COURSE OUTLINE

Course Number: TSL 3080
Course Title: Introduction to ESOL Theories and Practices
Course Credits: 3
Clock Hours: 3

Department/Division/School:
College of Education
Department of Elementary Education

Prerequisite: Admission into Teacher Education

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

Faculty Name: Dr. Bahia Diefenbach (adjunct)
Term/Year: Fall 2010
Office Location: Gore 306-B
Campus Phone: 599-3397

Office Hours
(Others by Appointment)
Monday Tuesday Wednesday Thursday Friday Saturday
12:00 – 5:00 12:00-5:00 By appointment

COURSE DESCRIPTION

This course is designed to introduce students to the underlying theories and principles that shape the field of ESOL. The legal and professional issues which have shaped and influenced the field will be explored. The course will focus on the theories of first and second language acquisition as well as the general study of language, communication, and literacy development related to classroom instruction of limited English students. Special attention will be given to the subsystems of language, role of language transfer, BICS and CALP, language pragmatics, and cultural issues in communication. This course is designed for majors of elementary education, early childhood, special education, and English/language.
The PEU Conceptual Framework

Florida A&M University Professional Education Unit Conceptual Framework

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.

![Diagram of the Exemplary Professional Conceptual Framework]

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>F (\text{Fall})</th>
<th>I (\text{Intake})</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>5, 6, 7</td>
<td>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>5, 7</td>
<td>3, 8</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>5, 6</td>
<td>3, 8</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>5, 6</td>
<td>3</td>
</tr>
<tr>
<td>1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>5, 7, 9, 10</td>
<td>5</td>
</tr>
</tbody>
</table>

NCATE_TSL 3080 INTRO TO ESOL THEORIES & PRACTICES - OFFICIAL

4/11/2011
TECHNOLOGY

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

| 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |

VALUES

- CF 3
- Through this focal area, the FAMU professional education candidate will:

| 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11.6 | I: 9.10 |

CRITICAL THINKING-CF4

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

| 4.2 (S) | Use a variety of instructional/professional strategies to encourage students' development of critical thinking and performance. | F:2.7 | I: 4 |

PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

| 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7.9 | I: 7 |
| 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |

URBAN/RURAL EDUCATION

- CF 6
- Through this focal area, the FAMU professional education candidate will:

| 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5.11 | I: 2.3 |
| 6.4 (S) | Communicate effectively with students' parents and the community. | F: 5.11 | I: 6 |

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 objectives for the course are reflected in selected Florida Department of Education ESOL Standards and Indicators as follows:

1. **Analyze, plan, and apply ESOL specific interactive strategies for applied linguistics using knowledge of second language acquisition and learning applied to BICS and CALP**
2. **Use knowledge of cultural and linguistic characteristics of varying groups of ELLs to plan and enhance instruction**
3. **Select, evaluate, and modify instructional materials to accommodate the needs of ELLs.**
4. **Use technology as a resource to identify and adapt curricular materials to meet the needs of ELLs at varying levels of language acquisition.**
5. **Gather and analyze information to recognize differences and similarities among different cultural and linguistic groups**
6. **Demonstrate knowledge gained through various measures including quizzes and final examination.**

The course model consists of 5 domains/units that are inclusive of the standards, competencies and indicators established by Florida Department of Education for the majors. Each domain/unit contains related readings, issues for discussion, expected products, 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:

The objectives for the course are reflected in selected Florida Department of Education ESOL Standards and FTCE Competencies as follows:

1. Analyze, plan, and apply ESOL specific interactive strategies for applied linguistics using knowledge of second language acquisition and learning applied to BICS and CALP
2. Use knowledge of cultural and linguistic characteristics of varying groups of ELLs to plan and enhance instruction
3. Select, evaluate, and modify instructional materials to accommodate the needs of ELLs.
4. Use technology as a resource to identify and adapt curricular materials to meet the needs of ELLs at varying levels of language acquisition.
5. Gather and analyze information to recognize differences and similarities among different cultural and linguistic groups
6. Demonstrate knowledge gained through various measures including quizzes and final examination.
7. Demonstrate critical thinking and analytical skills by reading, reviewing, and critiquing select materials.

**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

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

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.

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

**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.

**FTCE Standard 9: Knowledge of assessment**

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

**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.

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**FTCE Standard 9: Knowledge of assessment**

**FTCE Standard 10: Knowledge of exceptional student education (ESE) issues related to ELLs**
Specific FEAPS and INTASC 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.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.
Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.
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.

INTASC: 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.
## COURSE CROSSWALK TSL 3080

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Objectives</th>
<th>INTASC</th>
<th>ESOL/FTCE</th>
<th>FEAPs</th>
<th>PEU CF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity/Lesson: Fluency Development</strong></td>
<td>1. Analyze, plan, and apply ESOL specific interactive strategies for applied linguistics using knowledge of second language acquisition and learning applied to BICS and CALP.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>5(6), 8, 9(9), 10(1), 15, 17</td>
<td>2(2b, 2c, 2f) 5(5b, 5c, 5d, 5e, 5f)</td>
<td>1(1.1, 1.2, 1.3, 1.5) 4(4.2) 5(5.2, 5.4, 5.5, 5.6)</td>
</tr>
<tr>
<td><strong>Activity/Lesson: Vocabulary Development</strong></td>
<td>2. Use knowledge of cultural and linguistic characteristics of varying groups of ELLs to plan and enhance instruction.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>5(6), 8, 9(9), 10(1), 15, 17</td>
<td>5(5c, 5d, 5e, 5f) 7(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><strong>Activity/Lesson: Listening Comprehension</strong></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>5(6), 8, 9(9), 10(1), 15, 17</td>
<td>5(5c, 5k)</td>
<td>1(1.1, 1.2, 1.3, 1.4, 1.5, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4)</td>
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<tr>
<td><strong>Activity/Lesson: Phonic Awareness</strong></td>
<td>4. 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, 2, 3, 4, 22, 23</td>
<td>5(5c, 5k)</td>
<td>1(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><strong>Activity/Lesson: Patterns and Rules of Language</strong></td>
<td>5. 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, 2, 3, 4, 22, 23</td>
<td>5(5c, 5k)</td>
<td>1(1.1, 1.2, 1.3, 1.4, 1.5, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4)</td>
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<tr>
<td><strong>Activity/Lesson: Language Transfer</strong></td>
<td>6. 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(11), 2, 3, 4, 5(6), 8, 9(9), 24(5), 25(10)</td>
<td>2b, 2c, 2f, 2j, 5b, 5c, 5k, 5d, 5e, 5f</td>
<td>1(1, 2, 3, 4, 5)</td>
</tr>
<tr>
<td><strong>Activity/Lesson: Phonic Awareness</strong></td>
<td>7. Gather and analyze information to recognize differences and similarities among different cultural and linguistic groups</td>
<td>3(3.14, 3.15)</td>
<td>1, 2, 3, 4, 22</td>
<td>2(2j) 5(5b, 5c)</td>
<td>1(1.1, 1.2, 1.3) 3(3.2) 6(6.3, 6.4)</td>
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<tr>
<td><strong>Activity/Lesson: Textbook Materials Critique and Modification</strong></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(11), 2, 3, 4, 5(6), 8, 9(9). Read Indicator A, B, C, D, D., 10(1), 15, 17, 22, 24, 25(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>
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</table>
The course model consists of 6 units that are inclusive of SPECIFIC Florida Department of Education ESOL Standards and Competencies selected for teaching. Each unit contains readings, issues for discussion, expected products, and experiences as described in the course topical outline and activities indicated under Methods for Assessment.
1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.

2. Recognize the major differences and similarities between the different cultural groups in the U.S.

3. Identify, expose, and reexamine cultural stereotypes relating to LEP Students.

4. Use knowledge of the cultural characteristics of Florida's LEP populations to enhance instruction.

5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

6. Select and develop appropriate ESOL content according to student levels of proficiency to listening, speaking, reading, and writing, taking into account: *Basic interpersonal communicative skills (BICS) and *Cognitive language proficiency skills (CALPS) as they apply to the ESOL curriculum.

7. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.

8. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary level.

9. Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas.

10. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.

11. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

12. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.
<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>COURSE OUTLINE AND EXPECTATIONS</td>
</tr>
<tr>
<td></td>
<td><strong>UNIT #1</strong></td>
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<tr>
<td></td>
<td><strong>ESOL HISTORY, POLICY, ACCESSIBILITY AND COMPLIANCE</strong> <em>(ESOL 1, 2, 3,5)</em> (Supplemental materials)</td>
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<tr>
<td></td>
<td>- Historical Overview of ESOL / Bilingual Education</td>
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<td>- Legal Issues and Policies Concerning LEP Students</td>
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<td></td>
<td>- TESOL professional Organizations and Publications</td>
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<tr>
<td>2</td>
<td>- TESOL Standards, Programs and Effective Models, professional organizations and publications, and major contributors in the field</td>
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<tr>
<td></td>
<td>- Florida Consent Decree</td>
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<td></td>
<td>- School Entrance for Students Born in Foreign Countries</td>
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<td></td>
<td>- Demographic Information: Florida K-12 LEP Students</td>
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<td></td>
<td><strong>CURRICULAR INTEGRATION: FLORIDA LEADS. (Ch 1)</strong></td>
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<td>- Timelines</td>
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<td>- Impact of the League of United Latin American Citizens (LULAC)</td>
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<td>- ESOL Content</td>
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<td><strong>REVIEW OF FLORIDA STANDARDS FOR ESOL</strong></td>
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<td>- 25 ESOL Performance Standards and 11 FTCE Competencies</td>
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<td><strong>UNIT #2</strong></td>
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<td><strong>SOCIOCULTURAL THEORY, CULTURE, AND SENSITIVITY</strong></td>
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<td><strong>PERSPECTIVES ON LEARNING AND TEACHING ESL: A SOCIOCULTURAL VIEW</strong> <em>(Ch 2)</em> <em>(ESOL 5, 6, 18)</em></td>
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<td>- Sociocultural Theory and Contrasting Traditions</td>
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<td>- The Piagetian View (Jean Piaget)</td>
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<td>- Input and Interactionist Views of L2 Learning (Stephen Krashen, Michael Long)</td>
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<td>- Mediations (Alex Kozulin)</td>
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<td>- Internalization (Internal construction of external operation – Vygotsky Scaffolding and Zone of Proximal Development –ZPD)</td>
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<td>- Sociocultural Theory of Language Learning</td>
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<td>- Vygotskian Framework and Applications</td>
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<td><strong>PERSPECTIVES ON LEARNING AND TEACHING ESL: A SOCIOCULTURAL VIEW</strong> <em>(Ch 2)</em> Cont. Activities</td>
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<td>Fours studies with implications for Theory and Practice</td>
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<td>Other activities to Apply principles learned</td>
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<td><strong>Case Study Application:</strong> Nikolas is level 1 and Jose is Level 3</td>
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<td>Week date</td>
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<td>#5</td>
<td>CULTURE: ASSUMPTIONS, ATTITUDES, BEHAVIORS AND THE CLASSROOM (Ch 3) (ESOL 2,3,4,23)</td>
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<td>- Introduction</td>
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<td>- What is American Culture?</td>
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<td>- What are Stereotypes?</td>
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<td>- Two World Views</td>
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<td>- How does One Analyze Culture?</td>
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<td>- Where do Language and Culture Intersect?</td>
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<td>- Language/Culture Study Groups</td>
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<td>- Implications for the Classroom</td>
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<td><strong>Culture Related activities</strong></td>
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<td>Mini Class Scenarios</td>
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<td>Culture Values Survey</td>
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<td><strong>Case Study Application:</strong> Why Do They Bring Apples?</td>
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<tr>
<th>CULTURE: THE EVER PRESENT ENIGMA (Ch 4) (ESOL 2,3,4,23)</th>
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<tbody>
<tr>
<td>- Introduction</td>
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<tr>
<td>- Defining Culture</td>
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<td>- Elements of Surface and Deep Culture</td>
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<td>- Characteristics of Culture</td>
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<td>- Race and Ethnicity</td>
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<td>- Comparing and Contrasting the Concepts of Culture, Race and Ethnicity</td>
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<td>- Relationship Between Language and Culture</td>
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<td>- Relationships Between Culture, Learning and Teaching</td>
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<td>- Implications for teaching</td>
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<td>- Culturally relevant teaching</td>
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**UNIT #3**

**RESPONSIBILITIES AND DISPOSITIONS TO PARENTS, ELLs AND THE COMMUNITY**

CASE STUDY: Mexican Case Study
Select Reading of Articles

CULTURE: THE EVER PRESENT ENIGMA (Ch 4) (ESOL 2,3,4,23) |
--------------------------------------------------------|
| - Introduction |
| - Defining Culture |
| - Elements of Surface and Deep Culture |
| - Characteristics of Culture |
| - Redefining Culture |
| - Race and Ethnicity |
| - Comparing and Contrasting the Concepts of Culture, Race and Ethnicity |
| - Relationship Between Language and Culture |
| - Relationships Between Culture, Learning and Teaching |
| - Implications for teaching |
| - Culturally relevant teaching |

**UNIT #3**

**RESPONSIBILITIES AND DISPOSITIONS TO PARENTS, ELLs AND THE COMMUNITY**

CASE STUDY: Mexican Case Study
Select Reading of Article
UNIT #4

LANGUAGE ACQUISITION, ELEMENTS AND LEARNING

LINGUISTICS: THE ELEMENTS OF LANGUAGE (Ch. 5)

- What is Language?
- What do you know when you know language?
  - Phonemic Alphabet
  - Description Sounds
  - American Sounds
  - Articulation of sounds
  - Place and Manner of Articulation
  - Phonology
  - Morphology

*ISSUES OF ASSESSMENT:
Identify the various levels and indicators of language acquisition to develop benchmarks while observing the LEP child/children.

Note: - Present and finalize the plan for a minimum of six (6) hrs. of Field Experience. (Min. of three 3 separate visits to the same classroom where LEP children are served with an ESOL trained teacher—endorsed or seeking endorsement).
- Placement must already be secured at this point in the Semester.

THE ELEMENTS OF LANGUAGE Cont. . . (Ch. 5)

- Word Formation Process
  - Syntax
  - Grammaticality in Sentences
  - Ambiguity in sentences
  - Linear and hierarchical word order
  - The infinitude of language
  - Syntactic categories
  - Semantics
  - Pragmatics

Activities
- Apply Case Study: Finding Nemo

*First two (2) hrs. of field experience completed.

APPLICATION OF LANGUAGE ACQUISITION AND LANGUAGE ELEMENT LEARNING ACTIVITIES APPLIED TO SPECIFIC STUDENT LEVELS

(Supplemental Materials Including Language Arts Through ESOL)

*ISSUES OF ASSESSMENT:
Utilize the Indicators of the various levels of language acquisition and use the checklists in to assess level of language acquisition of the LEP child.
Use of the SOLOM to assess oral language.
#10

**CONTINUOUS LANGUAGE ASSESSMENT AND MONITORING**

ASSESSING ENGLISH LANGUAGE LEARNERS IN THE MAINSTREAM CLASSROOM - **(Ch. 10)**

- **What is Assessment and Why is it Different for ELLs?**
  - Assessment as a Function of Evaluation, Measurement and Tests
  - Why should Assessment of ELLs be Different than that of Native English Speakers?
  - Linguistic Burden
- **Validity, Reliability, Feasibility and Washback: A New Concept**
  - Validity
  - Content validity
  - Criterion Validity
  - Construct Validity
  - Reliability
  - Feasibility
  - Washback
- **Classroom Assessment**
  - Knowing Student’s Language Proficiency Level
  - Test Design That Mirrors Classroom Objectives, Strategies, and Activities
  - Using Visual Aids and Graphics
  - Using Effective and Valid Language
  - Developing Scoring Rubrics
  - Management of Learning and Behavior
  - Utilization of Human Resources
  - Placement and Assistance of ESOL Students with Special Needs

*Second visit to the classroom up to four (4) hrs. of field experience completed*

#11

ASSESSING ELLs .......... **Ch. 10 Cont.**

- **Alternative Assessment**
  - Portfolios
  - Curriculum-based Measurement
  - Performance Assessment
- **Large Scale Assessment**
- **Modifications of Test and Test Procedures**

**ALTERNATIVE ASSESSMENT** (Supplemental Materials)
- Writing and Assessing the Attainment of Behavioral Objectives

**ISSUES OF ASSESSMENT:**
- Using selected forms of alternative assessment to evaluate progress in language acquisition and learning
  - Applications of Rubrics and Checklist

**ISSUES OF ASSESSMENT:**
- Assessing instructional materials for Language acquisition and learning

#12

**Content Area Applications**
- Differentiated instruction using Florida Standards for the subject area
#13

**UNIT #6**

**PLANNING AND APPLYING STRATEGIES FOR LANGUAGE COMPETENCIES**

**INTEGRATING TECHNOLOGY: BEST PRACTICES FOR ELLS IN MAINSTREAM CLASSROOMS**

**Ch 13**

(ESOL 6,15,16,17)

- Historical development of Computer Assisted language learning (CALL)
- Impact of technology on Classroom Practices
  - Differentiated Instruction for ELLs in Mainstream Classrooms
- Cooperative Learning in the mainstream classroom
- Student-centered learning
- Learner autonomy and motivation
- Challenges of Technology use in Content Classrooms
- Software, programs and activities for ELLs in content Classrooms
  - Instant Messenger
  - E-mail
  - Discussion boards
  - Internet

Applications

*Case Study: Why Don't They Speak Creole?*

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

**Elementary Majors**
- **Activity 1:** Using e-mail - Creating a Science dictionary to learn scientific
- **Activity 3:** WebQuest – Animals in Different environments

**Secondary Majors**
- **Activity 5:** Using Discussion Board – My Story
- **Activity 7:** Using the Internet/Streaming Audio/Instant Messenger

*Third visit to the classroom up to six (6) hrs. of field experience completed*

#14

**Applications**

Differentiated instruction for various levels of language Acquisition and learning using Florida Standards as described in Language Arts Through ESOL

- Lesson Plans and Activities including objectives, procedures, differentiated instruction and assessment

*Subsequent visits to the classroom as needed, or as appropriate to the instructor, for specific preservice teachers.*

#15

**Applications**

Differentiated instruction for various levels of language Acquisition and learning using Florida Standards as described in Language Arts Through ESOL

- Lesson Plans and Activities including objectives, procedures, differentiated instruction and assessment

*IT IS REQUIRED THAT ALL STUDENTS WILL UPLOAD SELECT GRADED ARTIFACTS TO LIVETEXT PORTFOLIO*

**FINAL EXAMINATION**

See University Schedule
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) one 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 excused 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)....................................................................(44%) 220 Pts.

All activities must be turned in on specified due dates

A) ESOL LANGUAGE ACQUISITION AND DEVELOPMENTAL ACTIVITIES---------- 160 pts.

Develop 8 Developmental Activities/lessons  (20 pts @ = 160)

The activities will be distributed across language levels and content area utilizing principles of language acquisition and learning, and grade group (K-2, 4-5, 6-8 or 9-12) expectations according to your major. The activities must include strategies associated with Language Arts Through ESOL. Specific reference must be made to the Strand, Standard, grade groups, and Benchmarks. Specific behavioral objectives should be written to correspond with the benchmark. Include specific procedure to teach the activity/lesson, use an assessment tool to measure the level of attainment of the objectives in accordance to the stages of language development and cultural adaptation (see p.260 of text) established for assignment.

**Strand C: Listening, Viewing, and Speaking**

- **Activity/Lesson #1: Fluency development**
  Develop an activity/mini lesson (non worksheet with moving parts) providing a short story that is developmentally appropriate for the level of language of the ELL, as assigned. Show the procedure you would use for the ELLs to tell and retell the story.

- **Activity/Lesson #2: Vocabulary Development**
  Provide sentence strips (separating the words) with meaningful context. Explain how you would model correct sentence structure, emphasizing word meaning using context clues while allowing cooperative learning among small groups of ELLs and non ELLs.

- **Activity/Lesson #3: Listening Comprehension**
  Provide a tape recorded short story appropriate for the language development stage assigned. Develop a non worksheet activity/mini lesson for students to retell what they heard on the tape. Develop a series of ten questions for the assigned language development level of the ELLs in a progression leading to higher order critical thinking skills to recapture what was heard on the tape.

**Strand D: Language**

- **Activity /Lesson #4: Phonemic Awareness**
  Develop an activity/mini lesson (non worksheet with moving parts) in which the ELLs will provide missing sounds (orally and by matching) of words to complete statements in real life context.

- **Activity/Lesson #5: Phonics**
  Provide flash cards with groups of words that suggest similar sound patterns, but have different meaning. Use a cloze procedure appropriate for the language level assigned providing contextual
clues leading to the identification of correct meanings. List the steps in the procedure you would utilize to teach the activity.

- **Activity/Lesson #6: Patterns and Rules of Language**
  Provide a short literary text from a newspaper article, paragraph from a story, or a short story. Demonstrate the procedures you would use for the ELLs to identify and classify the sentences according to patterns, rules of syntactic structure, symbols, etc. for the selected language development level assigned.

- **Activity/Lesson #7: Language Transfer** (avoiding overgeneralization of rules)
  Develop an activity/mini lesson where the use of specific rules does not apply (for example: pluralizing words incorrectly such as feet rather than “feets”). Creatively design the activity and provide specific procedures for working with ELLs to make the language transfer and minimize interference with the native language. The activity should assist the LEP student to make positive transfers. Identify the specific interference and apply the grammatical or phonological rule to address the interference through the activity. You may focus on recurring patterns, contextual guessing, etc.

- **Activity/Lesson #8: Phonological Awareness**
  Develop an activity/mini lesson with an emphasis on differentiating sounds the ELLs hear rather than focusing on the rules of language, aimed at developing the ability to distinguish language units of speech (words and syllabus) or rhymes and alterations in nursery rhymes and poetry.

## CORRESPONDING STANDARDS

- **ESOL/FTCE:** 5(6), 8, 9(9), 10(1), 15, 17
- **CF:** 1(1.1, 1.2, 1.3, 1.5), 4(4.2), 5(5.2, 5.4, 5.5, 5.6)
- **FEAPS:** 2 (2b, 2c, 2f), 5(5b, 5c, 5d, 5e, 5f)

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## B) TEXTBOOK MATERIALS CRITIQUE AND MODIFICATION

Applying language acquisition theory, in small groups of 3, critique and make modification of textbook materials distributed in class. Identify specific areas of linguistic concerns based on the level of language development of the ELL and indicate the modifications to be made. Explain why the modification is necessary and show what modification is deemed best for utilizing the textbook material.

## CORRESPONDING STANDARDS

- **ESOL/FTCE:** 5(6), 8, 9(9), 10(1), 15, 17
- **CF:** 1(1.1, 1.2, 1.3, 1.5), 4(4.2), 5(5.2, 5.4, 5.5, 5.6)
- **FEAPS:** 5, 7(7a, 7b, 7c, 7e, 7f), 8(8e)

## INTASC

3(3.11, 3.12, 3.13, 3.14, 3.15)

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## C) SELECT VIDEOS, CASE STUDIES, & TECHNOLOGY ACTIVITIES

Graded Case Studies and Videos (Assignment may vary between semesters). Assignments not graded will be included in the class participation grade: *(Select 1 for grading (10pts) & 1 for class discussion)*

### Select Case Studies for Culture Analysis

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

## CORRESPONDING STANDARDS

- **ESOL/FTCE:** 1, 2, 3, 4, 22, 23
- **CF:** 1.1, 1.2, 1.3, 1.4, 1.5, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4
- **FEAPS:** 5(5c, 5d, 5e, 5f) INTASC: 3(3.11, 3.12, 3.13, 3.14, 3.15)

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NCATE_TSL 3080 INTRO TO ESOL THEORIES & PRACTICES - OFFICIAL

4/11/2011
Videos on Blackboard for Language Acquisition and Learning *(Select 1 for grading (10pts), 2 for class group discussion)*
- 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.

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**CORRESPONDING STANDARDS**

ESOL/FTCE: 1(1), 2, 3, 4, 5(6), 8, 9(9), Read Indicator A, B, C, D, D, 10(1), 15, 17, 22, 24, 25(10)
CF: 1(1.1, 1.2, 1.3, 1.4, 1.5), 2(2.5, 2.6), 3(3.2), 4(4.2), 5.2, 5.4, 5.5, 5.6), 6(3, 5, 4)
FEAPS: 2b, 2c, 2f, 2j; 5b, 5c, 5k, 5d, 5e, 5f, 5h, INTASC 3(3.11, 3.12, 3.13, 3.14, 3.15)

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**TECHNOLOGY EXPLORATION AND USE WITH ELLS**

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: *Select for grading (10pts) 1 for class group development & discussion*

**Elementary Majors**
- **Activity 1:** Using e-mail - Creating a Science dictionary to learn scientific
- **Activity 3:** WebQuest – Animals in Different environments

**Secondary Majors**
- **Activity 5:** Using Discussion Board – My Story
- **Activity 7:** Using the Internet/Streaming Audio/Instant Messenger

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**CORRESPONDING STANDARDS**

ESOL/FTCE: 5(6), 8, 10(1)
CF: 2(2.5, 2.6) 4(4.2), 5.2, 5.4, 5.5, 5.6)
FEAPS: 7 (7e, 7b, 7c) 9 (8c, 9e)

INTASC: INTASC: 3(3.11, 3.12, 3.13, 3.14, 3.15)

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3. EARLY ESOL FIELD EXPERIENCE AND REPORTING.................................(10%) 50 Pts.

A. FIELD EXPERIENCE

21

4/11/2011
Conduct a minimum of eight (8) hours of school-based observation and participation during a minimum of four (4) different classroom visits. Student must observed and work with ELLs in the regular classroom or ESOL (pull out) resource classroom and write a report as specified in Field Experience manual for the class. Specifically, the report will chronicle experiences, inquiries and participation in teaching and learning (individual or small group activities) with ELLs 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.

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<tr>
<td>ESOL/FTCE: 1(11), 2, 3, 4, 5(6), 8, 9(9), 24(5), 25(10)</td>
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<tr>
<td>CF: 1(1, 2, 3, 4, 5)</td>
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</table>
| FEAPS : 2b, 2c, 2f, 2j ; 5b, 5c, 5k, 5d, 5e, 5f, 5i | INTASC 3(3.11, 3.12, 3.13, 3.14, 3.15)

C. DEVELOPMENT OF TWO (2) QUESTIONNAIRES TO ASSIST IN GATHERING INFORMATION ON CHILDREN AND THEIR FAMILIES LEADING TO A MINI ETHNOGRAPHY

In groups of three, develop 2 separate questionnaires of 15 questions each to learn more about a select ELL child and family. Develop non intrusive questions that are 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, etc.; relationship with the wider community in terms of friendships, activities, and linkages to services within the community.

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<td>ESOL/FTCE: 1, 2, 3, 4, 22</td>
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<tr>
<td>CF: 1(1.1, 1.2, 1.3) 3(3.2) 6(6.3, 6.4)</td>
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| FEAPS : 2(2) 5b, 5c | INTASC 3 (3.14, 3.15)

5. QUIZZES and FINAL EXAMINATION...........................................(40%) 200 Pts.

A) 5 QUIZZES/ UNIT EXAMINATIONS — 20 pts @ for a total of 100 pts.
Quizzes will be given during the course to serve as learning check points. A specific date will be set for each quiz and materials to be covered will be specified.

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<tr>
<td>ESOL/FTCE 1(11), 2, 3, 4, 5(6), 8, 9(9). Read Indicator A, B, C, D, . . . 10(1), 15, 17, 22, 24, 25(10)</td>
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<tr>
<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>
| FEAPS 2b, 2c, 2f, 2j ; 5b, 5c, 5k, 5d, 5e, 5f, 5i | INTASC 3(3.11, 3.12, 3.13, 3.14, 3.15)

B) FINAL EXAMINATION — 100 pts.
The final examination Will be given at time specified by the University and will include materials Included on previous quizzes, lectures, reports, and other specified materials.

TOTAL (100%) 500 Pts.
GRADING:
Your grading in this course will be based on your performance on 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
- 350 - 399 = C
- 299 and below = F
- 400 - 449 = B
- 300 - 349 = D

All students are expected to upload selected graded artifacts to LiveText in accordance to course expectations.

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.n cela.gwu.edu/