| **PROFESSOR:** |   |
| --- | --- |
| **OFFICE LOCATION:** |   |
| **OFFICE HOURS:** |   |
| **PHONE NUMBER:** |   |
| **E-MAIL:** |   |
| **SEMESTER:** |   |
| **DELIVERY METHOD:** |   |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## TSL 4140 ESOL Methods, Curriculum, and Assessment (3 Credits)

This course will build on the teacher candidates’ knowledge of applied linguistics and cross-cultural communication and extend their understanding of the nature and role of language and culture in classrooms. This course will prepare teacher candidates to plan for, instruct, and assess English Language Learners (ELLs) in K-12 settings. The teacher candidates will examine research-based strategies for supporting English language development as well as promoting comprehension and acquisition of grade level content. Curriculum development and assessment activities will be tied to content, language, and literacy goals for ELLs. This course requires fifteen (15) hours of field experience in a K-12 classroom setting.

## PREREQUISITES FOR THIS COURSE:

Admission into the Bachelor of Science in Education program or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

* The Florida Consent Decree and access issues
* “Content” and “Process” skills in the subject areas
* Social language vs. Academic language
* Implicit linguistic and cultural features of curricular materials and assessments
* Cummins’ Quadrant: Linguistic Complexity, Cognitive Demand
* Specially Designed Academic Instruction in English (SDAIE)
* Scaffolding
* Questioning and directives for various L2 stages
* Cognitive, Metacognitive, Socioaffective strategies
* ESOL Curriculum
* English language Assessment
* Content Area Assessment

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

1. General Education Competencies and Course Outcomes
2. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.
* General Education Competency: Visualize
	+ Course Outcomes or Objectives Supporting the General Education Competency Selected:
	+ The teacher candidate will investigate the attitude of local cultural groups towards school and synthesize a report of how to facilitate articulation with diverse families to provide enhanced instruction to ELLs.
1. Other Course Objectives/Standards
* The teacher candidate will analyze the rulings of the Florida Consent Decree (LULAC et. al vs. The Florida DOE, 1990) in relation to the identification, placement, and assessment of English Language Learners (ELLs) in K-12 settings.
* The teacher candidate will implement research-based strategies for teaching language and content to ELLs in K-12 settings.
* The teacher candidate will integrate cognitive, metacognitive, and affective strategies into standards-based lesson plans for ELLs in K-12 settings.
* The teacher candidate will identify and analyze appropriate curricular materials for ELLs in K-12 settings.
* The teacher candidate will implement valid assessments for ELLs in a K-12 setting.
* The teacher candidate will design activities, lessons, and assessments that take into account the linguistic and cultural diversity of the population of US schools.
* The teacher candidate will locate and evaluate relevant ESOL (English for Speakers of Other Languages) resources and become familiar with state and national TESOL (Teaching English for Speakers of Other Languages) professional organizations.

**SPECIFIC COURSE COMPETENCIES:**

**Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC - Florida Subject Area Competencies and Skills**

**FEAP - Florida Educator Accomplished Practices**

**PEC - Professional Education Competencies**

**ESOL T.S. - Florida Teacher Standards for ESOL Endorsement**

**ESOL K-12 - English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

| Course | FSAC | FEAP/PEC | Reading | ESOL T.s. | ESOL k-12 Comp |
| --- | --- | --- | --- | --- | --- |
| TSL 4140 ESOL Methods, Curriculum & Assessment | 2.3, 2.5, 3.5, 3.6, 4.4, 4.5, 4.9, 20.1, 26.1, 26.3, 27.2, 32.1, 32.2, 32.3 | 2d, 2g, 2h, 3h, 4d, 5a, 5b, 5e | 1.A.6, 1.A.9, 1.B.5, 1.B.6, 1.E.5, 1.F.3, 1.F.6, 1.G.2, 1.G.6, 2.A.5, 2.A.7, 2.A.8, 2.A.9, 2.B.5, 2.C.3, 2.C.5, 2.D.2, 2.D.4, 2.F.5, 2.F.8, 2.G.4, 4.8, 4.15 | 1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e, 1.1.f, 2.1.a, 2.1.b, 2.2.a, 2.2.b, 2.2.c, 2.2.d, 2.3.a, 2.3.c, 2.3.d, 3.1.b, 3.2.1, 3.2.a, 3.2.b, 3.2.c, 3.2.d, 3.2.e, 3.2.f, 3.2.g, 3.2.h, 3.2.j, 3.2.k, 3.3.a, 3.3.b, 3.3.c, 4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.e, 4.2.a, 4.2.b, 4.2.c, 5.1.a, 5.1.b, 5.1.c, 5.1.d, 5.2.a, 5.2.b, 5.2.c | 1, 2, 3, 4, 5, 6, 7, 8, 9 |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

**Journal and Report: ESOL Field Experience- Curriculum, Methods, and Assessment**

The purpose of this assignment is for the teacher candidate to apply her/his knowledge of **ESOL methods, materials and assessments** to the fifteen hours of field experience and interactions with an English language learner or learners. Over the course of the semester, the teacher candidate will keep a log noting the date, time and place of each field experience. S/he will also write informal journal entries noting how the experiences and interactions relate to weekly readings and discussions. The teacher candidate will also record questions or comments s/he has about the teachers and students s/he is working with. Finally, the journals will describe the lessons or activities the teacher candidate leads with the ELL(s). These journals will be brought to class for discussion. At the end of the semester, the teacher candidate will use the journal as a basis to write a 4-5 page typed paper describing their overall experience, and implications for their future classroom.

**ELL/CLD Parent Interview and Presentation**

The purpose of this class assignment is to gain knowledge of the cultural characteristics of Florida’s ELL population to enhance their experience in Florida classrooms. It will also be a chance for teacher candidates to understand the educational attitudes and beliefs of local target groups. The assignment involves conducting face to face interviews with English Language Learner/Culturally and Linguistically Diverse parents to discuss educational issues, such as their educational priorities and expectations and what they would like their children’s teachers to know about their culture and/or language. The teacher candidates will present their findings to the class and write a one-page reflection about the experience and implications for working with ELL/CLD parents and students.

**ELL Teacher Resource Website**

The purpose of this assignment is to explore and evaluate the instructional materials, media and technology available for teachers of English language learners (ELLs). It is also to locate and evaluate relevant ESOL resources and become familiar with state and national TESOL professional organizations. Working in groups, the teacher candidates will create a website that includes resources for ELL teachers that they will share with the rest of the class.

The website will have a minimum of four pages: 1. Introduction Page, 2. Multicultural Methods and Multicultural Materials Page, 3. ELL/ESL Teaching Strategies Page, and 4. ELL/ESL Web sites Page. Each group will share their website with the rest of class in a brief (10-15 minute) presentation. During the presentation, groups may display one or more of the trade books with ideas for use in the classroom, explain a global epistemology, share an especially effective activity from the idea/strategy text, and/or share an activity from one of the Websites.

**Assessment Analysis and Critique**

The purpose of this activity is for teacher candidates to examine, analyze and critique assessments used to identify, place, or demonstrate achievement of English Language Learners (ELLs). The teacher candidates will examine two different assessments tools. The teacher candidates will find examples of items that may present a challenge for ELLs (e.g. items drawing on implicit cultural and linguistic knowledge, idiomatic expressions, complex sentences, passive voice, academic language, etc.) and critique the exams using knowledge about valid and appropriate assessments for ELLs. The teacher candidates will report their findings, discussion and critiques in an organizer provided by the professor.

**Thematic Unit: Sheltered Instruction Observation Protocol (SIOP)**

The purpose of this assignment is for teacher candidates to apply their knowledge of cross-cultural communication, applied linguistics, and second language acquisition to create a curriculum, choose materials and employ effective ESOL strategies for instruction and assessment. Working in groups of 3 or 4, teacher candidates will produce a 5-10 day thematic unit including 5-10 lesson plans using the Sheltered Instruction Observation Protocol (SIOP) principles. The unit must be based on the grade level content taught in a textbook utilized in the School District of Lee, Charlotte, or Collier County and be linked to the Common Core Standards. Teacher candidates will provide a presentation highlighting the features of their unit. Special attention should be given to the features of the unit that are specific Content-Based ESOL strategies. All members of the group should be involved in the presentation.

**Student Oral Language Observation Matrix (SOLOM) Assignment**

The purpose of this assignment is for teacher candidates to develop an understanding of the developmental nature of L2 acquisition. Teacher candidates will also practice analyzing the components of oral language and using a formative oral language evaluation tool, and differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.

During their classroom field experience, the teacher candidates will…

1. Use a Student Oral Language Observation Matrix (SOLOM) scale to create a snapshot of one ELL student’s English oral language proficiency in: **Comprehension, Fluency, Vocabulary, Pronunciation**, and **Grammar.**
2. Complete an ELL SOLOM observation form (template provided by professor), noting the student’s score at each level and a brief rationale for the rating.
3. Write a two page reflection about the student’s English Oral language proficiency and implications or suggestions for differentiation instruction in content-areas.

***All critical tasks must be passed with a 75% or better.***

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

## ATTENDANCE POLICY:

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade. Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

1. **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.
2. **Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.

The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:** All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***. For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Field Experience:** Field experience is ***active field experience participation*** (not observation). Teacher candidates will work with the Field Experience Coordinator for placement with a mentor teacher. Mentor teachers will complete an ungraded mid-semester checkpoint as well as a final evaluation. It is strongly suggested that the hours be spread throughout the semester so that mentor teachers can more accurately assess a teacher candidate’s strengths/needs prior to completing the final evaluation. For more information regarding field experience, including the evaluation rubric, please refer to FSW’s field experience handbook.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

* 1 day late = 10% grade reduction of task
* 2-6 days late = 20% grade reduction of task
* 7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.