



## TESOL: PRINCIPLES & PRACTICES II

**Fall 2013**

Course number

**TSL 4081**

### **COURSE DESCRIPTION**

This course is designed to serve as the capstone experience in the development of the knowledge, skills, and dispositions that will enable pre-service teachers to select and apply the most effective language, communication, and teaching strategies in all aspects of classroom instruction. In TSL 3080, students learned about individual elements and aspects of teaching language and content area skills and knowledge to English language learners. TSL 4081 will deepen this knowledge, and focus holistically on the needs of linguistically and culturally diverse students, and on the classroom methods, materials, strategies, techniques, and activities most appropriate for assessing and meeting these needs. The goal of this course is for students to develop as reflective practitioners and problem-solvers who understand the issues related to working with diverse populations so they are able to facilitate learning for their students.

The course will implement an approach to learning based on sociocultural theory that posits that learning occurs in the interaction among individuals. We will implement the "learning community" model that "emphasizes the "new R's" of reflection, responsibility, relationship, and respect and a philosophy of growth among students having three themes – experiential, developmental, and transcendental. The approach places the responsibility for learning with the learners, with the instructor acting as facilitator. The aim is not only to motivate student learning, but also to provide a model for students to implement in their diverse classrooms upon becoming teachers, and to work collaboratively with colleagues in the school setting.

### **COURSE OBJECTIVES**

Upon completion of this course, students will be able to

- apply appropriate ESOL strategies and activities to language and content area instruction;
- evaluate the appropriateness of instructional materials, media, and technology for use with English language learners in the classroom;
- evaluate the appropriateness of standardized test results in assessing linguistically and culturally diverse students;
- use appropriate formal and alternative assessment techniques and instruments to evaluate English language learners in the classroom.

- apply knowledge of issues and principles related to English language learners in selecting, planning, delivering, and assessing instructional approaches, lessons, activities, techniques, materials, and assessment to promote success in the classroom;
- use relevant resources to maintain, extend, and update knowledge in the field of ESOL teaching;
- create learning communities in the classroom; and
- work collaboratively with colleagues in the school setting.

## 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 develop awareness that every culture has unique beliefs, values and assumptions that are reflected in the behavior of individuals from that culture.

#### Assessment Activity:

#### **Cultural Awareness Essay**

Students write an essay reflecting on the beliefs, values and assumptions underlying their own way of viewing the world and how these beliefs, values and assumptions determine their own behavior.

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

Students will be able to analyze the different perspectives underlying the behavior of children from other cultures.

#### Assessment Activity:

#### **Field Experience**

Students observe a small group of English language learners in their field classroom and interview the children regarding their home country, family, activities, attitude toward school, followed by a pre-assessment to determine language difficulties the children are experiencing.

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

Students will be able to engage children from diverse cultures in meaningful classroom activities that take into account their language level and background knowledge through content activities adapted for diverse linguistic abilities.

Assessment Activity:**Field Experience**

Students prepare a unit and lesson plans for a content area adapted to the children's linguistic abilities (representing languages and cultures from all over the world) and report on progress made by the children.

**Textbooks**

Required:

*Preparing the Way*

Edited by Jane Govoni

Kendall Hunt

ISBN: 0-757-56590-5

<http://www.allbookstores.com/book/0757565905>

*Authentic assessment for English language learners: Practical approaches for teachers.*

by J. Michael O'Malley and Lorraine Valdez-Pierce

Addison-Wesley Publishing Co.

ISBN: 0-201-59151-0

<http://www.allbookstores.com/book/9780201591514>

Recommended:

*Authors In The Classroom: A Transformative Education Process*

by Alma Flor Ada and F. Isabel Campoy

Pearson

ISBN: 0-205-35139-5

<http://www.allbookstores.com/book/compare/0205351395>

Reading will also require extensive use of downloads from Moodle.

**Policies**

Introduction

Check out syllabus-related policies at

<http://www.fiu.edu/~dwyere/generalexpectati.html>

Additional information

Note: 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.

## Course Limitations

Please be sure you read the following web sites with respect to

[general expectations](#)

[expectations you may have of Eric](#)

[housekeeping](#)

[class participation](#), and

other [course limitations](#).

### Submitting assignments

To the extent possible, be sure to submit assignments through Moodle. No paper copies will be accepted, so all submissions need to be made electronically. In addition, be sure to submit assignments with the follow format for naming the assignment:

FirstnameLastName-Assignment.doc

For example:

EricTheTwit-CaseStudy.docx

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

Also be sure to click on the following web sites with respect to the following issues:

FIU's [Code of Conduct](#)

[Academic Misconduct](#)

[Students with Special Needs](#)

[Policies with respect to Sexual Harassment](#)

## 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 Blackboard, please go to

<https://fiu.blackboard.com/>

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 Blackboard course.

#### The assignments

In order to pass this course, you will need to complete *all* of the following assignments, all of which include artifacts to be uploaded to TaskStream:

1. discussion, participation online, and *mini assignments*
2. TESOL philosophy statement
3. authentic assessment presentation
4. field experience
  - TaskStream upload project
  - a Global Learning assignment regarding Global Perspective and Engagement
5. quizzes
6. cultural awareness essay
  - Global Learning awareness essay

## Grading

<b>assignment</b>	<b>Limited 2</b>	<b>Proficient 3</b>	<b>Mastery 4</b>
Participation			
Philosophy statement			
Authentic assessment presentation			
Field Experience			
Quizzes			
Cultural Awareness Essay			

## Final grade

For all projects, students will have a final rate: not addressed at all (0 points), limited (2 points), proficient (3 points), and mastery (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:

A	3.75 – 4.00
A-	3.50 – 3.74
B+	3.17 – 3.49
B	2.83 – 3.16
B-	2.50 – 2.82
C+	2.17 – 2.49
C	1.83 – 2.16
C-	1.50 – 1.82
D+	1.17 – 1.49
D	0.83 – 1.16
D-	0.50 – 0.82
F	0.00 – 0.49

The course is considered a cumulative and ongoing experience. The course is challenging (although I hope it'll be engaging), and you'll need to be attentive toward achieving as much as possible. Good luck!

## 1. Online discussions, participation, and in-class assignments

You are required to post comments on Blackboard. Many of the online discussions will be established in class. As such you will be asked to reflect specifically 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 **comment deeply and with considerable thought**. A superficial thought (as perceived by the prof – or your peers for that matter) will not be acceptable as appropriate participation for this portion of the course.

### Forum discussions

You'll also be expected to post comments and respond to people's posts, particularly when they offer opinions. 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, those of your peers, and the information provided through various journalist communities across Africa.

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

<i>points</i>	<i>rating</i>	<i>explanation</i>
0	0	Nothing submitted
2	<i>limited</i>	Quick one- or two-sentence piece.
3	<i>proficient</i>	Relays personal opinion.
4	<i>mastery</i>	Exceeds expectation by establishing connections between opinions to course theory.

### 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. At the end of the semester, a score percentage of 85% is considered *mastery* (4 points), 73% is considered *proficient* (3 points), and below 73% is considered *limited* (2 points).

### 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.

## 2. Philosophy statement

When you go into your classroom, the lessons and activities you plan arise from your own personal philosophy of teaching and learning. For this assignment, you are to write a 2-page essay that describes your philosophy regarding teaching English language learners. To develop your philosophy, you need to consider the areas that have been covered in TSL 3080 and TSL 4081:

- Language: What is language? How do people learn languages? How does what we know about language and learning language apply to the classroom?
- Culture: What is the importance of culture in teaching English language learners?
- Instruction: How do we plan instruction for English language learners? How do we integrate ELLs in classroom activities?
- Assessment: What is the role of assessment in the teaching/learning process?

The philosophy statement will be rated on the following rubric. Your final score for this project will be an average of these ratings on your final draft.

CGGs		Limited (2)	Proficient (3)	Mastery (4)
G2	FEAP a.2.c	Statement mentions candidate's consideration for conveying high expectations to <i>all</i> students.	Statement explains candidate's consideration for conveying high expectations to <i>all</i> students.	Statement explains candidate's consideration for conveying high expectations to <i>all</i> students and connects those explanations to modern pedagogical theory.
GT5	FEAP a.2.d	Statement mentions culture.	Statement indicates candidate's respect for students of varying cultural, linguistic, and family backgrounds	Statement justifies candidate's respect for students of varying cultural, linguistic, and family backgrounds through use of current pedagogical theory.
GT1	FEAP a.2.f  • FDOE 2.6	Statement mentions open-mindedness and equity.	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	Statement supports needs for openness and equity in terms of pedagogical reasoning and research.



			innovation and foster a climate of openness, inquiry, equity and support.	
G2	FDOE 2.4	Statement includes a line about adapting student's environments.	Statement indicates candidate's willingness to evaluate and adapt students' learning environments in accommodating needs and backgrounds of all students.	Statement discusses adaptation of students' learning environments and possible accommodations in terms of language pedagogy and research.
	FDOE 2.5	Statement includes numerous writing issues concerning grammar, paragraphing, spelling, or flow	Statement adequately displays acceptable written communication skills.	Statement conveys an academically supported logic throughout.
C6	FDOE 5.1	Statement mentions that candidate will seek professional development.	Statement offers candidate's relevant and measurable professional development goals. Statement includes notions of promoting both student and teacher creativity.	Statement connects current theory to candidate's personal professional development goals.
G4	FDOE 7.5	Statement mentions that analyzing issues is an important thing to do.	Statement indicates importance of analyzing assessment issues, particularly those relevant to language minority students, as they pertain to proficiency development.	Statement connects analysis of assessment to current issues and trends, tying such to current researchers and theories.

### 3. Authentic assessment presentation

Guidelines for presentation:

- Work in a cooperative group. The group will be assigned to prepare an assessment of reading, writing, listening, speaking, or content.
- Decide on a learning objective for the particular area that you will be assessing. Your objective may be related to something you will teach or to information you know your classmates already have.
- If necessary, prepare a ten-minute mini-lesson.
- Refer to the chapter (4-8) in O'Malley & Valdez-Pierce that relates to the area you are assessing to choose the type of assessment that best fulfills your objective. You won't want to copy directly from the book, but use the book as a reference. In other words, please develop your own original assessment and scoring rubric.

Guidelines for handout:

- Prepare a handout that describes your assessment, what it can be used for, and how it is scored.
- Give a step-by-step description of the assessment process.
- Justify the use of this type of assessment to evaluate the learning objective.
- Post the handout on the discussion page of Blackboard, so that it can be a resource for everyone in the years to come.

Scoring Rubric:

Category	Limited (2)	Proficient (3)	Mastery (4)
Was the performance assessment technique appropriate for the learning objective?			
Was a relevant and informative handout provided?			
Was the class actively engaged in the presentation?			
Were the presenters clear and organized in their presentation?			
Was a variety of media used to enhance the presentation?			

### 4. Field Experience

During your field experience, you will create a field experience report that you will write in narrative form. The study consists of three parts that you will submit on the Moodle Assignments page as you complete it, keeping to the schedule on the calendar as closely as possible.

Visit 1: Context and Unit Text

Visit 2: Pre-assessment

Visit 3: Teach the lesson backwards: vocabulary, tie to personal life

Visit 4: Teach the lesson backwards: conclusions, questions, project

Visit 5: Teach the lesson backwards: reading the unit text

Visit 6: Teach the lesson backward: follow up authentic assessment

Visit 7: Post-assessment and conclusions

As you carry out the project, keep a journal to note how things are going, your thoughts at each step, what's puzzling, what's difficult, what goes well, etc. Included amid these descriptions should be the following

- evidence of the child engaging in all 4 skills—reading, writing, listening, and speaking;
- evidence of student engaging in activities that support home language (a high-stakes requirement);
- evidence (if possible) of the student engaging in activities that involve family members or caretakers;
- an opportunity for students to self-evaluate;
- an opportunity for student to evaluate one another;
- anything else that showcases the child's work, especially if it presents progress
- direct quotes from students (if not actual audio recordings), scanned pictures
- at least 3 theories overtly as a high stakes critical thinking reflection of your understanding; in other words (a high-stakes requirement).

## **Introduction**

Please introduce your experience, giving us a brief overview (or road map) of what readers are about to embark on.

## **Visit 1**

### **Context**

Observe your classroom. Your observation should include the following:

- size of school and socio-economic level of neighborhood where the school is located
- grade level and number of children, including number of girls/boys, ethnicity, special needs, ESOL
- physical set-up of the classroom
- interaction patterns among the children and teacher

- strategies used by the teacher to create an inclusive classroom.

With your cooperating teacher, identify three or four ELLs to work with.

Get to know the children you will work with by

- observing them in their interactions and work in the classroom
- conversing with them about their lives and school experience.
- talking with the cooperating teacher about the children. Ask the cooperating teacher for the ESOL levels of the students.

For the Global Learning piece of this class, you will want to report on interviews you conduct with the children regarding their home country, family, activities, attitude toward school.

### **Unit Text**

Ask your cooperating teacher about a particular unit in a content area textbook the students will be using at some time during the semester. Either bring that actual textbook to class at FIU or make a copy of the unit, such that we may work through the unit in order to develop a lesson plan for subsequent visits.

Be sure to bring an entire unit. It's better to bring too much rather than not enough. We can always trim. Beefing up entails far more guess work.

### **Mini-portfolio of all students**

For each of your field experience students, you'll need to set up a portfolio that showcases their work and offers opportunities for them and so-called "stakeholders" to see evidence of their progress. The portfolio for each student should include the following:

- relevant information regarding each child and a description of their previous work available (for example, where are students from; what is their home language; what are their previous school experiences; to what degree is literacy development evident in their home?);
- a table of activities you plan on doing each meeting, including a place for students to keep a 5-minute journaling activity for each meeting;
- results from visit 2: orienting students to the journal; the pre-assessment activity
- results from visit 3: journaling, vocabulary, "tie to personal life"
- results from visit 4: journaling, conclusions, questions, project
- results from visit 5: journaling, reading the unit text
- results from visit 6: journaling, follow up authentic assessment
- results from visit 7: journaling, the post-assessment

## **Visit 2**

### **Pre-assessment**

In class we will develop a pre-assessment procedure for both oral and written skills. You may then implement this assessment as your pre-assessment piece for the project. You'll then want to analyze the results of the assessment to determine an aspect of language to work on with the students.

After you have completed the pre-test with your students,

- analyze particular aspect of language that each students should work on, and note such in their mini-portfolio (This is part of your Global Learning grade);
- re-examine your unit text and note pieces of the text that might be good fodder for fostering advancement on those language issues you've identified. Consult with the cooperating teacher with respect to this conversation and what sorts of activities are recommended for improving these language skills;
- prepare the unit plan, using the Teach the Lesson Backward technique.

Don't forget to give students their first journaling experience. Each student should have their own little journaling book. They get to write on what they want, but you might wish to offer them suggestions on what to write about. Consult with the cooperating teacher on topics. Don't let them go for more than 4 or 5 minutes. Take up their journals. You'll want to give them feedback. Be sure that the feedback is clear, *not corrective, but rather commentary on the content of their thoughts.*

In your essay, you offer significant pieces from your diary thoughts on these aspects. Again, be sure to consider direct quotes, scans, or even audio clips.

### **Preparing for Visits 3-6**

#### **The unit**

*Unit Summary:* Give the purpose and a brief description of the unit. State the content to be covered, as well as the aspect of language you will be concentrating on.

*Topic:* Note the sub-topics of the content theme that will be covered in each lesson.

*Objectives:* Formulate the content and language objectives for the unit.

*Instructional Activity:* Indicate the activities that you will engage the students in to further content knowledge and language development in each lesson that you will attempt, implementing the technique "Teach the lesson backward." Prepare your activities.

This activity is part of your Global Learning requirements.

### **Visit 3**

Arrive having examined the journals and offering content-based feedback (no corrections). Help students start off with their second journal entry.

Conduct the vocabulary and “tie to personal life” activities in your unit plan. Be sure to take notes on student output. If anything written is particularly compelling, be sure to make a scan and put it in your notes. If any quotes are compelling, do your best to keep those quotes in your notes or offer up digital recordings, if you’re so inclined.

### **Visit 4**

Arrive having examined the journals and offering content-based feedback. You may wish to review vocabulary. Conduct the conclusions (graphic organizer), questions, and content-related project activities in your unit plan. Be sure to take notes on student output. You might want to take photos here of student work. (Ask permission to take photos of students; this might not be permitted.) Again, be sure to take notes on student output, both written and spoken.

### **Visit 5**

Arrive having examined the journals and offering content-based feedback. You may wish to review vocabulary and questions. Conduct the text reading activities in your unit plan. You should have more than one. Be sure to take notes on students’ experiences.

### **Preparing for Visit 6**

In class, we will prepare authentic assessments before your 6<sup>th</sup> visit, based on the content of your unit. You will join forces with a classmate or two and *perhaps* present your assessment piece to the class. We will endeavor to group partners who are working on similar projects.

### **Visit 6**

Offer students their last opportunity to write in their journal. Conduct your assessment project with the students. Again, feel free to take notes, make scans, take photos or audio recordings, to the degree it keeps students appropriately anonymous, and offer them as report in your essay. Allude in your report to how students have engaged with the language, namely vocabulary, but also other linguistically related elements, to the degree you are able.

## Visit 7

Give students the same assessment piece you offered in visit 2. In your report, show the results of *both* visit 2 and visit 7, and discuss the similarities and distinctions between the experiences of each day and the ultimate results.

## Conclusions

Reflect on the experience, referring to the notes you have maintained throughout the experience, and write your conclusions. Include direct quotes from the journal. Please refer to the concepts and theories from the TSL 3080 and 4081 courses. You will need to refer to at least 3 theories overtly as a high stakes critical thinking reflection of your understanding; in other words, you will need to include this aspect in order to pass the assignment.

## Field Experience Report Rubric

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

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

TSL 4081 field experience	unacceptable	acceptable	target
overall essay	<ul style="list-style-type: none"> <li>• Essay represents more of a stream of consciousness than a logical flow of reason.</li> <li>• Essay showcases substantial need for further concentration in writing mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay displays logical order of events, noting subheadings and appropriate paragraphing.</li> <li>• Essay demonstrates ability to write in academic English.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay displays clever and advanced versions of academic reasoning.</li> </ul>
context	<p>Essay includes of the following:</p> <ul style="list-style-type: none"> <li>• child’s family 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);</li> <li>• individuals’ background: schooling, literacy in L1, languages spoken, reading habits (occasional, frequent, heavy);</li> <li>• arrival: age on arrival, changes, how the individual thinks that he or she learned English (friends, TV/radio, magazines, papers, books, journals);</li> <li>• level of literacy in English (estimate based on</li> </ul>	<ul style="list-style-type: none"> <li>• Report includes personal information that adds to the story of the subject, adding a human and personal touch.</li> <li>• Summary of the questions included.</li> <li>• Report is given in enthusiastic style, includes specific examples, flows appropriately from one section to the next, is a composite and complete story of the interviewees rather than just a recited list of information.</li> <li>• Essay includes information of how the teacher approaches working with families in the community—for example, does this teacher engage with its school’s connection to local parent leadership councils.</li> </ul>	<ul style="list-style-type: none"> <li>• Report is a documentary and profile of the person, including both language learning information, as well as human dimensions.</li> </ul>

	<p>interaction): oral, reading, writing</p> <ul style="list-style-type: none"> <li>• Report is given as a list of information.</li> </ul>		
Portfolio set-up	<ul style="list-style-type: none"> <li>• Portfolio is a straight-forward collection of students' work.</li> <li>• Portfolio includes evidence of only some of the 4 skills</li> <li>• Portfolio includes only numerical or judgmental feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio highlights relevant information regarding each child with a section devoted to each child</li> <li>• Portfolio includes evidence of journal writing from each meeting</li> <li>• Portfolio includes evidence from each meeting</li> <li>• Portfolio includes experiences in which the child creates language in both English and their home language.</li> <li>• All 4 skills are exhibited in the portfolio</li> <li>• Portfolio includes a self-assessment piece</li> <li>• Portfolio includes a peer-assessment piece</li> <li>• Portfolio includes at least one addressing of formal test taking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio shows interactive journal feedback from the teacher, focusing on content rather than form</li> <li>• Portfolio highlights specific changes observed over time</li> <li>• Portfolio includes concrete useful feedback to the students</li> </ul>
pre-assessment	<ul style="list-style-type: none"> <li>• Assessment includes a description of the child and the child's environment.</li> <li>• Essay explains both writing and speaking assessment set-up.</li> <li>• Essay includes examples of data, including actual sentences and words the student uses.</li> <li>• Essay explains procedures and details the results.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment includes legible scanned examples of student's writing</li> <li>• Assessment includes intelligible digital recordings of student's speaking</li> <li>• Assessment showcases knowledge of phonetic transcription</li> <li>• Assessment includes appropriate analysis of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis includes insight regarding comparisons and reasonable expectations based on child's home language and child's current English language proficiency.</li> </ul>
plan	<ul style="list-style-type: none"> <li>• Plan refers to the results (though no more so) of the first assessment.</li> <li>• Plan suggests use of upcoming activities with the child and the child's family.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan includes direct reference (including examples) to the results and analysis of the assessment that leads you to these conclusions.</li> <li>• Plan demonstrates interaction with the cooperating teacher with respect to these considerations.</li> <li>• Plan links assessment results to the choices of upcoming meetings and activities with both the student and the student's family.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference examples link initial assessment to plan, including legible scans of student's writing and intelligible digital recordings of student's speaking.</li> </ul>
unit plan	<p>Essay includes reference to</p> <ul style="list-style-type: none"> <li>• notes on what happens between you and the ESOL student;</li> <li>• at least three different visits with the student;</li> <li>• activities you choose, as well as what happens with the child,</li> <li>• explicit quotes and examples of output from the child.</li> </ul>	<p>Description includes</p> <ul style="list-style-type: none"> <li>• explicit quotes and examples of output from the ESOL student.</li> <li>• notes on how the child is adjusting to the new environment.</li> <li>• overt reference to theories and conversations from the course</li> <li>• activities refer to Ada/Campoy authorship</li> <li>• child's pronounced and</li> </ul>	<ul style="list-style-type: none"> <li>• Essay includes actual scanned examples of child's writing</li> <li>• Essay includes digital recordings of child's speech</li> <li>• Essay showcases examples of child's sharing work with other class members.</li> </ul>



<p>unit plan</p>	<p>Essay includes reference to</p> <ul style="list-style-type: none"> <li>• notes on what happens between you and the ESOL student;</li> <li>• at least three different visits with the student;</li> <li>• activities you choose, as well as what happens with the child,</li> <li>• explicit quotes and examples of output from the child.</li> </ul>	<p>Description includes</p> <ul style="list-style-type: none"> <li>• explicit quotes and examples of output from the ESOL student.</li> <li>• notes on how the child is adjusting to the new environment.</li> <li>• overt reference to theories and conversations from the course</li> <li>• activities refer to Ada/Campoy authorship</li> <li>• child's pronounced and focused use of first language</li> <li>• child's activities involving the child's family.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay includes actual scanned examples of child's writing</li> <li>• Essay includes digital recordings of child's speech</li> <li>• Essay showcases examples of child's sharing work with other class members.</li> </ul>
<p>lesson plan</p>	<ul style="list-style-type: none"> <li>• Essay includes a skeletal representation of a lesson plan activity</li> </ul>	<ul style="list-style-type: none"> <li>• Essay includes detailed description of at least 2 activities chosen from the unit plan that are carried out.</li> <li>• Essay includes reflection section detailing what went well and what could happen in future incarnations of such a lesson.</li> <li>• Essay includes evidence of students' carrying out these lesson activities in students' mini-portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay includes actual scanned examples of child's writing</li> <li>• Essay includes digital recordings of child's speech</li> <li>• Essay showcases examples of child's sharing work with other class members.</li> <li>• Essay includes opportunities for student to accomplish these activities in English and their home language.</li> <li>• Essay includes evidence of students working with families or caretakers on one project.</li> </ul>
<p>post-assessment</p>	<ul style="list-style-type: none"> <li>• Assessment includes a description of the child and the child's environment.</li> <li>• Essay explains both writing and speaking assessment set-up.</li> <li>• Essay includes examples of data, including actual sentences and words the student uses.</li> <li>• Essay explains procedures and details the results.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment includes legible scanned examples of student's writing</li> <li>• Assessment includes intelligible digital recordings of student's speaking</li> <li>• Assessment showcases knowledge of phonetic transcription</li> <li>• Assessment includes appropriate analysis of data.</li> <li>• Assessment includes thorough comparison of child's</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis includes insight regarding comparisons and reasonable expectations based on child's home language and child's current English language proficiency.</li> </ul>

5. Quizzes

You'll need to pass ongoing cumulative quizzes throughout this course, and most likely in your subsequent TSL 4081 course in order to move on into student teaching.

Each quiz will register a percent score. The final exam counts as 2 quizzes. For the final grade, the average of all scores is taken. The average score will yield the following determination: 85% and above = mastery, 73% and above = proficient, and below 73% = limited.

## **6. Cultural Awareness Essay**

You will write an essay reflecting on the beliefs, values and assumptions underlying their own way of viewing the world and how these beliefs, values and assumptions determine their own behavior.

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## Tentative Calendar

Week	Principles	Practices	Textbook readings for the following week	Homework due
1 Aug 27	Assessment	Proficiency Level	O'Malley & Valdez-Pierce, chs 1-4	First philosophy statement
2 Sept 3	Assessment	Portfolios and Rubrics	O'Malley & Valdez-Pierce chs 5-6;	First draft Cultural Awareness Essay Field Placement secured
3 Sept 10	Assessment	Oral assessment	Govoni, chs 2 and 15	Field Experience: preparing pre/post oral assessment piece
4 Sept 17	Assessment	Literacy assessment	O'Malley & Valdez-Pierce, chs 7-8	Field Experience: preparing pre/post literacy assessment piece
5 Sept 24	Lesson Planning	Preparing Visits 1-7 (Teach-the-lesson-backward)	Govoni, ch 6	
6 Oct 1	Limited Formal Schooling; Literacy considerations; SIOP checklist	Preparing Visits 1-7 (Teach-the-lesson-backward)	Govoni, Part Five chs 11-12	
7 Oct 8	acculturation; test issues	Visit 1	Govoni, ch 3	First draft of field experience: context, text description, pre-assessment descriptions
8 Oct 15	Traditional ESL techniques	Visit 2	Govoni, Part Four	Preparing Visits 1-7 (Teach-the-lesson-backward) Establishing mini-portfolio
9 Oct 22	Special Needs; ELL vs NES; advocacy;	Visit 3	Govoni, chs 13-14	
10 Oct 29	Authentic assessments	Visit 4	Govoni, Part Seven	Second draft of field experience report
11 Nov 5	Authentic assessments	Visit 5	Govoni, chs 9-10	
12 Nov 12	Authentic assessments	Visit 6		Authentic assessment presentations
13 Nov 19	Authentic assessments	Visit 7		Authentic assessment presentations
14 Nov 25	No class	Thanksgiving		Entire Field Experience report due
15 Dec 2	Wrap-up Final class			Final cultural awareness draft due
16 Dec 9				Final philosophy statement final draft due