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 4140

Curriculum Development in ESOL

*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 4140 |
| **Section #:** | 2822 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | NA |
| **Pre-requisites:** | Admission to EPI-CT or ICERT-NO or RCERT-NO. |

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| **Day, Time and Campus:** | 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 [Instructor Page](https://web.spcollege.edu/instructors/id/fernandez.jennifer) Here |  |
| **Office Location:** | St. Pete Gibbs | TE 109C |
| **Office Phone:** | 727.341.3336 |
| **Email Address:** | Through MyCourses Course or 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 will survey cross-cultural communication and understanding, testing and evaluation, curriculum, and methods of teaching ESOL to meet the needs to Limited English Proficiency students. Students will have 15 hours of field experience. Contact hours: 47

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**

1. The student will synthesize theories and create solutions related to the effects of culture on school achievement and language development for students from diverse backgrounds by (ESOL Domain 1.1):

* + - 1. Identifying strategies for reducing cross-cultural barriers among students, parents, teachers, administrators and the community.
			2. Applying knowledge about language development, acculturation and special education.

2. The student will analyze the system of a language, language acquisition and development focusing on second language literacy development by (ESOL Domains 2.1, 2.2, 2.3):

1. Identifying and describing language universals, language function, language change and aspects of language.
2. Creating activities and lessons to assist cross linguistic transfer and promote language acquisition.

3. The student will compare and evaluate historical and theoretical research based methods of ESL content instruction by (ESOL Domains 3.1, 3.2):

* + - 1. Sequencing and identifying important historical milestones leading to the Florida Consent Decree.
			2. Distinguishing the specific requirements of the six sections of the Florida ESOL Consent Decree with regard to meeting the needs of ELLs.
			3. Comparing theories of language acquisition and identify associated theorists and traditions.

4. The students will plan for standards-based instruction of ELLs by (ESOL Domain 4.1):

* + - 1. Selecting appropriate objectives.
			2. Differentiating instruction dependent on language proficiency and student cognitive and cultural background knowledge.
			3. Planning for comprehensible instruction using realia, manipulative, technology, and visuals.

5. The student will select, adapt and effectively use resources and technologies by (ESOL Domains 3.3, 4.2):

* + - 1. Identifying and planning for language proficiency levels in listening, speaking, reading and writing in a second language.
			2. Instructing, evaluating and re-teaching content-based activity.
			3. Analyzing models of sheltered content area instruction.

6. The student will evaluate and analyze language proficiency instrument to assess issues for both language proficiency and content area assessments by (ESOL Domain 5. 1):

* + - 1. Administering informal oral and written English proficiency assessments and analyzing results.
			2. Creating and/or modifying content area and language proficiency assessments for ELLs.
1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Required:Wright, W. (2019). *Foundations for Teaching English Language Learners* (3nd ed.). ISBN: 978193400036650 Strategies for Teaching English Language Learners; Herrell and Jordan; Ed 5th 16; Pearson; ISBN: 9780133802450 |
| Recommended: N/A |
| **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 \_\_15\_\_ hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

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**

**1000 Points total for course**

**School-Based Notebook Assignments:**

1. CCT Information
2. SBN Tutoring Assignment: For this assignment, teacher candidates will conduct at least 4 hours of tutoring with an ELL in the CCT’s classroom. Tutoring sessions may be one-on-one, small group, or class sessions; however, every session must include non-native speakers of English.
3. \*SBN Proficiency Assessments: Teacher Candidates’ will administer THREE informal assessments to measure the proficiency of ONE English Learner who is in your CCT’s class (100 pts)
4. \*Record of Hours (10pts)

**Major Course Assignments:**

1. \*Florida Consent Decree Jigsaw: For this assignment, students will be assigned a section of the Consent Decree to explain. Final document with all groups’ input will b uploaded to AP. (50 pts)
2. \*ESOL Infused Lesson plan: For this assignment, students will create a single, content area (language arts, math, science, or social studies) lesson plan for any grade, K-12. This lesson should be planned with a typical lesson period in mind. Your main goal is to demonstrate that you can create a lesson plan that is appropriate not only for your native speakers but also for your non-native speakers. (100pts)
3. \*Family Engagement Linguistic Analysis Project: Students will work in a group to research and present another culture and language represented in Florida schools. (100 pts)
4. Final Exam-Cumulative

\*Assignments labeled with an asterisk (\*) denote required assignments that must be submitted to Anthology Portfolio and earn a score of 2.0 or higher on each criterion.

\*\* Anthology Portfolio assignments are submitted through an integrated link in MyCourses. The gradebook item will be added once submissions are received in Anthology Portfolio.

All other assignments in class discussions and activities or online submissions. See MyCourses for assignment descriptions.

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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 (excluding the final week).
	* 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 to pass the class, even if no credit is earned for the assignment.
* Incomplete assignments will NOT be graded.
* Required resubmissions will result in a letter grade penalty. Subsequent resubmissions will result in an additional letter grade penalty for each resubmission. *One point will be entered in the gradebook to reflect submission is still needed; the assignment will be evaluated for a passing grade once it meets the Anthology Portfolio 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.

**Grading Scale:**

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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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| **Topics and Modules** | **Readings**All required readings are also under the Course Content in MyCourses.  | **Assignments Due**Details for all assignments are located under the Course Content Tab in MyCourses. Assignment due dates are noted below |
| ***Week 1*** ***8/14-8/20*****Introductions****ESOL Overview*****Module One & Begin Here Module*** | Read the syllabus. Review the Begin Here and Week 1 Modules in MyCoursesModule 1 Readings and Videos-Read Ch.1 (Wright text) | -Course Syllabus Quiz (extra credit) (Begin Here Mod.)-closes 8/20-Participate in Introductions Discussion-Due 8/20 |
| ***Week 2******8/21-8/27*****Legislation for ELs** | -Read Chapter 4 (Wright text)-Required Readings in MyCoursesREVIEW both the 1990 Consent Decree SUMMARY & actual Court Order.EXPLORE supplemental resources provided. | - Florida Consent Decree Jigsaw-your part due in Google Docs by Sunday night (8/27) \*Upload completed document and submit to AP by Wednesday (8/30)-Immigration reflection Due 8/27- Apply for ESOL Placement (OSP Commons)-Go to the ESOL School-based Notebook Module for details |
| ***Week 3******8/28-9/3*****Culture and Diversity** | - Cultural Identity Development (LAB at Brown University, 2002) (In MyCourses)-Ch. 9 (Diaz-Rico) (in MyCourses) | -Cultural values reflection due 9/3- Working with ELs Discussion due 9/3-Review the Family Engagement/Linguistic Analysis Project details and get started with your group (due week 5-9/17) |
| ***Week 4*** ***9/4-9/10*****Language/Linguistics****SPC is closed Monday, 9/4 in honor of Labor Day*****Labor Day Poster Free Stock Photo - Public Domain Pictures*** | - Ch. 2 (Wright)-Ch 1 Herrell and Jordan- Interview with a Former ELL (video)-Readings and links in MyCourses-Module 4 | \*\*\*Deadline to Apply for SBH if not in Practicum-see survey link in ESOL SBH Module-At the Pasar Discussion due 9/10--Interview with a Former EL Quiz Online-Due9/10-Continue working on the Family Engagement/Linguistic Analysis Project (due week 5-9/17) |
| ***Week 5*** ***9/11-9/17*****Language Acquisition****-Second Language Acquisition**  | - Ch. 3 (Wright)-Ch. 11-pp. 313-320 (Wright)-Readings and links in MyCourses-Module 5 | -CCT Placement -Verify Certification **BEFORE** BEGINNING ESOL HOURS-Submit the Family Engagement/Linguistic Analysis Project due in AP 9/17-SLA Discussion due 9/17 |
| ***Week 6*** ***9/18-9/24*****Oral Communication*****Listening and speaking*** | - Ch. 7 (Wright) - Ch. 2, 3, 6, 23, 24, 38 (Herrell & Jordan)Review the SIOP sub-Module-Readings and links in MyCourses-Module 6 | -Be sure to verify CCT ESOL certification **BEFORE** BEGINNING ESOL HOURS)-Oral Communication Modeling Workshop-TWO DUE DATES-See MyCourses |
| ***Week 7*** ***9/25-10/1******Literacy Skills*** | - Ch. 8-9 (Wright)-Reading and Vocabulary:  Ch. 7, 10, 11, 18, 26, 29, 32, 35\*, 37-(Herrell & Jordan)-Grammar and Writing Ch. 12, 13\*, 19, 20, 33, 39- (Herrell & Jordan)-Readings and links in MyCourses-Module 7 | - Literacy Strategy Modeling Workshop- TWO DUE DATES-See MyCourses |
| ***Week 8*****10/2-10/8*****ESOL in Content Areas*** | -Ch. 10 (Wright)-SIOP resources sub-module-Readings and links in MyCourses-Module 8 |  -Text Evaluation -due 10/8 -SIOP Discussion-due 10/8 |
| ***Week 9*** ***10/9-10/15******Modifying Instruction*** |  **-** Modifying Instruction-Ch. 9, 15, 16, 28, 30, 31, 36, 42 (Herrell and Jordan)-Readings and links in MyCourses-Module 9 | Modifying Instruction Workshop- TWO DUE DATES-See MyCourses |
|  ***Week 10******10/16-10/22******Writing Objectives and Accommodations*** | -Readings and links in MyCourses-Module 10 | -Writing Objectives Quiz due 10/22-Writing Accommodations Quiz due 10/22-Work on your lesson plan (week 11) |
| ***Week 11*** **10/23-10/29*****Instruction-ESOL Infused Lesson Plan*** | -Ch. 5 (Wright)-Readings and links in MyCourses-Module 11 | -ESOL Infused Lesson Plan due in AP 10/29 |
| ***Week 12*** ***10/30-11/5******Multicultural Materials******Technology*** | -Ch. 11 (Wright)- Read Literacy, Technology, and Diversity (Cummins et al.) (in MyCourses)-Review the Multicultural Curriculum Sub-module-Readings and links in MyCourses-Module 12 |  -Participate in the Resources & Technology Discussion Due 11/5 |
| ***Week 13*** ***11/6-11/12******Supporting Students in the classroom******Curriculum and Materials for ELs******Download Veterans Day Royalty-Free Stock Illustration Image - Pixabay******SPC is closed Saturday, 11/11, in honor of Veteran’s Day*** | -Readings and links in MyCourses-Module 13 | -SBN Tutoring Due 11/12--Immersion of ELs (Immersion Video) Discussion due 11/12 |
| ***Week 14*** ***11/13-11/19*****Assessment of ELs** | **-** Chapter 6 (Wright) | - Evaluation of a Commercially Made Test due 11/26-SBN Proficiency Assessments due in AP 11/26 (\*extra time to submit module 14 assignments due to Thanksgiving week) |
| ***Thanksgiving Week******11/20-11/26******A picture containing text, squash, calabaza, cucurbita  Description automatically generated******SPC is closed November 19-25*** | **Thanksgiving Week****SPC is closed November 19-25 for the Thanksgiving Holidays** | Spend this time with family and friends |
| ***Week 15 & 16 (Finals week)*** ***11/27-12/3*** | **Nothing is accepted after Monday, 12/4.** | -Review for final this week-SBN Record of Hours due in AP 12/3 |
| ***Final Exam*** | **Nothing is accepted after Monday, 12/4.** | Final Exam-Online exam Opens Thursday 11/30 at 7:00amCloses Sunday 12/3 at 11:59pm |

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

[ 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%7C26337c506edf45519fd508db83fbad28%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248889208566839%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=92F%2BWO5Am3p4XfUk0OrW43HriN9MIKBlkXdN9AosucE%3D&reserved=0).

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): Not mapped on UDL framework.