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 4939: ESOL Capstone

*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 4939 |
| **Section #:** | 3009 |
| **Credit Hours:** | 0 |
| **Co-requisites:** | EEX 4940 or EDE 4940 |
| **Pre-requisites:** | Admission to Elementary Education with Infused ESOL and Reading BS or Exceptional Student Education with Infused ESOL and Reading BS. |

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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:** | Hours posted on door or [click 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 the final component of the ESOL (English for Speakers of Other Languages) Endorsement for Elementary Education and Exceptional Student Education majors. In this course, students will explore how their teaching practices address the needs of English Learners (ELs) by considering the five ESOL domains of culture, language and literacy, methods of teaching English to speakers of other languages, ESOL materials and curriculum development, and assessment by completing a field-based instructional reflection. This course must be taken concurrently with the internship course for Elementary Education and Exceptional Student Education majors.

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

1. The student will demonstrate an understanding of the role of culture, family partnerships, and resources for teaching and learning of ELs from diverse backgrounds and at varying proficiency levels in English.

2. The student will apply knowledge of applied linguistics, second language literacy development and second language acquisition to support ELs’ acquisition of English.

3. The student will follow federal and state guidelines to support ELs’ language development.

4. The student will use evidenced-based strategies, materials, and technological resources to support instruction for ELs.

5. The student will use a variety of assessment procedures and instruments to assess ELs language development

6. The student will demonstrate a strong command of the English language, English conventions, and academic writing style.

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Required: None |
| Recommended: None |
| **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. |

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 10 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**

**ESOL Capstone Project** - The ESOL Capstone Project is the culmination of your coursework leading to the ESOL Endorsement through the Florida Department of Education. For this project, the teacher candidate will determine an English learner’s overall proficiency, determine ways to help the student improve their English proficiency, implement those approaches by working with the student one-on-one or in a small group for at least ten (10) hours during their regular internship hours, re-assess the student’s English proficiency, and reflect upon the experience.

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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**

If you are unable to submit the assignment by the due date, please contact your instructor as soon as possible.

1. **GRADING**

* This course is graded Pass (P)/Fail (F).
* In order to pass the course, you must receive a satisfactory score on your ESOL Capstone Project. A satisfactory score on the ESOL Capstone Project is achieved by earning a 2.0 or greater on each indicator of the ESOL Capstone Project rubric in Anthology Portfolio (formerly Chalk & Wire).
* If a student receives an unsatisfactory score on any indicator of the rubric, the student will have the opportunity to improve the ESOL Capstone Project to earn a satisfactory score.
* A student will *not* be eligible for early release if the ESOL Capstone Project is not submitted by the due date.
* Failure to submit the ESOL Capstone Project will result in a failing grade in the course.

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**

The ESOL Capstone Project is due no later than October 23, 2023. If you are unable to meet this due date, please contact me as soon as possible.

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

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| **Assignment Title** | **ESOL** |
| ESOL Capstone Project | 2.1.a., 2.1.b., 3.2.b., 3.2.c., 3.2.h., 3.2.j., 3.2.k., 4.1.e., 5.1.a., 5.1.c., 5.2.b., 5.2.c., 5.3.a., 5.3.d., 5.3.e., 2.1, 3.2., 5.2., 5.3. |

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.