in infused classrooms.</td>
<td>3(3.11, 3.14, 3.25)</td>
<td>6(6), 8(4), 10(9),11(9, 10)</td>
<td>5d, 5e, 7a, 7c, 7e, 7f, 8b, 8c</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 5.2, 4.2, 5.5, 6.3</td>
</tr>
<tr>
<td>Textbook chapter planning and Strategies</td>
<td>3. Select, evaluate, and modify instructional materials to accommodate the needs of ELLs.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>2(1), 3(2), 5(5, 11), 7(7), 8(4).</td>
<td>5(5c, 5d, 7a 7b, 7c, 7e, 7f, 8(8e)</td>
<td>1(1.1, 1.2) , 4(4.2) 5(5.2, 5.4, 5.5, 5.6)</td>
</tr>
<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), 11(9, 10)</td>
<td>2b, 2c, 2f, 2j ; 5b, 5c, 5k, 5d, 5e, 5f</td>
<td>1(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>
</tr>
<tr>
<td>Video/Case Study</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), 8(4)</td>
<td>5(5c,5k,</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4</td>
</tr>
<tr>
<td>Technology activity Web Quest/Internet</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(3), 8(4), 9(7)</td>
<td>5(5c,5k,</td>
<td>: 1.1, 1.2, 1.3, 1.4, 1.5, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4</td>
</tr>
<tr>
<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>2b, 2c, 2f, 2j ; 5b, 5c, 5k, 5d, 5e, 5f,</td>
<td>1(1, 2, 3, 4, 5)</td>
</tr>
<tr>
<td>Quizzes and Final Examination</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>2b, 2c, 2f, 2j ; 5b, 5c, 5k, 5d, 5e, 5f</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>
</tr>
</tbody>
</table>
# TEACHING UNITS

1. Overview of ESOL
   - Historical Perspective
   - Legal Aspects of ESOL
   - Demographic Information
   - The Profession of ESOL
   - ESOL Standards and Programs
   - Florida Consent Decree

2. Cross-cultural Communication and Understanding
   - Reflection on Surface and Deep Culture
   - Mini Ethnography
   - Cultural Stereotype and the ELL Child/Family
   - Stages of Cultural Adjustment
   - Strategies for Working with Students and Parents
   - Parents and Community Resources
3 Language Acquisition and Learning
- L1 acquisition and L2 acquisition
- How adults facilitate L2 Acquisition
- Theories and Hypotheses on L2 acquisition
- Learner variables in L3 Acquisition

4 Methodology and Curriculum
- BLCS and CALP
- Content-based Curriculum Practices
- Instructional Methods and Strategies for Content-based Language/Content Development
- CALLA Strategies
- Content-based ESOL Material, Media, and Technology
- Graphic Organizers

5 Assessment of Instruction
- General Notions About the Assessment Process
- Types of Assessments for LEP Students
- Teacher-made tests for LEP students
- Alternative Assessment for LEP Students
- Assessment of Instructional Outcome
- The SOLOM

6 Content Area Applications
- Content-Specific Curriculum Analysis by Grade Group and Language Level
- Plan for Vocabulary Development
- Content-Specific Materials Review and Critique
- Parallel Lesson Planning with ESOL Strategies Included
- Unit Development
<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
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</thead>
</table>
| #1   | COURSE OUTLINE AND EXPECTATIONS  
**UNIT #1**  
ESOL OVERVIEW – HISTORY, POLICY, ACCESSIBILITY AND COMPLIANCE |
|      | HISTORICAL OVERVIEW AND FACTS REGARDING ELLS  
- Historical Overview of ESOL / Bilingual Education  
- Legal Issues and Policies Concerning LEP Students  
- TESOL Professional Organizations and Publications |
| #2   | HISTORICAL OVERVIEW . . . (Cont.)  
- TESOL Standards, Programs and Effective Models Professional Organizations and Publications, and Major Contributors in the Field  
- Florida Consent Decree  
- School Entrance for Students Born in Foreign Countries  
- Demographic Information for Florida K-12 LEP Students  
**OLE 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 |
| #3   | CROSS-CULTURAL COMMUNICATION AND UNDERSTANDING  
**UNIT #2** |
|      | 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  
**CULTURALLY RESPONSIVE SCHOOLING** *(Ch.10)*  
- Respecting Students’ diversity  
- Adapting to Students’ Needs  
- Sustaining High Expectations |
| #4   | CULTURALLY RESPONSIVE SCH. Cont. . .  
**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 |
<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
|      | - Assessment of Student performance in Mainstream Classrooms  
|      | - Program Design  
|      | - Teaching Blind and Hearing Impaired ELLs |
| #5   | **UNIT #3**  
|      | LANGUAGE ACQUISITION, LANGUAGE ELEMENTS, AND LEARNING  
|      | SECOND LANGUAGE ACQUISITION (Ch. 3)  
|      | - Historical Theories  
|      | - Current theories  
|      | LANGUAGE STRUCTURE (Chap. 2)  
|      | - Language Universals  
|      | - Phonology  
|      | - Morphology  
|      | - Syntax  
|      | - Semantics  
|      | - Pragmatics  
|      | - Nonverbal Communication |
| #6   | LANGUAGE STRUCTURE cont. (Chap. 2)  
|      | - Language Universals  
|      | - Phonology  
|      | - Morphology  
|      | - Syntax  
|      | - Semantics  
|      | - Pragmatics  
|      | - Nonverbal Communication |
| #7   | **UNIT #4**  
|      | METHODOLOGY AND CURRICULUM  
|      | ORACY & LITERACY DEVELOPMENT (Ch. 4)  
|      | - English Language Development Standards  
|      | - Integrating Skills  
|      | - Listening  
|      | - Speaking  
|      | - Reading  
|      | - Writing |
| #8   | THEORIES AND METHODS (Ch. 6)  
|      | - Foundation for Bilingual Education  
|      | - Organizational Models  
|      | - Instructional Strategies  
|      | **ESOL METHODOLOGY AND CURRICULUM (Supplemental Materials)**  
|      | o Textbook Review, Selection And Adaptation  
|      | o ESOL Materials For Instruction  

*Initiation of eight (8) hours of field experience at a secondary classroom in your specialization where ELLs are served.*
<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>#9</td>
<td><strong>UNIT #5</strong>&lt;br&gt;ASSESSMENT OF INSTRUCTION</td>
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<tr>
<td></td>
<td>LANGUAGE &amp; CONTENT –AREA ASSESSMENT <em>(Ch. 7)</em></td>
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<tr>
<td></td>
<td>o Standards and Standardized Assessment</td>
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<td>o Linking Assessment to Progress for ELLs</td>
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<td>o Types and Purpose of Assessment</td>
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<td>o Methods of Assessment</td>
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<tr>
<td></td>
<td>o Identification, Assessment, and Placement</td>
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<td></td>
<td>o Concepts of Validity, Reliability, and Practicability</td>
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<tr>
<td>#10</td>
<td>LANGUAGE &amp; CONTENT –AREA ASSESSMENT <em>(Ch. 7)</em></td>
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<tr>
<td></td>
<td>o A focus on Alternative Assessment <em>(Supplemental Materials)</em></td>
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<tr>
<td>#11</td>
<td><strong>UNIT #6</strong>&lt;br&gt;APPLICATIONS FOR PLANNING AND USING STRATEGIES FOR LANGUAGE COMPETENCIES</td>
</tr>
<tr>
<td></td>
<td>CONTENT AREA INSTRUCTION <em>(Ch. 5)</em></td>
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<tr>
<td></td>
<td>o The SDAIE Model</td>
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<td></td>
<td>o Content Area Applications</td>
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<td></td>
<td>o Differentiated instruction using Florida Standards for the subject area</td>
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<tr>
<td>#12</td>
<td>Content Area Applications</td>
</tr>
<tr>
<td></td>
<td>o Differentiated instruction using Florida Standards for the subject area</td>
</tr>
<tr>
<td>#13</td>
<td>Content Area Applications</td>
</tr>
<tr>
<td></td>
<td>o Differentiated instruction using Florida Standards for the subject area</td>
</tr>
<tr>
<td>#14</td>
<td>Content Area Applications</td>
</tr>
<tr>
<td></td>
<td>o Differentiated instruction using Florida Standards for the subject area</td>
</tr>
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<td></td>
<td><strong>FINAL EXAMINATION</strong></td>
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<td></td>
<td>See University Schedule</td>
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</tbody>
</table>
METHODS OF EVALUATION

1. CLASS PARTICIPATION ........................................................ (6%) 30 Pts.
   The student pre-reads assigned materials, turns in outside class assignments on time, and participates in class discussions.

CLASS ATTENDANCE POLICY
CLASS ATTENDANCE IS MANDATORY UNIVERSITY POLICY WILL BE APPLIED (see attachment).
   Note: The one (1) un-excused absence per credit hour refers to one (1) absence in a three credit hour class that meets once per week. This absence will not be used as an excuse to make-up quizzes, exams or turn in projects that are due on the day of the absence.
   Credit for class attendance includes full attendance during the entire class period.

2. CLASS DEVELOPMENTAL PROJECTS (A, B, C) ...................... (49%) 245 Pts.
   All activities must be completed during the term.
   All activities must be turned in on specified due dates.
   Each assignment builds upon the previous one and must be turned in on time to receive feedback.

   A) PROJECT: ESOL LESSON / ACTIVITIES (25 pts @) ...................... 50 pts.
   Develop two (2) 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 area utilizing principles of language acquisition and learning, grade group, 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.

B) UNIT PLANNING/WEB (25pts.) and ONE (1) LESSON PLAN (25 pts@) ...... 50 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.
   Lesson plan #1 and web (75 pts) will be used in class for demonstration.
   Lesson plan #2 (50pts) This lesson plan must be developed and used with the LEP child during your field experience.

C) TEXTBOOK CHAPTER PLANNING /STRATEGIES ............................ 25 pts
   Obtain a copy of a lesson or a chapter from a textbook 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. In each instance identify the difficulties and provide specific ESOL strategies you would use for success in learning the material.
D) STUDENT ASSESSMENT ACTIVITIES ----------------------------------------------------- 40 Pts.

**Activity:** Teacher-made test --------------------------------------------------------------- (20 pts)
Develop a teacher-made test for a specific chapter or unit you would teach to students in a class in your area of specialty. 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.

**Activity:** Alternative assessment: ---------------------------------------------------------- (20 pts)
Develop an alternative assessment for a specific test you would administer to the students in your discipline. Using the concept of alternative assessment for ELLs, develop an activity to assess students who speak a language other than English, to obtain similar measures of student learning. 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 arrive at expected outcomes.

<table>
<thead>
<tr>
<th>ESOL/FTCE:</th>
<th>4(8), 10(9, 10), 11(9, 10), 12(1.1, 1.2, 1.3, 1.4, 1.5), 15(2.5, 2.6), 16(2.2, 2.3, 2.4), 17(5.2, 5.4, 5.5, 5.6), 18(6.3, 6.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>1(1.1, 1.2, 1.3, 1.4, 1.5), 2(2.5, 2.6), 3(3.2), 4(4.2), 5(5.2, 5.4, 5.5, 5.6), 6(6.3, 6.4)</td>
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<tr>
<td>FEAPS:</td>
<td>2b, 2c, 2f, 2j, 5b, 5c, 5d, 5e, 5f, 5l</td>
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<tr>
<td>INTASC:</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
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</tbody>
</table>

E) CASE STUDIES, VIDEO CRITIQUES & TECHNOLOGY ------------------------------------------- 70 pts

Graded Case Study and Videos (Assignment may vary between semesters). Assignments not graded will be included in the class participation grade:

- **Select Case Study for Culture Analysis** (1 @ 20 pts)
  Read the case study assigned and make a culture analysis in terms of the following the assigned format. In your analysis, focus on the fact that cultural practices are not usually taught, but as a society we expect everyone to know and abide by them. Often ELLs do not know what the meaning behind our cultural norms and receive consequences for not knowing: Present the following:
  - Conduct a cultural self-analysis by writing 8 statements about your own cultural upbringing in contrast with the issues of the case.
  - Describe ways in which you as a classroom teacher can be more inclusive and sensitive, given the situation of the case.

  - **Why Do They Bring Apples?** (pages 66-68 See Blackboard)
  - **“But I Wasn’t Told…”** (pages 88-89 See Blackboard)

<table>
<thead>
<tr>
<th>CORRESPONDING STANDARDS</th>
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<tbody>
<tr>
<td>ESOL/FTCE: 1(3), 8(4)</td>
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<tr>
<td>CF: 1(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, 6.4)</td>
</tr>
<tr>
<td>FEAPS: 5(5c, 5k)</td>
</tr>
<tr>
<td>INTASC: INTASK: 3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
</tr>
</tbody>
</table>

- **Videos on Blackboard for Language Acquisition and Learning** (2 @ 15 pts @ 30 pts)
  - Journey Through the Assessment Process
  - The Natural Approach
  - Language Development
  - Cross-Cultural Communication and Understanding (Part 1 and 2)
  - Integrating Methods for ESOL Instruction, Language Learning

In small groups, depending on size of the class, students will participate in group discussions, oral and written presentations/critiques of articles, videos and case studies using the following elements as provided for the assignments.

The reports will include, but may not be limited to the following:
- **#1 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.
- **#2 High points presented by the author:** in bulleted form depicting substantive paragraphs, provide five high points made by the author making a clear connection with ESOL concepts learned.
- **#2 Implications for Student Learning:** include practical applications that are essential for LEP student language acquisition and development.


- **#3 Implications for teaching and learning in the classroom**: include and explain 3 different practical applications that you would use in your classroom to enhance learning for ELLs. Include clear expression of what you would do in the classroom with the concepts learned, including WHAT and HOW. Make clear connection with applying the ESOL concept with ELLs in reference to language acquisition and learning, issues of culture and support for learning.

```
ESOL/FTCE: 1(3), 8(4), 9(7).
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)
FEAPS 2b, 2c, 2f, 2j, 5b, 5e, 5d, 5e, 5f, INTASK 3(3.11, 3.12, 3.13, 3.14, 3.15)
```

- **Technology Exploration and use With ELLs ------ (2 Activities 15 pts. @ = 30 pts.)**

Use the following technology to identify and develop activities appropriate for the language levels of the ELLs as assigned. Identify the purpose of the activity, the characteristics to be considered for using the strategy, equipment to be used, and how the activity would be evaluated in connection with the benchmark and behavioral objectives to ensure learning occurred.

Chose two (2) Teaching Activities to develop your project:

- **Activity 1**: Using e-mail - Creating a (specific subject) dictionary to learn expected terms
- **Activity 3**: WebQuest – to explore and expand specific subject topics
- **Activity 5**: Using Discussion Board – My Story (develop and share an autobiography including cultural experiences and other life stories)
- **Activity 7**: Using the Internet/Streaming Audio/Instant Messenger

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CORRESPONDING STANDARDS
ESOL/FTCE: 1(3), 8(4), 9(7).
CF: 2(2.5, 2.6) 4(4.2) 5(5.2, 5.4, 5.5, 5.6)
FEAPS: 7(7c, 7b, 7d) 8(8c, 8e) INTASK: INTASK: 3(3.11, 3.12, 3.13, 3.14, 3.15)
```

**3. ESOL FIELD EXPERIENCE AND REPORTING.................. (13%) 65Pts.**

A) The field Experience

Every student is expected to participate in a field 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 and in or more eight hours during at least three (3) different middle schools or high school classroom visits in a setting with a certified teacher.

The experience should be presented and demonstrated through a collection of artifacts gathered during the period of this course. The artifacts and reflections will include the following:

```
- Reflective logs and commentaries written at the end of each day of field clinical experience
- Field clinical narrative (including description of the school site, classroom arrangement, academic learning environment, participation in learning activities with the LEP child, classroom literacy observation questionnaire, etc.)
- Lesson plan/activity developed and used in teaching the English language learner.
- Didactic Materials used in the teaching of the lesson/activity.
- Outcome measures and artifacts that demonstrate learning for the LEP student.
- Inquiry related to school testing and placement of ELLs in regular ESOL programs and special education
- Classroom management observation of curriculum and behavior
- Mini ethnography of the LEP student
- Measures of assessment of the LEP student (L2 acquisition matrix, Student Oral Language Observation – SOLOM and other instruments as assigned)
```

**Class developmental activities and demonstrations**

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- All activities related to the class including Unit web and lesson plans, critiques of materials, videos, and case studies.
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ESOL/FTCE: 1(3), 2(1), 3(2), 5 (5, 11)
```
4. QUIZZES and FINAL EXAMINATION.................. (32%). 160 Pts.

A) THREE (3) QUIZZES/ UNIT EXAMINATIONS at 20 pts @…………………60 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.

B) FINAL COMPREHENSIVE EXAMINATION -----------------------------100 pts.
The final examination will be given at the time specified by the University and will
include previous quizzes and concepts that frame other activities and demonstrations
during the class.

ESOL/FTCE: 1-12 (1-10)
FEAPS 2b, 2c, 2f, 2j ; 5b, 5c, 5k, 5d, 5e, 5f, , 7a, 7b, 7c, 7e, 7f

TOTAL (100%) 500 Pts.

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 500. The grade
distribution is as follows:
450 - 500 = A
400 - 449 = B
350 - 399 = C
300 - 349 = D
299 and below = F

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
FLORIDA A&M ACADEMIC HONESTY POLICY


(1) Academic Honesty Violations

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