TSL 3080, Section U02
ESOL Issues: Principles and Practices I
Spring 2013

Instructor: Xuan Jiang, Ph.D. student (Teaching Assistant)
Office: ZEB 214
E-mail: xjiang@fiu.edu
Office hours: Tu 3:30 p.m. – 5:00 p.m.; W 3:30 p.m. – 5:00 p.m. or by appointment
Class location: PCA 167
Class meeting day and time: Mo & We 2:00-3:15 p.m.

COURSE DESCRIPTION
This course is designed to introduce the issues, principles, and practices of teaching English to speakers of other languages. The goal of this course is to develop the foundations of knowledge necessary to prepare pre-service teachers to understand the concepts upon which second language acquisition and teaching are based. The concepts developed in this course will form the foundation upon which subsequent courses in the Elementary Education Program will build. Only by developing the conceptual understanding of the needs of linguistically and culturally diverse students can teachers bring to their future coursework and, ultimately, to the ESOL classroom, the knowledge, skills, and dispositions to select and apply the most effective language teaching strategies into all aspects of classroom instruction. The conceptual focus of this course is, therefore, based on the teacher as self-directed, reflective practitioner and problem solver who is able to facilitate learning and change within diverse populations and environments.

COURSE OBJECTIVES
Upon completion of this course students will
• understand the background and concepts of the Florida Consent Decree;
• understand approaches to curriculum design of instructional programs and models in ESOL;
• understand second language acquisition theory and the principles of language learning;
• understand linguistic and cultural diversity in the classroom and the implications for instruction in the multicultural classroom, and
• understand the concepts underlying ESOL instructional and content approaches to promote classroom success for second language learners.

FIU GLOBAL LEARNING OBJECTIVES
http://goglobal.fiu.edu/

Global Awareness: Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Students will be able to discuss language minority experiences, particularly those of children, in terms of immigration, cultural adaptation, language learning, and public education.

Assessment Activity:
Students will interview a local person who has learned English and is working in the community, as well as a teacher of young children who are learning English while attending school. Students will provide a journalistic report of their interviews, tying interviewee comments to course concepts of language acquisition, acculturation, and pedagogy.

Global Perspective: Ability to develop a multi-perspective analysis of local, global, international, or intercultural problems.

Students will be able to relay perspectives relating to refugees, immigration, and displacement.

Assessment Activity:
Team activity: Students will research and present a WebQuest on displacement, taking into consideration issues of human rights, racism, or oppression of those displaced. The artifact will be an electronic piece of media—e.g., PowerPoint, web page, video, etc.—describing a particular example of displacement and a community’s reaction to it.

Global Engagement: Willingness to engage in local, global, international, and intercultural problem solving.

Students will be able to develop awareness of, appreciation for, and actual experience with educational challenges pertaining to language minority, immigrant, and refugee children whose first language does not match that of their school. Awareness is to be fostered through lenses of linguistics, multiculturalism, and language pedagogy.

Assessment Activity:
Students will engage in a field experience activity, visiting a public school for over a period no shorter than 5 weeks, working with assessment and initial language development exercises with a child who has lower English proficiency skills. The artifact will be a detailed report of the experience. (Please see essay template below.)

Textbooks


Reading will also require extensive use of downloads from Moodle.

Policies

To the extent possible, all materials should ultimately be handed in on line. In some circumstances, extensions may be given due to technological glitches. Any non-electronic material submission will need to be agreed upon ahead of time.
Submitting assignments

To the extent possible, be sure to submit assignments through Moodle or on Taskstream. On most occasions, no paper copies will be accepted, so all submissions need to be made electronically. In addition, be sure to submit assignments with the following format for naming the assignment:

FirstnameLastName-AssignmentDate.doc

For example:

XuanJiang-CaseStudy08202012.docx

Assignments need to be submitted in MS Word such that Track Changes may be used for feedback.

FIU's Conceptual Framework (StRIME) and MLE/TESOL's Commitments, Goals and Great Teaching

The TESOL Principles and Practices I course applies to the following attributes MLE/TESOL’s Commitments, Goals and Great Teaching, as well as FIU’s Conceptual Framework, color coded in light of StRIME (Stewards of the Discipline, Reflective Inquirers, and Mindful Educators)

<table>
<thead>
<tr>
<th>Commitments</th>
<th>not evident</th>
<th>approaches standard</th>
<th>meets standard</th>
<th>exceeds standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Theoretical, scientific, research base</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2. Full credentials for all students</td>
<td></td>
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<tr>
<td>C3. High quality based on international standards (ACTFL, TESOL and the Florida Educator Accomplished Practices)</td>
<td></td>
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<tr>
<td>C4. International connections, including overseas practicum opportunities with internet correspondence</td>
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<tr>
<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td>C5. Two-way bilingualism, biliteracy and biliteracy and biliteracy</td>
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<tr>
<td>C6. Student and teacher creativity</td>
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<tr>
<td>C7. Candidate understanding of elements that make up language</td>
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<tr>
<td>C8. Interactive technological components</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C9. Art, music, poetry, and physical education as integral parts of literacy with students writing their own stories and teachers writing their own stories, too</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goals**

| G1. to introduce candidates to the latest and most exciting teaching methodologies, strategies, and technology |
| G2. to make content in any new language immediately accessible to all students                           |
| G3. to connect theory to practice and vice versa                                                      |
| G4. to promote fair assessment of language proficiency and progress                                  |
| G5. to assert that candidates and their students can progress in listening, speaking, reading, and writing in the new language |
| G6. to assist new language learners in their garnering of content curricula                           |
| G7. to promote language education certification for all teachers, confirming language and applied linguistic expertise and professional preparation |

**Great Teaching**
GT1. a humanitarian sense of equality, fairness, inclusion, and freedom

GT2. enthusiastic support of creativity and humor

GT3. technology as an communicative and interactive tool for all students, as well as their families

GT4. understanding and speaking out with regard to immigrant displacement, hardship

GT5. value for the contributing aspects of students’ non-local languages and cultures

GT6. understanding gender issues in a cross-cultural context

GT7. a sense that all students can learn another language in spite of cultural and linguistic obstacles

GT8. a global sense of caring

GT9. putting respect and needs of students in front of those of teachers and administration

Standards regarding the Florida Education Accomplished Practices (FEAPs), Florida Department of Education (FDOE), Florida ESOL Competencies and Skills, Florida ESOL Skills and Indicators, and the TESOL/NCATE Teacher Education Accreditation Standards are included as part of each scoring rubric.

Moodle Learning System

Class Projects, Participation, Online Discussion Forums, Reflections, and Moodle

Attendance of every class and on-line session, active class participation, in-class group work, on-line discussions, and participation in all assignments are expected. Positive contribution to any discussion thread is also expected, in order to fulfill the requirements of all assignments.

To log into Moodle, please go to

http://online.fiu.edu/login/uts
You may click on “Login” to get started. If you find you have questions, you may click on “Student Info.” If your questions there can’t be answered, then try phoning at 305 348-2284.

Please inform your professor of any broken links in your Moodle course.

**TaskStream**

You are required to upload 2 assignments to TaskStream. For more information regarding subscriptions to TaskStream, please look at [http://www.taskstream.com](http://www.taskstream.com).

### The assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TESOL philosophy statement</td>
<td>5%</td>
</tr>
<tr>
<td>2. case study action research project</td>
<td>30%</td>
</tr>
<tr>
<td>a Global learning assignment regarding Global Awareness and Engagement</td>
<td></td>
</tr>
<tr>
<td>3. WebQuest</td>
<td>10%</td>
</tr>
<tr>
<td>a Global learning assignment regarding Global Perspective</td>
<td></td>
</tr>
<tr>
<td>4. in-class participation and attendance</td>
<td>15%</td>
</tr>
<tr>
<td>5. two take-home exams</td>
<td>15%+ 15%</td>
</tr>
<tr>
<td>6. on-line weekly reflections and discussions</td>
<td>10%</td>
</tr>
</tbody>
</table>

#### 1. TESOL Philosophy Statement

In the first week of the course, be sure to email to the TA an initial philosophy statement for how you would approach working with students in your class who don’t speak English. Keep hold of this statement, as you will need to refer to it at the end of TSL 4081. Ultimately, you’ll want to compare your first statement with your last.

#### Examinations:

You’ll need to pass an ongoing cumulative exam to ultimately be passed in TSL 4081. Evidence of having worked through the TSL 3080 cumulative exam must be demonstrated.

The successful submission of this assignment will yield you an “exceeds” rating for this assignment.

<table>
<thead>
<tr>
<th>CGGs</th>
<th>approaches</th>
<th>meets</th>
<th>exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>G2</td>
<td>FEAP a.2.c</td>
<td>Statement explains candidate’s consideration for conveying high expectations to all students.</td>
<td>Statement explains candidate’s consideration for conveying high expectations to all students and connects those</td>
</tr>
<tr>
<td>GT5</td>
<td>FEAP a.2.d</td>
<td>Statement mentions culture.</td>
<td>Statement indicates candidate’s respect for students of varying cultural, linguistic, and family backgrounds</td>
</tr>
<tr>
<td>-------</td>
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<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>GT1</td>
<td>FEAP a.2.f</td>
<td>Statement mentions open-mindedness and equity.</td>
<td>Statement shows a candidate’s sincere endeavors to promote a climate of openness, inquiry, fairness, and support for language minority students. • Statement refers to skills and practices that encourage innovation and foster a climate of openness, inquiry, equity and support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• FDOE 2.6</td>
<td></td>
</tr>
<tr>
<td>G2</td>
<td>FDOE 2.4</td>
<td>Statement includes a line about adapting student’s environments.</td>
<td>Statement indicates candidate’s willingness to evaluate and adapt students’ learning environments in accommodating needs and backgrounds of all students.</td>
</tr>
<tr>
<td></td>
<td>FDOE 2.5</td>
<td>Statement includes numerous writing issues concerning grammar, paragraphing, spelling, or flow</td>
<td>Statement adequately displays acceptable written communication skills.</td>
</tr>
<tr>
<td>C6</td>
<td>FDOE 5.1</td>
<td>Statement mentions that candidate will seek professional development.</td>
<td>Statement offers candidate’s relevant and measurable professional development goals. • Statement includes notions of promoting both</td>
</tr>
</tbody>
</table>

- This syllabus cannot be copied without the express consent of the instructor.
2. **Case Study Action Research Project**

You will submit in writing a project related to the education of your case study ESOL student. The case study student is an ESOL child from the field school. You should interact with the child one on one whenever possible during the field study time, and observe the child during whole class and small group activities. Your reflections and observations will be kept in a field notes journal. You will meet with the professor a couple of times in the semester in order to discuss progress with the project. You may be asked to give a brief oral summary/presentation of your project findings in class at the end of the semester. The case study field experience will entail at least 10 hours. Further details will be discussed in class.

You will need some equipment for this project, namely a way to digitally record a student, as well as a scanner.

**Note:** We will *not* be videotaping in this project. However, if your school or the case study child’s family member requires a permission form, we can provide it.

Use the following template for assembling your project.

**Template for the case study**

**Your Name**

**Introduction**

Give a brief description of this project and why it might be important.

**Road map**

Tell readers what they will see in this paper. Use subheadings to guide this paragraph.
The case study student

Introduce the child. **Be sure to use a pseudonym for the child.**
Give a description of the student and the student’s learning environment.

Interviews

Teacher interview
- a description of his/her credential in ESOL and how s/he acquired it (through a university, at a professional development center);
- a philosophy regarding teaching language minority students;
- their views on bilingualism and ESOL students
- connections to course readings and discussions.

Interview with parent or family member of the case study child
- **background**: socio-economic level (estimate), schooling, literacy in L1 and L2, languages spoken, reading habits (you can find this out by observation and questioning, no exact responses are expected).
- **arrival**: child’s age on arrival, changes in life style, degree to which members of the family are learning or desiring to learn English (friends, TV/radio, magazines/papers, books/journals), experiences with English speakers; other cultural issues; their story of how they came to the US
- family member’s proficiency level in English (estimate based on interaction): oral, reading, writing
- child’s proficiency level of literacy in English: oral, reading, writing
- the degree to which they (both family member and case study child) are enjoying their schooling, including their experiences with learning English; the degree to which they speak English, their home language, and any other language; their relationships at school with native speakers and those who speak their language
- connection with course readings and discussions

Interview with an adult English learner
- their experience in coming to the US,
- reasons for leaving their home (if they’re willing to do so),
- how life was upon arrival in the US
- issues of culture shock or adjustment
- their approach to learning English
- how life has evolved since coming to the US
- connections to course readings and discussions

Initial Assessment

Writing
Choose one of the following prompts based on the cooperating teacher’s recommendations, given the possible proficiency level of the student.

**General:**

Write a story, fable, myth, fairy tale, poem, or play
Recount or summarize a newspaper article or a story
Write about an event that happened recently in your life

**Language Arts:**

Retell a story from the newspaper.
Give us the instructions for some particular procedures (building a model, using a DVD player, playing a particular game).
Write a report on the story we just read.
Does television promote crime in your community?

**Social Studies:**

Pretend you’re a famous person. Write a diary entry for that person.
How and why do you use a map?
Give us a report on oceans.
How does soil erosion occur?
Do you think punishment for crimes in our society is appropriate?

**Math:**

Describe how you solved a particular problem.
How do you find the perimeter of the room we’re in?
How do you help your parents pay electricity bills?
You need to go to Disney World. What is the best way to get there?

**Health:**

Record your exercises and eating for a day.
Give us a recipe for some healthy cookies.
How do you take care of yourself when you have a cold?
How do you help your family when they have a prescription?
Is smoking dangerous?

**Science:**

Explain what happens when chickens hatch.
Write the results of some experiment.
Give us a report on birds.
Explain how rain forms.
What is the relationship between electricity and magnetism.

Give the child somewhere between 1 and 30 minutes to write, depending on anxiety level. If the child simply can’t write, then go ahead and stop the exercise, marking down the amount of time spent. If the child starts to look frustrated or exhausted, mark down the time and stop the exercise. If the child gets to 30 minutes, mark down 30 minutes and stop the exercise.

Collect the child’s work. Scan it as a jpg file.
Comment on the content of the message and its intelligibility, as well as its expressiveness of the child.

Then analyze the actual language of the child. Comment linguistically on specific excerpts from the writing.

Decide on the proficiency level of the child, based on the criteria discussed in class. Be sure to justify your decision, citing specific examples. You could even rescan in the exact example here.

Use one of the following two rubrics to help you analyze the child’s writing.

### Elementary Written Language Matrix (grades K-3)

<table>
<thead>
<tr>
<th>support level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>vocabulary</td>
<td>limited vocabulary</td>
<td>vocabulary expanding but still limited</td>
<td>some descriptive language used</td>
<td>vocabulary more advanced</td>
</tr>
<tr>
<td>content and organization</td>
<td>• focuses on one idea • can be a collection of unrelated ideas • copies from a model</td>
<td>• writes concrete descriptions • some descriptive language used • personal experiences included • sentences around one idea</td>
<td>• developing elements of a story • connections in the story; uses connecting words • retelling of a personal experience, though not necessarily in order</td>
<td>• beginning, middle, and end • may contain some or all of the following: setting, characters, problems, events, solutions • many descriptive details • sequences, possibly including chronological order</td>
</tr>
<tr>
<td>Verbs</td>
<td>• few used, usually not more than one per sentence</td>
<td>• limited use of tense</td>
<td>• subject verb agreement emerging</td>
<td>• variety of tenses</td>
</tr>
<tr>
<td>sentence structure</td>
<td>• single words and phrases</td>
<td>• mostly simple short sentences simple patterns</td>
<td>• minor errors in word order and grammar</td>
<td>• some compound and complex sentences • correct grammar</td>
</tr>
<tr>
<td>Form</td>
<td>• draw pictures • labels pictures • emergent spelling</td>
<td>• regular spelling difficulties • spelling errors reflect L1 • punctuation rules less evident</td>
<td>• punctuation mostly correct • occasional spelling errors</td>
<td>appropriate punctuation • few spelling errors, especially among common words</td>
</tr>
<tr>
<td>Support Level</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>---------------</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>• limited vocabulary</td>
<td>• vocabulary expanding but still limited, usually consisting only of concrete words • some descriptive language used</td>
<td>• abstract vocabulary use becoming evident • idiomatic forms emerging</td>
<td>• extensive use of abstract vocabulary • substantial use of idiomatic language</td>
</tr>
<tr>
<td><strong>Content and Organization</strong></td>
<td>• focuses on one idea • ideas may be unrelated • sentences around one idea • copies from a model</td>
<td>• writes concrete descriptions • some descriptive language used • personal experiences • beginning to organize paragraphs</td>
<td>• loosely organizes • starting to use topic sentences, body, and conclusions • main ideas clear but still lacking supporting ideas</td>
<td>• ideas clearly stated and supported • paragraphs well organized • drafts and re-drafts; student self-corrects</td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td>• few used, usually not more than one per sentence • many agreement errors • tense errors obscure meaning</td>
<td>• limited use of tense • agreement errors</td>
<td>• subject/verb agreement emerging • awareness of simple tenses (present, past, future)</td>
<td>• wide variety of tenses</td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td>• single words or phrases • words missing • ranges from non-sentences to simple sentences, but subject/verb/object patterns not yet established</td>
<td>• short sentences with patterns developing • beginning to use connectors (<em>and, but, or</em>) • words still missing (e.g., prepositions)</td>
<td>• complex sentences emerging • connectors a regular feature • meaning not always clear on first reading • minor grammar errors</td>
<td>• complex sentences with some errors • appropriate prepositions</td>
</tr>
<tr>
<td><strong>Form</strong></td>
<td>• writing may be dominated by spelling errors • little or no understanding of punctuation or capitalization</td>
<td>• regular spelling difficulties • spelling errors reflect L1 • awareness of punctuation rules • run-ons and sentence fragments</td>
<td>• some spelling errors • few punctuation errors</td>
<td>• appropriate punctuation</td>
</tr>
</tbody>
</table>
Speaking

**Story telling activity**

Using a picture stimulus, asks the student to tell you the story of the picture in as much detail as possible. Record the student with a digital recorder.

**Note:** Hold on to this picture, as you’ll want to give the same stimulus at the end of the project in a few weeks.

Comment on the content of the message and its intelligibility, as well as its expressiveness of the child.

Then analyze the actual language of the child. Comment linguistically on specific examples from the recordings and transcriptions.

Then using the following two charts, identify where you think the child falls on both of the following two charts. Highlight the box (using the color of your choice) where you think the data leads you to. Be sure to justify your decision, citing specific examples, including the recordings and the transcriptions above.

<table>
<thead>
<tr>
<th>Levels of language development</th>
<th>Assessment outcome</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1: labeling</strong></td>
<td>• continue to develop vocabulary orally and focus on basic communication with lots of concrete examples to support learning</td>
<td></td>
</tr>
<tr>
<td><strong>Level 2: telegraphic speech</strong></td>
<td>• may be about ready for basic reading but still has significant language gap • uses phrase and pivot words to communicate (here, want, that, give ball)</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3: basic sentences</strong></td>
<td>• tells what characters are doing (man is fishing; ducks are swimming)</td>
<td></td>
</tr>
<tr>
<td><strong>Level 4: language expansion</strong></td>
<td>• describes relationships between the characters and other things in the picture (man is fishing in the pond) • should be introduced to basic reading and offered support focusing on language development</td>
<td></td>
</tr>
<tr>
<td><strong>Level 5: connecting</strong></td>
<td>• able to connect ideas on possibilities (man is fishing but he won’t catch any fish)</td>
<td></td>
</tr>
<tr>
<td><strong>Level 6: story telling (concrete)</strong></td>
<td>• perceive picture as part of larger story, responses include indications of time, place, and cause/effect</td>
<td></td>
</tr>
<tr>
<td><strong>Level 7: story telling (abstract)</strong></td>
<td>• combines all previous steps and adds responses that include mood, emotional reaction, and conclusions</td>
<td></td>
</tr>
</tbody>
</table>
source: adaptation from British Columbia ESL policy web site:  

### Oral Language Scoring Rubric

<table>
<thead>
<tr>
<th>Focus</th>
<th>emerging</th>
<th>Beginning</th>
<th>developing</th>
<th>expanding</th>
<th>proficient</th>
<th>fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>• single words</td>
<td>• begins to name objects</td>
<td>• begins to initiate</td>
<td>• can sustain conversation</td>
<td>• can participate in social and</td>
<td>• communicate competently in social and</td>
</tr>
<tr>
<td></td>
<td>• difficulty</td>
<td>• begins to communicate</td>
<td>• retells a story or</td>
<td>• begins to communicate</td>
<td>class discussions</td>
<td>classroom settings</td>
</tr>
<tr>
<td></td>
<td>making new sounds</td>
<td>personal and survival</td>
<td>experience</td>
<td>in classroom settings</td>
<td>errors do not interfere with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intelligible</td>
<td>needs</td>
<td></td>
<td></td>
<td>meaning</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>• repeats words</td>
<td>• speaks in single-word</td>
<td>• speaks hesitantly,</td>
<td>• speaks with occasional</td>
<td>• speaks with near-native</td>
<td>• speaks fluently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>utterances and short</td>
<td>rephrasing and search</td>
<td>hesitation</td>
<td>fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>patterns</td>
<td>for words</td>
<td></td>
<td>hesitations do not interfere</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>• one word utterances at most</td>
<td>• uses predominantly</td>
<td>• uses adequate vocabulary;</td>
<td>• uses varied vocabulary</td>
<td>• uses extensive vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• silence preferred</td>
<td>short phrases preference</td>
<td>some errors in word use</td>
<td></td>
<td>may lag behind native</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• silence preferred</td>
<td></td>
<td></td>
<td>speakers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>occasionally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• easily tires</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• uses simple naming words,</td>
<td>• uses functional</td>
<td>• uses adequate vocabulary;</td>
<td>• uses varied vocabulary</td>
<td>• uses extensive vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cognates, numbers</td>
<td>vocabulary</td>
<td>some errors in word use</td>
<td></td>
<td>may still lag behind native</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>speakers</td>
<td></td>
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<tr>
<td>Listening</td>
<td>• understands little or nothing</td>
<td>• understands words</td>
<td>• understands classroom</td>
<td>• understands most spoken</td>
<td>• understands and responds to</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• phrases usually require</td>
<td>discussions with repetition,</td>
<td>language, including class</td>
<td>class discussion without</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>repetition</td>
<td>repetition, rephrasing, or</td>
<td>discussion</td>
<td>difficulty</td>
<td></td>
</tr>
</tbody>
</table>

Plan
• Using the results of your pre-assessment—and alluding to such overtly in your report—develop and write about an account of the plan you make in concert with the cooperating teacher regarding your own one-on-one assistance with the ESOL student over the course of the semester, based on the results of the first assessment.

• Be sure you point directly to the actual elements of your initial assessment that helped you come to your decisions. You can even use scans or recordings again here, if you’d like, though a written reference is fine.

• Use any 2 of the writing exercises named in Ada/Campoy, Part 2, Units 1 through 10.

• For one of these works, ask the cooperating teacher if the child may share one piece of their work with the class. If so, describe how that goes over. If not, see what happens when the child shares their work with a couple of native English speakers in the class.

• Have the child complete at least one homework exercise that includes the family.

• For at least one of the exercises, ask the student to use their first language as a foundation or accompaniment. In other words, their final text will have components in both their first language and English. (These are usually moments in which the families can be involved.)

Carrying out the plan

• Write notes on what happens between you and the ESOL student over the four or more times you spend with this child over the course of the semester. Be sure to note the activities you choose, what happens to you and the ESOL student, and explicit quotes and examples of output from the ESOL student. Again, digitally record actual words and sentences as uttered or written by the student. Include recordings and scanned examples of writing in your essay.

• Write notes on how the child is dealing with the new environment.

• Note in your essay the day of your activity along with a brief description of the activities you conducted. Again, as with all portions of this essay, be sure to include as many examples of actual language as you can.

• Be sure to indicate any of the theories from the course you see appropriate to your discussions.

first visit

<table>
<thead>
<tr>
<th>Date and time</th>
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</thead>
<tbody>
<tr>
<td>diary entry: What did you and the child do?</td>
</tr>
<tr>
<td>digital recordings?</td>
</tr>
<tr>
<td>scans of writing?</td>
</tr>
<tr>
<td>Which of the Ada/Campoy assignments did you work on?</td>
</tr>
</tbody>
</table>
second visit

Date and time

diary entry: What did you and the child do?
digital recordings?
scans of writing?
Which of the Ada/Campoy assignments did you work on?
If the child shared the piece with the class or fellow students, how did that go over?
Did any of the course theories or conversations apply to today’s work?

third visit

Date and time

diary entry: What did you and the child do?
digital recordings?
scans of writing?
Which of the Ada/Campoy assignments do you work on?
If the child shared the piece with the class or fellow students, how did that go over?
Did any of the course theories or conversations apply to today’s work?
Which of the Ada/Campoy family homework projects did you assign?

fourth visit

Date and time

diary entry: What did you and the child do?
digital recordings?
scans of writing?
What was the result of the family homework project?
If the child shared the piece with the class or fellow students, how did that go over?
Did any of the course theories or conversations apply to today’s work?

Final assessment

- To the extent possible, conduct the same assessment procedure you conducted at the beginning of the semester. Again, make digital recordings of the student, and make jpg file scans of the student’s writing.

- Write an account of the final assessment, based on the initial assessments completed at the beginning of the semester. To the extent appropriate, use the same assessments done that first time.

Writing

Give the same prompt you gave during the initial assessment.

Again, give the child somewhere between 1 and 30 minutes to write, depending on anxiety level. If the child simply can’t write, then go ahead and stop the exercise,
marking down the amount of time spent. If the child starts to look frustrated or exhausted, mark down the time and stop the exercise. If the child gets to 30 minutes, mark down 30 minutes and stop the exercise.

Collect the child’s work. Scan it as a jpg file.

Comment on the content of the message and its intelligibility, as well as its expressiveness of the child.

Then analyze the actual language of the child. Comment linguistically on specific excerpts from the writing.

Decide on the proficiency level of the child, based on the criteria discussed in class. Be sure to justify your decision, citing specific examples. You could even rescan in the exact example here.

Indicate through color code (be sure to tell us which color you’re using for what purpose) both initial and final assessment.

Use one of the two rubrics to help you analyze the child’s writing.

**Comparison of data**

**Writing**

Discuss and compare the initial and final assessment. Refer to any events during your four meetings that link the two assessments or that lead to surprises. Feel free to include scans—for example, two scans one next to the other.

**Speaking**

Discuss and compare the initial and final assessment. Refer to any events during your four meetings that link the two assessments or that led to surprises. Include the recordings—for example, if we listen to this initial example and now listen to this final example, we can then understand that _____.

- Indicate mistakes. Discuss which ones are different. Hopefully there will be fewer mistakes, or perhaps there will be longer sentences from the student.

**Conclusions**

**Reflection**

Write reflection of what you did with respect to both
a) what you did well, and
b) what you might have done that would have improved the results.

**Theoretical connections**
Be sure to note theories and conversations from the course that apply to this case study.

**Final comments**

Include any final comments here.

**Field Experience Placement Policies and Procedures**

In order to assert that the College of Education complies with the security regulations and institutional policies of hosting districts and private schools, all public and private placements must be arranged through the Office of Clinical Supervision.

Arrangements for placements are available each semester (fall, spring, summer) from the first day of registration through the date of the mandatory school orientation. To obtain a placement, students should bring a copy of their schedule to ZEB 220, Monday to Friday, 9:00 am to 5:00 pm, and follow the posted “Placement Request Procedures.” Students who are not on the University Park campus during those times should call 305 348-2082 to make alternate arrangements.

Recommended steps for successful field experience:

1. Obtain a copy of your schedule as soon as you are eligible to register for courses.
2. Take the schedule to ZEB 220 to get forms and directions for district security clearance.
3. Go to the specified site, following the district procedures.
4. Attend the orientation at the school site provided by the building administrator. You will be permitted to attend the orientation even if you have not yet been cleared for security, but you will not be able to begin in a classroom without the clearance.
5. Carry your district security clearance with you at all times you are in a district school. Follow other recommendations for professional behavior while at the school site.

**Appropriate professional attire and behavior**

FIU has suggestions for how local schools view appropriate professional attire and behavior. Furthermore, students should acquaint themselves with the Florida Code of Ethics and Principles for Professional Educators. A copy of this code is available in ZEB 220. As observers at schools, you will be expected to comply with the regulations and codes of the schools you are visiting. Guidelines toward what is often acceptable in local schools is also obtainable from ZEB 220. Please note that these guidelines vary from school to school.
Fingerprint clearance issues

Students who have had a court appearance in the past may be initially denied placement. The district will notify the student and the Office of Clinical Supervision of the “pending” status. It becomes the responsibility of the student to submit the requested documentation to the designated district official in a timely manner, so that the review can proceed as quickly as possible. If the documentation review results in a “not approved” status, the student will not be placed in that district and should apply for clearance in another district. Because of the time likely to elapse in this process, and the likelihood of a similar denial in the second district, the student should consider dropping education classes that require field experience as a mandated part of the grade. Enrollment in these classes should be postponed until security clearance is obtained and assured.

Case Study Rubric

You will submit each draft of your case study to Moodle.

The following rubric was designed such that students may examine their own work. The goal of the project is to achieve “exceeds” for every criterion.

You can use this chart to see the degree of success you’re having with the project. Your score for this assignment will be the average of the scores for each criterion. However, please note that you will need to meet criteria marked in pink in order to receive a passing grade on this assignment. Failure to meet this criterion will yield an “approaches” final grade for this exercise.

Note that the coding in this rubric is color coded with respect to FIU’s StIME conceptual framework: Stewards of the Discipline, Reflective Inquirers, and Mindful Educators.

<table>
<thead>
<tr>
<th>TSL 3080 case study</th>
<th>approaches 1</th>
<th>target 2</th>
<th>exceeds 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>overall essay</td>
<td>• Essay represents more of a stream of consciousness than a logical flow of reason. • Essay showcases substantial need for further concentration in writing mechanics.</td>
<td>• Essay displays logical order of events, noting subheadings and appropriate paragraphing. • Essay demonstrates ability to write in academic English.</td>
<td>• Essay displays clever and advanced versions of academic reasoning.</td>
</tr>
<tr>
<td>interviews</td>
<td>Essay includes some of the following: • child’s family background: socio-economic level (estimate), schooling, literacy in L1 and L2, languages spoken, reading habits (you can find this out</td>
<td>• Report includes personal information that adds to the story of the subject, adding a human and personal touch. • Summary of the questions included.</td>
<td>• Report is given in</td>
</tr>
<tr>
<td>(Global Awareness requirement)</td>
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<tr>
<td>(high stakes category)</td>
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<td></td>
<td></td>
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<tr>
<td>initial assessment</td>
<td>plan</td>
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<td>---------------------</td>
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<tr>
<td><strong>Assessment includes a description of the child and the child’s environment.</strong>&lt;br&gt;<strong>Essay explains both writing and speaking assessment set-up.</strong>&lt;br&gt;<strong>Essay includes examples of data, including actual sentences and words the student uses.</strong>&lt;br&gt;<strong>Essay explains procedures and details the results.</strong></td>
<td><strong>Plan refers to the results (though no more so) of the first assessment.</strong>&lt;br&gt;<strong>Plan suggests use of upcoming activities with the child and the child’s family.</strong></td>
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<tr>
<td><strong>Assessment includes legible scanned examples of student’s writing</strong>&lt;br&gt;<strong>Assessment includes intelligible digital recordings of student’s speaking</strong>&lt;br&gt;<strong>Assessment showcases knowledge of phonetic transcription</strong>&lt;br&gt;<strong>Assessment includes appropriate analysis of data.</strong></td>
<td><strong>Plan includes direct reference (including examples) to the results and analysis of the assessment that leads you to these conclusions.</strong>&lt;br&gt;<strong>Plan demonstrates interaction with the cooperating teacher with respect to these considerations.</strong>&lt;br&gt;<strong>Plan links assessment results to the choices of upcoming meetings and activities with both the student and the student’s family.</strong></td>
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<tr>
<td><strong>Analysis includes insight regarding comparisons and reasonable expectations based on child’s home language and child’s current English language proficiency.</strong></td>
<td><strong>Reference examples link initial assessment to plan, including legible scans of student’s writing and intelligible digital recordings of student’s speaking.</strong></td>
<td></td>
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<tr>
<td>carrying out of the plan</td>
<td>Essay includes reference to • notes on what happens between you and the ESOL student; • at least three different visits with the student; • activities you choose, as well as what happens with the child, • explicit quotes and examples of output from the child.</td>
<td>Description includes • explicit quotes and examples of output from the ESOL student. • notes on how the child is adjusting to the new environment. • overt reference to theories and conversations from the course • activities refer to Ada/Campoy authorship • child’s pronounced and focused use of first language • child’s activities involving the child’s family.</td>
<td>• Essay includes actual scanned examples of child’s writing • Essay includes digital recordings of child’s speech • Essay showcases examples of child’s sharing work with other class members.</td>
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<tr>
<td>final assessment</td>
<td>• Assessment includes a description of the child and the child’s environment. • Essay explains both writing and speaking assessment set-up. • Essay includes examples of data, including actual sentences and words the student uses. • Essay explains procedures and details the results.</td>
<td>• Assessment includes legible scanned examples of student’s writing • Assessment includes intelligible digital recordings of student’s speaking • Assessment showcases knowledge of phonetic transcription • Assessment includes appropriate analysis of data. • Assessment includes thorough comparison of child’s first assessment with the final assessment.</td>
<td>• Analysis includes insight regarding comparisons and reasonable expectations based on child’s home language and child’s current English language proficiency.</td>
</tr>
<tr>
<td>conclusions (high stakes category)</td>
<td>Essay names positive aspects of the experience.</td>
<td>• Connections of observable phenomena to at least 3 in-class theories • Essay refers to possible next steps or self-critiques.</td>
<td>• Essay offers academic insight with respect to the cross-cultural and multilingual aspects of the project as they apply to teaching English language learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CGGs</th>
<th>standard</th>
<th>Approaches (2)</th>
<th>Meets (3)</th>
<th>Exceeds (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>G4</td>
<td>FEAP a.1.d</td>
<td>Candidate has relied only on a single assessment procedure to evaluate ELL’s progress over time.</td>
<td>Candidate selects formative assessments to monitor learning. • Candidate designs and aligns formative</td>
<td>Candidate has chosen clever assessment pieces, described them in detail, including examples</td>
</tr>
</tbody>
</table>
• Candidate shows diagnostics but doesn’t fully establish connection between results.

Candidate shows diagnostics but doesn’t fully establish connection between results.

Candidate uses diagnostic to plan lessons. 

• Candidate chooses appropriate methods and evaluation

Candidate can use a variety of authentic assessments that match learning objectives.

• Candidate uses a variety of assessment tools to monitor student progress and learning gains. 

• Candidate analyzes assessment data from multiple sources to guide instructional decisions. 

• Candidate select formative assessments that match learning objectives 

• Candidate uses a variety of instruments to assess students as they work through authentic tasks. 

• Candidate assesses ELL’s language and literacy development in classroom settings, using a variety of authentic assessments.

• Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Candidate uses diagnostic to plan lessons. 

• Candidate chooses appropriate methods and evaluation

Candidate has cleverly selected diagnostic lessons and discussed, in terms of current pedagogical
<table>
<thead>
<tr>
<th>G1</th>
<th>FEAP a.1.f</th>
<th>Candidate’s choices for learning experiences with the ELL fail to address the plan or apply to ELL’s skills needing immediate attention.</th>
<th>Candidate develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</th>
<th>Candidate describes fully the language learning experiences of the ELL, in terms of both the student’s actual example language and the theories discussed in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• FDOE 1.10</td>
<td>and plan for instruction.</td>
<td>instructions for assessing student proficiency levels.</td>
<td>considerations, reasons for making proficiency level decisions and what assignments will be conducted down the road as a result of these data.</td>
<td></td>
</tr>
<tr>
<td>• FDOE 7.5</td>
<td></td>
<td>• Candidate determines and applies intervention strategies based on individual’s needs.</td>
<td></td>
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<tr>
<td>• TESOL/NCATE 4.b</td>
<td></td>
<td>• Candidate analyzes assessment issues with respect to proficiency levels.</td>
<td></td>
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<tr>
<td>• FDOE 8.5</td>
<td></td>
<td>• Candidate demonstrates understanding of methods for identification and placement of ELLs.</td>
<td></td>
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<tr>
<td>• FL ESOL Competencies and Skills 6.2</td>
<td></td>
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<tr>
<td>• FL ESOL Competencies and Skills 6.4</td>
<td></td>
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<tr>
<td>• FL ESOL Competencies and Skills 6.5</td>
<td></td>
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<td></td>
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<tr>
<td>• FL ESOL Standards and Indicators 3.2.c</td>
<td></td>
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<tr>
<td>GT1</td>
<td>FEAP a.2.f</td>
<td>Candidate mentions only in passing climates of openness and fairness.</td>
<td>Candidate discusses climates of openness, inquiry, fairness, and support.</td>
<td>Candidate discusses the climate of openness, particularly in light of the theories elucidated in the course.</td>
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<tr>
<td>G2</td>
<td>FEAP a.2.g</td>
<td>Candidate acknowledges cultural issues but doesn't address accommodations.</td>
<td>Candidate addresses learning environment, accommodating differing needs and a diversity of students.</td>
<td>Candidate discusses the ELL’s learning environment and argues in favor of certain accommodations in light of current pedagogy or advocacy issues.</td>
</tr>
<tr>
<td>G4</td>
<td>FEAP a.3.c</td>
<td>Candidate observes gaps in ELL’s subject matter knowledge but hasn’t</td>
<td>Candidate identifies gaps in students’ subject matter knowledge, while simultaneously</td>
<td>Candidate describes how gaps in students’ subject matter knowledge were</td>
</tr>
</tbody>
</table>
accounted for the possibility that language barrier is the reason the gap seemingly exists. examining such by using the students’ first language. identified, including a complete example-laden description of the technique and experience achieved by implementing the child’s first language.

| G6 | FEAP a.3.f | Candidate only addresses BICS | Candidate addresses student’s higher order thinking. • Candidate addresses differences in student’s ability to negotiate BICS and CALP | Candidate described in example-laden narrative how BICS and particularly CALP development relates to the phenomena uncovered in the case study. |
| G4 | FEAP a.3.i | Candidate acknowledges student’s reaction but doesn’t offer explanation or examples. Candidate describes student’s reaction to immediate feedback | Candidate uses example-laden narrative to described student’s reaction to immediate feedback. |
| G4 | FEAP a.4.a | Candidate relies on a single measure of evaluation. • Candidate exclusively makes decisions regarding ELL’s assessment • Candidate mentions assessment procedures but doesn’t offer explanation or examples of how they work. Candidate analyzes and applies data from multiple assessment procedures. • Candidate uses a variety of data in collaboration with colleagues to evaluate learning outcomes, adjust planning, and improve effectiveness of lessons. • Candidate uses a variety of assessments tools to monitor student achievement and learning goals. | Candidate describes, using example-laden narrative, how a variety of assessment tools linked to outcomes and lesson planning. |
| G3 | FDOE 1.4 | Candidate mentions theories but doesn’t connect case study phenomena with each theory mentioned. Candidate applies learning theories to instructional design and planning. | Candidate described, using example-laden narrative, how the language acquisition theories of the course apply |
| C5 | FL ESOL Skills and Competencies 4.4 | Candidate mentions incorporation of home language into literacy development procedures, but fails to offer explanation or examples. | Candidate identifies methods to incorporate the ELL’s home language into literacy development. | Candidate describes, using example-laden narrative, how the ELL’s home language was incorporated into literacy development activities. |
| G3 | FL ESOL Skills and Competencies 5.2 | Candidate offers research or theorists’ names but fails to connect sources to phenomena in the case study. | Candidate identifies major researchers who contribute to the formulation of the essay and project. | Candidate, using example-laden narrative, links phenomena of the case study to major researchers and their second language literacy instruction best practices. |
| GT7 | • FL ESOL Standards and Indicators 1.3 | Candidates only mention cultural phenomena but fail to connect cultural theory to the phenomena from the case study. | Candidate identifies phases and distinguishes among characteristics of cultural adaptation (e.g., assimilation, acculturation) in order to better understand ELLs. | Candidate describes, using example-laden narrative (particularly in the interviews section), interrelated experiences concerning immigration, cultural adaption, language education, and public education. |

*(high stakes category)
| GT8 | FIU Global Engagement (high stakes category) | Candidate acknowledges issues regarding language minority, immigrant, refugee, or language minority students; however, the descriptions fail to address lenses of linguistics, multiculturalism, or language pedagogy. | Candidate shows awareness of, appreciation for, and actual experience with educational challenges pertaining to language minority, immigrant, and refugee children whose first language does not match that of their school. • Awareness is to be fostered through lenses of linguistics, multiculturalism, and language pedagogy. | Candidate discusses, using example-laden narratives from the case study, issues facing language minority, immigrant, refugee, or language minority students, by connecting phenomena from the case study to specific issues of linguistics, multiculturalism, and language pedagogy. |

### 3. Displacement Web Quest

**A Global learning assignment regarding Global Perspective**

**Introduction**

Few people immigrate to new countries simply because they want to. Often there are financial or political reasons people need to leave their home, thus leading them and perhaps many members of their family to a new place where automatically they will be treated as outsiders. Seldom does this uprooting represent tacit desire to be at the new place. Often this act entails
pain and sadness, not only with respect to leaving family and friends, but also due to a grand lack of welcome in the new spot. There are positive stories, indeed. There are also many more stories of strife and hardship, including imagery of horrific violence and indeed rancid squalor. Thus, this assignment deals with the topic of displacement, a phenomenon often imposed on innocent people.

There is little question that the politics surrounding refugees, immigration, and displacement are daily conversations in the media and in our profession. As a result, it will be more than essential that we be both aware of and clued in on professional conversation with respect to asserting that language minority students have voice in today’s school, community, and public policy conversations.

For this web quest, you will be asked to delve into the topic of displacement as such applies to the lives of refugees, immigrants, and indeed language minority students. Reasons for doing so include notions that policy makers often fail to take into consideration issues of human rights, racism, or oppression in those displaced.

You will have this week to work on the project and offer your results at next week’s discussions threads online with Moodle.

**Objectives**

Demonstrate an understanding of a particular issue facing language minority students and language learners with respect to displacement, immigration, or refugees.

Become conversational regarding the issues surrounding this issue.

Understand where your voice may be offered up publicly with respect to this issue.

Please group yourselves into a team of no more than 3 people.

*Together:* The group selects a specific issue or event currently pertinent to language learners, immigrants, language minority students with respect to public policy toward displacement, immigration, or refugees.

*Person 1:* This person will research and collect media related articles concerning a particular issue of displacement, involuntary immigration (particularly with respect to children), or refugees. In other words, this person will attempt to answer this question: What is public perception concerning the issue?

*Person 2:* This person will research the policies (local, state, or national) that are actually in place or that are currently being considered.

*Person 3:* This person will research what organizations are trying to do in order to address these issues. The statements include responses that professional organizations and community centers are making in response to these policies, either positive or negative.

*Together:* The group will come together to show the context and spectrum of this issue,
a story of people from this context, and the nature of the response (both in terms of policy and aid).

_Idea:_ If you can personalize your report with a story of a particular person, you can substantially underscore the issues represented in your report.

Be sure to collaborate with your colleagues often this week. You may use the cat rooms offered through Moodle.

_Getting acquainted_

First, read the article on recent statistics concerning worldwide displacement, found at
http://www.unhcr.org/cgi-bin/texis/vtx/search?page=search&docid=4c11f0be9&query=2009%20Global%20Trends

Peruse the photography of Sebastião Salgado, a world renowned artist who has been capturing images of displacement for decades:
http://www.amazonasimages.com/travaux-exodes

Look at a Power Point of a fellow classmate’s Displacement WebQuest. You may find this example on Moodle:

Examine a number of web sites with respect to displacement and refugee concerns. Here are possibilities to help you get started.

Human Rights Watch:
http://www.hrw.org/news
United Nations Human Rights Council
http://www.unhcr.org/cgi-bin/texis/vtx/home
Universal Declaration of Human Rights
http://www.udhr.org/udhr/udhr.HTM#UDHR
Amnesty International
http://www.amnesty.org/
(You may wish to do a site search on “refugees.”)
United National Relief and Works Agency
http://www.un.org/unrwa/
One
http://www.one.org/
UNICEF
http://www.unicef.org/index.php
Refugees International
http://www.refugeesinternational.org/
including a Facebook page
http://www.facebook.com/pages/Refugees-International/13480532116
Look to the Stars
http://www.looktothestars.org/category/29-refugees

Here are some possible topics:
Displacement due to war
- Displacement due to economic hardship
- Hunger
- Political asylum
- Human rights
- Illness
- Employment
- Illegal immigration
- Human trafficking

Communicate with an expert

You’ll want to email an expert who can help you discuss the context and story you’re investigating. (Of course, you might consider other forms of communication, but you can start online here, being that this is a WebQuest). Here is a possibilities from the Refugees International Web site. You can attempt to contact anyone who participates with these Web sites.

Refugees International
ri@refintl.org 202 828-0110

Video/audio material

If you can, you can refer to any video or audio you come in contact with that helps you put your story into context. Here are some examples:

immigrants video search:
http://www.youtube.com/results?search_query=immigrants&search=Search

Darfur
http://www.youtube.com/watch?v=USLDoliFzzg&feature=related

Kenyan camp

John Bowe on human trafficking and slavery in the United States
and
http://www.thisamericanlife.org/radio-archives/episode/344/the-competition

Example books available in Green Library

You might refer to some publications regarding specific displacement events. Here are some examples of books that are available in the Green Library. Their codes are included, but you can investigate other books by going to http://library.fiu.edu.

Green Library General Collection DT157.673 .F58 2005
Guiding questions

As you consider displacement, here are some guiding questions that might help you. As you go through these, you too might come up with other questions that will help your colleagues. Please feel free to add to the list.

1. Give us some history about refugees, immigration, and displacement.
2. What has been professional organizations’ response to the displacement?
3. What are the main issues?
4. What are the arguments on all sides offer up?
5. What have been the results?

Include an online discussion chat with transcript from the Moodle chat room. Do this at the end of your project. Discuss the most critical and important elements you learned from the project.

Final output: An online “Book”

You'll put together a small online “book.” This can take shape as a web site, a downloadable MS Word document, a brief film, a PowerPoint, or other kind of media. Feel free to include graphics, animation, sound, if you’d like. The point will be that you’re offering a story and its context.

Show off your book next week in the online discussions section on Moodle.

Evaluation

You will submit your WebQuest to TaskStream.

You can use this chart to see the degree of success you’re having with the project. Your score for this assignment will be the average of the scores for each criterion. However, please note that you will need to meet criteria marked in pink in order to receive a passing grade on this assignment. Failure to meet this criterion will yield an “approaches” final grade for this exercise.

<table>
<thead>
<tr>
<th>CGGs</th>
<th>standard</th>
<th>approaches</th>
<th>Meets</th>
<th>exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT7</td>
<td>FEAP a.2.d</td>
<td>WebQuest casually mentions culture.</td>
<td>WebQuest indicates candidate's respect for students of varying cultural, linguistic, and family backgrounds.</td>
<td>WebQuest discusses the ramifications for the project and how respect for students' situations tie into effective curricular decision making.</td>
</tr>
<tr>
<td></td>
<td>TESOL/NCATE 2</td>
<td>Candidate exhibits understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>C8</th>
<th>FEAP a.2.g</th>
<th>WebQuest includes one modern hi-tech tool into the report.</th>
<th>WebQuest uses current information and communication technologies.</th>
<th>WebQuest integrates a wide range of current information and communication technologies and shows how it can also be used as a learning tool for ELLs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TESOL/NCATE 3.c</td>
<td>WebQuest names refugee rights but doesn't connect particular rights to phenomena described within the WebQuest</td>
<td>WebQuest includes substantial engagement and reflection upon issues concerning refugee rights and local officials' legal responsibilities.</td>
<td>WebQuest discusses issues concerning refugee rights and why these considerations might be important in ELL curricular development.</td>
</tr>
<tr>
<td>GT4</td>
<td>FDOE 6.3 TESOL/NCATE 5.b</td>
<td>Candidate states in passing social issues affecting language minority student education but doesn’t draw connections between issues and the phenomena in the WebQuest.</td>
<td>Candidate analyzes social issues and trends that affect language minority student education.</td>
<td>WebQuest discusses issues concerning social issues and trends and why these considerations might be important in ELL curricular development.</td>
</tr>
<tr>
<td>GT1</td>
<td>FL ESOL Competencies and Skills 1.7 TESOL/NCATE 5.b</td>
<td>Candidate identifies laws and policies that affect</td>
<td>Candidate describes laws and policies that</td>
<td>WebQuest analyzes laws and policies issues</td>
</tr>
<tr>
<td>GT5</td>
<td>FL ESOL Competencies and Skills 5.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TESOL/NCATE 5.b</td>
<td></td>
<td></td>
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<td>---</td>
<td>----------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>language minority students but doesn’t connect them to phenomena described in the WebQuest.</td>
<td>affect language minority students and connects them overtly to phenomena in the WebQuest.</td>
<td>why these considerations might be important in ELL curricular development.</td>
<td></td>
</tr>
<tr>
<td>GT5</td>
<td>FL ESOL Skills and Indicators 1.2 TESOL/NCATE 2</td>
<td>WebQuest mentions cultural issues but doesn’t draw connections between issue and phenomena described in the WebQuest topic.</td>
<td>WebQuest exhibits candidate’s application of cultural competence.</td>
<td></td>
</tr>
<tr>
<td>GT8</td>
<td>FIU Global Perspectives (high stakes criterion)</td>
<td>• WebQuest bullet points factors regarding the context of the displacement issue. Factors are listed but are not necessarily in any special order. • The story of the issue is general. It applies to an issue we can see from news resources, but doesn’t necessarily refer to a unique experience or specific event. • Book includes resources one may contact in order to get involved in assessment situations with respect to immigrants, language minority students, or language learners. • Book relies specifically on its principal medium, perhaps PowerPoint or MS Word. • Book is a list of considerations, without consideration for</td>
<td>Candidate demonstrates a multi-perspective analysis of local, global, international, and intercultural problems. • Students will be able to relay perspectives relating to refugees, immigration, and displacement. • WebQuest includes resources one may contact in order to become involved in assessment situations with respect to immigrants, language minority students, or language learners. • Includes a brief but full description of the displacement. • Tells a displacement story such that there is sufficient detail to understand the context of the issue. • Includes a story of the person or group of people</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate demonstrates insightful detail regarding the context of the displacement issue, including specific anecdotes. • Story goes to the human dimension of the experience, noting numerous anecdotes, which place this issue into an even deeper perspective. • Book includes the groups’ personal reactions to this story and offers suggestions on ways people can help. • Book includes multiple kinds of media. • Book alludes to strategies and techniques in which advocacy may be helpful to those who need it. • Book demonstrates high critical thinking and sound connections of this experience, connecting it with</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• TESOL/NCATE 5.b

putting these together in a cohesive item. indicates a detailed timeline of the issue and its development over this time; • includes description of the response to this event, both in terms of public and private policy; • describes what some organizations are doing in light of this kind of story. • includes at least one piece of supporting media: videos, audio, graphics, sound, or animation.
• Candidate demonstrates ability serve as community resources, and advocate for ELLs.

the theories and conversations of the course.

4. In-class Participation

Attendance

Attendance is graded by as present, late, excused, and absent. Each week, one achieves 2 points for on-time and full attendance, one point for lateness or an excused absence, and no points for an absence.

In-class assignments

You will also be asked to complete a handful of in-class assignments. Your completion of these assignments will work toward the completion of this course aspect. By the end of the semester, the composite of these assignments will address this rubric. Your overall average score on this rubric will constitute the “in-class assignments” portion of this grade.

At the end of the semester, you will be asked to submit a composite of your in-class assignments to TaskStream. The composite will be assessed, using the following rubric.

<table>
<thead>
<tr>
<th>CGGs</th>
<th>approaches (2)</th>
<th>meets (3)</th>
<th>exceeds (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>FEAP a.2.e</td>
<td>Candidate still</td>
<td>Candidate models</td>
</tr>
<tr>
<td>C7</td>
<td>FEAP a.3.f</td>
<td>Candidate has been exposed to linguistic components of higher order thinking</td>
<td>Candidate shows familiarity with linguistic components of higher order thinking.</td>
</tr>
<tr>
<td>C8</td>
<td>FDOE 6.4</td>
<td>Candidate mentions technology.</td>
<td>Candidate identifies and applies policies for safe and ethical use of technology.</td>
</tr>
</tbody>
</table>
| GT5 | FDOE 7.1  | Candidate names cultural phenomena. | Candidate demonstrates and relates nature of cultural identities.  
 Candidate shows familiarity with analyzing elements of culture and their impact upon ELLs.  
 Candidate understands and applies knowledge about cultural values. | Candidate discusses in example-laden narrative, elements of the cultural identity, and how theories apply to students’ real life experiences. |
| C7 | FL ESOL Competencies and Skills 2.1 | Candidate has familiarity with linguistic terms. | Candidate identifies how universal principles of linguistic elements guide ELL instruction. | Candidate can manipulate linguistic phenomena and make curricular decisions by citing considerations of |
| C7 | FL ESOL Competencies and Skills 2.2 | • Candidate applies knowledge of linguistic systems. | a detailed linguistic puzzle pieces. |
| C7 | FL ESOL Competencies and Skills 2.6 | Candidate applies principles of phonology. | Candidate is able to discuss and manipulate varying phonological elements, including those outside their home language. |
| C7 | FL ESOL Competencies and Skills 2.9 | Candidate applies principles of syntax. | Candidate is able to discuss and manipulate varying syntactic elements, including those outside their home language. |
| C7 | FL ESOL Competencies and Skills 3.9 | Candidate applies issues of BICS and CALP appropriately into real-life teaching situations for language minority students. |
| G2 | FL ESOL Competencies and Skills 4.3 | Candidate identifies how a student’s first language oral skills influence oral written English. | Candidate is able to discuss, using theory of the class and examples, how one’s first language might affect the learning of the second. |
### 5. Take-home Exams

You’ll need to pass two take-home exams (mid-term and final) throughout this course.
6. On-line Weekly Reflections and Discussions

You are required to post your reflections based on reading assignment and on topics, subjects, and elements introduced in class. You may also need to incorporate comments based on the downloaded elements, such as the Power Points. You will be expected to reflect and comment others' posts deeply and with considerable thought. These exchanges are perhaps the most important of the course in that these are the moments where you offer comparisons and contrasts of the most critical nature. These are the moments where you will offer connections between your experiences and those of your peers. A superficial thought (as perceived by the professor – or your peers for that matter) will not be acceptable as appropriate participation for this portion of the course.

Grades regarding forum entries will be judged on this rating rubric:

<table>
<thead>
<tr>
<th>points</th>
<th>rating</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>Nothing submitted on time</td>
</tr>
<tr>
<td>2</td>
<td>approaches</td>
<td>Quick one- or two-sentence piece.</td>
</tr>
<tr>
<td>3</td>
<td>meets</td>
<td>Relays personal opinion.</td>
</tr>
<tr>
<td>4</td>
<td>exceeds</td>
<td>Exceeds expectation by establishing connections between opinions to course theory.</td>
</tr>
</tbody>
</table>

Grading

<table>
<thead>
<tr>
<th>assignment</th>
<th>Approaches</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WebQuest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly reflections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two take-home exams</td>
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<td></td>
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</tbody>
</table>

Final grade

For all projects, students will have a final rate: not addressed at all (0 points), approaches (2 points), meets (3 points), and exceeds (4 points). Each of the ratings will be added and an average of the ratings will be calculated. Final grades will be issued regarding the GPA-like scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.67 – 4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.33 – 3.66</td>
</tr>
<tr>
<td>B+</td>
<td>3.01 – 3.32</td>
</tr>
<tr>
<td>Grade</td>
<td>Score Range</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>B</td>
<td>2.67 – 3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.33 – 2.66</td>
</tr>
<tr>
<td>C+</td>
<td>2.01 – 2.32</td>
</tr>
<tr>
<td>C</td>
<td>1.67 – 2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.33 – 1.66</td>
</tr>
<tr>
<td>D+</td>
<td>1.01 – 1.32</td>
</tr>
<tr>
<td>D</td>
<td>0.67 – 1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.33 – 0.66</td>
</tr>
<tr>
<td>F</td>
<td>0.00 – 0.32</td>
</tr>
</tbody>
</table>

**Important Links**

FIU Code of Conduct

Academic Misconduct
http://www.fiu.edu/provost/polman/sec2web.html#2.44%20ACADEMC%20MISCONDUCT

Students with Special Needs
http://drc.fiu.edu/Policies.php

Policies with respect to Sexual Harassment
http://www.fiu.edu/orgs/diversity/publications/EOPSexH.pdf

FIU College of Education conceptual framework:
http://education.fiu.edu/cf.htm

MLE/TESOL program philosophy (CGGs)
http://www.fiu.edu/~mle/cggs.html

All the accreditation competency links:
http://www.fiu.edu/~tesol/MLETESOL-CompetencyChart.html

TESOL/NCATE Standards
http://tesol.org/s_tesol/bin.asp?CID=219&DID=331&DOC=FILE.PDF

FLDOE Performance Standards for Teachers of English as a Second Language
http://www.fldoe.org/aala/perstand.asp

**TENTATIVE SCHEDULE**
1st week

Students initiate field experience school site selection in the College of Education Office of Field Experiences, ZEB 220, (305) 348-2082.
Discuss syllabus and course requirements
Assigned readings: Ada and Campoy, Chapter 1, Transformative Education, pp. 10-29; Philosophy of Education statement guidelines (on Moodle); Field Experience information (on Moodle).

2nd week

Assigned readings: Ada and Campoy, Chapter 2, Authors in the Classroom, pp. 30-40; Brown, Teaching by Principles (on Moodle), Brown’s Summary (on Moodle); Language (on Moodle); Academic English (on Moodle).
Questions to be discussed in class:
1. What do you think gets transformed by Transformative Education?
2. What are the key principles of Transformative Education?
3. How do you think that you will be transformed as a result of reading the Ada and Campoy text, and as a result of being in this course?
4. What is language?
5. What are the structural components of language?
6. Do you think the faculty of language is unique to humans?
7. How would you describe Academic English, i.e., cognitive academic language proficiency-CALP and its characteristics?
8. How would you describe basic interpersonal communication skills-BICS?
9. How can teachers modify instruction to take into account students' language limitations?
10. What, in your opinion, are Brown’s three most important principles? Why?
11. Based on Brown’s Principles, what is your own personal “theory” of second language learning and teaching?
12. What is a “model of writing”?
13. How does a teacher help to develop her students’ “voice”?
14. Describe the “banking education” model.
15. Why do you think many persons find writing a difficult task? How do you think Authors in the Classroom can overcome this difficulty?
16. How do you think that teachers can help connect students’ personal lives and identities with literacy?

3rd week

Adult interview due on Saturday 11:55 pm.

Assigned readings: Govoni, Chapter 1; Ada and Campoy, Chapter 3, The Role of Dialogue in the Classroom, pp. 41-48, Unit 1, Affirming Self, pp. 50-77; Terms and Definitions (on Moodle); The Florida Consent Decree: A Summary (on Moodle); Student Achievement through Language Acquisition Consent Decree (on Moodle); Models of Bilingual Education and Associated Terms (on Moodle).
Program Models Information:
http://www.firm.edu/doe/omsle/cdesec1.htm
http://bilingual.dadeschools.net/BEWL/programs.asp
Questions to be discussed in class:
1. What is the importance of Title III of the No Child Left Behind Act?
2. In the history of bilingual education, what is the importance of California’s Proposition 227?
3. What was the impact/result of Proposition 227?
4. What was the impact/result of Lau v. Nichols?
5. What are the characters of (a) Two-Way Bilingual Immersion programs, (b) Transitional Bilingual Education, (c) Structured English Immersion, (d) English Language Development, (e) Content-Based English Language Development, (f) Pull Out English Language Development, (g) Specially Designed Academic Instruction in English (SDAIE), and (h) Sheltered Instruction Observation Protocol (SIOP) Model?
6. What are the issues that the Florida Consent Decree focuses on? Discuss each issue.

4th week
There is a mandatory field experience school orientation meeting on Friday, February 1st, at the school that you selected for your field experience. Please contact the school that you selected for the time and location of the orientation meeting. Students give cooperating teachers letter regarding TESOL field experience and consent form to be signed by the case study student’s parent/guardian giving permission for the child to be tape recorded. Have the teacher sign the form and return it to Xuan Jiang.

Assigned readings: Govoni, Chapter 2; Ada and Campoy, Unit 2, Recognizing Human Qualities, pp. 78-99; First and Second Language Acquisition Information (on Moodle); Contexts for Language Learning (on Moodle).

Questions to be discussed in class:
1. What are the predominant contemporary theories of language development?
2. What is the course of phonological development?
3. How do lexical and semantic aspects of language unfold through childhood?
4. Describe the course of grammatical and morphological development.
5. How does bilingual language acquisition compare to the monolingual situation?
6. What evidence supports the idea that language is innate?
7. Describe some cross-linguistic differences and similarities in child language learning.
8. Describe the order of acquisition of grammatical morphemes.
9. What are the stages of asking questions? Negations?
10. What do the child’s one-word and two-word sentences reveal about the child’s view of the world?
11. What words are in the child’s early lexicon? Why?
12. What commonalities do first- and second-language acquisition share?
13. Differentiate Krashen’s learning and acquisition hypotheses.
14. What is the best age for second-language acquisition?
15. What is the interactionist hypothesis?

5th week
Begin the case study interview process as it is outlined in the syllabus. Conduct the first assessment of speaking and writing as it is outlined in the syllabus.

Give Xuan Jiang your cooperating teacher’s contact information: the teacher’s full name, the name and address of the school, and a school telephone number and the parental consent form giving permission for the case study student to be tape-recorded.

Students should be carrying out the case study implementation plan: first meeting.

Assigned readings: Govoni, Chapter 6; Ada and Campoy, Unit 3, Strengthening Self, Identity and Unit 4, Building Communities, pp. 100-137; Factors Affecting Second Language Acquisition (on Moodle), and An Assortment of Learning Styles (on Moodle).
Questions to be discussed in class:
1. What are the major factors that affect second language acquisition?
2. Which do you consider the most important? Why?
3. Do you think learning styles are important in explaining success in second language acquisition?

6th week
Give Xuan Jiang your cooperating teacher’s contact information: the teacher’s full name, the name and address of the school, and a school telephone number and the parental consent form giving permission for the case study student to be tape-recorded. All of these are due Tuesday.

Not including the first interview and assessment, students should have met with their case study student at least twice by now.

Interview, first assessments of speaking and writing, and implementation plan are due this Saturday (1st draft). Your assignment for this week is to collect data and write the three documents above, type down in word files for submission on Moodle this Saturday at 11:55 p.m.

Assigned readings: Govoni, Chapter 11; Ada and Campoy, Unit 5, The Power of Transformation, pp. 138-156.
Questions to be discussed in class:
1. How does Schumann’s social distance hypothesis relate to what you read in Diaz-Rico, Chapter 8?
2. What is your own definition of culture?
3. Is culture acquired or learned, or both?
4. How does culture govern how people learn?
5. What is the difference between assimilation and acculturation?

7th week
Not including the first interview and assessment, students should have met with their case study student at least three times by now.

Please choose a meeting time with Xuan Jiang next week if you feel necessary. The meeting will focus on the interview section, the results of the first assessment, and the implementation plan. First take-home exam is uploaded and due @ 11:55 pm Saturday.

Assigned readings: Ada and Campoy, Unit 6, Understanding the Past, Creating the Future, pp. 157-174 and Unit 7, Discovering our Capacities and Strengths, pp. 175-188
http://edtech.kennesaw.edu/intech/cooperativelearning.htm
http://www.tki.nz/r/esol/esolonline/classroom/teach_strats/graphic_organizers_e.php

Topics to be discussed in class:
1. Bloom’s taxonomy
2. Thematic instruction
3. Scaffolding
4. Group work
5. Graphic organizers
8th week
Not including the first interview and assessment, students should have met with their case study student at least four times by now.
The draft is the assignment for this week, which is due on Saturday in 9th week.
Assigned readings: Ada and Campoy, Unit 8, Learning to Know, pp. 189-209, and Unit 9, Developing Relationships, pp. 210-233; Language Teaching Methodologies/Approaches (on Moodle).
Questions to be discussed in class:
1. Describe the following methods/approaches:
   a. Grammar Translation
   b. Direct Method
   c. Audio-Lingual Method
   d. Community Language Learning
   e. Suggestopedia
   f. The Silent Way
   g. Total Physical Response
   h. The Natural Approach
   i. Strategies Based Instruction
   j. Notional Functional Syllabi
   k. Communicative Language Teaching
2. Differentiate between natural acquisition settings, structure-based instructional settings, and communicative instructional settings.
3. Define form-focused instruction.

9th week
Students conduct the post assessments of speaking and writing as outlined in the syllabus.
Students should have conducted the parent, teacher, and adult learner interviews by now.
Students work on their draft of case studies. The second draft is due on Saturday 11:55 p.m. Displacement Web Quest.
Assigned readings: Ada and Campoy, Unit 10, From Yesterday to Tomorrow, pp. 234-253, and Fromkin and Rodman’s chapter on Phonetics (on Moodle). Govoni, Chapter 9
Questions to be discussed in class: the exercises at the conclusion of the Fromkin and Rodman chapter.

10th week
Spring Break. Displacement Web Quest.

11th week
Reading assignment: Govoni, Chapter 4; Fromkin and Rodman, Morphology (on Moodle).
Questions to be discussed in class: We will do the exercises at the conclusion of the Fromkin and Rodman chapter on morphology.
WebQuest show on Wednesday.

12th week
In order to receive a complete grade, the first COMPLETE draft of the case study must be submitted on Moodle this Saturday. As well, parental consent form (upper half and possibly lower half) and teacher’s contact information must be handed this week to get a complete grade.
Assigned readings: Govoni, Chapter 5; O’Grady chapters on syntax (on Moodle).
Questions to be discussed in class: We will do the exercises at the end of the chapter.

13th week
You will get your commented case study report in this week. On Wednesday, we won't have regular class (no attendance to be done); instead, those of you who want to polish your report and want to discuss with me can go into our classroom between 14:00-15:15. This is the only chance for your final meeting with me about the content of this report.

Assigned readings: Reading assignment: Govoni, Chapter 7; O'Grady chapters on semantics (on Moodle).

Questions to be discussed in class: We will do the exercises at the end of the chapter.

14th week
On Wednesday, we won't have regular class (no attendance to be done); instead, those of you who want to polish your report and want to discuss with me can go into our classroom between 14:00-15:15. This is the only chance for your final meeting with me about the content of this report.

Second take-home exam due this Saturday 11:55 pm.

Assigned readings: Tannen and Demo articles on discourse analysis (on Moodle).

Additional topics to be discussed: CALLA: Planning, Teaching and Monitoring

15th week
Student presentations of case studies are encouraged to get extra 5 credits; PPT are encouraged but not compulsory.
You may upload your final version of your case study report after your presentations in case others' feedback may inspire you.

16th week
Continued student presentations of case studies if necessary.
Upload your case study report to Task Stream (code: TSL3080-U02SP13) by Saturday 11:55 p.m.

TENTATIVE SCHEDULE IN TABLE FORMAT (Words in **green** means assignments which need to show the proof of completion).

<table>
<thead>
<tr>
<th>Week</th>
<th>Principles</th>
<th>Practices</th>
<th>Textbook readings for the following week</th>
<th>Homework due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus discussion; field experience information</td>
<td>I am . . .</td>
<td>Ada and Campoy, Chapter 1, Transformative Education, pp. 10-29</td>
<td>Philosophy Statement</td>
</tr>
<tr>
<td>2</td>
<td>Brown's 12 Principles</td>
<td>TPR</td>
<td>Ada and Campoy, Chapter 2, Authors in the Classroom, pp. 30-40</td>
<td>TPR activity handout</td>
</tr>
<tr>
<td>3</td>
<td>Bilingualism</td>
<td>Culture Display (own)</td>
<td>Govoni, Chapter 1 Ada and Campoy, Chapter 3, The Role of Dialogue in the Classroom, pp. 41-48; Unit 1, Affirming Self, pp. 50-77</td>
<td>Adult Interview completed + weekly reflection</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Academic Component</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------</td>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 4 Jan 28   | Context                     | Acrostic                                 |Govoni, Chapter 2
Ada and Campoy, Unit 2, Recognizing Human Qualities, pp. 78-99
weekly reflection; Initial meeting with cooperating teacher; Acrostic Poem|
| 5 Feb 4    | Diversity                   | Govoni, Chapter 6                        |Ada and Campoy, Unit 3, Strengthening Self, Identity and Unit 4, Building Communities, pp. 100-137
weekly reflection; Initial assessments of case study completed|
| 6 Feb 11   | PWIM                        | Govoni, Chapter 11                       |Ada and Campoy, Unit 5, The Power of Transformation, pp. 138-156
weekly reflection; implementation plan; 1st draft submitted; PWIM handout|
| 7 Feb 18   | Culture and cultural adjustment | ABC books                          |Ada and Campoy, Unit 6, Understanding the Past, Creating the Future, pp. 157-174 and Unit 7, Discovering our Capacities and Strengths, pp. 175-188
1st and 2nd meeting with case study student; first take-home exam|
| 8 Feb 25   | Language Teaching Methodologies |                                  |Ada and Campoy, Unit 8, Learning to Know, pp. 189-209, and Unit 9, Developing Relationships, pp. 210-233
3rd and 4th meeting with case study student|
| 9 Mar 4    | Refugees and Immigrants     | Displacement WebQuest                   |Ada and Campoy, Unit 10, From Yesterday to Tomorrow, pp. 234-253; Govoni, Chapter 9
Displacement WebQuest in groups; 2nd draft submitted.|
| 11 Mar 18  | Morphology                  | Moodle readings                         |Govoni, Chapter 4
Displacement Web Quest show in groups on Wednesday|
| 12 Mar 25  | Syntax                      | Moodle readings                         |Govoni, Chapter 5
Culture Display (yourself or others); Final draft of case study due on Saturday|
| 13 Apr 1   | Semantics                   | Moodle readings                         |Govoni, Chapter 7
TA feedback and one-to-one consultation
Final draft of case study polishing|
| 14 Apr 8   | Discourse analysis          | TA feedback and one-to-one consultation |Govoni, Chapter 7
Upload WebQuest to Taskstream.
second take-home exam due|
| 15 Apr 15  | Case Study Presentations    | Upload case study research project report to Taskstream. |                                                                         |
| 16 Apr 22  | Case Study Presentations (Cont’d) |                                  |                                                                         |