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COURSE SYLLABUS
COURSE NAME
1151 - TSL4324 - RVC

GENERAL INFORMATION

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PROFESSOR INFORMATION

Instructor:	Dr. Aixa Perez-Prado, Ph.D	**Phone:**	(305) 905-2273
Office:	ZEB 261	**Fax:**	(305)-348-3571
Office Hours:	By Appointment, please call	**Email:**	Blackboard Messages

COURSE DESCRIPTION AND PURPOSE

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

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

This course fulfills the ESOL training requirements as outlined by the META consent decree in Florida for content area teachers of ESOL students.

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

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

Global Awareness:

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

Assessment Activity:

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

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

Assessment Activity:

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

Global Engagement:

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

Assessment Activity:

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

COURSE OBJECTIVES

Students will be able to:

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

MAJOR & CURRICULUM OBJECTIVES TARGETED

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THE COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional-learning community. The College, therefore, strives to facilitate diverse learning environments where knowledge becomes the means to foster goal attainment for all those involved in the learning process. This process necessitates the highest ethical standards, while emphasizing inquiry as the means-ends connection to enhancing reflective intelligence in a changing social, political, cultural and technological world.

The College of Education is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Consequently, the college promotes and facilitates the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning by developing professional partnerships in the larger community that foster significant educational, social, economic and political change.

To achieve "a wisdom" which influences the conduct of life in the unit, the unit views teaching and learning as self-renewal, in other words, as being similar to living things that renew themselves "through action upon the environment" (Dewey, 1916/1944, p. 2). According to John Dewey (1916/1944), "Education, in its broadest sense, is the means of this social continuity of life" (p. 2). Teaching and learning in the unit thus fosters and nurtures a cultivating process, thus giving attention to the conditions of growth (Dewey, 1916/1944, p. 10). Since "We never educate directly, but indirectly by means of the environment" (Dewey, 1916/1944, p. 19), then the faculty in the unit seeks to create the kind of teaching

and learning environments that elicit the mental and moral sensibilities consistent with reflective intelligence (that is making candidates' and the faculty's conduct more intelligent).

Teaching and learning as "self-renewal" suggests that we must cultivate the minds of learners and provide them with the rich intellectual, pedagogical, and dispositional soil to grow personally and professionally. This "soil of learning" must, therefore, be tilled with knowledge of subject, professional and pedagogical knowledge and skills, and dispositions, that is, habits of mind.

The educational environment in the unit, conducive to this philosophy, is thus structured to challenge candidates to engage in the habits of thinking that are consistent with reflective inquiry or as termed by Dewey, "the essentials of reflection" (Dewey, 1916/1944, p. 163).

To engage in reflective inquiry presupposes a form of personal, intellectual and social renewal. Consequently, the unit sees a special connection between growth and the application of things already known (subject matter and skills) for the purpose of improving social conditions. This requires candidates' acquisition of dispositions both intellectual and social.

Consequently, teaching and learning as self-renewal is meant to help both candidates and faculty develop relevant intellectual and social dispositions that reinforce their being "mindful" and thoughtful in their professional practice.

TEACHING METHODOLOGY

The College of Education at FIU

Conceptual Framework

(Full document can be found online at: **http://education.fiu.edu/cf.htm**)

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Unit Outcomes:

> (a) **Stewards of the Discipline** – having the necessary concepts, **knowledge** and understandings in their respective field of study.

> (b) **Reflective Inquirers** – knowing how to use the requisite generic **skills** needed to apply the content and pedagogical content.

> (c) **Mindful Educators** – being able to apply the **dispositions**, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent.

Therefore the teaching methodology of this course requires active participation on the part of the students that is thoughtful, reflective, and knowledgeable of course content. This is a fully online course so the participation will be measured through online postings, responses, and engagement.

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IMPORTANT INFORMATION

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POLICIES

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

Additionally, please be aware that using an assignment you did in another class and submitting to this class is plagiarism.

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer

literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

This course utilizes the following tools:
1. Video recording equipment
2. Microphone

Please visit our Technical Requirements webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit Blackboard's Commitment Accessibility webpage for more information.

For additional assistance please contact FIU's Disability Resource Center.

COURSE PREREQUISITES

There are no prerequisites for this course.

PROCTORED EXAM POLICY

Please note that the information contained in this section applies only if your course requires a proctored exam.

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our **Proctored Exam Resources** webpage for important information concerning proctored exams, proctoring centers, and important forms.

TEXTBOOK
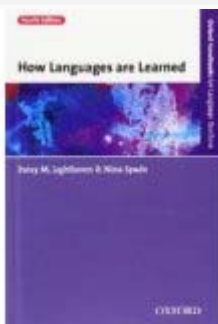
How Languages are Learned

Lightbown

Lightbown and Spada

ISBN 978-0194541268
You may purchase your textbook online at the FIU Bookstore.

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

EXPECTATIONS OF THIS COURSE

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

Students are expected to:
- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course 3 times per week
- Respond to discussion boards, blogs, and journal postings within each domain
- Respond to messages from instructor promptly.
- Submit assignments by the corresponding deadlines.

The instructor will:
- Log in to the course regularly.
- Respond to student messages and inquiries every week.
- Respond to text messages and phone calls within a day.
- Grade assignments within one week of due date in most cases**.**

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place **via Blackboard Messages.**

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

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

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

Discussion Forum Expectations:
- Write a thoughtful response in each discussion forum that is related to the content in the domain being addressed.
- Post within the time that the Domain is open for posting.

QUIZZES

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

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

- There are three quizzes in this class: Quiz 1, Quiz 2 & Quiz 3
- Quiz One will be available during Domain 1
- Quiz Two will be available during Domain 2
- Quiz Three will be available during Domain 3
- Provide details for results
  1. Students will see results of quizzes 1 & 2 immediately as they are computer graded
  2. Students will see results of quiz 3 once all quizzes have been graded – approximately one week after the quiz is due.

ASSIGNMENTS

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

Participation – This grade will be based on online participation. Since this course will meet fully online, it is essential that all students visit the website a minimum of three times a week to read the information in the domain modules, post in the bulletins section, take online quizzes, and reply to the postings of other students and the course instructor as assigned online throughout the semester (15%)

Field Assignment/TASKSTREAM – Peace Journal Project. The field assignment for this class will feature a series of interactions and observations of English Language Learners. The PEACE Journal Project is designed to have students work to Promote Empathy Assist Collaborate and Empower the English Language Learners they encounter in their field schools and other learning locations. Students will spend time observing learners in school to develop an understanding of what they are faced with on a daily basis in the classroom. Students will interview one or more learners as well as teachers to gain insight on the challenges and obstacles that are faced by this group of learners. Furthermore, students will work collaboratively with a supervising teacher or mentor to assist and empower one or more learners on several in their language acquisition process in one or more content areas by applying the theoretical understandings and pedagogical principles that students are obtaining in this class.(35%)

PEACE Journal Project

Click here for Field Assignment - TaskStream Artifact - Specific Guidelines

This artifact assesses:

FEAP s: (a),1.e; (a),2.h; (a), (a),4.a; (a),4,e; (b),5,d; (b), 5, e
ESOL Standard: 3.2

This artifact addresses:

ESOL Domains 1-5 & corresponding Standards

You will be graded according the rubric below. Please conduct your case study accordingly, by making sure that you address every row of the rubric at the Mastery level if possible.

Access the rubric for the artifact here.

Quizzes – there will be three Quizzes given in this course, which will be based on the domains and the content contained within the domains online. (15%).

Teaching/Assessment Video Presentations – Students will work in cooperative learning groups to present a video that will be posted online. This video should highlight one of the important topics in this course that is chosen by the group in a creative and interactive way. These topics are numerous and varied. They include first language acquisition, cross cultural communication, issues with ELLs and assessment, second language strategies, creating low affective filters for learning, stimulating oral language development and many others. Your video could feature interviews, role plays, simulations, classroom scenes, skits, performances, music, or anything you can imagine to get your point across. You will be working with others who specialize in your content area so you should be sure to incorporate that content area in to your video. For example, if you are a music student make sure that music is part of what you present. See your book table of contents, our syllabus, and search online for more ideas. (15%)

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

Students enrolled in TSL 5361C

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

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

Learning Experiences

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

Taskstream Message

This course requires you to use a Taskstream account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your Taskstream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at http://education.fiu.edu/taskstream provides detailed information and downloadable instructions about:

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

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

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

For help, go to:

- TaskStream

800-311-5656

help@taskstream.com

(Monday – Thursday, 8:00 am – 11:00 pm ET Friday, 8:00 am – 7:00 pm ET)

- COE Taskstream Website

http://education.fiu.edu/taskstream/

COE IT Department, ZEB 269

305-348-6305

coesupport@fiu.edu

COE Computer Lab, ZEB 165

305-348-6134

ADOBE CONNECT

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities.

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- Adobe Flash Player is required to successfully run your Adobe Connect meeting. You can test your computer to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination headset and microphone with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference Adobe Connect (Tutorials & Help) **to learn about the tool, how to access your meeting rooms and recordings.**

GRADING

Course Requirements	Number of Items	Total Points Available	Weight
Quizzes (weeks 2,3, &4)	3	100	15%
Exams (final, week 6)	1	200	20%
Field Exp. PEACE Project (due June 8)	1	100	35%
Video Project (due June 2)	1	100	15%
Participation	On -Going	300	15%

Letter	Range	Letter	Range	Letter	Range
A	Above 93	B-	80-82	D+	67 - 69
A-	90 - 92	C+	77 - 79	D	63 - 66
B+	87 - 89	C	73 - 76	D-	60 - 62
B	83 - 86	C-	70 - 73	F	< 59

WEEKLY SCHEDULE

Date	Tasks
Week 1 5/11-5/17	Introduction The Habits of the Mind 1. Introduce yourself online and read the syllabus carefully

Date	Tasks
	2. Read the Habits of the Mind article and post in the required discussions 3. Make sure you are in a field school or in process to get in a field school ASAP
	Domain 1: Culture • It is very important that you start in your field school as soon as possible • Each week of the course check the website and read any articles or links that apply to the domain and week in question. You will usually have a discussion forum or another assignment to complete online related to the readings and videos. In addition, we will be working with teh habits of mind throughout the semester.
5/18-5/24 Week 2	Domain 1 cont. & Domain 2: Applied Linguistics 1. Quiz 1: Domain 1. Please read the articles and powerpoints, and watch videos for this domain before taking the quiz 2. Students will be placed in cooperative learning teams 3. Read Chapter 1 in L&S book o Field Assignment update required this week, check email for details. • Please make sure you check your messages in Blackboard regularly for important course updates
5/25-6/1 Week 3	Domain 2 cont. & Domain 3: Methods 1. Quiz 2: Domain 2. Read the articles and other information in domain two. The quiz will be based on this information. 2. Make sure you are working on your case study as well as your video presentation. 3. Read Chapter 4 in L&S book
	Domain 3: Methods • Please continue to read and keep up with discussions online. • By this point in the semester you should have met at least four times with your case study student. • Read Chapter 5 in L&S book • Start working on your video for the video assignment 1.
6/2-6/7 Week 4	Domain 3 cont. & Domain 4 1. Quiz 3: Domain 3. Make sure that you read all of the information contained in domain three before taking the quiz. Read Chapter 6 & 7 in L&S book
	Domain 4: Culture & Materials 1. Field assignment update required this week, check email for details. 2. Your video should be completed by the end of this week and uploaded to youtube or another video sharing

Date	Tasks
	site by 6/2. Make sure that each member of your group uploads the link to the video.
6/8-6/14 Week 5	Domain 5: Assessment 1. Submit your field assignment to Taskstream. You will receive feedback on taskstream with required revisions for all of those who receive below a 2.5 of the rubric. If you score a 2.5 or above on your first submission you are not required to resubmit. Please be sure to submit your assignemtn by 6/8 and revisions must be comleted by 6/14.
6/15-6/19 Week 6	Course Wrap-Up 1. Tie up any loose ends, finish posting in any discussions that are still open 2. Don't forget to take the final! Online this week.

TENTATIVE SCHEDULE

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the *Student Handbook*.

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

• fair and adequate notice is given to enrolled students either by e mail, in writing, or through online publishing;

• modifications to the syllabus are not arbitrary or capricious; and,

• students are not unfairly disadvantaged by mid semester changes to grading standards, attendance standards, or performance

Syllabus is subject to change with notice, detailed information for assignments and topics is available in the domains online