ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

TSL 4081: ESOL Issues: Principles and Practices II K-12

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | TSL 4081 |
| **Section #:** | 2822 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | None |
| **Pre-requisites:** | (Admission to Elementary Education (K-6) with Infused ESOL & Reading Endorsements (Bachelor of Science) (ELEDR-BS) or Admission to Exceptional Student Education (K-12) with Infused ESOL & Reading Endorsements (Bachelor of Science) (ESEDR-BS)) And  Prerequisite TSL 3080 with a minimum grade of C And (Prerequisite EDE 4304 with a minimum grade of C and Prerequisite EDE 4943 with a minimum grade of C ) |

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| **Day, Time and Campus:** | Online | Online | | Online |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Dr. Jennifer Fernandez | | | |
| **Office Hours:** | See fall schedule [here](https://web.spcollege.edu/instructors/id/fernandez.jennifer) | |  | |
| **Office Location:** | St. Pete Gibbs | | TE 109C | |
| **Office Phone:** | 727-341-3336 | | | |
| **Email Address:** | Fernandez.jennifer@spcollege.edu | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

This course is designed to serve as the culminating experience in the teaching of English to speakers of other languages (ESOL) for the education major. Its main goal is to make the connection between theory and practice. Special attention will be given to the areas of cross-cultural communications, second language acquisition theory and methods of teaching English language learners (ELLs). The 5 ESOL Domains are comprehensively covered throughout this course. Students will complete 20 hours of field experience.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. The student will examine the role of culture, family partnerships, and resources for teaching and learning of ELLs from diverse backgrounds and at varying proficiency levels in English. (ESOL Domain 1, Standard 1) by:
   1. Adapting methods, strategies, and techniques according to the diverse learning styles, cultural perspectives, and educational backgrounds of ELLs.
   2. Integrating community, school, and parental resources to facilitate successful interaction with ELLs.
3. The student will examine the subfields of applied linguistics and theories of second language literacy development to support ELLs’ acquisition of English (ESOL Domain 2, Standards 1, 3) by:
   1. Interpreting data based on oral, written, and reading samples of an ELL.
   2. Constructing appropriate activities to support language and literacy development in English.
4. The student will integrate theoretical and practical knowledge of language structure, use, and development (ESOL Domain 2, Standard 2) by:
   1. Examining the interference between English and other languages.
   2. Differentiating the use of language for social and academic purposes including culture specific behaviors.
   3. Examining the principles, characteristics, and terminology of current, first and second language acquisition theories.
5. The student will apply appropriate teaching and learning strategies for ELLs using principles of Second Language Acquisition (SLA) (ESOL Domain 3, Standard 1) by:
   1. Identifying essential strategies for teaching speaking, listening, reading, and writing, including content-area instruction for ELLs.
   2. Facilitating social and academic language learning.
6. The student will design appropriate instruction for ELLs and those students with limited formal schooling (ESOL Domain 3, Standard 2 & 3; ESOL Domain 4, Standards, 1 & 2) by:
   1. Developing a two-week unit plan which includes evidenced-based strategies to support ELLs’ content knowledge development and language proficiency development.
   2. Adapting materials and activities to support ELLs at differing levels of proficiency.
   3. Identifying appropriate technology to support the goals of the unit plan.
7. The student will use a variety of assessment procedures and instruments to assess ELL’s language and literacy development based on state and federal guidelines. (ESOL Domain 5, Standards 1, 2, 3) by:
   1. Developing or adapting formal and informal assessments with appropriate accommodations to accurately assess ELLs on a variety of topics.
   2. Determining an ELL’s English language proficiency level.
   3. Identifying appropriate instructional strategies to support an ELL’s English language development.
   4. Differentiating indicators of learning disabilities and limited English proficiency.
8. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
9. **Required Textbooks**

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| Textbook(s) | Required: Herrell, A.L. & Jordan, M. (2019). *50 strategies for teaching English language learners* (6th ed.). ISBN: 978-0-13-498661-6 |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

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Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires 20 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

**ESOL SBHs must be completed with an ESOL Endorsed/Certified Cooperating Classroom Teacher (CCT) in an educational setting with at least one ESOL student currently receiving ESOL Services.**

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

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| **Course Assignments** | **Points** |
| Introduction (discussion) | 20 |
| Culture (discussion) | 20 |
| Interview with a former ELL quiz | 20 |
| Getting started with ELLs (discussion) | 20 |
| Evaluation project: Text evaluation | 50 |
| Unit Plan Development Activities (2 @ 20 pts ea.) | 40 |
| Oral communication modeling | 20 |
| Reading & vocabulary modeling | 20 |
| Evaluation project: Commercially-made assessment\* | 50 |
| Writing & grammar modeling | 20 |
| CCT information for school-based hours | 10 |
| Unit plan\* | 150 |
| Modifying instruction modeling | 20 |
| Modeling video | 40 |
| School-Based Notebook: ELL proficiency assessments\* | 100 |
| Group work with ELs (discussion) | 20 |
| School-Based Notebook: Case study\* | 100 |
| School-Based Notebook: Tutoring (12 hours)\* | 100 |
| Evaluation project: Teacher-made test evaluation\* | 50 |
| Applying ESOL strategies (discussion) | 20 |
| Record of hours\* | 10 |
| Final exam | 100 |
| **TOTAL** | **1000** |
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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **Assignment Late Policy**
   * Assignments may be submitted up to one week after the due date for a letter grade deduction.
   * Assignments submitted more than one week after the due date will earn a zero in the grade book.
   * Discussions and quizzes are only open during the times designated in the course syllabus; therefore, you cannot make up a missed discussion or quiz.
2. **GRADING**

* Course assignment details can be found in MyCourses by clicking on the Course Content tab.
* For assignments noted with an asterisk (\*) above, the work must be submitted in Anthology Portfolio (formerly Chalk & Wire) to pass the class, even if no credit is earned for the assignment.
* Incomplete assignments will NOT be graded.
* Required resubmissions (Anthology Portfolio) will result in a letter grade penalty. Subsequent resubmissions will result in an additional letter grade penalty for each resubmission. (\*For 20 points extra credit this semester, email me a cute animal video link from Youtube by Jan. 24, and explain why you like the video\* only one EC opportunity per student) *One point will be entered in the gradebook to reflect submission is needed; the assignment will be evaluated for a passing grade once it meets the Anthology Portfolio (formerly Chalk & Wire) requirements*. Carefully reading directions, sample assignments, and rubrics will help you to be successful in this course.
* Required resubmissions submitted more than one week after the requested resubmission date will earn no credit for the assignment in the gradebook. (e.g., If the requested resubmission date is August 1, you must submit NO LATER than August 8 for credit. After August 8, a zero will be entered in the gradebook when the assignment is submitted.)
* 10% can be deducted from assignments as a result of poor presentation, conventions (e.g. grammar, APA style), and support documentation as described in the course instructor’s assignment directions.
* Attendance is required for COE courses.

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| **Points** | **Percentage** | **Letter Grade** |
| 900-1000 | 90-100% | A |
| 830-899 | 83-89% | B |
| 750-829 | 75-82% | C |
| 680-749 | 68-74% | D |
| <679 | < 67% | F |

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

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| **Readings** – Complete before the class meeting for that week after Week 1.  **Assignments** – Details for all assignments are located under the Content tab in MyCourses. All assignments are due on Sunday by 11:59 pm.  **Discussion** **Boards and Quizzes are not accepted past the due date.** | | |
| **Week/Date/Modality** | **Topics** | **Readings/Assignments** |
| Week 1  8/14-8/20 | Overview   * Welcome to course * Course overview/syllabus * Diversity of ELL population | Read  - Lavadenz (2010) article (in MyCourses)  Do  - Participate in Introductions discussion board due 8/20  - Review the ESOL Overview presentation  - Explore TESOL Resources |
| Week 2  8/21-8/27 | ESOL Review   * Legislation * Programs of Instruction * Culture | Read  - Ch 1 Differentiation for ELLs – Fairbairn Jones-Vo (pp. 1-20) (in MyCourses)  Do  - Review Legislation, Programs of Instruction, & Culture presentation  - Participate in Culture discussion due 8/27 |
| Week 3  8/28-9/3 | ESOL Review   * Linguistics * Second Language Acquisition * Levels of English proficiency * English proficiency standards | Read  - An Introduction to the Strategies & Theoretical Overview (Herrell & Jordan)  Do  - Review the Linguistics, SLA, & English proficiency presentation  - Watch Interview with a Former ELL  - Take the Interview with a Former ELL quiz – closes 9/3 |
| `Week 4  9/4-9/10 | Getting started with ELLs   * Identification * Assessment * Establishing routines | Read  - Ch. 1 (Herrell & Jordan)  Do  - Review the Getting Started with ELLs presentation  - Participate in the Getting Started with ELLs discussion due 9/10 |
| Week 5  9/11-9/17 | Teaching the 4 Skills   * Oral communication | Read  - Ch. 2, 3, 6, 23, 24, 38 (Herrell & Jordan)  Do  - Review presentation on Oral Communication  - Participate in Oral Communication Modeling Discussion-Posts due FRIDAY 9/15-Responses due Sunday, 9/17 |
| Week 6  9/18-9/24 | Teaching the 4 Skills   * Differentiating instruction for multiple levels | Read (all in MyCourses)  - Ch 1 Differentiation for ELLs – Fairbairn Jones-Vo (pp. 21-39)  - pp. 328-342 (Herrell & Jordan)  - Appropriate Assignment/Assessment Procedures for ELLs  - Textbook Selection for the ESL Classroom – CAL  - Content-area materials for ELLs  Do  - Placement for School Based Hours due 9/24  -Review presentation on Differentiating Instruction for ELLs  - Evaluation Project: Text Evaluation – due in MyCourses 9/24 |
| Week 7  9/25-10/1 | Teaching the 4 Skills   * Reading * Vocabulary | Read  - Ch. 7, 10, 11, 18, 26, 29, 32, 35, 37 (Herrell & Jordan)  Do  - Review presentation on Reading & Vocabulary  - Participate in Reading & Vocabulary Modeling discussion -Post due FRIDAY 9/29, Responses due Sunday. 10/1  - Evaluation Project: PART II-Commercially-Made Assessment – due in Anthology Portfolio (AP) due 10/1 |
| Week 8  10/2-10/8 | ALOs & WIDA   * Academic language objectives * WIDA standards | Read  - Ch. 22, 27, 34 (Herrell & Jordan)  Do  - Review Writing Objectives presentation  - Review Writing Accommodations presentation  - Download Key Uses Can Do Descriptors for grade level of your Unit Plan  - Unit Plan Development Activity –Writing Accommodations- due 10/8 |
| Week 9  10/9-10/15 | Teaching the 4 Skills   * Writing * Grammar | Read  - Ch. 12, 13, 19, 20, 33, 39 (Herrell & Jordan)  - How to write a unit plan presentation (from wk 3)  Do  - Review presentation on Writing & Grammar  - Participate in Writing & Grammar Modeling discussion -Post due Friday, 10/13/Responses Sunday  -Unit Plan Development Activity-Preparing to Write a Unit Plan Quiz due 10/15 |
| Week 10  10/16-10/22 | Instruction of ELLs   * Content-based instruction | Read  - Ch. 5, 8, 14, 21 (Herrell & Jordan)  Do  - Review presentation on Content-Based Instruction for ELLs  -Complete the Unit Plan Checklist (Required)  - Unit Plan – due in AP 10/22 |
| Week 11  10/23-10/29 | Instruction of ELLs   * Content-based instruction | Read  - Ch. 4, 17, 40, 41  Do  - Group work with ELs discussion due 10/29  - SBN: ELL Proficiency Assessments – due in AP Due 10/29 |
| Week 12  10/30-11/5  SPC closed Tuesday, October 31 | Instruction of ELLs   * Modifying instruction for ELLs | Read  - Ch. 9, 15, 16, 28, 30, 31, 36, 42 (Herrell & Jordan)  Do  - Review Modifying Instruction presentation  - Participate in Modifying Instruction for ELLs Modeling discussion= Posts due Friday, 11/3. /Responses Sunday  - SBN: Case Study – due in AP due 11/5 |
| Week 13  11/6-11/12 | Instruction of ELLs   * Assessment of ELLs * Modifying assessments for ELLs | Read  - Ch. 25, 43-49  Do  - Review Assessment presentation  - SBN: Tutoring (12 hours)– due in AP 11/12 |
| Week 14  11/13-11/19 | Instruction of ELLs   * Teaching content and all the language skills | Read  - Ch. 50, Teacher Resources (Herrell & Jordan)  Do  - Participate in discussion on applying ESOL strategies in the classroom 11/26  - Evaluation Project - Part III: Teacher Made Test Self Evaluation/Assessment – due in AP 11/26  - Record of Hours – due in AP due 11/26  **\*\*I left all assignments for week 14 open an extra week due to Thanksgiving week. Instead of being due this Sunday, they will be due the Sunday after Thanksgiving. I still advise getting them done this week so you can rest and enjoy your time off!** |
| Thanksgiving week  11/19-11/26 | SPC closed 11/19-11/26 for Thanksgiving week | Enjoy time with family and friends |
| Week 16    11/27-12/4 | Review | Do  - Review for final exam  - Extra Credit Quiz on Supplemental Advocacy Chapter. You will have access to this quiz until 12/3 at 11:59 pm |
|  | Final Exam | Exam opens 11/30 at 7:00am  Exam closes 12/3 at 11:59pm  Nothing accepted for submission or resubmission in AP after 12/4 |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

[​xlsx icon UCC Tables for Active Courses.xlsx](https://nam02.safelinks.protection.outlook.com/ap/x-59584e83/?url=https%3A%2F%2Fspcollegeedu-my.sharepoint.com%2F%3Ax%3A%2Fg%2Fpersonal%2Fcaruana_victoria_spcollege_edu%2FEUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A&data=05%7C01%7Cfernandez.jennifer%40spcollege.edu%7Cedbd30db05bc4f4923fa08db83dea498%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248764547144556%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=aocNK3D179JwK74YDEQu%2BLHrv5U9xTsjwRT%2F9isZyCw%3D&reserved=0).

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) principles and guidelines: Not mapped on UDL framework.