ESOL Foundations: Language and Culture in Elementary Classrooms

Course Information for Tuesday, Section 1693
Time: Periods 2-4 (8:30 am - 11:30 am)
Location: Norman Hall, Room 2321

Instructor: Xiaochen Du
Office Hours: Tuesday 11:30am – 12:30pm or by appointment
Email: xiaochendu@ufl.edu

Course Description
TSL3520 will examine issues of language and culture that are relevant for elementary school learners of English as a second language (ESL). The course provides an introduction to the structure of language and to principles and processes of first and second language development in young learners. The role of the native language and culture and their influence on learning for language minority students is a major focus of the course. The course also provides an introduction to the influence of culture on language learning (especially oral language development) and communication styles; value and belief systems; and patterns of interaction and behavior. Readings, vignettes, case studies, journals, audio, video, and transcribed language samples are used for reflection, analysis, and in-class discussion activities. Field experiences, which take place one full day per week in a local elementary school, help students apply concepts to further their understanding of language and culture of English Language Learners (ELLs).

Textbook & Course Materials

Course Website
Additional class information, announcements, and assignment submissions will be communicated via our online course module in Canvas, which can be found at http://online.education.ufl.edu.

There is an accompany website access for supplemental materials related to the textbook at www.caslonpublishing.com.
Additional Required Readings

Additional reading materials will be available online in Canvas or through ARES located in the library website. Citations for the additional readings are the following:


Klingner, J.K. & Artiles, A. J. (2003). When should bilingual students be in special education?: How can we avoid the inappropriate provision of special education services to culturally and linguistically diverse students? Educational Leadership, 60 (9), 66-71.


*Please note: Changes and additions to the list of readings will be made as needed during the semester. Updates will be announced in class or through Canvas.*

**Course Objectives**

Pre-service teachers will acquire knowledge related to three key areas: the nature and role of *culture*, the nature of *(second)* *language acquisition*, and the nature of *language teaching and learning* (delineated below). Within each area, related topics will guide course readings, inquiry, discussion, activities, and assignments. This course is designed to provide pre-service teachers with the foundation necessary for future coursework in ESOL (English for Speakers of Other Languages) curriculum, methods, and assessment.

**The Nature and Role of Culture**
- The nature of culture and aspects in which cultures may vary.
- The stages of cultural adjustment.
- The ways in which family roles, relationships, and expectations can vary across cultures and influence student learning in school.
- The major characteristics of different cultural groups represented in Florida’s ESOL student population.
- The explicit and implicit rules of American (classroom) culture and how these can affect the participation and success of culturally diverse learners in school.
- The characteristics of culturally responsive education.

**The Nature of Language**
- The functional and social purposes of language.
- The systematic (patterned) yet variable nature of language.
• The subsystems of language and ways in which these can vary across languages.
• The structure of English and the challenges faced by ESOL learners from various language backgrounds acquiring these structures.
• English oral language development.

The Nature of Language Teaching and Learning
• The complex and lengthy process of second language learning.
• The similarities and differences in first and second language acquisition.
• The processes and stages of second language development.
• The current major theories of second language acquisition.
• The role of the native language in cognitive development, second language acquisition, literacy, and academic achievement.
• The interdependence of listening/speaking/reading/writing skills development.
• Instructional strategies for English oral language development.
• The varying receptive and productive abilities of ESOL learners at beginning, intermediate, and advanced levels of English language proficiency.
• The differences between basic interpersonal communicative language skills (BICS) and cognitive academic language proficiency (CALP) and the relevance of these for ESOL learners.
• The nature of language or learning challenges vs. linguistic or cultural differences in ESOL learners.

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check CANVAS for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Gatorlink email. Please remember that any changes reflected on CANVAS will be the most updated information.

**Course Assignments**

1. **Exams: Exam 1 and Exam 2**
   Exams will include a mixture of the following: multiple choice, matching, true/false, short answers, and essays. The midterm and non-cumulative final will be held during class times on specific dates (see course Agenda). The both exams will include materials covered in the textbook and course readings as well as online and class discussion.
2. Field Experience Presentation and Final Paper
This semester, you will work one full day per week in your field placement at Levy County elementary schools. While you are working in content area classrooms, specifically reading and mathematics, you will also take detailed notes on the ESOL student(s) in those classes. You do NOT need to follow the ESOL student(s) into other classrooms, just observe your ELL for reading and math. Your focus is on a) teaching and learning of English for the ELL; and b) differentiation of instruction (strategies, graphic organizers, grouping, assessments, etc.) for the ELL. Your notes and information on the background of the ELL will be useful for your final course presentation and paper.

The final paper will be about three (3) pages long and will be due at the time of your final presentation in class. Your final paper will have four main sections:
1. Information of your ELL(s). Who is the ELL? Include background information of the student, such as L1 language and literacy, home culture, assessment data, personality traits and habits, and parental involvement.
2. At least two (2) "wonderings” or questions about the teaching/learning of the ELL and his/her work, participation, and learning in school.
3. Observation notes on what you observed in the math and reading classes as well as the results of the SOLOM instrument.
4. How these three things (observation, background information, questions about teaching and learning of ELLs) will inform and aid my instruction for these student(s) in the future.

Additional Notes and Detailed Topics:
• Learn who the principal, teacher, coaches, and paraprofessionals who work with your ELL.
• Learn about all the ELLs in the class. What are their L1s? Where are they from?
• Who is your case study student? Why did you pick that student? What is the ELL’s L1? Can the ELL read/write in his/her L1? What are some of the funds of knowledge of your ELL? How do you know?
• Who is responsible in the school for ELL identification and placement? What assessment was used for identification and placement? What was the student’s score?
• What additional data can you obtain about your ELL’s language and content achievement? Is there CELLA (language) data available? What are those scores? Are there FAIR (reading) test data and scores?
• Observe and take notes on the ELL’s oral language use in class and out of class (e.g. playground, lunch room). What do you notice? How does the student’s individual oral language use vary in different contexts?
• Conduct an in-class SOLOM assessment. What are the scores? What is usual/unusual, especially in comparison with the observations from last week’s notes?
• Collect reading notes on your ELL’s actual reading of the text and provide evidence of his/her comprehension.
• Analyze linguistic elements, especially phonology, to your ELL’s oral reading production.

Course Evaluation
• Final grades will be based on the timely completion of assigned readings; regular class attendance; full and engaged participation in class discussions; activities; your performances on two exams; and field experiences presentation as well as the quality of the written assignments of your field experience, including the ability to connect readings to the field experiences and discuss the significance of course content to classroom practice. All submitted assignments must be original work completed for this course.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Field Experience with ELLs Report (Levy County Classroom)</td>
</tr>
<tr>
<td>20%</td>
<td>Field Experience Presentation</td>
</tr>
<tr>
<td>20%</td>
<td>Attendance and Class Participation: Contribution to class discussion, regular attendance, timely submission of all written assignment, online contributions, and professionalism</td>
</tr>
<tr>
<td>20%</td>
<td>Exam 1</td>
</tr>
<tr>
<td>20%</td>
<td>Exam 2</td>
</tr>
<tr>
<td>100</td>
<td>Total Points Possible</td>
</tr>
</tbody>
</table>
Late Work Policy
Be sure to pay close attention to deadlines. There will be no make-up assignments or late work accepted without a serious and compelling reason and instructor approval.

Grades in Canvas
Please note that the average grade that is provided in Canvas is not your final grade. Grades that you can view in Canvas only reflect the graded assignments that were submitted online. Hardcopy submissions or participation grades are not calculated in the overall grade shown online.

Letter Grades
Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>Nearly Excellent Work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>Good Work</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>Mostly Good Work</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Above Average Work</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>Average Work</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>Mostly Average Work</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
<td>Poor Work</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Failing Work</td>
</tr>
</tbody>
</table>

~~Important Note: For more information about grading at the University of Florida, visit the academic policies and grading section of the university catalog.

Course Policies

Professionalism:
At the School of Teaching & Learning, we assume that you will approach this class with a professional attitude and demonstrate professional behavior toward yourself, your peers, and the instructor. This includes but not limited to: timeliness; being prepared to discuss the readings; making positive contributions to large and small group discussions in class; collaborating outside of class with your group members; not engaging in disruptive and/or distracting behaviors in class; and submitting thoughtful and original work.
Classroom Participation:
In this class, there is a great deal of emphasis on interactive learning and group work. For this reason, it is imperative that you attend all classes. Part of your grade will be determined by your classroom participation, which requires not only that you arrive on time for class, but also that you are actively engaged with the course content and activities while in class. Unexcused absences for a class or for part of the class and/or unprofessional conduct (non-participation, tardiness, distracting behavior, or use of technology for non-classroom purposes) will be reflected in your final grade. If you are going to be absent, please email me ahead of time to let me know that you will not be attending class.

Accommodations for Students with Disabilities:
The College of Education is committed to providing reasonable accommodations to assist students in their coursework. If you require classroom accommodations because of a disability, you must first register with the Dean of Students Office (http://dso.ufl.edu/drc). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodations.

Academic Counseling and Student Health: Students with academic concerns related to this course should contact the instructor in person or via email. If you find that you have trouble keeping up with assignments or other aspects of the course, please be proactive in informing the instructor when difficulties arise during the semester so that we can help you find a solution. Students may also occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with the instructor and/or to seek confidential assistance at the UF Counseling & Wellness Center (352.392.1575). Please visit their website for more information at http://www.counseling.ufl.edu. Also, crisis intervention is always available 24/7 from the Alachua County Crisis Center at 352.264.6789.

Academic Integrity:
All students registered at the University of Florida have agreed to comply with the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” At the University of Florida, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of
any dishonest, deceptive, or fraudulent means. Plagiarism is a form of cheating. At the University of Florida, plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement or that person’s contribution. Please be aware that cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of your course grade and a report to university officials.

**TEACHER PREPARATION STANDARDS**

*Florida ESOL Performance Standards*

This course will address the following performance standards identified for teachers of ESOL students in Florida.

**Domain 1: Culture (Cross-Cultural Communications)**

**Standard 1: Culture as a Factor in ELL’s Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

*Performance Indicators:*

1.1.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds at varying English proficiency levels.

1.1b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families {e.g., Parent Leadership Councils (PLCs)}

**Domain 2: Language and literacy (Applied Linguistics)**

**Standard 1: Language as a System**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; support ELLs’ acquisition of English in order to learn to read, write, and communicate orally in English.
Performance Indicators:
2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system
2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (Phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs’ development of listening, speaking, reading, and writing (including spelling) skills in English.

Standard 2: Language Acquisition and Development
Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

Performance Indicators:
2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.
2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.
2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)
Standard 1: ESL/ESOL Research and History
Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; support ELLs’ acquisition of English in order to learn to read, write, and communicate orally in English.

Performance Indicators:
3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Standard 2: Standard-Based ESL and Content Instruction
Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English
listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

*Performance Indicators:*

3.2.b. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.
3.2.c. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.
3.2.h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).
3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

**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 evidence-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.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.

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

*Standard 1: Assessment Issues for ELLs*

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized
assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

*Performance Indicators:*
5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

**Standard 2: Language Proficiency Assessment**
Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand 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.

*Performance Indicators:*
5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.
5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
5.2.c. Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.

**Florida Reading Competencies in TSL3520**

**EAS Assessments**
In this course, one or more assignments have been selected as “key tasks” that will assess your mastery of knowledge, skills, and or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as key tasks because they align with the Florida Reading Competencies.

Your mastery of each indicator will be measured by your performance on a key task. In order to pass this course, you must successfully complete the two key tasks for this course and receive a rating of **Developing** or **Accomplished**. **No exceptions will be made to this rule, even if you do not plan to teach after graduation.** Students who receive an **Unsatisfactory** rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor.
Students who do not complete their EAS makeup work satisfactorily will receive an incomplete.

The rating guide framework below will be used to evaluate your performance on tasks assessing specific Florida Reading Competency Indicators covered in this course. The language of each Reading Indicator completes the statements. For more information, please visit the Eduator Assessment System Student Portal at: [https://my.education.ufl.edu](https://my.education.ufl.edu).

### Reading Competencies in ESOL Course TSL3520

<table>
<thead>
<tr>
<th>Task</th>
<th>Exam 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.1. Understand that building oral and written language facilitates comprehension.</td>
<td></td>
</tr>
<tr>
<td>1.B.2. Understand the differences between social and academic language.</td>
<td></td>
</tr>
<tr>
<td>1.G.1. Identify language characteristics related to social and academic language.</td>
<td></td>
</tr>
<tr>
<td>1.G.2. Identify phonemic, semantic, and syntactic variability between English and other languages.</td>
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</tr>
<tr>
<td>2.B.3. Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English.</td>
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<tr>
<td>2.C.3. Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development.</td>
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<tr>
<td>4.3. Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.</td>
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</tbody>
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## Agenda for Performance Indicators

<table>
<thead>
<tr>
<th>Week Number</th>
<th>ESOL Course Content</th>
<th>Florida ESOL Standards &amp; Indicators</th>
<th>Florida Reading Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to ESOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Demographics (national &amp; state), major federal legal cases, Florida Consent Decree, Home Language Survey</td>
<td>3.1c, 5.2a, 5.2b</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ESL/Bilingual Education Program Types (<em>Speaking in Tongues</em> video)</td>
<td>3.1c</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Role of culture in ESL, Funds of Knowledge</td>
<td>1.1a, 1.1b, 1.1c, 1.1d, 1.1e</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>L1 Acquisition, L2 Acquisition, L1 &amp; L2 Similarities and Differences</td>
<td>2.2a, 2.2b, 3.1a, 3.2i, 4.1b</td>
<td>1.B.2, 1.G.1, 4.3</td>
</tr>
<tr>
<td>6</td>
<td>Individual variables in SLA</td>
<td>1.1b, 1.1e, 2.2c, 2.2d</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Midterm (in class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Structure of Language I</td>
<td>2.1a, 2.1e</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Structure of Language II</td>
<td>2.1a, 2.1b, 3.2j</td>
<td>1.A.2, 1.G.2, 2C.3</td>
</tr>
<tr>
<td>10</td>
<td>Assessment I: What is CELLA? Standardize testing and ELLS; Language proficiency levels; Oral language development (SOLOM)</td>
<td>5.1a, 5.1b, 5.1d, 5.2b, 5.2c</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Oral language development strategies, TPR and LEA</td>
<td>2.2c, 3.1b, 3.2b, 3.2c, 3.2j, 4.1c</td>
<td>2.B.3</td>
</tr>
<tr>
<td>Week Number</td>
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<td>Florida Reading Indicators</td>
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<tr>
<td>12</td>
<td>ESOL Reading development</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Introduction to strategies and styles, Language difference versus disability; ‘error’ correction.</td>
<td>3.2.h</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Field Experience Culminating Event; ESOL student presentations in class; Glogster printout and presentation</td>
<td></td>
<td></td>
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</tbody>
</table>
### TSL 3520: ESOL Foundations: Language and Culture in Elementary Classrooms

Instructor: Xiaochen Du

*Please Note: Agenda may be revised throughout the semester*

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topics</th>
<th>EAS Florida ESOL Standards</th>
<th>Florida Reading Indicators</th>
<th>Assigned Reading</th>
<th>Online Work (Caslon online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
<td>• Welcome and introduction to the course</td>
<td></td>
<td></td>
<td>Syllabus &amp; Agenda</td>
<td>Hong Kingston article</td>
</tr>
</tbody>
</table>
| 2    | Sept 1     | • ELL definition and demographics (national and state)  
• Major federal legal cases and the Florida Consent Decree (FCD)  
• Link to the FCD [http://www.fldoe.org/aala/cdpage2.asp](http://www.fldoe.org/aala/cdpage2.asp) | 3.1.c, 5.2.a, 5.2.b |                           | Cultural/Law/Historical Timeline (Wright, Ch. 1, pp. 1-7)  
• Wright Ch. 3  
• The Florida Consent Decree (Ariza, pp. 209-214-- PDF) |                           |
| 3    | Sept 8     | • Identification of ELLs—how do we know who is an ELL?  
ESL/Bilingual Education Program Types | 3.1.c |                           | Language Education programs (Wright, Ch. 4, pp. 81-109)  
• Video -- Speaking in Tongues | Chapter 4: Complete the Activity, Identifying Program Models in Practice, online. How did you score? |
| 4    | Sept 15    | • Migrant and Refugee ELLs  
• Role of culture in ESL  
• Funds of knowledge | 1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e |                           | Coelho article, Immigrant and Refugee Children  
• Igoa article  
• Midobuche article (8 ps) | Chapter 1: Complete the Activity, Identifying Students’ English Language Proficiency Levels. How did you do? |
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topics</th>
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<th>Florida Reading Indicators</th>
<th>Assigned Reading</th>
<th>Online Work (Caslon online)</th>
</tr>
</thead>
</table>
| 5    | Sep 22     | • Language Learning Theories  
• L1 Acquisition  
• L2 Acquisition Theories | 2.2.a, 2.2.b, 3.1.a, 3.2.i, 4.1.b | 1.B.2, 1.G.1, 4.3 | Video-Human Language  
- SLA Theories (Wright, Ch. 2, pp. 36-44)  
- FLA (Ariza, pp. 126-132)  
- SLA (Carrasquillo, Kucer & Abrams, Ch. 2, pp. 19-24) |  |
| 6    | Sep 29     | • L1-L2 Similarities and Differences  
• English proficiency levels  
• Individual variables in SLA  
• Myths about SLA | 1.1.b, 1.1.e, 2.2.c, 2.2.d |  | Coelho, pp 149-166  
Ariza, pp. 140-143  
Wright, Ch. 3, review pp. 62-63  
Davies Samway article,  
Video -- Student Voices |  |
| 7    | Oct 6      | • Structure of Language I  
• Structure of Language II (linguistic subsystems) | 2.1.a, 2.1.e |  | Ariza, pp. 40-112  
Wright, Ch 2, pp. 23-32 |  |
| 8    | Oct 13     | • Exam 1 |  |  | Video -- American Tongues |  |
| 9    | Oct 20     | • Cross-linguistic comparison  
• Language demands of the school curriculum | 2.1.a, 2.1.b, 3.2.j | 1.A.2, 1.G.2, 2.C.3 | Shatz & Wilkinson, Ch. 6, pp. 57-105  
Carrasquillo, Kucer & Abrams, Ch. 2, pp. 24-30  
Chapter 5: Conduct the Activity, Analyzing Challenges of Test Questions for ELLs. What surprised you? In class, how could you modify the questions for ELLs? |  |
| 10   | Oct 27     | • Assessment I (What is CELLA?)  
• Standardized testing and ELLs  
• Language proficiency levels  
• Oral language development and assessment (SOLOM) | 5.1.a, 5.1.b, 5.1.d, 5.2.b, 5.2.c |  | Wright, Ch. 5, pp. 111-131 |  |
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topics</th>
<th>EAS Florida ESOL Standards</th>
<th>Florida Reading Indicators</th>
<th>Assigned Reading</th>
<th>Online Work (Caslon online)</th>
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<tr>
<td>11</td>
<td>Nov 3</td>
<td>Oral language development strategies (demonstrations)</td>
<td>2.2.c, 3.1.b, 3.2.b, 3.2.c, 3.2.j, 4.1.c</td>
<td>2.B.3</td>
<td>Wright, Ch. 6, pp. 141-168&lt;br&gt; Kagan</td>
<td>Chapter 6: Review the Figures and Tables, Figure 6.1 TESOL ELP Standards, Sample Performance Indicators for Listening and Speaking. You can also access the SOLOM tool online.</td>
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<td>12</td>
<td>Nov 10</td>
<td>• Parent communication&lt;br&gt; • Primary language support</td>
<td>3.2.j, 5.1.d</td>
<td></td>
<td>Coady chapter (2012)&lt;br&gt; Panferov article&lt;br&gt; Wright, Ch. 10, pp. 267-282</td>
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<tr>
<td>13</td>
<td>Nov 17</td>
<td>• Introduction to strategies and styles&lt;br&gt; • Language difference v. disability</td>
<td>3.2.h</td>
<td></td>
<td>Klingner &amp; Artiles article, <em>Bilingual SPED</em>&lt;br&gt; Hamayan et al., TBD&lt;br&gt; Watch the Colorin Colorado webcast on disability and ELLs link: <a href="http://www.colorincolorado.org/webcasts/disabilities">http://www.colorincolorado.org/webcasts/disabilities</a></td>
<td>Chapter 6: See Activity, Correcting Student Errors. Review in class.</td>
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<td>14</td>
<td>Nov 24</td>
<td>• Summing up the course&lt;br&gt; • Class presentations 1 of 2</td>
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<td>15</td>
<td>Dec 1</td>
<td>• Summing up the course&lt;br&gt; • Exam Review&lt;br&gt; • Class presentations 2 of 2</td>
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<td>16</td>
<td>Dec 8</td>
<td>• Exam 2&lt;br&gt; • Final papers due</td>
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