TSL 4081
ESOL Issues: Principles and Practices II
Global Learning Course
Summer B 2020
Syllabus

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Office hours: by appointment

Textbook
ISBN: 97-0-8077-5885-4

Course Description
This is a Discipline Specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

This course is designed to serve as the capstone experience in the development of the dispositions, knowledge and skills that enable pre-service teachers to become caring and competent professionals in the classroom, as well as advocates for their students, families and community. The focus is on relating to the English language learners in the mainstream classroom. We consider these learners to be “Emergent Bilinguals” (EB) who come to school with a wealth of knowledge and linguistic ability. We encourage the development of both English and the home language.

The course implements an approach to learning based on sociocultural theory that posits that learning occurs in the interaction among individuals. We implement the “learning community” model that “emphasizes the “new R’s” of reflection, responsibility, relationship, and respect. As a community, students and instructor learn together.

TSL 4081 is a Global Learning course. As such, the course is designed around the FIU Global Learning Outcomes: Global Awareness, Global Perspective, and Global Engagement.

Global Learning Outcomes

Global Awareness

Students will be able to demonstrate awareness of interrelated dimensions of culture that manifest in student populations locally and globally.

Assessment Activity
Students write an essay on the cultural dimensions that reflect the beliefs, values and assumptions underlying the diverse ways that different cultures view the world and reflect on how their own beliefs, values and assumptions determine their own personal culture and behavior.

Global Perspective
Students will be able to analyze the different perspectives underlying the behavior of Emergent Bilinguals from other cultures.

**Assessment Activity**

Students interview an Emergent Bilingual regarding their home country, family, activities, and attitude toward school. Knowledge about the EB is demonstrated in a written summary that references cultural characteristics represented in the cultural dimensions.

**Global Engagement**

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

**Assessment Activity**

Students prepare a unit and lesson plans for a content area adapted to the Emergent Bilinguals’ linguistic abilities. Two lessons are enacted with the EB. The unit and lesson plans and the progress made by the children is presented in a written report.

**Course Questions**

- How do we react to intolerance to those who are different from us?
- What are the cultural dimensions?
- How do the dimensions help us to understand ourselves and others?
- How do we recognize and celebrate the unique gifts and talents of all our students?
- What actions can we engage in to build a relationship with each of our students?
- How do we design and implement instruction that takes into account the knowledge and linguistic abilities of all our students?
- What are appropriate instruments for gaining information about the progress of Emergent Bilinguals?
- What measures can we take to advocate for our students and their families?
- How can we best engage in the community?

**Expectations**

Please:

- Be engaged in every aspect of the course – reading, viewing videos, completing assignments, participating in discussions.
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum.
- Review and follow the course calendar.
- Log in to the course 3 times per week, minimum.
- Submit assignments by the corresponding deadline.
- Be thoughtful!

**Course Detail**

**Course Communication**
Communication in this course will take place via Canvas Messages. You will find the messages in the left-hand menu on Canvas, not within the course itself. Please check your messages routinely to ensure up-to-date communication.

**Working in Teams**

Once you access the course, there is another menu on the left-hand side. You will see a link for “People”. Click on the tab: “Teams”. There are six teams. Find yourself within one of the teams by clicking on each of the team links. Then communicate with the members of your team by clicking on the three dots to the right and clicking on the “Visit Group Homepage” link. Start a conversation. Your first task as a team is to choose a name for your team!

**Team Expectations:**

Discussion Forums are conducted with your team members. Discussions are an important part of an online course and are graded. Any of the team members can begin the discussion. Each member should post at least four times to each discussion. The principles of Reflective Response should prevail:

1. Seek to understand what the writer meant – you are seeking to read the writer’s post with empathetic understanding – What is the message? How does the writer feel about the message? When replying to a posting, with empathetic understanding, quote the part of the message to which you are responding so that the writer clearly understands the connection you are making to specific points.
2. Whether you agree or disagree with what the writer has posted, be open in your thinking to try to understand what the writer is expressing before you jump back at the writer with praise or critique. Use “I” statements – ex. This is what I understood from your writing … I look at this point from a different perspective. I think … Avoid offending other students, be courteous in your responses, avoid sarcasm and one-word responses (ex. What!!??)
3. Seek clarifications so that you better understand the writer’s message. Ask clarifying questions if there are terms or concepts or perspectives about which you are not entirely clear.

**Assignments** *(Explanation of the assignments is found in the Canvas Assignments folder).*

<table>
<thead>
<tr>
<th>Individual Assignments</th>
<th>Pts</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Getting to know myself - Personal culture essay</td>
<td>20</td>
<td>Wednesday, July 1</td>
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<tr>
<td>Instructional activity</td>
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<tr>
<td>Part 1: Emergent bilingual interview</td>
<td>20</td>
<td>Wednesday, July 8</td>
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<td>Part 2: Unit and lesson plans</td>
<td>15</td>
<td>Wednesday, July 15</td>
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<td>Part 3: Concluding report</td>
<td>15</td>
<td>Wednesday, July 29</td>
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</tbody>
</table>

**Team assignment**

| Assessing Emergent Bilinguals                    | 15  | Wednesday, July 22|

**Discussions**

| Introduction                                     | 5   | Monday – Thursday, June 22-25 |
| Where we are now (team)                          | 5   | Thursday, June 25 – Thursday, July 2 |
| Engaging with the community (team)               | 5   | Thursday, July 23 – Thursday, July 30 |

**Total number of points** 100
Grading Criteria – Total number of points earned
As per FIU grading criteria described in the student handbook.

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
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<td>A-</td>
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Florida Educator Accomplished Practices

Standard 1: Instructional Design and Lesson Planning: Applies concepts from human development and learning theories.
Indicators:
  b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
  d. Selects appropriate formative assessment to monitor learning.

Florida Teacher Standards for ESOL Endorsement

Domain 4: ESOL Curriculum and Materials Development

Standard 1: Planning for Standards-Based Instruction of ELLs
Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

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

Standard 2: Instructional Resources and Technology
Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

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

**Domain 5: Assessment (ESOL Testing and Evaluation)**

**Standard 3:** Classroom-Based Assessment for ELLs
Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

**Indicator 5.3.a:** Use performance-based assessment tools and tasks that measure ELLs progress in English language and literacy development.

**Important Links**

FIU Code of Conduct

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

Policies with respect to Sexual Harassment
http://vep.fiu.edu/

Academic Integrity
http://integrity.fiu.edu/

**COURSE OUTLINE**

The instructor reserves the right to make changes in the order of topic presentation and assignments.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>June 22 – July 2</td>
<td>Understanding cultures, Embracing diversity</td>
<td>Materials in Canvas Module 1, Being Black in America <a href="https://www.wlrn.org/post/being-black-america-we-have-place-world-too#stream/0">https://www.wlrn.org/post/being-black-america-we-have-place-world-too#stream/0</a> Where are my Latinos?</td>
<td>Introductions (6/22-25) Personal culture essay (7/1) Where we are now discussion (6/25-7/2)</td>
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<td>Global Perspective</td>
<td>July 8</td>
<td>Culturally responsive pedagogy (Nieto)</td>
<td>Emergent bilingual interview (7/8)</td>
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<td>Cultural responsiveness starts with real caring</td>
<td>Toward a caring-centered multicultural education within the social justice context Lin, Qiuyun. &quot;Toward a caring-centered multicultural education within the social justice context.</td>
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<td>Centuries old racist society <a href="https://www.miamiherald.com/opinion/op-ed/article243333421.html">https://www.miamiherald.com/opinion/op-ed/article243333421.html</a></td>
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<td>Seven Dimensions of Culture <a href="https://www.slideshare.net/TH">https://www.slideshare.net/TH</a> Consulting/the-seven-dimensions-of-culture</td>
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<td>Tromp enaars explains dimensions <a href="https://www.youtube.com/watch?v=WPN0Zvezh0k">https://www.youtube.com/watch?v=WPN0Zvezh0k</a></td>
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<td>Creative curriculum</td>
<td>July 9 - 31</td>
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<td>Teaching practice</td>
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<td>Assessing EBs</td>
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<td>Engaging with community</td>
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| Garcia & Kleifgen, Chapters 6 – 9 |

Materials in Canvas Module

See materials for Instructional Activity Unit and Lesson Plans in Canvas

- Objectives PP
- ESOL through content area instruction
- Contextualizing language video
- Teaching math video
- Kindergarten video
- Assessment PP
- Alternative assessment video
- ESOL and/or ESE?

I know voting seems inadequate

https://www.nytimes.com/2020/06/04/opinion/stacey-abrams-voting-floyd-protests.html

Something has to change

https://view.email.nea.org/?qs=ac7de012d8232f0e2dda6052d82748df5a691ff9c9fe2f7f476bf5f9872ec0f5fde29f92a8f5bd33337405bacc75cadc26fdca56a6383089a6d718c2e60680a4fe7444034b3c570a00269c0f3dad9e04067a7f2366a734