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Syllabus

ESOL Issues and Strategies for Content Area Teachers 1178-FIU01-TSL-4340-SECRVD-79791

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GENERAL INFORMATION

Professor Information

Instructor: Dr. Aixa Perez - Prado
Phone:
Office: ZEB261
Office Hours: By Appointment
E-mail: Use Blackboard Messages
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Course Description And Purpose

This course will provide students with a comprehensive analysis, application and adaptation of ESOL methods and materials to enhance instruction for linguistically and culturally diverse students in schools. This course is designed to serve as an overview for university students who will work with English language learners (ELLs) as part of their careers. It is meant to begin the development of the knowledge skills, and dispositions that will enable future school personnel including teachers, counselors, and administrators to select and apply the most effective communication and teaching strategies into all aspects of the school experience. The major goal of this course is to move students from learning about individual elements and aspects of communicating with ELLs to engaging in activities that will focus holistically on the needs of linguistically and culturally diverse students, and the methods, materials, strategies, techniques, and activities most appropriate to assessing and meeting those needs. In moving from the focus of "learning what is already known" to thinking more reflectively and holistically about ELLs as individuals in society, acquisition of ESOL knowledge will assume personal meaning.

The conceptual focus of this course is therefore based on the learner as a self-directed, reflective practitioner and problem solver who is able to facilitate learning and change within diverse populations and environments.

This course fulfills the ESOL training requirements as outlined by the META consent decree in Florida for content area teachers of ESOL students. [Florida Department of Education](#)

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Global Learning Course Requirements: this course meets the requirements of a global learning course for FIU

Global Awareness:

Students will be able to demonstrate awareness of diverse ways of teaching and learning in schools by becoming aware of the challenges and conditions of linguistic and cultural minorities in schools in the United States and abroad. They will be exploring the interrelatedness of language, culture, and background knowledge on home/school interactions both internationally and globally.

Assessment Activity:

Students will be given quizzes to measure their understanding of and awareness of the issues surrounding the teaching and learning of English language learner students in schools. The quizzes will be based on assigned articles.

Global Perspective:

Students will be able to analyze different perspectives regarding the role of language and culture within the home and the school environments.

Assessment Activity:

Students will work in groups to prepare a video that will highlight the varying perspectives of individuals and groups from diverse cultural and linguistic backgrounds. These videos will demonstrate an understanding of the primary course concepts through an exploration of one or more key ideas in the course, such as the process of cross cultural adjustment after immigration, or the process of second language acquisition as it relates to their own particular field of study. Each video will present more than one perspective on the topic chosen by including interviews and/or information from a variety of sources.

Global Engagement:

Students will be able to engage with linguistic and cultural minority children in schools through interactions designed to assist these children with their academic success in the English language.

Assessment Activity:

Students will work for a minimum of six sessions with an English language learner in a field school. They will have developed an action plan to assist the learner and will implement the plan throughout the six working sessions. Students will then critique the plan and reflect on the experience. This is the field assignment for this course to be submitted on Taskstream for assessment.

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Course Objectives

Students will be able to:

- Identify the theories of first and second language acquisition
- Recognize how theory relates to practice in second language acquisition
- Describe methods, techniques and strategies that are helpful towards second language acquisition
- Classify English Language Learners according to their needs and abilities
- Evaluate the linguistic and cultural strengths and challenges of English Language Learners in schools
- Explain how to teach English Language Learners effectively in the content areas
- Define what makes a good content and language lesson for English Language Learners

School Of Education - Conceptual Framework

The desired future of the School of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional-learning community. The School, therefore, strives to facilitate diverse learning environments where knowledge becomes the means to foster goal attainment for all those involved in the learning process. This process necessitates the highest ethical standards, while emphasizing inquiry as the means-ends connection to enhancing reflective intelligence in a changing social, political, cultural and technological world. The School of Education is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Consequently, the School promotes and facilitates the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning by developing professional partnerships in the larger community that foster significant educational, social, economic and political change.

To achieve “a wisdom” which influences the conduct of life in the unit, the unit views teaching and learning as self-renewal, in other words, as being similar to living things that renew themselves “through action upon the environment” (Dewey, 1916/1944, p. 2). According to John Dewey (1916/1944), “Education, in its broadest sense, is the means of this social continuity of life” (p. 2). Teaching and learning in the unit thus fosters and nurtures a cultivating process, thus giving attention to the conditions of growth (Dewey, 1916/1944, p. 10). Since “We never educate directly, but indirectly by means of the environment” (Dewey, 1916/1944, p. 19), then the faculty in the unit seeks to create the kind of teaching and learning environments that elicit the mental and moral sensibilities consistent with reflective intelligence (that is making candidates’ and the faculty’s conduct more intelligent). Teaching and learning as “self-renewal” suggests that we must cultivate the minds of learners and provide them with the rich intellectual, pedagogical, and dispositional soil to grow personally and professionally. This “soil of learning” must, therefore, be tilled with knowledge of subject, professional and pedagogical knowledge and skills, and dispositions, that is, habits of mind. The educational environment in the unit, conducive to this philosophy, is thus structured to challenge candidates to engage in the habits of thinking that are consistent with

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reflective inquiry or as termed by Dewey, “the essentials of reflection” (Dewey, 1916/1944, p. 163).

To engage in reflective inquiry presupposes a form of personal, intellectual and social renewal. Consequently, the unit sees a special connection between growth and the application of things already known (subject matter and skills) for the purpose of improving social conditions. This requires candidates’ acquisition of dispositions both intellectual and social. Consequently, teaching and learning as self-renewal is meant to help both candidates and faculty develop relevant intellectual and social dispositions that reinforce their being “mindful” and thoughtful in their professional practice.

Teaching Methodology

Unit Outcomes:

- (a) Stewards of the Discipline – having the necessary concepts, knowledge and understandings in their respective field of study.
- (b) Reflective Inquirers – knowing how to use the requisite generic skills needed to apply the content and pedagogical content.
- (c) Mindful Educators – being able to apply the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent.

TESOL NCATE Standards

• 1.a. Describing Language
• 1.b Language Acquisition and Development
• 2.a Nature and Role of Culture
• 2.b Cultural Groups and Identity
• 3.a Planning for Standards-Based ESL and Content Instruction
• 3.b Managing and Implementing Standards-based ESL and Content Instruction
• 4.a Issues of Assessment for ESL
• 4.b Language Proficiency Assessment
• 5.a ESL Research and History
• 5.b Partnerships and Advocacy
• 5.c Professional Development and Collaboration

Florida ESOL Domains, Standards and Performance Indicators (*your schedule shows the primary domains, standards, and performance indicators that are being addressed during each week of the semester in purple*) **Note: This is an overview class which addresses each of these standards and indicators. Completion of this course does not lead to ESOL endorsement nor is this a course that goes towards ESOL endorsement.**

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Standards and Performance Indicators by domain (course module)

Florida Educator Accomplished Practices (FEAPs) This course assesses the following FEAPs through the field assignment: FEAP (a).1.e. uses variety of data, independently and in collaboration with colleagues, to evaluate student learning outcomes, adjust planning and continuously improve the effectiveness of lessons. FEAP (a).2.h Adapts the learning environment to accommodate differing needs and diversity of students. FEAP (a).4.a Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process; FEAP (a).4.e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) FEAP (b).5.e . engages in targeted professional growth opportunities and reflective practices

IMPORTANT INFORMATION

Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Accessibility And Accommodation

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

Course Prerequisites

There are no prerequisites for this course.

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of

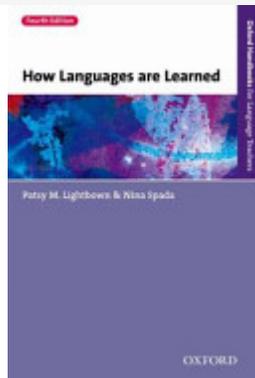
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academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

Textbook



How Languages are Learned

Patsy Lightbown, Nina Spada

OUP Oxford, 2013

ISBN-10: 0194541266

ISBN-13: 9780194541268

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Additional Notes

*There may be a book ordered for the second half of the semester.

Expectations Of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

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Students are expected to:

- Review the "How to Pass This Class" folder located in the course content
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course 3 times per week
- Respond to discussion boards, blogs, and journal postings when they are available
- Submit assignments by the corresponding deadlines.

The instructor will:

- Log in to the course 4 times per week.
- Respond to Blackboard messages as soon as possible.
- Grade assignments within one week of the assignment deadline.

COURSE DETAIL

Course Communication

Communication in this course will take place via Blackboard Messages.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Discussion Forum Expectations:

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Each posting should be approximately one paragraph in length. About 100 - 200 words.

Students are expected to post in each forum at least once

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Each forum will be open during the week that the domain/module is open, students are expected to post during that week

The discussion postings are graded in terms of pass or fail, one point for each thoughtful discussion posting, going toward the participation grade. Students will get feedback on discussion postings as a group through messages with general comments from the instructor, and occasionally within the discussions area.

Assessments

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

Assessment Expectations:

- There are three quizzes in this class: Quiz 1, Quiz 2 & Quiz 3
 - Quiz One will be open week of Sept. 3 -10
 - Quiz Two will be open week of Sept. 25 - Oct. 1
 - Quiz Three will be open week of Oct. 15 - Oct. 22
 - Final will be open last week of classes
- Quiz 1 and 2 will be available for one hour once accessed and can be accessed any time during the week they are open
- Quiz 3 should be submitted by the end of the week it is due.
- Total score will be available for the first two quizzes immediately after submission.
- Quiz 3 scores will be available once all quizzes are graded. Anyone requesting additional information regarding their assessment should contact the instructor immediately.

Final – the final for this course will be a cumulative exam based on the key concepts and issues covered in this overview course including those in Applied Linguistics, Culture, Methods, Curriculum & Materials and Assessment. The majority of the questions on the final will come from the last two domains in the course. (20%)

Assignments

If you have a question about or have trouble with any of the course requirements please see instructor as early as possible to try to work out a solution to the issue

Participation – This grade will be based on online participation. Since this course will meet fully online, it is essential that all students visit the website a minimum of three times a week to read the information in the domain modules, post in the bulletins

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section, take online quizzes, and reply to the postings of other students and the course instructor as assigned online throughout the semester (15%)

Field Assignment/TASKSTREAM – The field assignment in this class involves working with a case study English Language Learner. Students will use multiple assessments to decide what their learner's need the most help with in terms of language acquisition and development and then work closely with the learner throughout the semester to implement lessons, activities and strategies to assist the learner. Students will communicate with the mentor teacher and the learner's caregivers in order to get a better picture of the learner and his or her needs and report progress to the same. In addition, students will keep a reflective journal during the course of working with their learners and engage in professional growth opportunities as they arise throughout the semester. For a detailed explanation of this assignment see online icon, this is also the Taskstream artifact for this class. See the description of the assignment below as well as on Taskstream, the associated FEAPs and ESOL Standards and Competencies, as well as the scoring rubric. Students are also required to upload to Taskstream a log of the field hours they spent in completion of this assignment, and are required to have their supervising teacher sign off at the beginning of the semester that the student may do the assignment in his/her class and again at the end of the semester verifying that it was done according to guidelines. **In other words, the supervising teacher at the field school must read the assignment guidelines in order to agree to allow the FIU student to work one on one a minimum of six times with an ESOL student in the class (ESOL levels 1-4 only), and then read the paper at the end, or at least skim it, to be able to verify that the FIU student did, in fact, write an accurate account of what transpired.** Students must also complete and get the signatures on the green field hours log sheet obtained from the student field office (35%)

Case Study: English Language Learner The field assignment for this class will feature a case study of an English Language Learner (ELL). This case study will involve establishing a relationship with an ELL, collecting demographic and biographical data on the learner, collaborating in data collection and sharing assessment information with home, school, and large community as relevant, observing the learner in the classroom and collecting assessment data, conducting multiple assessments with the learner designed to measure English language needs, creating a plan to meet the learner's most immediate linguistic or cultural needs that is based on course theory and practice and takes into account the learner's environment, implementing that plan in the form of lessons over several sessions with the learner and modifying, adapting and improving the implementation as needed based on learner feedback and in collaboration with cooperating teacher, critiquing plan after implementation and sharing results and learner outcomes with home and school, and finally reflecting on the experience as a whole and including further professional development plans to meet the needs of teaching ELLs in the content area classroom. The reflection should be tied to the theory learned in this course through the online learning modules and/or the text book. This would include second language theory in relationship to the case study, methods that work or don't work, cultural issues, curricular and materials availability and appropriateness, and issues in assessment.

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TSL 4324/4340/TSL 5361C

This artifact assesses:

FEAP s: (a),1.e; (a),2.h; (a), (a),4.a; (a),4,e; (b),5,d; (b), 5, e

ESOL Standard: 3.2

his artifact addresses:

ESOL Domains 1-5 & corresponding Standards

More information will be available online in the course in the how to pass this class folder – taskstream rubric will be there, please follow carefully!

Video Presentations – Students will work in cooperative learning groups to present a video that will be posted online. This video should highlight one of the important topics in this course that is chosen by the group in a creative and interactive way. These topics are numerous and varied. They include first language acquisition, cross cultural communication, issues with ELLs and assessment, second language strategies, creating low affective filters for learning, stimulating oral language development and many others. Your video could feature interviews, role plays, simulations, classroom scenes, skits, performances, music, or anything you can imagine to get your point across. You will be working with others who specialize in your content area so you should be sure to incorporate that content area in to your video. For example, if you are a music student make sure that music is part of what you present. See your book table of contents, our syllabus, and search online for more ideas. You may feature things you do with your case study student in the video if you wish. There is no need to meet in person with other members of your group, all video filming, editing and planning can be done online separately and put together. (25%)

Students enrolled in TSL 5361C : Those students who are in the graduate section of this class will have additional requirements in order to reflect the increased demands of a graduate curriculum. These requirements are as follows:

You will be asked to complete an annotated bibliography that includes a minimum of five peer reviewed articles that you used in order to do research on your Taskstream assignment for this course.

Learning Experiences

Students in this course will engage in a variety of interactive learning activities both online and offline. These activities include posting in online discussion boards, working in small groups to prepare presentations using online and offline communication tools including virtual reality (reflective practitioner), engaging for a prolonged period of time in the roles of observer, materials developer, lesson planner, and teacher/tutor to an English Language Learner (mindful educator), and reading, discussing and analyzing text and research in the field of TESOL (stewards of the discipline). These activities

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correlate with the unit outcomes inherent in the conceptual framework of the School of Education at FIU.

Taskstream Message

This course requires you to use a Taskstream account for uploading your critical assignment for the Florida Teacher Certification and other School of Education purposes. Your Taskstream account will be used in many FIU School of Education courses. It also offers you storage space and web folio development for your professional use. School of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- COE provided training workshop schedule

Once you have a Taskstream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course will be available after the first week of class. Please contact the Taskstream office at FIU, number below for Code. The code is also available online in the COE website under taskstream self-enrollment codes.

Please sign up for a Taskstream account once you have received the code.

For help, go to: TaskStream 800-311-5656 help@taskstream.com (Monday – Thursday, 8:00 am – 11:00 pm ET Friday, 8:00 am – 7:00 pm ET)

COE Taskstream Website

COE IT Department, ZEB 269
305-348-6305
coesupport@fiu.edu
COE Computer Lab, ZEB 165
305-348-6134

Grading

Course Requirements	Weight
Participation	15%
Quizzes (3, one in each domain)	15%

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Course Requirements		Weight			
Field Experience - Case Study		35%			
Group Video Presentation		25%			
Final		10%			

Letter	Range	Letter	Range	Letter	Range
A	Above 93	B-	81 - 83	D+	67 - 70
A-	91 - 92	C+	77 - 80	D	64 - 66
B+	87 - 90	C	74 - 76	D-	61 - 63
B	84 - 86	C-	71 - 73	F	< 61

COURSE CALENDAR

Weekly Schedule

Date	Topic	Tasks
8/21 - 9/10	Introduction The Habits of Mind Domain 1: Culture *It is very important that you start in your field experience as soon as possible.	Introduce yourself online and read the syllabus carefully Read the Habits of Mind article and post in the appropriate discussions *Make sure you find an English Language Learner to work with ASAP for your case study! Each week of the course check the website and read any articles or links that apply to the domain and week in question. You will usually have a discussion forum or another assignment to complete related to the readings and videos once or twice a week. In addition, we will be working with the habits of mind throughout the semester. Quiz 1 on domain 1 the last of this domain week – please read the articles and powerpoints, and watch videos for this domain before taking the quiz
9/11 - 10/1	Domain 2: Applied Linguistics	Quiz 2 on domain 2 the last week of this domain – please read the articles and powerpoints, and watch videos for this domain before taking the quiz Students will be placed in cooperative learning teams for

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Date	Topic	Tasks
		<p>their videos. Read and post on the content in Domain 2 this week.</p> <p>Field assignment update required this week, check messages for details.</p> <p>Please schedule an individual meeting with instructor either face to face or by phone to discuss the progress with your case study student and to gain clarification on the assignment expectations if you feel the need to do so.</p>
<p>10/2 - 10/22</p>	<p>Domain 3: Methods</p>	<p>Please continue to read and keep up with discussions online. This is the most important domain in terms of your case study, please use the info in this domain to inform your activities with the case study student.</p> <p>By this point in the summer semester you should have met a least thee times with your case study student, and have the introductory demographic info on your student collected, the observations done, and your action plan complete.</p> <p>Quiz 3 on domain 3 the final week of this domain.</p> <p>Make sure that you read all of the information contained in domain three before taking the quiz.</p>
<p>10/23 - 11/12</p>	<p>Domain 4: Curriculum and Materials</p>	<p>Read, and watch content, post in discussions this domain.</p> <p>Video presentation due this domain.</p> <p>You and your team will upload your video to youtube or another site. DO NOT SUBMIT AN MOV FILE OR MP3 TO DOWNLOAD – YOU MUST POST YOUR VIDEO ONLINE AS A LINK</p> <p>Make sure that you follow the video guidelines closely.</p> <p>Continue working on your case study.</p>
<p>11/13 - 12/3</p>	<p>Domain 5: Assessment DO NOT FORGET THAT YOUR FIELD ASSIGNMENT WILL BE GRADED ACCORDING TO THE RUBRIC,</p>	<p>Complete the readings and postings for domain 5</p> <p>Field Assignment due, you will see indications for how to submit online in Taskstream.</p> <p>Make sure that you submit by Friday Dec. 1, even if your assignment is incomplete, submit what you have.</p> <p>Submissions are on taskstream and feedback for revision will be given through Taskstream.</p> <p>Please make an appt with instructor if you need help!</p>

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Date	Topic	Tasks
	STUDY THE RUBRIC CAREFULLY TO MAKE SURE YOU ADDRESS EACH OF THE ROWS	
12/4 - 12/8	Course Wrap Up	Course Wrap-Up Tie up any loose ends, finish posting in any discussion forum that are still open, revise and resubmit field assignment as needed. Final Exam during the final week of classes - online

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