

Second Language Literacy Acquisition in Children and Adolescents

FLE 4363-799 Spring 2007

Instructor Contact Information

Instructor Name: Annmarie Gorenc Zoran, Ph.D.

Email Address: gorenczo@mail.usf.edu

Office Phone: 01138673073771 (overseas phone number) & 01138641729908 (cell for text messages)

Fax: 01138673073778

Office Hours: By appointment – online in Blackboard (Virtual Chat) OR Chat: Yahoo ID/Gizmo/Skype = annmariezoran

Course Information

Course Description:

This course is designed to provide students with a **critical understanding** of instructional delivery which caters for the **linguistic and literacy** needs of minority/heritage communities. The focus of this course is located within postmodernist principles of cultural capital, discursive practices and difference. Students will be **required** to engage with the political **debates** and resultant educational ramifications concerning bilingual education, dual language programs, ESOL education, as well as other issues such as power and inequalities in language education. This sociocultural-critical theoretical framework will provide students with the basis to then negotiate issues of second language learning, critical pedagogy, language varieties, multicultural communities as well as critical literacy and reading development.

Course Objectives:

1. Develop an understanding for modes of educational delivery within multicultural / pluralist communities.
2. Develop competence in second language acquisition in order to understand better the dimensions and implications of second language development on teaching and learning
3. Understand and better appreciate critical literacy within a postmodern perspective as it relates to educational practices within a context of difference, dissonance and discontinuities
4. Develop competence in notions of language varieties such as dialects, sociolects, and ideolects and the ideological roles these play in linguistic and cultural empowerment
5. Understand the role, function and implications 1.0-4.0 above have on reading practices, reading development and reading assessment in the education of LEP students.
6. Synthesize and articulate how principles of second language literacy research in bilingual education frame and support inclusive instructional practices.

Prerequisites and Co-requisites: ESOL I & Mandatory Orientation January 13th in EDU 159 (exact times under Class Schedule Search. **{IF YOU HAVE NOT TAKEN ESOL 1, talk to the INSTRUCTOR IMMEDIATELY}**)

Content Outline (not necessarily in this order):

Historical and international perspectives of societal bilingualism

- 1.1 What is bilingualism
- 1.2 Diglossia
- 1.3 Pidgins, Creoles, Dialects and Standard Language
- 1.4 Language as Prestige, Power and as marginalized "Other"
- 1.5 Racism in education, multiculturalism, pluralism, equity and equalisms / dualisms

Individual bilingualism (theory, research & social)

- 2.1 What is SLA?
- 2.2 What questions does SLA attempt to answer?
- 2.3 First language acquisition and methods of language teaching (grammar-translation, direct approach, audiolingual method, natural approach, communicative approach, task-based language learning)

- 2.4 Language issues that affect content-based teachers: emergence vs. mastery, i + 1 vs. ZPD, acculturation, learnability vs. teachability, acquisition rich environment, experiential vs. analytic, communities of knowledge, speech communities

Language Varieties

- 3.1 What are language varieties? A linguistic perspective - registers of language use; dialects, sociolects and ideolects
- 3.2 A critical perspective - language hegemony, linguistic inequalities and cultural disempowerment in educational settings; (D)discourse practices
- 3.2 Language and politics; Ebonics, English only laws
- 3.3 Reconciliation vs. embracing the conflict

Literacy

- 4.1 What is literacy?
- 4.2 Types of literacy (critical, functional, visual, technological, bi/multicultural, educational)
- 4.3 Taking a critical stance. Developing skills in deconstructionism. Deconstructing syllabi, tests, texts, and school practices
- 4.4 Coping with non-standard varieties of language use in educational contexts; signs, tokenism, stereotyping, reacting to difference, textual production
- 4.5 Empowerment agents in education

Reading/Writing

- 5.1 What is reading/writing?
- 5.2 Reading and writing connections
- 5.3 SLA and reading/writing processes
- 5.4 Freireism; reading/writing the word, reading/writing the world
- 5.5 Teaching reading and writing skills to LEP students through content-based courses

Synthesis of inclusive instructional practices

- 6.1 Descriptions of workable literacy practices
- 6.2 Case study analysis
- 6.3 Fieldwork

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:

- Peregoy & Boyle, *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers*. Pearson Education, Inc., 2005. ISBN: 0205410340
- Gibbons, *Scaffolding Language, Scaffolding Learning*. Heinemann, 2002. ISBN 0-325-00366-1

Supplementary Materials:

Additional readings will be posted to Blackboard (BB) or appear on electronic reserve.

Recommended Textbook:

Govonni, J. (2006). *Teaching K-12 English Language Learners*. Pearson Education. ISBN: 0-536-12443-4

Course Website address: (BB) my.usf.edu > ESOL II FLE 4363.799S07

Hardware Suggestions (not required): microphone for audio chats via Blackboard, Yahoo, MSN... (not required)

Technology Requirements:

Because this is an online course, you must have regular access to a *reliable* Internet connection, one that is capable of uploading and downloading documents without timing out, crashing your computer, or otherwise putting your grade in jeopardy.

AOL users: You may encounter problems using [Blackboard](#) if you use AOL's default browser. You can log on to AOL as usual and then minimize your screen and bring up another browser such as [Internet Explorer](#), [Netscape Navigator](#), or [Mozilla](#). Your instructor cannot be held responsible for problems that occur because of compatibility issues between AOL's browser and the course technology. USF offers a variety of open-use computer labs, all of which are free to you as a USF student. Remember to bring your USF ID with you to the labs.

You will need a USF NetID for access to Blackboard. More information is available on the [Academic Computing](#) Web site. Please access the [User Manual](#) if you have any questions about [Blackboard](#).

You will need a USF E-mail address. You can activate your E-mail address at the [Academic Computing](#) Web site.

Your instructor prefers that you create your work in Word® for Windows®. Please make sure your version of Word® was published no earlier than 1998. Versions of the software that were bundled with Windows® versions 98, 2000, Me, and XP will be fine. Your instructors will not accept work created in Lotus, Wordperfect, and MS Works®. If you are using a Mac, please make sure to save with the appropriate file extension.

All files must be saved in .doc, .pdf, or .rtf format. You will not receive a grade, if I cannot open the file!!

Software Requirements: Adobe Acrobat Reader, Microsoft Office or similar word-processing software, workable email account. **Suggested:** Software for creating own websites, i.e. Netscape Composer (free), Dreamweaver, FrontPage.

Adobe Acrobat Reader 7.0 is free software that lets you view, print, search, and share Adobe Portable Document Format (PDF) files more securely using a variety of platforms and devices. You can download the reader at <http://www.adobe.com/products/acrobat/readstep2.html>

Policy on Incompletes:

Incomplete grades are ONLY available to students if *all* of the following conditions are true at the time of request:

- ◆ 75% of the course requirements have been met.
- ◆ All course requirements that have been met have received a passing grade.
- ◆ The student has a documented reason for being unable to complete the course requirements.

Incomplete grades can only be given to students for some documented reason that they have been unable to complete the course requirements and have at least earned a passing grade up to the point where they could not complete the requirements. No incomplete will be given to students with a failing grade or as a substitute for a poor grade. If you are dissatisfied with your course grade, **March 24th (by 5pm)** is the last day to withdraw from this course without academic penalty and no refund.

Library:

The University of South Florida Library Website includes links and services for: an online catalog, basic library information, help, electronic resources, distance education library services, interlibrary loan, instructional services, citation help, reserves, searching the web, and periodicals.

<http://www.lib.usf.edu>

Syllabus Changes:

Any **necessary** changes to the course syllabus will be posted on BB.

Guidelines for Communications:

Email:

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.
- **DO NOT USE ALL CAPITAL LETTERS --- IT LOOKS LIKE YOUR ARE SCREAMING!**
- Please use the discussion forum to communicate with your instructor. Your instructor will access the discussion forums regularly, which will serve as the hub for FAQ. For this reason, the discussion forum is preferred over email communication.
- Please, sign your name. Frequently, I cannot tell who the sender is. Many students forward their emails to their personal accounts that do not have their names in the email address. Also, there are many students with similar official email accounts. So, I would appreciate if you could sign your emails.

Discussion Groups:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner (****not the lasts minute***).

Chat: You may use the chat function in BB to communicate with your group or with me. There will be no required synchronous (live) sessions for this class.

- Introduce yourself to the other learners in the chat session.
- Be polite. Choose your words carefully. Do not use derogatory statements.
- Be concise in responding to others in the chat session.
- Be prepared to open the chat session at the scheduled time.
- Be constructive in your comments and suggestions.

Course Ground Rules:

Students are expected to conduct themselves professionally in all learning situations. You will be engaged in class discussions, both as a class (through the discussion board forums) and in small groups (Your Group-Private). We are all growing in our knowledge and our identities as teachers (yes, I'm still growing too!) and we must all work to nurture that growth in ourselves and our colleagues. To that end, everyone is expected to be prepared (i.e. readings, assignments, etc), to share thoughtfully and respond respectfully, and approach each new topic as a professional growth experience. Discussions of language, culture, and identity can evoke strong reactions. It is our responsibility as educators to examine and reflect upon our own reactions and to engage thoughtfully in debate and conversation. Our goal is always to be the best educator we can be and be open to new ways of thinking about teaching and learning. I will do my best to model what I believe to be good practices, and I welcome all constructive feedback and questions.

Course Conduct

In this relatively new kind of learning environment, it is important that ground rules are established from the beginning so as to ensure a positive educational experience for all concerned.

To that end, the following are the codes of conduct that you will be asked to maintain throughout the duration of this course:

- Please do not address your instructors in email or discussion forum posts as you would your friends (e.g. Hiya girlie...). Remember, your instructor is constantly evaluating the quality of your communications. This includes grammar, spelling, and punctuation. Internet "shorthand" is not appropriate for communicating with your instructors or your colleagues on the Boards (you may use emoticons and any other symbols to visualize the ,tone' of your post...;-).
- Posting deliberately inflammatory material to our discussion forum is unacceptable. Make sure that you edit carefully for tone as well as for grammar, style, and spelling.
- Personal attacks posted to our discussion forum will not be tolerated ([see discussion grading criteria below](#)). If you have a comment or an addendum to someone else's post, please make sure you articulate your points in a calm, objective manner.
- Posts that contain objectionable content will be removed at the discretion of your instructor. Your instructor expects that you will not include foul language in your posts. Please do not post any inappropriate images or links to pornographic or gambling Web sites.
- Please do not upload any music or video files to our discussion forum. Your instructor does not wish to run the risk of violating copyright restrictions. The discussion board is not a forum for file-sharing.

• Derogatory comments about the subject matter of the course (e.g., "I hate ESOL so much!") are inappropriate and reflect poorly on the poster. Your instructor strives to make the course as interesting as possible for everyone, and I welcome any constructive suggestions for improvement that are written in a respectful tone.

Please note that the interactions of the online class mirror those of a traditional class. From the USF Handbook:

Disruption of Academic Process

• Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishment Guidelines For Disruption Of Academic Process

• Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student record.

If we all work hard to treat each other respectfully, we will find ourselves in a wonderfully positive learning environment. You'll come away with a rich educational experience, and I will be delighted to have had you as a student.

Words of Advice:

- **Participation** - participate in the discussion boards and your own groups. Observe course netiquette at all times.
- **Checking into BB** - You are **required to** check the course discussion forum at least **three days** a week. Course documents, Assignments, Announcements, forums are updated periodically to incorporate new information or additional Internet resource sites.
- **Communication** - Expected to communicate with other students face-to-face, over a cup of coffee/tea, via email, discussion board, and within your private group on BB.
- **Navigation** - Learn how to navigate in Blackboard;
- **Official Email** - Use the assigned university e-mail address as opposed to a personal e-mail address (I will be sending emails to your official email address on file in Blackboard. You may set it so your University emails are sent to your personal e-mail address.
- **Stay in touch** - Address technical/personal problems that impact delivery of assignments or participation immediately and personally to me via email. If you have any questions, need clarification of course requirements or materials, have a new e-mail address, or simply wish to share your thoughts about the material we are covering, please email me or post them to the Discussion Forum „Ask the Instructor“. You may also request a synchronous online office meeting via video or chat.
- **Use your resources** - The Instructors and all of the other students in the class are available to you as your resource in studying, learning and understanding the course material; call upon us when you need assistance by posting to the discussion board.
- **Task Completion** - Complete all assignments, activities, performance tests, complete case study, and discussion postings to receive a signed ESOL check-off sheet.
- **Keep up** - The course moves relatively quickly and it can be difficult to catch up once you have fallen behind.

And, by all means - Please bring any problems or concerns with the or course or that may affect your performance in the course to my attention.

Course Requirements Simplified

Work hard! I expect your best at all times! Log onto Blackboard, participate, read the chapters and articles, ask lots of questions, turn your work in by the due dates, and always remember that you're in this so you have all the knowledge, skills, tools, and resources necessary to help all your kids to the very best of your ability! These students desperately need you to know what you're doing!

Assessment and Grading

Evaluation of Student Outcomes:

All modules of this course include evaluation activities to support the application of the knowledge and skills needed for effective teaching of ELL students.

Grading Scale:

The final grade will be based on the following 100-point scale:

(a) Quizzes (2-3)/Activities (3-4)	25%
(b) Performance tests (2)	15%
(c) Case study portfolio (CT)*	30%
(e) Attendance/group participation	20%
(f) Literacy and language learning autobiography	10%

Grades will be assigned using the following standard:

A = 93 or better
B = 83-92
C = 73-82
D = 60-72
F = 59 or lower

*Core Task for course – to go into ChalkandWire

Note: All assignments must be completed on time to receive full credit. Late assignments will result in losing one letter grade for each week late!!!! NO LATE WORK will be accepted after 5pm, April 27th, 2007.

Assignments and Projects

Projects and Assessments: (all written assignments are to be sent to the instructor in .rtf format via "assignments" on Blackboard). Detailed instructions will be provided online. You must see the schedule in Blackboard for due dates. Assignments are due on the dates indicated - extensions are not granted, so be certain to work on assignments throughout the semester, and create electronic backups of your work. Be in control of your own learning - you are preparing for a demanding profession with a high degree of responsibility - practice both being responsible and professional in this course. **The instructor reserves the right to modify, add to, or delete assignments and/or projects**

Literacy and Language Learning Autobiography—You will write a reflective autobiography of your experiences as a learner of languages and literacy skills. Details for the assignment are [below](#).

Case Study Folio—You will work throughout the semester to compile a folio which reflects learning through case study pedagogy. Your folio will include 3 case studies (a review of existing case studies – *Case 1*; an analysis of an ESOL learner – *Case 2*, and an independent/group case study – *Case 3*). You will be involved in the creation and analysis of case studies in order to gain experience working with issues common to ELLs. Further details will be posted to Blackboard ([rubrics below](#)). Some modifications to the Case Study Folio are expected to adapt to the online distance learning environment. Look for all details within the assignments section in BB. This assignment should be submitted to Chalk and Wire (if you are enrolled in the ChalkandWire program).

Quizzes/Activities—Quizzes will be given on selected weeks. TBA by instructor. You will also be complete specific activities that relate to the topic at hand. Certain activities may be done alone and other activities are to be done within your group (I will try to create the activities so that you have a choice of either working on it by yourself or within your group. Please save your completed activities for ESOL binder/folder. ALL QUIZZES AND ACTIVITIES MUST BE COMPLETED TO RECEIVE THE FINAL ESO CHECK-OFF SHEET.

Performance Exams—A mid-term and final exam covering course material will be given. Final exam will be cumulative. You must achieve a 70% on the final exam to successfully complete the course.

Attendance/group participation—Points will be awarded for attendance as productive participation in all class/group activities. Due to the nature of this course, as it is focused on 'debates' and 'issues', a particular emphasis is based on discussions within the discussion board. Below you will find the discussion [procedures](#), [guidelines](#), and [performance criteria](#). Students will also evaluate group members on their participation within their group toward the end of the semester.

Class Participation or Attendance – MANDATORY ORIENTATION:

As mentioned, communication is an important factor in the success of this course. In order to fulfill the course requirements, students must communicate with other students in the discussion board and in their own work groups, students are expected to communicate with the instructor as a learning resource, reply to emails, follow deadlines, students must check Blackboard frequently for announcements/updates in the assignments, and students must actively participate in threaded discussion events.

The only required face-to-face attendance is the mandatory orientation on Saturday, January 13th in EDU 159.

Submitting Assignments

Required format of all written assignment:

- 1) All assignments must be typed and double-spaced and saved as .rtf documents.
- 2) Use 1inch margins for top, bottom and sides.
- 3) Use 12 point font, Times New Roman, Arial, Verdana Ref.
- 4) Checking spelling, grammar and APA style before submitting.
- 5) On the right top of the first page, please include:
 - a. Your name
 - b. Course and section number
 - c. Date
 - d. Instructor: Dr. Zoran
 - e. Assignment name

Most of the assignments for this course will be submitted by using the Blackboard Assignment button.

To do so, follow these instructions:

- ◆ Access our class site on blackboard: <https://my.usf.edu> .
- ◆ Click on the ASSIGNMENTS button on the left hand side of the page.
- ◆ Scroll down to the "SUBMIT ASSIGNMENT" for the assignment name.
- ◆ Click on "View/Complete Assignment"
- ◆ On the next page use the "Browse" button to find the file (your completed assignment) on your computer.
- ◆ Upload the assignment by attaching it as a file.
- ◆ If you have more than 1 file to upload, be sure you click on the "Add Another File" button before you click on SUBMIT.
- ◆ When all your files are uploaded, click on SUBMIT to complete the submission of your assignment.
- ◆ To check to see if the assignment was submitted go to COURSE TOOLS and click on MY GRADES.
- ◆ If you successfully submitted the assignment, you will see a red exclamation point (!) in the grade box.
- ◆ When the instructor has graded the assignment, the " ! " will change to a grade. If you click on the score, you may see personal feedback given to you by the instructor.

Linguistic & Literacy Autobiography

"Language is like air. For most people, it is transparent and intangible. The linguistic autobiography is the best way to make language visible and concrete. It does this by underscoring an important, if neglected, aspect of language that it is, above all, a lived experience."

Michael Erard
Language Magazine
January 2003

As we are considering the socio-cultural, pedagogical, and linguistic implications of language and literacy programs in schools, it is useful to examine our own experiences as language and literacy learners. One cannot separate the learner from the program, nor can one separate the teacher from his/her prior learning experiences or the policy maker from his/her experiences with policy decisions.

Therefore, it is important that we bring our experiences to consciousness and examine them in relation to what we are learning about language instruction and program planning in schools.

For a Linguistic & Literacy Autobiography, the writer thinks in terms of experiences he/she has had with language and literacy learning throughout his/her lifetime. You will think back over **your own schooling and life experiences**, and write about what you remember about learning to read and write, both in school and out of school. You will also reflect upon **language learning experiences (L1 & L2)** you have had, within your family, in school, and with friends, neighbors or acquaintances. You may separate the two or weave them together as seems appropriate to telling your story.

Please include your reflections on your experiences. For example, I have an early memory of sitting on a sofa chair reading in Slovene with my mother. She was teaching me how to pronounce words. My younger brother was playing in the background. That is my memory. My reflection would be that my mother placed a high importance on dual language literacy and that we always had both English and Slovene books in our home. My parents were beginning their own business and they did not have time to read much to me and with all the time on my hands I began to read for pleasure! They had me to go the library for a few hours everyday and it was an experience that I will never forget. I was an independent reader at a young age that was always provided access to all types of books in many languages.

An example of a **language learning** experience (L1, L2, L3....) would be my high school German and Italian teachers in Chicago. I had taken Italian 1 and German 3 in high school (12th grade). There was a vast difference between the two courses. In the German class we memorized dialogues, read through the textbook, and mainly faced forward looking at the teacher. I do not remember anyone from the German class, except the teacher. It was very monotonous and dry. However, the Italian class was very different. We not only learned to read Italian, the typical dialogues, but we also did plays and extemporaneous speaking in preparation for competing in the state Italian competition. That is the memory; the reflection is that it was these "extra" experiences that really helped me to learn to speak the language, and my teacher obviously placed a high importance on actually learning to communicate in the language. She was in more than just introducing us to the language or to a cultural experience.

You will also include a section on how you believe your experiences will influence your teaching philosophy toward working with students who are English language learners.

Finally, students always ask how long this should be. My answer is that it should be long enough to tell your story, complete with memories and reflections on those memories. No library research is involved. This is purely personal. Do not cut corners and do not put it off until the night before it is due. Take this opportunity to create a genuine reflection of yourself as a language and literacy learner transitioning into a language and literacy teacher.

Activities:

Each group or individual will be responsible to complete approx. 4 activities throughout the semester. When completing, please keep in mind to cite ALL RESOURCES following the APA format. The activities will address different aspects of reading instruction and learning, writing instruction and learning, bilingualism, second language acquisition, language varieties/dialects, and critical literacy. All responses to the activities should be directly related to the education of English language learners. You will find the activity description within the assignments folder for the corresponding topics.

You will turn in your activities following APA (5th edition) format (see <http://web.lib.usf.edu/usflibraries/help-styleguides.html#apa>, <http://www.isr.bucknell.edu/img/assets/6535/apa.pdf>, <http://www.apa.org>, and the APA cheat sheet in BB under Course Documents). You may complete it either as a webpage or in .doc, .pdf, .rtf format. Extra credit will be given to those who „go the extra mile“
If you need to find articles to complete any of the activities, please see 'How to Find Articles below':

Activities:

Activity 1. Collect Writing Samples (How does writing change across ESOL levels?)

Activity 2. EBONICS-Language Varieties Interviews (Create survey and conduct interview)

Activity 3. Choice of: a. Write a paper (5 pgs. Minimum +10 resources + pod cast of abstract) on Aspects of Literacy for ELLs OR b. create a web quest on literacy issue for your student + pod cast

Discussion Board Procedures:

Each group will be assigned a topic and will be responsible for preparing discussion questions as well as defining key terms. You should prepare to be experts on the assigned topic and assist in answering any questions that other students might have.

There may be 5 or 6 groups depending on the size of the course. Any shifts of topics for individual groups will be provided by the instructor.

The group that is assigned to develop the questions and facilitate the group discussions will also need to define specific terms. For example, for weeks 4&5, group 1 will post two questions to the rest of the groups' forums. Also, terms will be posted under a separate forum under Class Discussions. The chosen group should define the words in the week that it is due. So, for week 3&4, group 1 will have one set of terms. The terms will be posted under Assignments in BB. After which, the group facilitator for each group will summarize the terms into one document or posting and post for all other students to see. For example, group 1 is the first group for week 3&4. Group 1 will need to complete the readings and post 2 questions within each individual group's forum (the same questions) by a certain deadline. All Group 1 has to do then is make sure that they facilitate other groups' discussions, as well as, define the terms that they have for week 3&4. The group facilitator(s) at the end of the week will provide a summary of the terms into one posting.

Facilitators for creating questions and posting within other groups:

Weeks 1-3: Instructor (Introductions + SLA)

Weeks 4&5: Group 1 (Bilingualism and Bilingual Education)

Weeks 6&7: Group 2 (Emergent Literacy + Writing)

Weeks 8&9: Group 3 (Reading & Writing)

Weeks 10&11: Instructor (Varieties)

Weeks 12&13: Group 4 (Special Educational Needs and ELL)

Weeks 14 & 15: Group 5 (Critical Literacy)

All other groups will answer the questions provided by the facilitating group and by the instructor. (See [discussion guidelines](#) and [performance criteria](#) below). You are to reply to the questions, discuss, and post additional questions (hence the term 'discussion'). After the two week period has elapsed, the group facilitator for your group will post a summary of your discussions. Of course, all groups should be reading the terms section. I will be posting questions in there and it is recommended that you reply (not mandatory). It will help you with your final, midterm, and quizzes.

Online Group Discussion Guidelines:

1. To facilitate effective on-line discussion of course readings and homework, our class will be subdivided into several student teams (see "Discussion Board" for a list of teams and team members).
2. Every two weeks, one group will be assigned to post questions, based on the readings. The group should work collectively to create questions that will promote discussion within the other groups. Post your question, within each teams' forum. The assigned teams' responsibility is to follow the discussion thread and provide any additional clarification, ideas, suggestions, etc.
3. Every two weeks, a new set of discussion questions, which pertain to the assigned readings, will be posted on Blackboard. One member of your group will assume responsibility for **guiding the discussion within your team**. The role of discussion facilitator will rotate to a new team member

every week. Thus, every member of the group will have an opportunity to guide the discussion. One or more students might end up serving as discussion facilitator on more than one occasion. Decide amongst yourselves which teammates will act as "repeat facilitators."

What does it mean to "guide" or "facilitate" the discussion?

- The facilitator makes sure that **all members of the team participate** in the on-line discussion as soon as possible. The facilitator should not wait until the discussion has waned to suggest that non-contributors "speak up."
 - The facilitator encourages **substantive contributions** from the team. Comments such as "I agree" or "I really liked this chapter" are hardly "contributions" if they are not elaborated upon. The facilitator should follow up such comments by asking "Which part of the statement do you agree with and why?" or "Can you cite some specific aspects of the article that made such a positive impression?"
 - The facilitator directs the discussion away from **tangential issues** if they begin to dominate the exchanges.
 - The facilitator works with the team to **clarify concepts or issues** that arise during the discussion before turning to the instructor.
 - The facilitator reviews his or her team's contributions at the end of the week and posts a **summary of the discussion highlights** by week's end. The summary should not be a detailed, exhaustive accounting of the team's discussion nor should it be a cursory overview of the topics. Instead, identify the themes that generated the most compelling exchanges and describe the direction of the discussion.
4. An entire 20% of your grade for this course will be based course participation and attendance. The instructor will be looking for evidence that you have **read the assignment**, have **participated regularly and frequently** in each week's on-line discussions, and have offered **thoughtful, substantive contributions** to the discussions.

Performance Criteria for On-Line Discussion:

A discussion grade is given approximately every four weeks for a total of three grades (two topics – one grade). A **good or excellent posting** consists of demonstrating knowledge of all the week's readings by **referencing** page numbers, if appropriate, and **how** the materials relate to or explain the question at hand. You are responding not only to me but to your classmates as well, raising your own questions concerning the material, giving us more than only four or five sentences per post, and **ESPECIALLY supporting your views from the readings - this constitutes an excellent discussion grade. Simply offering your opinion without documentation will not help your grade. Hassling your classmates will not be tolerated. If after one warning, you continue, you will be removed from the discussion forum and assigned a grade of "F" in the course.**

For an "A": a weekly discussion grade of "A" will require you to have all your postings completed by the deadlines, demonstrate **excellent** knowledge and understanding of the week's readings, responses (be tactful and nice) and questions for your classmates, rate other group members posts, and a minimum four quality postings spread out over the entire two week block – one topic or, in other words seven-eight quality postings within a four week period. You must also meet the posting deadlines in order to receive a grade of "A".

Your views, opinions, thoughts, must be documented from the class material. For example, if you express an opinion try to support it with material from our readings and indicate the page number, if appropriate, where you found the support.

For a "B": a weekly discussion grade of "B" will require you to have all your postings completed by the deadlines, demonstrate **good** knowledge and understanding of the weeks' readings, responses (be tactful and nice) and questions for your classmates, rate other group members posts, and a minimum of three good postings spread out over the entire two week block – one topic or in other words six-seven good postings within a four week period (two topics). You must also meet the posting deadlines in order to receive a grade of "B".

Your views, opinions, thoughts, must be documented from the class material. For example, if you

express an opinion try to support it with material from our readings and indicate the page number where you found the support.

• **For a "C":** a weekly discussion grade of "C" will require you to have your postings completed by the deadlines, demonstrate **average** knowledge and understanding of the week's assignments, responses (be tactful and nice) and questions for your classmates, rate other group members posts, and two good postings spread out over the entire per week or in other words three to six good postings within a four week period. You must also meet the posting deadlines in order to receive a grade of "C".
Your views, opinions, thoughts, must be documented from the class material. For example, if you express an opinion try to support it with material from our readings (a page number will suffice)

• **For a "D":** a weekly discussion grade of "D" will require you to have one or two posts spread out over the entire two week block – one topic or in other words, two to three postings within a four week period demonstrating some knowledge of the week's assignments and responses (be tactful and nice), rate other group members posts, and questions for your classmates.

• **For an "F":** simply do nothing or offer only postings that are strictly your opinion without any support from the class materials. Rudeness to your classmates also helps you achieve this goal.

The quality of discussions will be posted on the following criteria:

RELEVANCE (25 points max)

Shows knowledge of details in the reading assignment. Makes relevant comments and/or asks relevant questions about the material read. Avoids posting off-topic messages.

COLLABORATION / PARTICIPATION (25 points max)

Shows evidence of having read teammates' previous postings. Posts messages that are responsive to comments already made. Identifies him/herself by signing messages with at least a first name. Does not dominate the conversation or barrage teammates with too many messages at once. Posts regularly, rates other group members' posts, and posts frequently.

DEVELOPMENT (25 points max)

Provides detail and good insight. Focuses on specific points in the reading, not necessarily the general idea. Offers knowledge and experience that teammates may not have.

ANALYSIS (25 points max)

Demonstrates ability to make inferences, synthesize information, analyze, compare/contrast, apply knowledge, and other forms of thinking. Goes beyond the obvious.

Discussion Rubric:

A	B	C	D	F
Postings completed by the deadlines, demonstrate excellent knowledge and understanding of the week's readings, responses (be tactful and nice) and <u>questions</u> for your classmates, rates	Postings completed by the deadlines, demonstrate good knowledge and understanding of the weeks' readings, responses (be tactful and nice) and <u>questions</u> for your classmates, rates	Postings completed by the deadlines, demonstrate average knowledge and understanding of the week's assignments, responses (be tactful and nice) and <u>questions</u> for your classmates, rates posts, and <u>two</u>	<u>one or two posts spread out over the entire two week block – one topic</u> or in other words, two to three postings within a four week period demonstrating some knowledge of the week's assignments	Simply do nothing or offer only postings that are strictly your opinion without any support from the class materials. Rudeness to your classmates also helps you achieve this goal.

posts, and a minimum <u>four quality postings spread out over the entire two week block – one topic</u> or, in other words seven-eight quality postings within a four week period.	posts, and min. of <u>three good postings spread out over the entire two week block – one topic</u> or in other words six-seven good postings within a four week period (two topics).	<u>good postings spread out over the entire per week</u> or in other words three to six good postings within a four week period.	and responses (be tactful and nice) and <u>questions</u> for your classmates and rates posts.	
RELEVANCE	COLLABORATION / PARTICIPATION	DEVELOPMENT	ANALYSIS	
Shows knowledge of details in the reading assignment. Makes relevant comments and/or asks relevant questions about the material read. Avoids posting off-topic messages.	Shows evidence of having read teammates' previous postings. Posts messages that are responsive to comments already made. Identifies him/herself by signing messages with at least a first name. Does not dominate the conversation or barrage teammates with too many messages at once. Posts regularly, rates group members' posts, and posts frequently.	Provides detail and good insight. Focuses on specific points in the reading, not necessarily the general idea. Offers knowledge and experience that teammates may not have.	Demonstrates ability to make inferences, synthesize information, analyze, compare/contrast, apply knowledge, and other forms of thinking. Goes beyond the obvious.	
Points: /100				

General Activity Rubric

Objectives	Low Performance 2.5 pts	At or Below Average 3.5 pts	At or Above Average 4 pts	Exemplary Performance 5 pts
Student understands pattern, relations and functions.				
Student represents and analyzes any situations or issues from the perspective of the ELL student (or family).				
Student uses classroom material to relate and analyze relationships.				
Students analyze changes in various contexts.				
Demonstrates insightfulness and depthness in the completion of the activity				
Total				/25

Case Analysis Rubric (Case 1)

**Criteria for Completing Case Evaluation—
Answers to Discussion Questions and Bloom’s Taxonomy Questions
*student or group**

	Poor-30 Did not meet expectations	Fair-40 Demonstrates partial completion of expectations	Adequate-45 Demonstrates achievement of performance level	Target – 50 pts Demonstrates exemplary achievement of highest expectations	Points
Writing & Presentation of Answers to Discussion Questions & Bloom’s Taxonomy Questions	The answers were disorganized. There were spelling and grammar errors.	The answers showed some organization and very few spelling and grammar errors.	The answers displayed organization that was easy to follow. Proper grammar and spelling were used.	The answers were clearly organized and easy to follow. There were no spelling or grammatical errors. The level of writing was appropriate and formal.	
Quality of Analysis/Critique & Answers to Discussion Questions & Bloom’s Taxonomy Questions	The student* has answered Discussion Questions and Bloom’s Taxonomy Questions in a superficial way.	The Discussion Questions and Bloom’s Taxonomy Questions are answered in a brief manner, with little to no citation of relevant class materials and course content. Little evidence of in-depth thought and analysis.	The responses/answers to the Discussion Questions and Bloom’s Taxonomy Questions showed a thoughtful approach to the issues. Some reference is made to class materials and content in the responses. Answers to Discussion Questions and Bloom’s Taxonomy Questions are complete and appropriate to the analysis.	Analysis is thoughtful, complete, and insightful. Reference to class materials and content is explicit in the responses to the Discussion Questions and Bloom’s Taxonomy Questions. Responses are complete, appropriate to the analysis, and detailed in their treatment of the issues.	
Total Points					/50
Comments					

Core Task Case Study Rubric: Student-Developed Case Study (Case 3 – Complete Case Study)

	Poor Did not meet expectations	Fair Demonstrates partial completion of expectations	Adequate Demonstrates achievement of performance level	Target Demonstrates exemplary achievement of highest expectations	Points
Writing & Presentation of Case	The case study was disorganized. There were spelling and grammar errors.	The case study showed some organization and very few spelling and grammar errors.	The case study displayed organization that was easy to follow. Proper grammar and spelling were used.	The case study was clearly organized and easy to follow. There were no spelling or grammatical errors. The level of writing was appropriate and formal.	
Analysis of Student History	The student history was incomplete and issues were treated superficially.	The student history was somewhat incomplete. Only parts of the family/cultural, linguistic or educational backgrounds of the student were mentioned. Stakeholders' opinions were not sufficiently addressed.	The student history included most relevant issues and background information. Family/cultural, linguistic, and educational backgrounds were addressed. The problem scenario was explained with references to stakeholders' opinions.	The student history included all relevant issues and background information. Family/cultural, linguistic, and educational backgrounds were recounted in detail. The problem scenario was clearly explained with input from all stakeholders.	
Recommendations For Instruction & Programming	Recommendations do not match the issues. No discussion is present. Little or no evidence of stakeholder involvement.	Recommendations for instruction and programming is included with superficial or no discussion. Involvement of or input from stakeholders is superficial or not in evidence.	A discussion of recommendations for instruction and programming is included. Involvement of all stakeholders is evident.	A detailed, thoughtful discussion of recommendations for instruction and programming is included. Active input from and involvement of all relevant stakeholders is evident.	
Total Points					

Comments	/100
-----------------	------

Tentative Semester Schedule:

Note: There may be some substitution or addition of readings/activities/quizzes. These will be announced in advance by the instructor. Due dates for some assignments may also change as needed to meet learning outcomes. Please check BB regularly (min. 3 times per week)

Date	Topic	Due	Comments
Week 1: ending 1/13	Orientation Introductions Syllabus	<ul style="list-style-type: none"> Readings TBA Read Syllabus Netiquette in Course Documents & Syllabus 	ORIENTATION January 13 th in EDU 159.
Week 2 & 3: 1/13 – 1/26	Bilingualism— Individual/SLA Instructor facilitates	Read: PB: Chapter 2, 3, 4 G: Chapter 2 Post responses on discussion questions	<ul style="list-style-type: none"> Case 1 Language Autobiography
Week 4 & 5: 1/27 – 2/9	Bilingualism— Societal/ International Perspectives Group 1 facilitates	Read: PB: Chapter 1 & 2 (revisit) G: Chapter 1 Post responses on discussion questions	<ul style="list-style-type: none"> Quiz 1 Case 2
Week 6 & 7: 2/10 – 2/23	Emergent Literacy Writing Approaches Group 2 facilitates	Read: PB: Chapter 5 & 6 G: Chapter 3 & 4 Post responses on discussion questions	<ul style="list-style-type: none"> Activity 1 Case 3 – Part I
Week 8 & 9: 2/24 – 3/10	Reading & Writing Group 3 facilitates • MIDTERM	Read: PB: Chapter 7, 8 & 9 G: Chapter 5 & 7 Govoni: p.121-141 Post responses on discussion questions Take Midterm	<ul style="list-style-type: none"> Midterm Case 3 – Part II
SPRING BREAK 3/12 – 3/17			
Week 10 & 11: 3/19 – 3/30	I. Varieties Instructor facilitates	I. Read: PB: Chapter 2 (revisit) Other readings on BB Post responses on discussion questions	<ul style="list-style-type: none"> Activity 2 Case 3 - Part III
Week 12 & 13 3/31 – 4/13	Special Educational Needs and ELLs. Group 4 facilitates	Readings on BB (on literacy) Chapter in Govoni Chapter 8 Post responses on discussion questions	<ul style="list-style-type: none"> Quiz 2 Begin Act.3

Week 14 & 15 **Critical Literacy & Wrap Up of Course**
4/13 – 4/27

Language & Literacy
Readings on BB (on literacy)
Post responses on discussion questions

- **Submit Complete Case Study (cases 1-3)**
- **Submit Activity 3**

Submit Final Assignments

Group 5 facilitates

4/27 – LAST DAY OF CLASSES

Week 16:
4/28 – 5/1

FINAL EXAM

Online Final Exam

Once the final is over, and your instructor has submitted your grades, it is your responsibility to go to the ESOL Office to obtain the Portfolio Checklist for ESOL II to place in your binder. Please be aware that incomplete or unsatisfactory work in ESOL I, or II may need to be rectified prior to college deadlines in order for you to meet graduation requirements.

The instructor reserves the right to revise this schedule and assignments as needed.

Useful Resources:

Students may wish to refer to the following journals and online resources to assist them in their activities and assignments:

GENERAL Web Resources:

- APA Quick Tutorial <http://www.isr.bucknell.edu/img/assets/6535/apa.pdf>
- Citation Style Online <http://www.apa.org>
- Netiquette http://academic.son.wisc.edu/cnp_orient/OnlineLearning/Netiquette.htm
- Tips for Success in Online Courses
http://academic.son.wisc.edu/cnp_orient/OnlineLearning/Tips.htm
- **Online Survival Guide:** A Basic Guide to the Internet for Online Students and Faculty
<http://www.taft.cc.ca.us/newTC/DLI/Guide/>

Relevant Websites for Bloom's Taxonomy :

- <http://faculty.washington.edu/krumme/guides/bloom1.html>
<http://www.kcmetro.cc.mo.us/longview/ctac/blooms.htm>

OTHER Web Resources:

- USF's ESOL webpage <http://www.coedu.usf.edu/esol/index.htm>
- TESOL <http://www.tesol.org/pubs/articles/2003/tm13-4.html>
- State Resources – Population Data <http://www.ncela.gwu.edu/states/>
- ESOL RESOURCES http://www.crews.org/curriculum/esol_resources.htm
- WWW4TEACHERS <http://www.4teachers.org/profd/lep.shtml>

JOURNALS

Applied Linguistics	Language Learning & Technology http://ilt.msu.edu
Bilingual Research Journal http://brj.asu.edu/	Language Problems in Language Planning
Canadian Modern Language Review http://www.utpjournals.com/cmlr/cmlr.html	Language and Society
ELT Journal http://www3.oup.co.uk/eltj/contents.html	Language in Society
English Teaching Forum http://exchanges.state.gov/forum/	Language Variation and Change
International Journal of American Linguistics http://www.journals.uchicago.edu/IJAL/	Linguistics and Education
Journal of Basic Writing http://www.asu.edu/clas/english/composition/cbw/jbw.html	Modern Language Journal
Journal of Multilingual and Multicultural Development	Research on Language and Social Interaction
Journal of Second Language Writing http://www.asu.edu/clas/english/composition/cbw/jbw.html	Second Language Research
Language	TESL-EJ http://www-writing.berkeley.edu/TESL-EJ/
Language Awareness	TESOL Quarterly
Language, Culture, and Curriculum	The Internet TESL Journal http://iteslj.org
Language Learning	World Englishes

ESOL Binder/Folder:

It is recommended that you place the following items into your binder/folder:

- Language Autobiography
- Activities
- Complete Case Study Folio

You do NOT need to print out the discussions, my emails to you, course documents, or the assignments that I post. Check Blackboard for all your items. Please, do not email me at the end of the semester to email you your activities and other items for your folder. I greatly appreciate that!

If you want more information on the ESOL binder and information on when to complete a binder/folder check, please visit: <http://www.coedu.usf.edu/esol/ESOLBinder.htm> or call the ESOL office.

ESOL CHECKLIST:

You must complete all the assignments, case study folio, quizzes, midterm, and final to receive the signed ESOL checklist. Below is an example of the ESOL checklist, that you will receive upon completion of the course. The ESOL checklist will be available at the ESOL office EDU 266, telephone: (813) 974-6880.

ESOL PORTFOLIO CHECKLIST FLE 5431 799 - ESOL 2

Name

Instructor Annamarie G. Zeran

**EVIDENCE OF
ACCOMPLISHMENT**

**PERFORMANCE
STANDARDS MET**

**INSTRUCTOR'S
INITIALS**

Bilingualism and
Bilingual Education Activities

1,2,3,4,5,7,8,9,11,12,13,14,
15,17,18,19,21,22,23,24,25

SLA Activities

1,2,3,4,5,6,7,8,9,10,11,13,14,
15,16,17,18,19,21,22,23,24,25

Literacy Activities

1,2,3,5,6,7,8,9,11,12,13,14,15,
17,18,19,21,22,23

Midterm

1,2,3,4,5,6,7,10,11,13,14,18,
19,22,23,24,25

Case Study

1,2,3,4,10,14,20,21,25

Resources

1,2,3,4,5,7,8,9,11,13,15,17,19,21,
23,25

Final test

1,2,3,5,6,8,9,10,11,13,14,18,24,25

SAMPLE

I certify that the student above has met all of the ESOL Performance Standards noted on this form.

SAMPLE

INSTRUCTOR'S SIGNATURE

DATE

Graduation Requirements:

Important Graduation Requirements Information: The ESOL endorsement is a requirement for graduation, and it involves more than just taking the ESOL courses. You are documenting the equivalent to 300 hours of ESOL training.

- You will have your ESOL binder checked in each ESOL course you take to make sure that you have completed your work from previous ESOL courses and have received the check-off sheet and that everything is in your binder (Check ESOL website for setup instructions <http://coedu.usf.edu/esol>)
- You are responsible to make sure that you complete the ESOL Late experience in one of your internships, or if that is not possible, that you make other arrangements to complete this requirement (Check other options in the ESOL Office).
- You are responsible to get the proper documentation from your ESOL-infused courses (see your program requirements at <http://coedu.usf.edu/esol>)
- You are responsible to get a final check-off of your ESOL binder in the ESOL Office before graduating.
- Any questions please refer to the ESOL Office, EDU 266, (813) 974-6880.

How to Find Articles:

Follow these steps (see <http://web.lib.usf.edu/usflibraries/article.html> where the information below was modified):

1. Decide on the subject for which you want to locate articles
2. Choose a Database appropriate for your subject
3. Search the database for articles on your subject
4. Determine if the USF Libraries have the journal containing your article
5. Locate the article

1. Decide on the subject for which you want to locate articles:

Try to keep the subject as specific as possible, but not too specific. For example, searching for a subject such as "internet" is probably too broad. A more specific subject such as "internet pioneers" or "internet history" might give you more relevant results.

2. Choose a Database appropriate for your subject:

The USF Libraries offers access to more than 400 Databases you can search for articles. Some databases cover very specific disciplines. Some databases are multidisciplinary. You may find some overlap in coverage as you search various databases, but each database has its list of journals that it indexes, so consider trying more than one database.

The easiest way to choose a database is from the main [USF Libraries Webpage \(http://www.lib.usf.edu\)](http://www.lib.usf.edu), go to Electronic Resources and click on [Databases/Newspapers \(http://web.lib.usf.edu/php/go.php?site=http://metalib3.fcla.edu/V/?func=find-db-1&id=fpml5\)](http://web.lib.usf.edu/php/go.php?site=http://metalib3.fcla.edu/V/?func=find-db-1&id=fpml5), and then click on the tab "By Subject Area" on the main Databases page. Databases are also listed alphabetically to allow you to go directly to a database you already know. You can use the alphabet toolbar or type the name of the database into the search box and hit ENTER. Once you find a suitable database, click on the database name to start searching. Remember, if you access the databases from off campus, you will need to "connect from home" either through [MyUSF \(https://my.usf.edu\)](https://my.usf.edu) or [EZProxy \(http://ezproxy.lib.usf.edu/login\)](http://ezproxy.lib.usf.edu/login).

3. Search the Database for articles on your subject:

Most of the databases have examples and Help links to guide you in entering keywords and subject terms. Check this [guide](http://www.lib.usf.edu/ref/instruction/scholarly.html) (<http://www.lib.usf.edu/ref/instruction/scholarly.html>) to help you decide whether you want scholarly journal articles or magazine articles or a combination of these. If you decide that you need "peer-reviewed" articles (a specific kind of scholarly article), this [guide](http://web.lib.usf.edu/ref/instruction/peerreviewed.html) (<http://web.lib.usf.edu/ref/instruction/peerreviewed.html>) can help limit your search.

Your results from the search will be a list of citations to the articles containing:

- author(s),
- title of the article,
- title of the journal or magazine in which the article appears,
- volume,
- issue number,
- page numbers,
- year published, and
- possibly an abstract or summary of article.

In most databases, you can create a list of citations and either save the list or print it out; sometimes you can email the list to yourself.

4. Determine if the USF Libraries have the journal containing your article:

Many of the databases provide full text of some or all of the articles. Look for a full text or electronic copy link or symbol to view a full copy of the article online.

If the full text is not immediately apparent, in many databases, you can look for the "SFX" button. "SFX" is a linking tool that will help you locate any locations that USF has licensed online full text access for the articles you need. SFX will also provide a link to the USF libraries catalog to locate access via our print collections in the Libraries. There is an [SFX Tutorial](http://web.lib.usf.edu/php/go.php?site=http://web.lib.usf.edu/ref/instruction/sfx.html&id=si180013) (<http://web.lib.usf.edu/php/go.php?site=http://web.lib.usf.edu/ref/instruction/sfx.html&id=si180013>) available to explain this tool.

If you already know the name of the journal or have the information about a specific article you need, you can use "[E-Journals](http://web.lib.usf.edu/php/go.php?site=http://metalib3.fcla.edu/V/?func=find-ej-1&id=fpml6)" (<http://web.lib.usf.edu/php/go.php?site=http://metalib3.fcla.edu/V/?func=find-ej-1&id=fpml6>) to determine if we have licensed access to online full text of the journals and/or specific article. You may want to double-check for your journal title by doing a "[Journals/Serials](http://sf.aleph.fcla.edu/F/PVHQ69F7ACCHHJ1V3XQG4G2I2D7LIBPT3G6HVCKJ79QXLILBHF-00078?func=file&file_name=basic-sfu_ser&local_base=sfu_ser)" (http://sf.aleph.fcla.edu/F/PVHQ69F7ACCHHJ1V3XQG4G2I2D7LIBPT3G6HVCKJ79QXLILBHF-00078?func=file&file_name=basic-sfu_ser&local_base=sfu_ser) search in the Library Catalog. Be sure that you look for the name of the journal or magazine and not the title of the article! Also check library location link in each journal/magazine record to make sure that USF has the years you need, and whether the format is print, microfiche, microfilm, or microcard. In the Tampa Library, most print journals are located on the 2nd floor in the Periodicals Room.

5. Use Interlibrary Loan if the article is not in the USF Libraries:

If USF does not have the journal or magazine you need, try [ILLiad](http://web.lib.usf.edu/php/go.php?site=http://web.lib.usf.edu/usflibraries/illiad.html&id=fp22) (<http://web.lib.usf.edu/php/go.php?site=http://web.lib.usf.edu/usflibraries/illiad.html&id=fp22>), the Interlibrary Services document delivery service. Plan ahead, however, since article copies can take 1-4 weeks to receive!

Students With Disabilities:

ADA Statement: Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

USF Policy on Religious Observances:

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for or announced examination, in accordance with this policy.

Academic Dishonesty:

Academic honesty, in the form of cheating or plagiarism, is a very serious offense in a university setting. The following is a definition for plagiarism:

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Punishment for Academic Dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information about SafeAssignment and plagiarism, go to <http://www.c21te.usf.edu> and click on Plagiarism Resources. For information about plagiarism in USF's undergraduate catalogue, go to: <http://www.ugs.usf.edu/catalogs/0304/adap.htm#plagiarism> or to the graduate catalogue: <http://catalog.grad.usf.edu/2001-2003/section8.asp#academic%20conduct>

Class Notes:

You do not have permission to sell any class notes, electronic notes of lectures, electronic copies of course material, or any other material either in electronic, hard copy, video or audio.

Blackboard availability and uncollected items:

Students' uncollected exams and papers will be kept for a year by the instructor. They will be kept until the end of the final exam week of the Spring 2007 semester and will then be disposed of at the instructor's discretion. Blackboard will be available until May 8th, 2007. Please, print any items that you need before that date.

The College of Education CAREs

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit:

www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

COLLEGE OF EDUCATION

DEPARTMENTAL COURSE SYLLABUS : ATTACHMENT I

1. *Rationale for Setting Goals and Objectives:*

Appropriate and effective schooling of LEP students is a major concern for all State Boards of Education, other educators, parents, and students in the United States, but a particularly critical one for the state of Florida. Florida, like California and Texas, has a significant number of LEP students enrolled in its public schools today and this number keeps growing. Educating these students so that they are equipped with the knowledge and skills needed to be productive citizens, i.e. possessing higher levels of language, math, and reasoning skills, is most important if Florida (and the United States) intends to grow and be competitive in a global economy. The fact that a number of LEP students tend to drop out of school must be taken into consideration and addressed, and one effective way of doing so is to educate better, that is, make school a more meaningful and academically and socially rewarding place for LEP students.

Florida also has a legal responsibility for the appropriate schooling of LEP students. In 1990, as a result of a lawsuit by a coalition of agencies representing the interests of LEP students (META), Florida's State Board of Education entered into a consent decree that outlines a plan for serving LEP students. Under the provisions of the plan, LEP students will be identified and assessed; programming aimed at providing access to the curriculum will be implemented; teachers will be trained in ESL and bilingual approaches, methods, techniques and strategies; principals and administrators will be trained in the provisions of the *Florida Consent Decree*; and outcome measures will be developed.

This course is designed to address primarily the first three of the above criteria. It is an overview of five subject areas pertinent to teaching LEP students: Applied Linguistics, Cross-cultural Communication and Understanding, Methods in Teaching ESL, Curriculum Development, and Language Testing. (These areas are those identified as necessary for the ESOL endorsement on Florida teaching certificates.) Content in this course includes the fundamental principles, concepts, theories, methods, techniques, strategies, etc. of 2nd language teaching and learning as found and advocated by leading researchers in the fields of Applied Linguistics (TESOL), Second Language Acquisition, Sociolinguistics, and other related disciplines. Such researchers include: J. Cummins, S. Krashen, M. Long, V. Collier, M. Saville-Troike, N. Seelye, G. Valdes, Y. Padron, D. Hymes, L. Beebe, H.D. Brown, M. Swain, D. Larsen-Freeman, L. Vygotsky, M. McCloskey, A. Chamot, J.M. O'Malley, P. A. Richard-Amato, J. K. Peyton, A. Raimés, J. A. Crandall, and G. Cantoni-Harvey.

In addition to this its content being grounded in research findings, this course addresses the *Performance Standards for Teachers of ESOL* and the Florida's *Subject Area Competencies for ESOL*. Indicators for the *Accomplished Practices* are also evidenced in the course syllabus.

2. Specific competencies addressed from the *relevant guidelines*.

In the past few years, Florida's Department of Education established the following *Performance Standards for Teachers of English for Speakers of Other Languages* (ESOL). This course's design addresses all twenty-five of them.

ESOL Performance Standards

1. Conduct ESOL programs within the parameters, goals and stipulations of the *Florida Consent Decree*.
2. Recognize the major differences and similarities between the different cultural groups in the United States..
3. Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
4. Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction.
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of 1st and 2nd language acquisition processes.

6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.
 7. Locate and acquire relevant resources in ESOL methodologies.
 8. Select and develop appropriate ESOL content according to student levels of proficiency and listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communication skills (BICS), and (2) cognitive academic language proficiency (CALP) as they apply to the ESOL curriculum.
 9. Develop experiential and interactive literacy activities for LEP students, using current information on linguistics and cognitive processes.
 10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.
 11. Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing.
 12. Apply content-based ESOL approaches to instruction.
 13. Evaluate, design, and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
 14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
 15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels.
 16. Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.
 17. Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at the elementary, middle, and high school levels.
 18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
 19. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
 20. Administer tests and interpret test results, applying basic measurement concepts.
 21. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
 22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
 23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduced cross-cultural barriers between students, parents, and the school setting.
 24. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.
 25. Recognize indicators of learning disabilities, especially hearing and language impairment and limited English proficiency.
3. Are there field-based experiences in this course? If so, please briefly indicate nature and duration.

Yes. The course is structured around a series of assignments based on a case study of an LEP student currently enrolled in either elementary, middle, or high school. These assignments are scheduled to be completed throughout the semester. A resource portfolio, which is the compilation of all the assignments, is due at the end of the semester.

Below are examples of course assignments:

- List specific cultural/background questions or information to be obtained about your case-study student and develop a plan detailing how to obtain the information. (Product: Detailed Plan)
- Compare and contrast how specific daily school routines are carried out in your school vs. the student's home culture (Product: Written Assignment)
- Collect literacy data on your case-study student in the following domains: cognitive, affective, and psychomotor. (Product: Instruments designed to collect information on various aspects of literacy completed with data collected from case-study student)
- Develop and conduct a lesson with your case-study student. This lesson should be designed to teach language and teaching skills and curricular content using some of the strategies introduced in the course. Analyze your implementation of the lesson. (Product: Lesson Plan and Written Analysis of Implementation)

4. Is technology used in this course? If so, please briefly indicate type of technology and how it is used to manage, evaluate and improve instruction. Are students provided opportunities to access and/or demonstrate use of technology in instruction in this course? If so, please briefly describe. (See Accomplished Practice #12)

Both the campus course and the LFAD course emphasize the use of instructional technologies because they are effective media for *comprehensible* instruction, which is a primary consideration when teaching LEP students.

NOTE: The LFAD class is computer-based, i.e. most of its instruction is conducted via the Internet.

Some ways (adapted from indicators for Accomplished Practice #12) in which technology is incorporated in the course are as follows:

- A. Computers (WWW, email, CD-ROM, etc.)
 - Uses, on a personal basis, computer applications, such as word processors, databases , and presentation tools
 - Utilizes instructional and other electronic networks to gather and share information (electronic learning logs/dialogue journals, email discussion lists, chat rooms, WWW tutorials and simulations, etc.)
 - Selects and utilizes educational software for instructional and management purposes (record keeping/grading software, CALL software, tutorials, games, simulations, etc.)
 - Uses computer applications to create visuals and other materials (graphics software, word processors, calculators, etc.)
 - Incorporates educational software in lesson preparation and implementation (tutorials, simulations, games, etc.)
 - Uses virtual libraries for information gathering and referencing
- B. Video
 - Uses videotapes that demonstrate various teaching points
 - Uses in lesson and material preparation
 - Uses videotapes for reflective teaching
- C. Audio
 - Uses audiotapes to collect oral language samples (SOLOM)
 - Uses in lesson and material preparation
 - Uses videotapes for reflective teaching
- D. Display Units
 - Uses overhead projectors or other display units to "visualize" instruction
 - Uses in lesson and material preparation

5. List the specific competencies addressed from the *Florida Adopted Subject Area Competencies*, if applicable.

All Florida Adopted Subject Area Competencies for English for Speakers of Other Languages in K-12 Programs are addressed in the ESOL Performance Standards (#2).

6. Are there any components of the course designed to prepare teacher candidates to help K-12 students achieve the *Sunshine State Standards*? Is so, please identify.

LEP students are accountable for achieving the *Sunshine State Standards for Language Arts*. Teachers of these students are responsible for ensuring that these standards are met by employing ESOL methods, techniques and strategies. This course focuses on preparing preprofessional teachers to teach LEP students.

DEPARTMENTAL COURSE SYLLABUS

Attachment I (cont'd)

MATRIX

7. Matrix showing the association among (1) course objectives (item #6 of syllabus), (2) related topics, (3) evidence of achievement of objectives (including performance-based assessments, as appropriate), and (4) Accomplished Practices (Undergraduate and Plan II Master's Programs).

Course Goals and Objectives	Topics	Evidence of Achievement	Predominant Accomplished Practices
<p>1.0 Develop an understanding of modes of educational delivery within multicultural / pluralist communities</p>	<p>Pluralist Language Education</p> <p>1.1 Societal and individual bilingualism</p> <p>1.2 Historical-sociopolitical overview of models of bilingual education at the state, national and international level</p> <p>1.3 Strong and weak forms of bilingual education (content & linguistic objectives, client population, socio-political contexts)</p> <p>1.4 Issues involved in mainstreaming / integration</p> <p>1.5 Research underpinning bilingual language development</p> <p>1.6 Racism in education, multiculturalism, pluralism, equity and equalisms / dualisms</p> <p>1.7 Philosophical approaches to developing a professional self. What type of teacher am I?</p>	<p>1. Quizzes /Reading checks/ Reaction papers on assigned readings</p> <p>2. Entries in electronic learning Logs</p> <p>3. Case study</p> <p>4. Portfolio based on ESOL Performance Standards and current LEP student needs</p>	<ul style="list-style-type: none"> • Florida Accomplished Practices: 1,2,4,5,6,8,9,11 • ESOL Performance Standards:2,3,4,5,6,8,13,14, 18,19,21,23,24,25 • COE Conceptual Framework Outcomes: 1,2,5,6

<p>2.0 Develop competence in second language acquisition theory and research in order to understand better the complex relationship between second language development and teaching / learning.</p>	<p>Second Language Acquisition Research & Education</p> <p>2.1 What is SLA?</p> <p>2.2 What questions does SLA attempt to answer?</p> <p>2.3 First language acquisition and methods of language teaching (grammar-translation, direct approach, audiolingual method, natural approach, communicative approach, task-based language learning)</p> <p>2.4 Language issues that affect content-based teachers: emergence vs mastery, i + 1 vs ZPD, acculturation, learnability vs teachability, acquisition rich environment, experiential vs analytic, communities of knowledge, speech communities</p>	<ol style="list-style-type: none"> 1. Quizzes /Reading checks/ Reaction papers on assigned readings 2. Entries in electronic learning logs 3. Case study activities 4. Portfolio based on ESOL Performance Standards and current LEP student needs 	<ul style="list-style-type: none"> • Florida Accomplished Practices: 4,5,7,8,9,10,11,12 • ESOL Performance Standards: 5,6,8,9,11,12,13, 14,16,17,18,24 • COE CFs 1,2,3,5,6
<p>3.0 Develop competence in notions of language varieties such as dialects, sociolects, and idiolects and the ideological roles these phenomena play in linguistic and cultural empowerment</p>	<p><u>Language Varieties</u></p> <p>3.3 What are language varieties? A linguistic perspective - registers of language use; dialects, sociolects and idiolects</p> <p>3.4 A critical perspective - language hegemony, linguistic inequalities and cultural disempowerment in educational settings; discourse practices</p> <p>3.2 Language and politics; ebonics, English only laws</p> <p>3.3 Reconciliation vs embracing the conflict</p>	<ol style="list-style-type: none"> 1. Quizzes /Reading checks/ Reaction papers on assigned readings 2. Entries in electronic learning logs 3. Case study activities 4. Portfolio based on ESOL Performance Standards and current LEP student needs 	<ul style="list-style-type: none"> • Florida Accomplished Practices: 2, 3, 5, 7, 8, 9, 11 • ESOL Performance Standards: 1,2,3,4,6,11,12, 13,15,17,18,19,20,21,23, 24,25 • COE CFs: 1,2,4,5,6
<p>4.0 Develop an understanding for and evaluate critical literacy within a postmodern perspective as it relates to</p>	<p>Literacy</p>	<ol style="list-style-type: none"> 1. Quizzes /Reading checks/ Reaction papers on assigned readings 	<ul style="list-style-type: none"> • Florida Accomplished Practices: 2,3,4,5,6,7,9,10

<p>educational practices within a context of difference, dissonance and discontinuities.</p>	<p>4.1 What is literacy? 4.4 Types of literacy (critical, functional, visual, technological, bi/multicultural, educational) 4.5 Taking a critical stance. Developing skills in deconstructionism. Deconstructing syllabi, tests, texts, and school practices 4.6 Coping with non-standard varieties of language use in educational contexts; signs, tokenism, stereotyping, reacting to difference, textual production 4.7 Empowerment agents in education</p>	<p>2. Entries in electronic learning logs 3. Performance tests 4. Assignments literacy 5. Case study activities: 6. Portfolio based on ESOL Performance Standards and current LEP student needs</p>	<ul style="list-style-type: none"> • ESOL Performance Standards: 2,3,4,6,11,12,13,17,18,24 • COE CFs: 1,2,4,5,6
<p>5.0 Develop an understanding of the role, function and implications of 1.0-4.0 above on reading & writing practices, reading & writing development and reading & writing assessment in the education of LEP students.</p>	<p>Reading / Writing 5.6 What is reading / writing? 5.7 Reading and writing connections 5.8 SLA and reading / writing processes 5.9 Freireism; reading / writing the word, reading / writing the world Teaching reading and writing skills to LEP students through content-based courses</p>	<p>1. Quizzes /Reading checks/ Reaction papers on assigned readings 2. Entries in electronic learning logs 3. Case study activities: 4. Portfolio based on ESOL Performance Standards and current LEP student needs</p>	<ul style="list-style-type: none"> • Florida Accomplished Practices: 1,4,5,8,10 • ESOL Performance Standards: 6,8,9,10,11 • COE CFs: 1,2,5,6

<p>6.0 Synthesize and articulate how principles of second language acquisition research in bilingual education frame and support inclusive instructional practices.</p>	<p>Synthesis of inclusive instructional practices</p> <p>1.1 Descriptions of workable literacy practices</p> <p>1.2 Case study analysis</p> <p>1.3 Fieldwork</p>	<p>1. Case Study activities</p>	<ul style="list-style-type: none"> • Florida Accomplished Practices: 1,2,3,4,5,6,7,8,9,10,11,12 • ESOL Performance Standards: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25 • COE CFs: 1,2,3,4,5,6
---	--	---------------------------------	---

ATTACHMENT II

Departmental Course Syllabus: Preprofessional Benchmarks for the Accomplished Practices

Practice #1 -- Assessment: *The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the student's instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.*

Practice #2 -- Communication: *The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques, which she/he will use in the classroom.*

Practice #3 -- Continuous Improvement: *The preprofessional teacher realizes that she/he is in the initial stages of a life-long learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher's continued professional improvement is characterized by self-reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.*

Practice #4 -- Critical Thinking: *The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.*

Practice #5 -- Diversity: *The preprofessional teacher establishes a comfortable environment that accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies [such] as acceptance, tolerance, resolution, and mediation.*

Practice #6 -- Ethics: *The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.*

Practice #7 -- Human Development and Learning: *Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.*

Practice #8 -- Knowledge of Subject Matter: *The preprofessional teacher has a basic understanding of the subject matter and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills include a variety of means to assist student acquisition of new knowledge and skills using that knowledge.*

Practice #9 -- Learning Environments: *The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and is working to increase knowledge and skills.*

Practice #10 -- Planning: *The preprofessional teacher recognizes the importance of setting high expectations for all students. The preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.*

Practice #11 -- Role of the Teacher: *The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.*

Practice #12 -- Technology: *The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.*