**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>TSL 4345</th>
<th>Course Title: <strong>METHODS OF TEACHING ESOL</strong> (English for Speakers of other Languages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Credits</td>
<td>3</td>
<td>Clock Hours: 3</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>TSL 3080</td>
<td></td>
</tr>
</tbody>
</table>

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

**Faculty Name:** Gloria T. Poole, Ph.D.  
Professor & Associate Dean for Program Approval

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E-mail Address: gloria.poole@famu.edu |
|------------------|----------|----------------------------------------------------------------------------------|
| Office Hours     | Monday   | Tuesday  
Wednesday: 12:00 – 5:00  
Thursday: 12:00-5:00  
Friday: By appointment  
Saturday: |
|                  | (Others by Appointment) |                     |

**COURSE DESCRIPTION**

This course focuses on major methodologies and strategies for teaching second language learners. It provides specific instructional techniques and practices for teaching the development of reading, language arts, and content specific subject matter. It provides guidelines and practice for unit and lesson planning, classroom management and organization, multilevel learning activities, learning centers, instructional materials selection, and related instructional competencies. It also provides a field clinical experience in classroom settings with second language learners.

**COURSE GOAL**

The main goal of the course is to enable majors of elementary education, early childhood education, special education, and English /language arts to acquire appropriate competencies and skills leading to ESOL endorsement.
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.

Selected Conceptual Framework Proficiencies

DIVERSITY

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

| 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5, 6, 7 | I: 3 |
| 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 7 | I: 3, 8 |
| 1.3 (S,D) | Accept and foster diversity. | F: 5, 6 | I: 3, 8 |
| 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5, 6 | I: 3 |
| 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

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

• CF3
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>3.2 (S)</th>
<th>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F:11,6</td>
<td>I: 9,10</td>
</tr>
</tbody>
</table>

CRITICAL THINKING • CF4

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

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

PROFESSIONALISM

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

<table>
<thead>
<tr>
<th>5.2 (S)</th>
<th>Use the appropriate pedagogy to provide all students with the opportunity to learn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F:7,9</td>
<td>I: 7</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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>6.3 (K)</th>
<th>Understand the conditions of both rural and urban students and families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F: 5,11</td>
<td>I: 2,3</td>
</tr>
<tr>
<td>6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
</tr>
<tr>
<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 for language and culture 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.
COURSE OBJECTIVES and STANDARDS

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

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.

GENERAL COURSE OBJECTIVES

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

1. Understands and demonstrates positive dispositions in accordance with the parameters of the laws and pedagogy governing the education of English Language Learners.
2. Plans and applies ESOL-specific interactive strategies to develop the four language skills for ELLs at various levels of development.
3. Demonstrates knowledge and applies ESOL methodology and strategies for planning lessons integrating and assessing all language modalities.
4. Demonstrates knowledge of resources for planning literacy lessons and apply appropriate reading strategies and assessment for various language levels.
5. Demonstrates 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.
6. Develops and demonstrates experimental and interactive lessons for both content and language instruction for various levels.
Domain 1: Culture (Cross-Cultural Communications)

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

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

Performance Indicators

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

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

Domain 2: Language and Literacy (Applied Linguistics)

Standard 2 (2.1): Language as a System

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

Performance Indicators

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

FTCE Standard 1: Knowledge of heritage language and English language principles
**Standard 3 (2.2): language Acquisition and Development**

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

**Performance Indicators**

2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.

2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.

2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.

2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

**FTCE Standard 2: Knowledge of first and second language acquisition theorists and classroom application**

**Standard 4 (2.3): Second Language Literacy Development**

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

**Performance Indicators**

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

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

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

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

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

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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**

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

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

### Performance Indicators

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

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

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

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

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

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

3.2.g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.

3.2.h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).

3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

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

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

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

### Performance Indicators

3.3.a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

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

## Domain 4: ESOL Curriculum and Materials Development
Standard 8 (4.1): Planning for Standards-Based Instruction of ELLs

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

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

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

Standard 9 (4.2): Instructional Resources and Technology

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

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

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 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 INTASC related to the Course Objectives

**FEATP 2. Communication:**
- **FEATP 2.c** Establishes positive interactions between the teacher and students that are focused upon learning.
- **FEATP 2.f** Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.
- **FEATP 2.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**
- **FEAP 5.c** Fosters a learning environment in which all students are treated equitably.
- **FEAP 5.d** Recognizes the cultural, linguistic, and experiential diversity of students.
- **FEAP 5.k** Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
- **FEAP 5.f** Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.
- **FEAP 5.g** Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.

**FEAP 7. Human Development & Learning**
- **FEAP 7.a** Recognizes developmental levels of students and identifies differences within a group of students.
- **FEAP 7.b** Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
- **FEAP 7.c** Uses multiple activities to engage and motivate students at appropriate developmental levels.
- **FEAP 7.e** Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.
- **FEAP 7.f** Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.
- **FEAP 7.g** Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.

**FEAP 8. Knowledge of the subject matter**
- **FEAP 8.b** Increases subject matter knowledge in order to integrate the learning activities.
- **FEAP 8.c** Uses the materials and technologies of the subject field in developing learning activities for students.
- **FEAP 8.d** Acquires currency in her/his subject field.
- **FEAP 8.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.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Objectives</th>
<th>INTASC</th>
<th>ESOL &amp; FTCE</th>
<th>FEAPs</th>
<th>PEU - CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy for Teaching ELL’s &amp; Classroom Schematics</td>
<td>1. Understand and demonstrate positive dispositions in accordance with the parameters of the laws and pedagogy governing the education of English Language Learners.</td>
<td>3(3.11, 3.13, 3.15)</td>
<td>5(5,11),8(4), 6,12</td>
<td>2b, 2f, 5b, 5c, 5d, 7a</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 5.2, 4.2, 4.5, 5.5, 6.3</td>
</tr>
<tr>
<td>Language Lesson w/Activity Folder</td>
<td>2. 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>8(4), 6(6), 8(4), 10 (9, 10) 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, 3.2, 4.2, 5.5, 6.3</td>
</tr>
<tr>
<td>Lesson Plan (integrating 4 language modalities)</td>
<td>3. Demonstrate knowledge and apply ESOL methodology and strategies for planning lessons integrating and assessing all language modalities.</td>
<td>3(3.11, 3.14, 3.25)</td>
<td>8(4), 6(6), 8(4), 10 (9, 10) 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, 3.2, 4.2, 5.5, 6.3</td>
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<tr>
<td>Literacy Lesson (with pre-during &amp; post reading strategies)</td>
<td>4. Demonstrate knowledge of resources for planning literacy lessons and apply appropriate reading strategies and assessment for various language levels.</td>
<td>3(3.11, 3.14, 3.25)</td>
<td>8(4), 6(6), 8(4), 10 (9, 10) 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, 3.2, 4.2, 5.5, 6.3</td>
</tr>
<tr>
<td>Unit Web with Parallel Lesson Plan</td>
<td>5. 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>8(4), 6(6), 8(4), 10 (9, 10) 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, 3.2, 4.2, 5.5, 6.3</td>
</tr>
<tr>
<td>Learning Center Demonstration</td>
<td>6. Develop and demonstrate experimental and interactive lessons for both content and language instruction for various levels.</td>
<td>3(3.11, 3.14, 3.25)</td>
<td>8(4), 3(2), 6(6), 4(8), 8 (4), 10 (9, 10) 11(9,10), 12 (9)</td>
<td>2.b, 2.c, 2.f, 2.j, 5d, 5e, 7a, 7b, 7c, 7e, 7f, 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>Video Critique</td>
<td>7. Same as above</td>
<td>3 .11 – 3.15</td>
<td>5 (5,11), 8(4), 3(2), 6(6), 10(9,10), 11 (9,10), 12 (9)</td>
<td>2.J, 5.C, 5.D, 5.E, 5.F</td>
<td>1.1, 1.5, 5.4, 6.3</td>
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<tr>
<td>Field Experience - Observation &amp; reporting - Language assessment - Micro teaching</td>
<td>8. Participate in classrooms where ELLs are served to receive first hand experiences related to curriculum and instruction, alternative assessment, formal assessment and program placement.</td>
<td>3 .11 – 3.15</td>
<td>5 (5,11), 8(4), 3(2), 6(6), 10(9,10), 11 (9,10), 12 (9)</td>
<td>2.J, 5.C, 5.D, 5.E, 5.F</td>
<td>1.1, 1.5, 5.4, 6.3</td>
</tr>
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</table>
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.

   - Cultural Considerations for Immigrant parents

   **Videos**
   - MI Theory in the Classroom or The Natural Approach (as assigned)
## TOPICAL OUTLINE AND COURSE CALENDAR

### TERM: SPRING 2011

<table>
<thead>
<tr>
<th>Day/Week</th>
<th>TOPICS</th>
<th>Expectations and Class Activities</th>
</tr>
</thead>
</table>
| Thursday #1 | COURSE OUTLINE AND EXPECTATIONS  
ESOL HISTORICAL and LEGAL DEVELOPMENTS [Review](Ch. 1) UNDERSTANDING THE IMPLICATIONS OF THE FLORIDA CONSENT DEGREE (+ Power Point)  
Legal And Historical Perspectives  
- Florida Consent Decree Issues and Responsibilities of the Teacher  
FOR INCREASED COMPREHENSION OF ESOL CONCEPTS, PREREAD THE TOPIC IN THE TEXT BEFORE CLASS. | Review Course Expectations & Initiate Topic  
MATRICULATE IN BLACKBOARD IMMEDIATELY  
Secure course materials and place in a binder for class  
LOG IN TO BLACKBOARD  
Log in with user name and password  
Click the course tab at top of page  
Type course number (TSL 4345) in course search box  
Click elementary education  
Find the course TSL 4345a and click “Enroll”  
YOU ARE NOW ENROLLED 😊 |
| #2       | ESOL PROGRAMS, GOALS, AND OBJECTIVES (Power Point)  
- Why ESOL  
- National ESOL Goals and State Standards  
- Organizations and Resource  
- Program Models  
- Collaboration and Cooperating - (Ch 8) [Review](Supplemental Workbook)  
REVIEW & SELF ASSESSMENT (Ch.3 and 4) LANG. ACQUISITION, CULTURE & LEARNING (Power Point)  
Elements of culture (deep and surface)  
Cultural stereotype | ACCESS COURSE MATERIALS IN BLACKBOARD  
Log in then Click course: Methods of Teaching ESOL  
See menu on left side and find course materials including syllabus, articles, rubrics and rubric companions, etc.)  
Click External Links to find course documents & videos.  
😊 DUE TODAY  
Article Critique: Cultural Considerations |
| #3       | LANGUAGE ACQUISITION AND LEARNING - Cont [Review](The Natural Approach)  
- Elements of Applied Linguistic  
REVIEW & SELF-ASSESSMENT ESOL SELF-CHECK  
- What do I already know?  
- What do I need to review?  
- What do I still need to learn? | ☀ IN-CLASS ACTIVITIES  
Active participation in reviews  
QUIZ #1: Legal - Historical Issues in ESOL and program goals and models |
| #4       | OVERVIEW OF ESOL METHODS, CURRICULUM AND MATERIALS DEVELOPMENT  
Overview  
Traditional methodology (Audiolingual method, Direct method, Suggestopedia, Silent Way)  
Transitional and Current Methodology (Total Physical Response (TPR) Communicative Language Teaching, Communicative Language Learning, The Natural Approach | QUIZ #2: Culture and language acquisition and learning |
|          | MAXIMIZING TEACHING AND LEARNING IN AN ESOL-INFUSED CLASSROOM: INSTRUCTIONAL DYNAMICS AND MANAGEMENT (Ch 7)  
Perspectives of methods and strategies for L2 learning  
A new paradigm shift to current ESOL approaches  
Classroom schematics that support language acquisition and learning | 😊 DUE TODAY  
Video Critique: the Natural Approach |
<table>
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<tr>
<th>Day/ Week</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>#5</td>
<td><strong>MAXIMIZING TEACHING AND LEARNING (Ch 7) Cont.</strong>&lt;br&gt;- 12 corollaries of knowledge, skills and dispositions for an effective classroom&lt;br&gt;- Classroom schematics that support language acquisition and learning&lt;br&gt;- Building a philosophy and classroom schematics</td>
<td>☄️ <strong>DUE TODAY</strong>&lt;br&gt;Video Critique: MI Theory</td>
</tr>
<tr>
<td>#6</td>
<td><strong>ELLS AND CONTENT AREA ASSESSMENT: LARGE SCALE AND CLASSROOM –BASED ASSESSMENT (Ch 15)</strong>&lt;br&gt;Large scale Assess. &amp; accommodations for ELLs Review&lt;br&gt;- What is Assessment and why is it Different for ELLs?&lt;br&gt;  o Validity, Reliability, Feasibility and Washback</td>
<td>☄️ <strong>DUE TODAY</strong>&lt;br&gt;Philosophy Action Web, Philosophy for Teachings ELLs &amp; Classroom Schematics</td>
</tr>
</tbody>
</table>
| #7        | **CLASSROOM-BASED ASSESSMENT (Ch. 15) Cont.**<br>**LITERACY INSTRUCTION FOR ELLs (Ch 11)**<br>- Being literate<br>- School literacy programs, development and materials<br>- Literacy approaches, models, instruction and processes | ☄️ **IN-CLASS ACTIVITIES**<br>Case Study #3: pp 281-282<br>Test me on What I know, not what I don't know*
Small group discussion and strategic planning for whole group presentation of outcomes.<br>- Video Viewing & Discussion: Assessing ELLs in Self Contained Classroom |
<p>|           | <strong>MAKING THE CONNECTION TO LITERACY: BILINGUAL SPECIAL LEARNERS (Ch 13)</strong>&lt;br&gt;ELL Population, Legislative and Historical Overview, IDEA Today (Power Point)&lt;br&gt;Connection with instruction&lt;br&gt; Literacy and bilingual Learners&lt;br&gt; Literacy for bilingual Emergent learners with disabilities | ☄️ <strong>IN-CLASS ACTIVITIES</strong>&lt;br&gt;Case Study #4: The Informed Teacher pp 283-287&lt;br&gt;- Small groups action&lt;br&gt;Review ESOL-related State Standards k-12 Alignment of benchmarks, objectives &amp; assessment outcomes | <strong>NOTE:</strong> Here forward assessment concepts will be applied to all activities including lesson plans and teaching activities. | ☄️ <strong>DUE TODAY</strong>&lt;br&gt;Video: MI Theory viewing |
|           | <strong>TAKING OFF THE WRAPER: IDENTIFYING AND SERVING GIFTED ELLs (Ch 14)</strong>&lt;br&gt;Perceptions and misperceptions about gifted students and ELLs&lt;br&gt;Underrepresentation of gifted students&lt;br&gt;Gifted ELLs in mainstream classrooms | ☄️ <strong>DUE TODAY</strong>&lt;br&gt;- Article Critique: Reading and Writing Pathways |</p>
<table>
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<tr>
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</table>
| #8      | APPLYING READING STRATEGIES IN THE MAINSTREAM CLASSROOM *(Ch 12)*  
- Critical Reading skills  
- Word study and strategies  
- Vocabulary strategies  
- Comprehension strategies  
- Response to Intervention (RtI)  
DEVELOPING LITERACY LESSON PLANS  
- Selecting appropriate topics, benchmarks, and objectives  
| ☀ IN-CLASS ACTIVITIES  
- Cooperative groups develop samples alternative assessment activities.  
- Initiation of folder activity for language development using the 4 language modalities  
QUIZ #3: Assessment and Special Education |
| #9      | APPLYING READING STRATEGIES IN THE MAINSTREAM CLASSROOM *(Ch 12) Cont.*  
DEVELOPING LITERACY LESSON PLANS  
- Selecting appropriate topics, benchmarks, and objectives  
- Selecting resources, procedures and strategies for leaning  
- Using the grading rubric  
| ☀ IN-CLASS ACTIVITIES  
Cooperative group discussion of Case Study #1 (P 124)  
☼ IN-CLASS ACTIVITIES  
- Group processing and development of thematic units concept using a web  
- Writing specific behavioral objectives connected to benchmarks and specific ESOL strategies.  
☺ DUE TODAY  
Article Critique: Teaching Language Minority Students in the Elementary School  OR  Teaching Secondary Language Minority Students  
Draft Field experience Partial Report and Certification, including:  
- Journal entry of perceptions  
- Description of school site  
- Description of the classroom  
- Beginning Mini ethnography  
- Classroom literacy checklist  
- Testing and program placement inquiry  
- Hands-on activities with ELLs |
| #10     | APPLYING READING STRATEGIES IN THE MAINSTREAM CLASSROOM *(Ch 12) Cont.*  
| ☀ DUE TODAY  
Folder Activity/Plan using the four language modalities (listening, speaking, reading and writing) and grading rubric guide.  
☼ IN-CLASS ACTIVITIES  
Group processing, development, and sharing of literacy activities and lesson plans. |
| #11     | SELECTING AND ADAPTING LESS THAN IDEAL TEXTBOOK MATERIALS FOR INSTRUCTION  
- Review of textbooks and content appropriateness for ELLs  
- Strategies for making textbooks appropriate for ELLs  
PUTTING IT ALL TOGETHER: DEVELOPING LEARNING  
- Framework and elements of the learning centers  
- Viewing of past Learning Center  
| ☀ DUE TODAY  
Group processing, development, and sharing of literacy activities and lesson plans. (cont.)  
☼ IN-CLASS ACTIVITIES  
QUIZ #4: Methods and Strategies for Learning  
<p>|</p>
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<tr>
<th>Day/Week</th>
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<td><strong>Spring Break</strong></td>
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</table>
| #12      | PUTTING IT ALL TOGETHER: Developing Learning Centers. | ☑ DUE TODAY Draft: Field Experience Partial Report and Certification, Including:  
- Journal entry of perceptions  
- Description academic learning environment  
- Add to your Mini ethnography, if appropriate  
- SOLOM, Language Acquisition Matrix and Assessment Checklists  
- Hands-on activities with ELLs  |
|          | Field Experience |                                |
|          | Second set of 4-5 hours Completed and Certified |                                |
| #12      | Field Experience |                                |
| #13      | LEARNING CENTER GUIDED DEMONSTRATIONS (Early birds) | LEARNING CENTER PRESENTATIONS  
- Demonstration of the Learning Center (3 entries to be selected during the previous class) |
| #14      | LEARNING CENTER GUIDED DEMONSTRATIONS (all students) | ☑ DUE TODAY Literacy Lesson Plan  
- Draft Completed: Field Experience Report and Certification, including:  
- Description of your direct participation with the ELL  
- Opinion summary of the field experience  
- Academic profile summary of the ELL  
- MI Inventory of your assigned ELL  
- Teaching activities and support materials used with your assigned ELL  
- Error analysis  
- Classroom product assessment  
- ALL REMAINING AREAS OF ASSIGNMENT MUST BE INCLUDED AND REVIEWED  
- Presentation of learning centers based on signup sheet |
| #15      | - FINAL EXAMINATION BRIEF REVIEW  
- TASK STREAM completion rechecked | ☑ DUE TODAY Final Exam Overview and remaining approved L Centers (fewer than 3) |

**Final Examination**

See University Schedule

ESOL Standards with Correlated FEAPS and FTCE (Florida Teacher Certification Examination) Standards  
CF (Conceptual Framework) with corresponding FEAPS and INTASC (Interstate New Teacher Assessment and Support Consortium Standards)
TEACHING METHODS AND COURSE EVALUATION

1. CLASS PARTICIPATION ......................................................... (7 %) 35 Pts.
The student pre-reads assigned materials, turns in class assignments on time, and participates in class discussions.

Homework and class work such as article, video critique and oral presentations included in points

YOU MUST BE PRESENT IN ORDER TO PARTICIPATE IN CLASS.

CLASS ATTENDANCE POLICY

CLASS ATTENDANCE IS MANDATORY. UNIVERSITY POLICY WILL BE APPLIED

(See attachment). Note: The one (1) unexcused 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. Please see FAMU policy contained in this document. Credit for class attendance and participation is based on consistent attendance leading to participation in class during the entire class period.

2. CLASS DEVELOPMENTAL PROJECTS.................................(39%) 195 Pts.

All assignments with a ★ (star) will be graded in TaskStream.

Copies of the rubrics are in TaskStream and also in Blackboard for your review before completing each assignment.

ALL activities must be completed during the term

ALL activities must be turned in by specified due dates

A) PROJECT: ESOL ACTIVITIES/ LESSONS COLLECTION .......................85 pts.

Develop a philosophy for working with ELLs and a classroom schematic as a visual representation of your philosophy (30 points) three (3) developmental lesson plans (20 points each). The plans will be distributed across the various levels of language and literacy development as well as specific strategies as assigned. The lesson plans should be developed for K-2, 4-5, 6-8 or 9-12, as appropriate and must be distributed across various developmental levels as assigned.

Philosophy for Teaching ELLs and corresponding Classroom Schematics (25 pts)

Utilizing the organizational web as a planning tool, make notations of what you want your ELLs to see and feel when they are with you in the classroom, the types of learning centers that would be displayed, how they would be seated and allowed to work together, specific multicultural books to be included at the language center, specific location of all elements in the classroom and types of cooperative activities you would use. Use the Action Web to include elements of your notes in narrative form in your written philosophy for working with ELLs. Using the designated rubric express your support for specific state, national and personal goals for teaching ELLs. State your personal beliefs and disposition that is caring and supportive of the emotional and academic development of ELLs. State your approach for teaching and learning within the community of ELL learners, provide a rationale for seating arrangement and classroom interactions and strategies, states expectations for parental involvement and volunteers, and include any other expectations deemed appropriate. Use a file folder to develop the actual schematic of your classroom with all elements scaled to fit within folder.

<table>
<thead>
<tr>
<th>CORRESPONDING STANDARDS</th>
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<tbody>
<tr>
<td>ESOUFTCE 5(6,11),8(4), 6,12 CF (1,1,1.2,1.3,1.4,1.5), (2.5), (3.2), (4.2), (5.5), (6.3)</td>
</tr>
<tr>
<td>FEAPS 2.b, 2.f, 5.b, 5.c, 5.d, 7.a INTASC 3(3.11, 3.13, 3.15)</td>
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</tbody>
</table>

Integrated Language Lesson with Activity Folder (30 pts)

Utilizing K-12 Reading & Language Arts Through ESOL Sunshine State Standards develop a lesson plan with a corresponding file folder activity to support language development of a small group of ELLs at the language level designated in class. Include strand, standard, benchmark, grade group, and designated language level (Include the written statement and alpha numeric values). Write two (2) objectives (one for content & one for language), Include Behavior, Condition and Minimum Proficiency. Your objective must reflect Specific Expectations for Language Learning and Development and a connection with the chosen benchmark. Include specific accommodations for the ELLs such as lowering the Affective Filter and providing Comprehensible input. The Language Lesson must integrate the four language modalities (listening, speaking, reading, and writing). Include the steps you would take in preparing for the learning experience (gathering materials, organizing the environment, etc). Include SPECIFIC STEPS in the application of the assigned ESOL strategy (Include questions asked at the developmental level of the ELLs and specific ESOL appropriate actions.

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and strategies for students to learn the English language. Include specific activity for assessing the learning outcomes of the ELLs as a result of teaching the lesson. Develop an activity in a file folder format to extend learning of the lesson. The activity must be attractive and pedagogically appropriate given the strategy being utilized and the language level of the ELLs. The activity must be creative, multisensory and interactive with specific directions for completions - be prepared to share your activity in class.

**CORRESPONDING STANDARDS**

| ESOL/FTCE 8(4), 6(6), 8(4), 10 (9, 10) 11(9,10) | CF: (1.1, 1.2, 1.3, 1.4, 1.5), (2.5), (3.2), (4.2), (5.5), (6.3) |
| FEAPS 5d, 5e, 7a, 7c, 7e, 7f, 8b, 8c | INTASC 3(3.11, 3.14, 3.25) |

Literacy Lesson with pre reading, during reading and post reading strategies(30 pts)

Utilizing **K-12 Reading & Language Arts Through ESOL Sunshine State Standards** develop a lesson plan specifically for reading. Include strand, standard, benchmark, grade group, and designated language level (Include the written statement and alpha numeric values). Write two (2) objectives (one for content & one for language), Include Behavior, Condition and Minimum Proficiency. Your objective must reflect Specific Expectations for Language Learning and Development and a connection with the chosen benchmark. Include teacher preparation for the lesson (reflect gathering and making materials as well as organizing the environment for teaching and learning). preparation for the ELL (Provide Specific strategy to connect prior knowledge of the ELLs), use prereading, during reading and post-reading strategies as assigned for specific language levels (use technology to show graphic representations and model how strategy will be used by providing specific questions for the ELLs as you guide the learner through the strategy). Provide a self assessment by indicating your plans to extend the activity based on the perceived needs of the students and present demonstrate your reflections on areas of the plan on which you could improve.

**CORRESPONDING STANDARDS**

| ESOL/FTCE/READING 8(4), 6(6), 8(4), 10 (9, 10) 11(9,10) | CF: (1.1, 1.2, 1.3, 1.4, 1.5), (2.5), (3.2), (4.2), (5.5), (6.3) |
| FEAPS 5d, 5e, 7a, 7c, 7e, 7f, 8b, 8c | INTASC 3(3.11, 3.14, 3.25) |

**B) UNIT PLANNING/WEB and PARALLEL LESSON PLAN**

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**UNIT WEB AND PARALLELL LESSON PLAN**

Develop a unit planning web indicating ESOL strategies to be used across subjects. The web should reflect the appropriate Sunshine State Standards for each subject area, including the standard and benchmarks. The unit web must also reflect substantive ESOL strategies that will be used to support learning for the ELLs. All strategies must be substantive. The web serves as the main organizer for topics and activities to support teaching over a period of 4 to 6 weeks. It also provides the basis for developing daily lessons as is the case of the parallel lesson plan you will develop as part of this assignment.

**Lesson (20 pts) and the web (10 pts)**

The lesson plan should be developed for K-2, 4-5, 6-8 or 9-12, as appropriate and assigned and must take into account the language level of the ELLs. The lesson plan (left side) may originate from a previous method course, but it must be substantive in content including the appropriate Sunshine State Standard for the grade level and subject area. The ESOL aspect of the lesson (right side) must reflect the appropriate elements of Language Arts Through ESOL, including strand, standard, and benchmarks. Specific ESOL modification must be develop taking into account the level of language and literacy development of the ELLs. Using the parallel column format, indicate the corresponding ESOL appropriate strategies for the students by using specific menu items form the CALLA chart and other strategies presented and discussed in class. Some strategies might be specifically assigned while others may be chosen by the preservice teacher. The expected elements for the lesson plan include: anticipatory set, objective, purpose, input, modeling, checking for understanding, guided practice, independent practice, evaluation. ESOL strategies must be named and procedurally described / used.
LEARNING CENTER DEMONSTRATION

- Develop a learning center to be used with the LEP child. Build the learning center around the principles of Multiple Intelligences to accommodate the various needs and styles of diverse learners. The learning center must be original, attractive and creative with a minimum use of commercial materials or worksheets. It should accommodate several levels of language acquisition and modalities for learning. During the oral presentation to the class, state a clear purpose with direct links to Florida Sunshine State Standards for the specific grade group. The directions for the ELLs must be clearly written for the language level. All materials needed for the various levels of activities must be included in the display. Specific ESOL strategies must be named (focusing on the what) and demonstrated with a clear expression of the pedagogical principles and benefits focusing on the why and how. An audiotape must be provided with specific directions and content using clear and audible speech. All segments/activities of the learning center should be self-checking to support learner independence and exploration in learning. Each preservice teacher will participate in the self-assessment process by accepting constructive criticism from peers and from the instructor leading to self-reflection and articulation of areas for improvement.

CORRESPONDING STANDARDS

- ESOL/FTCE/READING: 5(5,11), 8(4), 3(2), 6(6), 10(9,10), 11(9,10), 12(9)  
- FAPS: 2.b, 2.c, 2.f, 2.j, 5d, 5e, 7a, 7b, 7d, 7e, 7f, 8b, 8c  
- CF: 1.1, 1.5, 5.1, 6.3  
- FEAPS: 2.1, 5.c, 5.d5.e5.f  
- INTASC: 3.11 – 3.15

E) VIDEOS AND ARTICLE CRITIQUES (four @ 10points @ will be selected for a grade) --- 40 pts

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

- **Articles**
  - Cultural Considerations for Immigrant parents
  - Reading and Writing Pathways
  - Teaching Language Minority Students in the Elementary School and Teaching Secondary Language Minority Students

- **Videos**
  - MI Theory in the Classroom or The Natural Approach (as assigned)

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:** Present 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 a 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.

**CORRESPONDING STANDARDS**

- ESOL/FTCE/READING: 5(5,11), 8(4), 3(2), 6(6), 10(9,10), 11(9,10), 12(9)  
- CF: 1.1, 1.5, 5.1, 6.3  
- FEAPS: 2.1, 5.c, 5.d5.e5.f  
- INTASC: 3.11 – 3.15

All grading rubrics are available on Blackboard and in TaskStream.

Copies of the rubrics must be maintained in your class notebook and be available for attachment to each assignment.
3. FIELD EXPERIENCE IN ESOL+ (VIDEO-tailored experiences and focus groups) (14%) 70 Pts.

A) FIELD CLINICAL EXPERIENCE and Student Materials and Assessments

Conduct a minimum of ten (10) hours of school-based observation and participation during a minimum of four (4) different classroom visits. Candidates must observe and work with ELLs in the regular classroom or ESOL (pull out) resource classroom and write report as specified in the Field Experience Manual for the class.

Specifically, the report will chronicle experiences and inquiries as follows:

Include the original signed certificate documenting your participation; present entries in the summary related to your reflective journal for each day of participation, present a field experience report that is inclusive of substantive entries for the various observations, inquiries, and participation in instructional activities.

Include in designated sections a description of the school site, a description of the classroom and learning environment, assessment and program placement of ELLs including children with special needs, your academic participation, and an opinion summary of the experience.

Video-Tailored Experiences and focus group discussion:
Specific videos will be used to complement the field experience and will proportionally be increased in situations where classroom placements may not afford the required hours for the experience. Focus group participation is mandatory for all candidates and serves as a means to debrief and make meaning of the field experience.

B) STUDENT MATERIALS and ASSESSMENTS

- Testing and Assessment inquiry regarding identification and placement of ELLs in ESOL program and special education.
- Classroom language and literacy checklist/survey
- Language Acquisition / observational Matrix & Indicators of language Level for the ELL
- Use of the SOLOM instrument
- Mini Ethnography (as a means of getting to know the assigned ELLs)
- Classroom Product assessment
- Student Academic Profile
- MI inventory
- Error Analysis of a student work product or classroom instructional product
- Personal observation and description of academic profile of the assigned ELL.

All materials for the field experience must be presented in a mini portfolio for review and grading at the designated time given in class toward the end of the semester.

Corresponding Standards

<table>
<thead>
<tr>
<th>ESOL/FTCE/READING</th>
<th>FEAPS</th>
<th>INTASC</th>
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<tr>
<td>5 (5,11), 8(4), 3(2), 6(6), 10(9,10), 11 (9,10), 12 (9)</td>
<td>2.1, 5.1, 5.4, 6.3</td>
<td>3.11 - 3.15</td>
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4. QUIZZES and FINAL EXAMINATION.................................(40%) 200 Pts.

A) FOUR (4) QUIZZES/ UNIT EXAMINATIONS at 25 pts @..................100 pts.

The quizzes are based on the five areas identified in the course model
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.

|--------------------------|------------------------|-----------------------------|---------------------|

**C) FINAL EXAMINATION**

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.

|--------------------------|------------------------|-----------------------------|---------------------|

**TOTAL (100%) 500 Pts.**

**IMPORTANT NOTICE TO ALL STUDENTS:**

Each assignment builds upon the previous one and must be turned in on time to receive feedback. ALL ACTIVITIES MUST BE COMPLETED DURING THE SEMESTER IN WHICH THE CLASS IS TAKEN. IN THE EVENT THAT A STUDENT IS ABSENT THE DAY OF THE CLASS MEETING, THE ASSIGNMENT MUST BE TURNED IN THE DAY BEFORE OR THE DAY IMMEDIATELY FOLLOWING THE ABSENCE FROM CLASS. LATE ASSIGNMENTS OUTSIDE OF THESE GUIDELINES WILL NOT BE GRADED, RESULTING IN A ZERO (0) GRADE.

**GRADING:**

Your grading in this course will be based on your performance and 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 – below = F

**COURSE POLICIES**

**Class Attendance Regulations**

Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. Therefore, the university reserves the right to deal with individual cases of non-attendance. Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes.

Absence from class for causes (a) participation in recognized university activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control will be excused by the dean or director of the unit in which the student is enrolled.

Specifically, the class attendance regulations will apply to all students as follows:

- A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade of “F.” Students may be readmitted to the class with the dean’s and the instructor’s permission.

**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

**ACADEMIC HONOR CODE**

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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 purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment.

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

Please see penalties included in complete document uploaded to Blackboard

Policy Statement on Non-Discrimination

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

Academic Honor Policy

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

ADA Compliance

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


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


Web site Resources

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

Center for Applied Linguistics -  http://www.cal.org

Florida Department of Education -  http://www.fldoe.org

Florida Office of Multicultural Student Language Education (OMSLE) -  http://www.fldoe.org/aala/

International Phonetic Association -  http://www.arts.gla.ac.uk/ipa/ipa.html

National Clearinghouse for English Language Acquisition -  http://www.ncela.gwu.edu/