TSL 4324/ TSL 4340/ TSL 5361C
ESOL in the Content Areas
Syllabus Spring 2011

Department of Teacher & Learning
Website: On Blackboard CE6
03 credits
Instructor: Aixa Perez-Prado, Ph.D.
Email: through the CE6 website to Instructor
Office Hours: Monday 2-4:30, Wed 9-11:30, and/or Friday by appointment
Office Location: ZEB 261
Class Location: ZEB 150
Class Time: Mondays 7:50-10:20
Telephone: Aixa: (305) 348-3504, cell (305) 905-2273

Note: If you need to contact me urgently, please use my cell phone, I might not see the Blackboard email right away. My fiu email is, pereza@fiu.edu but I prefer you to mail me through Bb.

Required Texts:


Faber & Mazlish (1995). How to talk so kids can learn at home and school. New York: Fireside (you can order this one from Amazon used, very cheap)

Grading Criteria

The grading criteria in this course follows FIU grading criteria as described in the student handbook

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
59 = F
The desired future of the College 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 College, 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 College 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 college 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 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.

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 addressed in this course:**

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

**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)*

**Domain 1: Culture (Cross-Cultural Communications)**

**Standard 1: Culture as a Factor in ELLs’ Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse
backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**Performance Indicators**
1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Leadership Councils (PLC)).
1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.
Domain 2: Language and Literacy (Applied Linguistics)

Standard 1: Language as a System
Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English.

Performance Indicators
2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs’ development of listening, speaking, reading, and writing (including spelling) skills in English.
2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

Standard 2: Language Acquisition and Development
Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

Performance Indicators
2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.
2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.
2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

Standard 3: Second Language Literacy Development
Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning.

Performance Indicators
2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs’ learning.
2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and
psychological variables to facilitate ELLs’ L2 literacy development in English.
2.3.e. Understand and apply knowledge of how principles of phonology,
morphology, syntax, semantics, and discourse affect L2 reading and writing
development.
Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Performance Indicators
3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Standard 2: Standards-Based ESL and Content Instruction Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

Performance Indicators
3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
3.2.b. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.
3.2.c. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.
3.2.d. Provide standards-based instruction that builds upon ELLs’ oral English to support learning to read and write in English.
3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.g. Develop ELLs’ writing through a range of activities, from sentence formation to expository writing.
3.2.h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).
3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

Standard 3: Effective Use of Resources and Technologies Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.
Performance Indicators

3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.
Domain 4: ESOL Curriculum and Materials Development

Standard 1: Planning for Standards-Based Instruction of ELLs

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Performance Indicators
4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.
4.1.b. Create supportive, accepting, student-centered classroom environments.
4.1.c. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency and integrating ELLs’ cultural background knowledge, learning styles, and prior formal educational experiences.
4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

Standard 2: Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Performance Indicators
4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs’ developing English language and literacy.
4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.
Domain 5: Assessment (ESOL Testing and Evaluation)

Standard 1: Assessment Issues for ELLs
Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Performance Indicators
5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.e. Distinguish among ELLs' language differences, giftedness, and special education needs.

Standard 2: Language Proficiency Assessment
Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators
5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

Course Purpose & Overview

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. 
http://www.fldoe.org/aala/cdpage2.asp

### Course Design

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td>Field Assignment</td>
<td>25</td>
</tr>
<tr>
<td>RATs</td>
<td>20</td>
</tr>
<tr>
<td>Teaching/Assessment Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Final</td>
<td>15</td>
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</tbody>
</table>

*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 attendance to the mandatory class meetings and online and offline participation (including chapter presentations by group and participation in group activities). Since this course will meet partially online, it is essential that all students visit the website **a minimum of three times a week** to read the information in the modules, post in the bulletins section & lead group chapter discussions, 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** – See online icon, this is also the taskstream artifact for this class. See the description of the assignment 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 (25%)

**RATs** – there will be four RATs given in this course, otherwise known as Readiness Assessment Tests. They will be tests given at the beginning of the period that assess how ready you are to discuss the chapter assigned that day. The RAT is given first individually and then to a small group. Your grade on the RATs will be a combination of your individual grade and your group grade on the assessments. It is therefore in your best interest to read the chapter that is due carefully so you can score as high as possible on your individual test and in your group as well. These RATs take the place of a midterm in this class (20%)

**Teaching/Assessment 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 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. (25%)

**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. (15%)

**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.

You will be required to give a presentation (30-45 minutes) on a chapter in our text that will be assigned to you or to you and a partner. This presentation should cover the key points of the chapter in an interactive way that includes participation from your classmates and note taking or a handout.

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 correlate with the unit outcomes inherent in the conceptual framework of the College 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 College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College 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 is:

TSL 4324 – TSL4324-U01CSP11
TSL 4340 – TSL 4340-U01CSP11
Please sign up for a taskstream account during the first week of class. 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
http://education.fiu.edu/taskstream/
COE IT Department, ZEB 269
305-348-6305
coesupport@fiu.edu
COE Computer Lab, ZEB 165
305-348-6134

University Requirements

Please see FIU guidelines regarding plagiarism. These guidelines will be strictly enforced in this course.

http://coeweb.fiu.edu/plagiarism/FIU_Procedures_in_Plagiarism.htm

Additional Readings

For this class the additional readings will be contained within the course website learning modules. Please be sure that you carefully review each of the module pages in this course. Many pages link to online articles and websites that are of importance in obtaining a comprehensive understanding of the topic of this course.

Course Schedule, Topics & Readings

Tentative Schedule

Class will meet both face to face and online, check schedule for details and website regularly in case there are any changes in the schedule

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 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*. Instructors retain the right to modify the course syllabus for any reason throughout the semester provided that:

- fair and adequate notice is given to enrolled students either by email, in writing, or through online publishing;
- modifications to the syllabus are not arbitrary or capricious; and,
- students are not unfairly disadvantaged by mid-semester changes to grading standards, attendance standards, or performance.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics/ Readings</th>
<th>Related assignments/activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10</td>
<td>Overview of course syllabus and assignments</td>
<td>Post in the Module One discussion area online</td>
</tr>
<tr>
<td></td>
<td>ESOLish activity 1</td>
<td>Purchase books and start reading</td>
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<tr>
<td></td>
<td>Group Formation</td>
<td>ALWAYS BRING BOTH TEXTBOOKS TO CLASS!!!</td>
</tr>
<tr>
<td></td>
<td>Learning module one online: applied linguistics</td>
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<tr>
<td></td>
<td>ESOL Domain 2: Language and Literacy Standard 1: Language as a system 2.1a-f</td>
<td></td>
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<tr>
<td></td>
<td>Standard 2: Language Acquisition and Development 2.2a-d</td>
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<tr>
<td>1/17</td>
<td>MLK day</td>
<td>Post in chapter one discussion online</td>
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<tr>
<td></td>
<td>No Classes at FIU</td>
<td>Post in the Module One discussion area online</td>
</tr>
<tr>
<td>1/24</td>
<td>Ch. 1 &amp; 2 English Learners in School &amp; second language acquisition</td>
<td>Post in chapters one and two discussions online</td>
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<tr>
<td></td>
<td>ESOLish activity 2</td>
<td>Continue reading in How to Talk book</td>
</tr>
</tbody>
</table>
| 1/31 | **RAT Today!**  
Ch. 3 classroom practices for English learner instruction  
**How To Talk....**  
**Learning module two online: culture**  
**ESOLish activity 3**  
ESOL Domain 1: Culture (Cross-Cultural Communication)  
Standard 1: Culture as a Factor In ELLs Learning  
1.1a-f  
ESOL Domain 3: Methods of Teaching English to Speakers of Other Languages  
Standard 2: Standards-based ESL and content instruction  
3.2g-k | -respond to instructor’s email regarding field assignment – wait for email  
Post in chapter three discussion online  
Post in module two discussion area  
Continue reading in How to Talk book |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/7</td>
<td>Ch. 4 oral language development in SLA presentation by graduate student(s) in this class</td>
<td>Post in the chapter four discussion online and learning module three discussions online</td>
</tr>
<tr>
<td></td>
<td>Learning module three: methods</td>
<td>Individual Field Assignment meetings with instructors this week as needed</td>
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<tr>
<td></td>
<td><strong>How To Talk….</strong> ESOLish activity 4 ESOL Domain 2: Language Acquisition and Development 2.2a-d</td>
<td>Look up the Florida Consent Decree Online and post in the FCD topic in discussions about how this policy affects you as a teacher in Florida</td>
</tr>
<tr>
<td></td>
<td>ESOL Domain 3: Methods of Teaching English to Speakers of Other Languages Standard 1: ESOL Research and History 3.1a-c</td>
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<tr>
<td>2/14</td>
<td>Ch. 5 emergent literacy</td>
<td>Post in the chapters five discussion online and learning module three discussion</td>
</tr>
<tr>
<td>ONLINE</td>
<td>Learning module three: methods</td>
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<tr>
<td></td>
<td>ESOL Domain 2: Language and Literacy Standard 3: Second Language Literacy Development 2.3a-e</td>
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<tr>
<td>2/21</td>
<td>RAT Today!</td>
<td>Post in the chapter six discussion online and</td>
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<tr>
<td>Chapter 6</td>
<td>Learning module three: methods</td>
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<tr>
<td>words and meaning: English learner’s vocabulary development</td>
<td>ESOL Domain 2: Language and Literacy Standard 3: Second Language Literacy Development 2.3a-e</td>
<td></td>
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<tr>
<td>presentation by graduate student(s) in this class</td>
<td>ESOL Domain 3: Methods of Teaching English to Speakers of Other Languages Standard 2: Standards-based ESL and content instruction 3.2g-k</td>
<td></td>
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<table>
<thead>
<tr>
<th>2/28 ONLINE</th>
<th>Learning module four: curriculum &amp; materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 7 English learners and process writing</td>
<td>ESOL Domain 2: Language and Literacy Standard 3: Second Language Literacy Development 2.3a-e</td>
</tr>
<tr>
<td></td>
<td>ESOL Domain 4: ESOL Curriculum &amp; Materials Development Standard 1: Planning for</td>
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</tbody>
</table>

| **2/28** | **Post in the chapters six & seven discussions and learning module four discussion online** |
| **ONLINE** | **first draft of Taskstream artifact due online in Blackboard and Taskstream** |

**3/4 is the official university deadline to drop a course with a DR grade**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Discussion and Discussion Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/7</td>
<td>Standards-based instruction for ELLs 4.1a-e</td>
<td>Chapter 8 reading and literature instruction for ELLs presentation by graduate student(s) in this class  &lt;br&gt; Learning module four: curriculum &amp; materials  &lt;br&gt; ESOL Domain 2: Language and Literacy Standard 3: Second Language Literacy Development 2.3a-e  &lt;br&gt; ESOL Domain 3: Methods of TESOL Standard 3: Effective use of resources and technologies 3.3a-c</td>
</tr>
<tr>
<td>3/14</td>
<td>FIU Spring Break</td>
<td>RELAX</td>
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<tr>
<td>3/21</td>
<td>RAT Today! Chapter 9 content reading and writing: pre-reading and during reading</td>
<td>Post in chapter nine discussion online and learning module five discussion online</td>
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<td>Learning module five: assessment</td>
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<tr>
<td>Date</td>
<td>Tasks</td>
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| 3/28 ONLINE| **Use this week to work with your groups on the final presentation/video project and email instructor with an update of your progress**<br>**Learning module five: assessment**<br>**ESOL Domain 5: Assessment Standard 1: Assessment Issues for ELLs 5.1a-e**
**you should have a second draft of your Taskstream assignment ready for review this week, upload draft 2 to taskstream** |
| 4/4        | **RAT Today!**<br>Chapter 10: content reading and writing: postreading strategies<br>**ESOL Domain 4: ESOL Curriculum & Materials Development Standard 1: Planning for Standards-based instruction for ELLs 4.1a-e**<br>**Post in chapter ten discussion online and learning module five discussion online** |
| 4/11 ONLINE| **Chapter 10 & 11: content reading and writing: postreading strategies & reading assessment and instruction**<br>**ESOL Domain 4: ESOL Curriculum & Materials Development Standard 1: Planning for Standards-based**<br>**Post in chapters ten and eleven discussions online - start to work with your groups on your final presentation in the class and video**
**TASKSTREAM FIELD ASSIGNMENT DUE THIS WEEK** |
<table>
<thead>
<tr>
<th></th>
<th>Instruction for ELLs 4.1a-e</th>
<th>ESOL Domain 5: Assessment Standard 1: Assessment Issues for ELLs 5.1a-e Standard 3: Classroom based assessment for ELLs 5.3a-f</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/18 ONLINE</td>
<td>Working on your YouTube videos and/or in class presentations with your group</td>
<td>Schedule a group meeting with me this week to finalize presentation and get feedback Post in final review discussion online</td>
</tr>
<tr>
<td>4/25</td>
<td>You are a participant and/or an observer in every presentation – attendance is required even when you are not the presenter</td>
<td>Video Presentations due this week to be presented in class and posted online</td>
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<td><strong>FINAL</strong></td>
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