

TSL 4320: ESOL Strategies for the Content Area Teacher Fall 2007 SYLLABUS

INSTRUCTOR SECTION 9559

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by appointment

INSTRUCTOR SECTION 0695

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Course Website: <http://plaza.ufl.edu/bmutlu/TSL4320.html>

Course Description

This ESOL (English for Speakers of Other Languages) Strategies course is designed to help content teachers gain the skills they need to provide effective instruction to ELLs (English Language Learners) in the mainstream content classroom. Key concepts from the five ESOL Endorsement courses: Language Principles, Cross-Cultural Communication, Methods of Teaching ESOL, Curriculum and Materials Development, and Testing and Evaluation are also addressed.

Course Objectives

The following objectives will be developed over the course of the semester. Objectives are categorized according to the above five concept areas. They will not necessarily be covered separately or in this order.

LANGUAGE PRINCIPLES
<ul style="list-style-type: none"> • Demonstrate knowledge of first (L1) and second (L2) language acquisition research and the implications of such research for teaching content area subjects to ELLs. • Understand the stages of language development and describe appropriate classroom activities for each stage. • Understand the difference between the acquisition of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) and design appropriate curriculum, instructional materials, and materials for both types of L2 proficiency • Identify language functions, structures, and vocabulary characteristics of specific content areas.
CULTURE
<ul style="list-style-type: none"> • Understand the underlying assumptions and major goals of culturally responsive teaching and recognize the benefits of such an approach for all students. • Develop awareness of sources of cultural bias in instructional and assessment techniques and materials, and develop ways to reduce these and other forms of bias. • Identify culture-specific linguistic, sociolinguistic, and extralinguistic (gestures, eye contact, etc.) characteristics, and recognize differences as potential sources of cross-cultural misunderstanding.
METHODS
<ul style="list-style-type: none"> • Describe the major ESOL methodologies and approaches in relation to the various needs of ELLs, e.g., language proficiency, age, and learning styles. • Demonstrate methods and techniques that increase ELL involvement in content areas classes. • Design instruction that is comprehensible yet cognitively challenging for ELLs. • Understand and apply three principles of effective lesson modification for ELLs. • Demonstrate techniques for teaching content-specific language functions, structures, and vocabulary.
CURRICULUM
<ul style="list-style-type: none"> • Identify and describe appropriate program models for the implementation of content and language instruction for ELLs.
ASSESSMENT
<ul style="list-style-type: none"> • Understand the interdependent relationship between teaching and assessment and demonstrate the ability to develop authentic instructional tasks and tests • Understand the important role of language in testing for content area achievement • Identify teachable test-taking skills and metacognitive strategies helpful in studying for and taking classroom and standardized tests

Accomplished Practices:

During this course, you will be assessed for mastery of the following two Performance Indicators (2.1 and 7.1) of Accomplished Practices 2 and 7 using **Key Tasks**. **Key Tasks** assess your mastery of knowledge, skills and dispositions that the State of Florida requires of all entry-level educators.

To pass this course you must successfully complete all Key Tasks and receive a rating of "Met with Weakness" or higher. No exceptions will be made to this rule, even if you do not plan to teach after graduation. Students who receive a "Not Met" 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 makeup work satisfactorily (with a "Met with Weakness" or higher rating) will receive either an incomplete or a failing grade at the instructor's discretion. Students who fail the course must repeat it later.

2.1 Knows and identifies varied communication techniques for use with PK-12 students, including students whose home language is not Standard English. Assessment of this indicator will be based on the lesson adaptation assignments for different language proficiency levels, quizzes, ELI Exchange Focus Paper, Self-Portrait, and/or reading responses.

7.1 Knows established human development/learning theories and concepts (including first and second language acquisition). Assessment of this indicator will be based on quizzes, ELI Exchange Focus Paper, Self-Portrait, and/or responses to readings.

The following Accomplished Practices are also addressed in this course: 1, 4, 5, and 8.

If you have any questions regarding Key Tasks or the Performance Indicators for the Florida Accomplished Practices, please contact your instructor.

Required Text, Multi-Cultural Fiction/Non-Fiction Book, and Article

- Diaz-Rico, Lynne T. (2008). *A course for teaching English learners*. Allyn & Bacon Publishers. ISBN: 0205510507 (Available from Goering's Bookstore, 1717 NW 1st Avenue, Gainesville (1 block north of University Avenue across from Library West—ph. 377-3703)
- Fiction or nonfiction book selected from list or approved by instructor related to culture (see *Book Buddies* assignment). Note that most are available at UF and the Alachua County libraries for check-out.
- Assignment 2--Self-selected article about teaching ELLs in your content area (small group activity—article should be different for each group member. See Assignment 2 description for more details.)

Study Guide (Available at Orange & Blue on NW 13th St. across from Krispy Kreme)

- *Enriching content classes for secondary ESOL students—Study Guide*. Florida Department of Education, Center for Applied Linguistics (Sunbelt Office), and Project EXCEL (University of Florida).

Course Packet of Supplemental Readings and Assignments References (Available at Orange & Blue)

- Anonymous (1989). Asian is not Oriental. Retrieved May 6, 2006, from <http://members.fortunecity.com/operationbabylift/html/selfimage.html> (Excerpted from Wittmer, J. (1992) *Valuing Diversity and Similarity: Bridging the Gap through Interpersonal Skills*. Educational Media Corporation)
- Anonymous (1982). Respect my child: He has a right to be himself. *Saskatchewan Indian*, 12(7), 45. Federation of Saskatchewan Indian Nations. Retrieved from <http://www.sicc.sk.ca/saskindian/a82sep45.htm>
- Antunez, B. & Zelasko, N. (2000). If your child learns in two languages. Washington, DC: National Clearinghouse for English Language Acquisition. [NCELA Resource ID: BE019820] Available at <http://www.ncela.gwu.edu/pubs/parent/english.pdf>
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research and Practice*, 20(1), 50-57.
- Clancy, M., & Hruska, B. (2005). Developing language objectives for English language learners in physical education lessons. *JOPERD*, 76(4), 30-35.

- Derrick-Mescua, M. (1999). Assessment to support academic success for English language learners. From Theory to Practice [Number 3]. Region XIV Comprehensive Center at ETS: Tampa, FL. Retrieved May 14, 2007, from <http://ftp.ets.org/pub/ccxiv/ThryPrc.pdf>
- Derrick-Mescua, M. (1999). *Working with Families*. From Theory to Practice [Number 10]. Region XIV Comprehensive Center at ETS: Tampa, FL. Retrieved May 14, 2007, from <http://ftp.ets.org/pub/ccxiv/ThryPrc.pdf>
- The Diversity Kit: An Introductory Resource for Social Change in Education, Part II: Culture (2002) (pages 4-9, 13-15, 41-45). The Education Alliance at Brown University. Retrieved May 8, 2007, from http://www.alliance.brown.edu/tld/diversitykitpdfs/dk_culture.pdf
- Jameson, J. (1999). *Issues in Grading Limited English Proficient Students*. From Theory to Practice [Number 9]. Region XIV Comprehensive Center at ETS: Tampa, FL. Retrieved May 14, 2007, from <http://ftp.ets.org/pub/ccxiv/ThryPrc.pdf>
- Jameson, J. (1999). *Teach the Text Backwards: A Practical Framework that Helps English Language Learners Understand Textbooks*. From Theory to Practice [Number 7]. Region XIV Comprehensive Center at ETS: Tampa, FL. Retrieved May 14, 2007, from <http://ftp.ets.org/pub/ccxiv/ThryPrc.pdf>
- Jameson, J. (1999). *Three Principles for Success: English Language Learners in Mainstream Content Classes*. From Theory to Practice [Number 6]. Region XIV Comprehensive Center at ETS: Tampa, FL. Retrieved May 14, 2007, from <http://ftp.ets.org/pub/ccxiv/ThryPrc.pdf>
- Lapp, S.I., & Rodriguez, T. (n.d.) *Using Reading Strategies as a Route to Making Meaning for Secondary English Language Learners*. From Theory to Practice [Number 2]. Region XIV Comprehensive Center at ETS: Tampa, FL. Retrieved May 14, 2007, from <http://ftp.ets.org/pub/ccxiv/ThryPrc.pdf>
- McLaughlin, B. (1993) Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn [Handout 6]. *Empowering ESOL Teachers, Volume 1*, 77-85. Tallahassee, FL: Florida Department of Education--Division of Human Resource Development & Florida Atlantic University.
- Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist* 58(30) Retrieved from <http://www.msu.edu/~jdowell/miner.html>
- Roseberry-McKibbin, C., & Brice, A. (2005) Acquiring English as a Second Language: What's "Normal," What's Not. American Speech-Language-Hearing Association. Retrieved on Aug. 18, 2007, from <http://www.asha.org/public/speech/development/easl.htm>
- Shih, T.A. (unknown). Culture: An Immigrant Experience. *Hands-On English* 5(3), 8-9.
- Strategies for Selecting, Adapting, and Using Content Area Materials with ESOL Students (1995). *Empowering ESOL teachers: An overview, Volume 2*, 124-5. Tallahassee, FL: Florida Department of Education--Division of Human Resource Development & Florida Atlantic University.
- Trumbull, E., Rothstein-Fisch, & Greenfield, P.M. (2000) *Bridging Cultures in Our Schools: New Approaches that Work [A WestEd Knowledge Brief]*. Retrieved May 7, 2007, from http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/de/14.pdf
- *TESOL Standards for PreK-12 Students*. Available at
 - Grade 4-8 http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=315
 - OR (depending on grade level plan to teach)
 - Grade 9-12 http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=316
 - Glossary http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=317
- Trumbull, E., Rothstein-Fisch, & Greenfield, P.M. (2000) *Bridging Cultures in Our Schools: New Approaches that Work [A WestEd Knowledge Brief]*. Retrieved May 7, 2007, from http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/de/14.pdf
- *TESOL Standards for PreK-12 Students*. Available at
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 - Grade 9-12 http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=316
 - Glossary http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=317

Required Websites to visit:

- Graphic Organizer samples-- <http://www.graphicorganizers.com>
- Enriching assigned online modules—http://www.proeducational.com/inc/m_index.htm
- *Sunshine State Standards and Benchmarks* <http://www.fldoe.org/bii/curriculum/sss/>

Content Area Teaching Resources

- Burkart, G.S., & Sheppard, K. *Content-ESL across the USA: A training packet. A Descriptive study of content-ESL practices. Volume III: Training packet material.* Retrieved May 7, 2005, from National Clearinghouse for English Language Acquisition Website: <http://www.ncele.gwu.edu/pubs/cal/contentesl>
- Egber, J., & Simich-Didgeon, C. (2001). Providing support for non-native learners of English in the social studies classroom: Integrating verbal interactive activities and technology. *The Social Studies*, 92(1), 22-25.
- Heath, I.A. (1996). The social studies video project: A holistic approach for teaching linguistically and culturally diverse students. *The Social Studies*, 87, 106-112.
- Rice, D.C., Pappamihiel, N.E., & Lake, V.E. (2004). Lesson adaptations and accommodations: Working with native English speakers and English language learners in the same science classroom, *Childhood Education*, 80 (3), 121-128.
- Short, D.J. (2002). Language learning in sheltered social studies classes. *TESOL Journal*, 11(1), 18-24.

Professional Organizations



Sunshine State TESOL (Florida's affiliate of international TESOL, www.sunshine-tesol.org)
Membership \$20, 2008 Conference: Daytona Beach Hilton, May 7-10 (Proposal for presentations due March)



TESOL, Inc., www.tesol.org
Student Membership \$33, 2008 Conference: NYC, April 2-5



National Association of Bilingual Education, www.nabe.org
Membership \$60, 2008 Conference: Tampa, Feb. 6-9 (Proposal for presentations due by 8/31). Volunteer opportunities available! (Tell Sandra of your interest.)



Course Evaluation and Important Dates

Course evaluation will be based on the completion and quality of all written assignments completed as per instructions on individual assignment sheets, two quizzes, and class attendance, participation, and positive dispositions. Due dates shown are **tentative** and may be adjusted.



Evaluations	Percent	My Points	DUE DATE
Assignment 1: Self-Portrait as a Second Language Learner & Cultural Being	10%		Part A: Class 3, 9/6 Part B: Class 11, 11/1 Part C (Paper): Class 12, 11/8
Assignment 2: Part A: Lesson Plan Analysis/Contrasts Part B: Teaching ELLs in Your Content Area Research Summary	10% (5% ea. part)		Part A: Class 3, 9/6 Part B: Email group summary by 9/18
Assignment 3: 4 ELI Exchange (Option— <i>Take Stock in Children</i>) Field note Entries, Focus Paper, & Log (requires 4 weekly 1-hour meetings)	15%		Group A: Class 7, 10/4 Group B: 11/21 via email (note that
Assignment 4: Book Buddies Participation and Presentation	5%		Ongoing—Presentations Classes 12, 13, & 14 as signed up
Assignment 5: Content Lesson Plan for ELLs in Inclusion Settings	25%		Class 14, 11/29 (Last Class)
Assignment 6: Portfolio	5%		Class 14, 11/29 (Last Class)
2 Quizzes 10 points each	20% (10% ea)		Class 7 10/4 Class 14, 11/29
Participation, Attendance, & Positive Dispositions (* see below)	10%		Ongoing
TOTAL	100%		

* Participation, Attendance, & Positive Dispositions based on:

- ❖ Professional behavior (listening to speaker, tolerance of different perspectives, respect of others, integrity, etc.).
- ❖ Regular class attendance—Note that since this is a hybrid course with 3 sessions on your own, **any unexcused absence** will result in 3 points per instance off your participation/attendance points. **Four unexcused absences** will cause you to fail the course. Note that habitual tardiness and early departures will be counted as absences (2=1 unexcused absence).
- ❖ Active participation in class discussions.
- ❖ Completion of assigned readings/activities prior to class meeting.
- ❖ Class text, study guide, and readings brought to class each meeting.
- ❖ Cell Phones: Please turn off your cell phone prior to class.
- ❖ Computer Usage during Class: If you would like to use your computer to take notes during class, please see me. Please—no Internet surfing!

**** **Please exhibit behaviors that you expect of your future students!** ****

The following tasks are considered part of your participation grade:

- ❖ Bringing to class higher order questions and comments for each article as indicated by * on calendar. Numbers vary!

Make-up Quizzes and Late Assignments:

Assignments are expected to be turned in as arranged. Make-up quizzes will be offered only under extenuating circumstances. Please notify of conflicts to schedule ASAP, so we can negotiate alternatives.

Grading Scale

A 93-100%	B+ 90- 92%	B 85- 89%	C+ 80 - 84%	C 75 - 79%	D 66 - 75%	F 0 - 65%
**** Incompletes are given only in the most extreme circumstances ****						

UNIVERSITY POLICIES

Policy concerning accommodations for students with disabilities: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

Honesty Policy: As a result of completing the registration form at the University of Florida, every student has signed 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." All students are required to abide by the Academic Honesty Guidelines set forth in the University of Florida Rules - 6C1-4 Student Affairs, 6C1-4.017 Student Affairs: Academic Honesty Guidelines. The following website contains details covering the academic honesty guidelines: <http://www.dso.ufl.edu/judicial/honorcode.php>

A Note about Plagiarism: Believe it or not, plagiarism has become an issue for some students each semester. Be aware that plagiarism includes copying and pasting in text from PowerPoints and other class materials into your own papers. **Plagiarism, in one or more instances, on any assignment will result in 0 points for that assignment.**

WRITTEN ASSIGNMENT GUIDELINES

- Careful attention to all tasks and details specified on the relevant assignment sheet.
- Key points supported by references to course texts with short quotes and examples provided, as appropriate. (Note: supplemental references may be cited as secondary sources)
- Clear demonstration of engagement with the text/discussion (i.e., content connected to course readings and/or discussions).
- Well-written texts in terms of style, language, and consideration of audience.
- **Font:** 12-point Times New Roman or Arial (includes titles/headings—note that a separate title page may be included using larger fonts, if desired); **Margins:** 1" all around.
- Papers free from spelling, punctuation, and grammatical errors (be sure to run Spell-Check!).
- Make references to **specific** classroom methods, as applicable (i.e., instead of saying "discuss", state method/strategy, such as Think-Pair-Share; instead of "write", state method/strategy, such as mind map; instead of "read", state method/strategy, such as use the prereading strategy of prediction.
- Papers should be in your own words—plagiarism will not be tolerated. Please cite as appropriate.
- Assignments should **not** be "recycled" from other classes.



Assignment 1: Self-Portrait as a Second Language Learner and Cultural Being
(10% of final grade; EAS Key Task)

Objectives:

- To reflect on personal second language learning experiences and make connections to first and second language learning theories
- To explore the way culture shapes our perceptions, opinions, values, personality, etc. and helps and hinders communication.

Part A—Date Due: Class 3—9/6

Jot down (a bulleted list is fine) your positive and negative experiences in learning/acquiring a second language. Think about what did or did not help you learn.

Part B—Date Due: Class 11—11/1

1. Read pages 4-5 from the Diversity Kit in packet and jot down comments/reactions in a journal or on paper. (Does not need to be typed.). Complete pages 6 and 7. I will not ask you to share your writing, but I will ask that you bring it (along with filled out pages 6 and 7) to class so that you can draw on it for class discussion and activity. I will mark whether it has been completed.
2. Read pages 8 & 9 of *The Diversity Kit - Culture* in packet and come to class prepared to discuss these issues in an open-minded and sensitive manner.

Part C—Self-Portrait Paper, Date Due: Class 12—11/8

Based on our class discussions, activities, and readings, write a 2-3 page "self-portrait" of yourself as a **member of a culture** (or of multiple cultures) and as a **second language learner**. **Make EXPLICIT connections to specific concepts covered in classes/readings as indicated in the rubric.**

Note that you will NOT turn in Part A and Part B with your paper; however, you WILL include this in your portfolio (refer to Assignment 6).

Rubric

Formal Criteria	Instructor Comments
Has your paper been turned in on the due date noted on the class agenda?	
Is your self-portrait paper well-written and typed with no spelling and grammatical errors?	
Is your paper typed in Times New Roman or Arial 12-point font, double-spaced, with 1" margins? (Save paper-no cover sheet needed!)	

Points ___/15

Content Criteria	Instructor Comments
Are you reflective and go into depth about you as a cultural being? Do you make at least 5 explicit connections to cultural concepts introduced in class and include references?	
Are you reflective and go into depth about you as a second language learner (SLA)? Do you make at least 5 explicit connections to SLA concepts introduced in class and include references?	

Points ___/35

Total Assignment Points=___/50

POINTS EARNED TOWARD FINAL GRADE=___/10

Assignment 2—2 Part (10% of final grade)

Part A—Modified/Unmodified Content Lesson Analysis

In this assignment, you will compare/contrast (using the Venn diagram on the next page) a lesson in your content area with a lesson in your area that is specifically for ELLs. You will be responsible for locating the lesson plans by doing research on the Internet and/or in the library or by using those of your own or from classmates/teachers. You should submit both lesson plans with the Venn diagram.

This assignment will build background for designing your own lesson for ELLs in an inclusion (mainstream) classroom.

Part B: Teaching ELLs in Your Content Area Research Summary Group Summary (1 per group) Due (via email to instructor) by September 18th

Objectives:

- To identify methods, strategies, techniques, and issues in teaching ELLs in your content area through reading current articles.
- To evaluate readings to determine key information that you deem important based on your needs.

Instructions/Criteria:

- Prior to **Class 2** you will locate articles that interest you related to teaching ELLs in your content area. Note that some are listed in the reference section of the syllabus. Also, one required article for math, science, and social studies/history groups are located in the Study Guide (p. 56 science, p. 67 math, & p. 76 history (using non-fiction).
- **Class 2 (9/6)**: You will meet in a small group and decide on who will read which articles (no two should read the same)
- Prior to **class 3 (9/13)**, you will read your articles, highlighting key points and critiquing what is said. **NOTE: This is what will be turned in with your portfolio at the last class—see Assignment 6.**
- **Class 3**: In your small group, each person will share information. A summary of key learnings, considerations, questions, criticisms, and/or comments should be drafted.
- By **September 18th**, email summary to instructor. A bulleted list under main headings if fine.

Note that for your portfolio (see assignment 6), you will turn in the key points and critique of only your article.

Name:

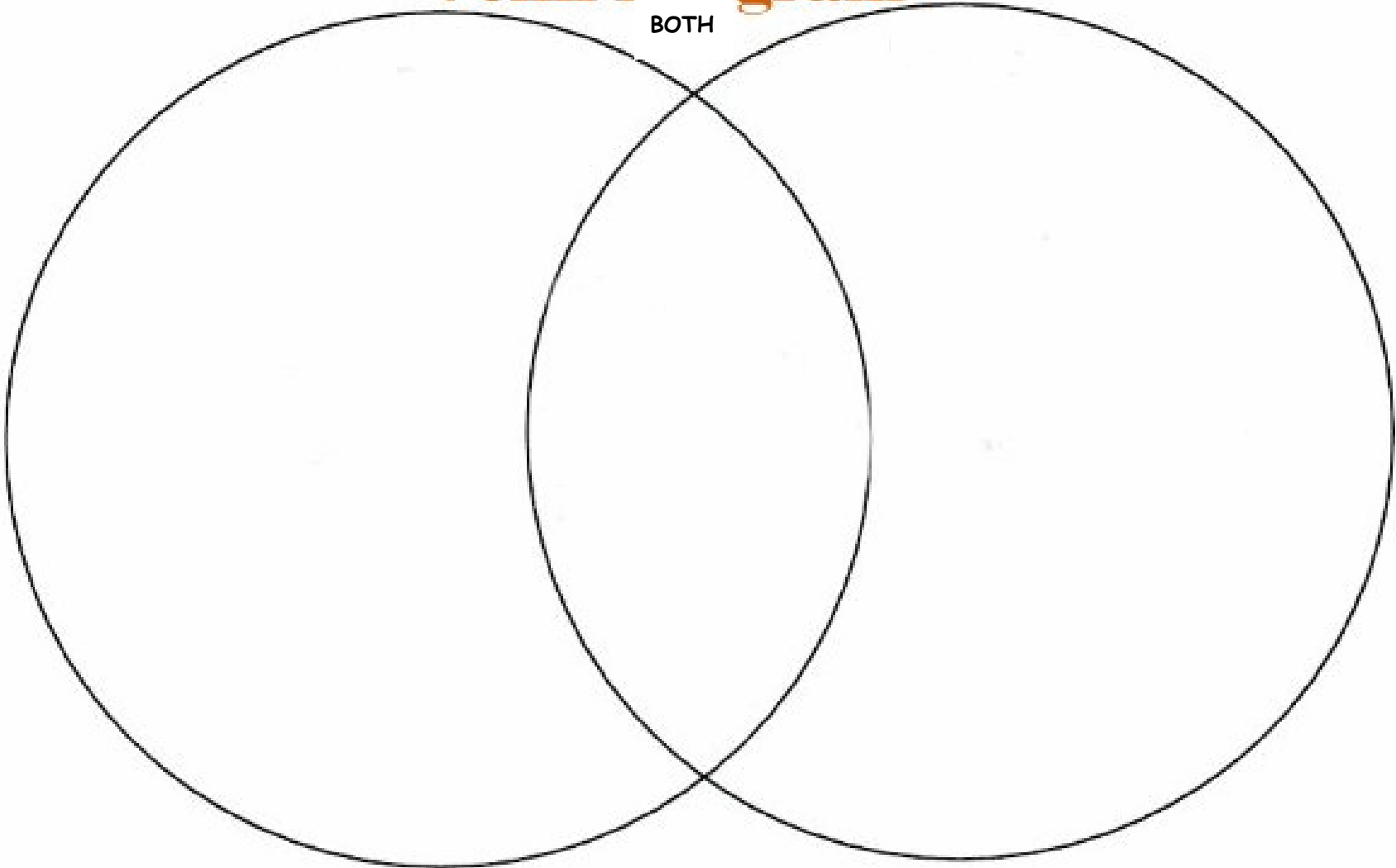
Content Lesson NOT Written Specifically for ELLS

ASSIGNMENT 2, Part A Bring to Class 3

Content Lesson Written Specifically for ELLs

Venn Diagram

BOTH



Assignment 3: English Language Institute (ELI) Student Exchange
(15% of final grade; EAS Key Task)

Meetings 1 hour weekly for four weeks

Paper due 10/11 for Group A and 11/21 (via email) for Group B

Time requirement: Minimum of four one-hour weekly meetings (Note: you cannot double up in meetings; that is, meet for 2 hours at a time). **NOTE: Participation in *Take Stock in Children* can be substituted for the ELI Exchange. It requires a year-long commitment for 30 min. -1 hour per week. Assignment requirements remain.**

Product: Four field note entries, log signed by teacher, and a final summary of learnings and knowledge.

SUGGESTED TOPICS: Below are suggested topics of conversation for your four visits with your ELI conversation partner. If your conversation heads off in a different direction, that is fine; however, be sure that the conversation relates to the issues of **language development, culture, and the teaching/learning of ELLs**. Keep in mind that the purpose of this project is to promote an **exchange** of cultural information while also providing your partner the opportunity to develop English skills in a conversational format. This is **not** an interview but an opportunity to establish a relationship with someone from a cultural and linguistic background different than your own. Those who have had the most positive experiences in the past go out to dinner, visit museums, attend sports events, etc. rather than meeting at Norman Hall once a week (though this is acceptable) and develop a friendship, which sometimes extends beyond the semester.

1. Meeting One: Find out about your partner and learn about your partner's culture.

Some questions to think about: Where is your partner from? What is it like there? Why is your partner at the ELI? What are your partner's goals? Where has your partner traveled? What languages does your partner speak? What is your partner's family like? Where is his or her family? What interests or hobbies does your partner have? What clubs or sports is your partner involved in? How acceptable is it in your partner's culture to show emotion in public? In private? Discuss issues such as privacy, courtesy, and respect for elders, family roles. Do people of different status speak to each other differently in your partner's culture (for example, children to adults, students to teachers, younger people to older people)? What would your partner say is an interesting feature of his/her culture? What topics of conversation would be *taboo* in your partner's culture (age, death, employment)? What surprises him or her about the cultures encountered here in Gainesville? **YOUR PARTNER MAY SAY THAT THERE IS NO DIFFERENCE BETWEEN HER/HIS COUNTRY AND THE U.S. THIS IS NOT POSSIBLE SINCE ALL COUNTRIES AND CULTURES HAVE QUALITIES THAT MAKE THEM UNIQUE. THINK HOW HIS/HER ANSWERS MAY RELATE TO THE IDEA OF SURFACE VS. DEEP CULTURE.** What was school like? How were subjects taught? What is the role of teacher and student?

2. Meeting Two: Talk about adjusting to a new culture.

Some questions to think about: Has it been difficult for your partner to adjust to the culture of the United States? Has your partner ever had to adjust to another culture? Are there different cultures within the United States? Are there different cultures within your partner's country? What things are especially difficult to adapt to in a new culture? What are some strategies for adapting to a new culture? Have you or your partner ever experienced culture shock? What does your partner like or dislike about American culture? **YOUR PARTNER MAY SAY THAT HE/SHE HAS NOT EXPERIENCED CULTURE SHOCK. HE/SHE MAY NOT HAVE YET REACHED THAT POINT IN THEIR CULTURAL EXPERIENCE, BUT THEY WILL. DO NOT PRESS, BUT REFLECT ON WHY SHE/HE MAY NOT HAVE EXPERIENCED CULTURE SHOCK YET.**

3. Meeting Three: Talk about your experiences learning a new language.

Some questions to think about: Ask your partner to describe him- or herself as a language learner. Has your partner ever tried to learn another language other than English? How would he or she describe him or herself as a language learner? Why is he or she learning another language? Why did your partner decide or not decide to learn another language? What aspects of language are particularly difficult for your partner (reading, speaking, listening, writing and grammar)? What activities does your partner find most helpful when learning a second language and learning subject area content in English? What activities does he or she find least helpful? What is your partner's advice for you as a secondary content area teacher of English language learners?

4. Meeting Four: Talk about how your partner's language differs from and is similar to English.

Ask your partner: What are children's first words usually in your language? In English? Are there structures in English that are similar to structures in your language? Are there sounds or combination of sounds that are different than those in English in your language? Are there different rules for speaking in your language (for example, apologizing, extending an invitation, interrupting)? What words or phrases do you find confusing? Do you think your language is very similar or very different from English? What are some useful phrases or expressions in your language (hello, goodbye, thank you, etc.)?

Field Note Requirements for ELI Partner Exchange Experience

After **each** of the four (minimum of 1-hour weekly) visits, jot down "raw notes" about the experience considering:

- ❖ Insights/understandings about yourself;
- ❖ Your feelings (discomfort, enjoyment, etc.) and why you felt that way;
- ❖ Revelations (new understandings, awareness, issues, concerns, etc.) about the teaching and learning of English Language Learners (ELLs),
- ❖ Relationship of experiences to class discussions and readings;
- ❖ Other observations and thoughts of interest to you.

Please do not delay making each entry as you need to capture the essence of each meeting. These will not be submitted with your ELI Partner Exchange focus paper but will be included in your portfolio (refer to Assignment 6).

Language and Culture Focus Paper Requirements for ELI Partner Exchange Experience

Note: All papers should be typed and double-spaced using Arial or Times New Roman 12-point font with 1" margins all around. Papers should be 3-5 pages in length.

This paper should discuss your ELI exchange experience and make **explicit connections to class readings, notes, and discussions** related to language and culture (**be sure to draw connections to language acquisition theories—Krashen (at least some of 5 hypotheses), Cummins (CUP/SUP, cognitively un/demanding, etc., stages of L2 acquisition, etc. to meet Accomplished Practice Indicator 7.1)**). In addition, ELL teaching and learning implications should be drawn.

ELI Exchange Experience Rubric

POINTS EARNED	Criteria:
/15	4 field note entries
/15	Focus Paper—Cultural Connections At least 5 explicit, referenced connections to cultural content (e.g., surface/deep culture, assimilation/accommodation/acculturation, stages of cultural adjustment)
/15	Focus Paper—Second Language Acquisition Connections At least 5 explicit, referenced connections to language content (e.g., language structures (syntax, phonology, morphology, etc.), learning theories (behaviorism, innatism, interactionism), Krashen's hypotheses, Cummins', etc.
/15	Focus Paper—Form Followed length, format guidelines and few (if any) spelling/grammar errors.
/60	TOTAL POINTS

Total points ___/4 = _____ Points toward final grade

Assignment 4: Book Buddies Participation and Presentation (5% of final grade)

Group Meetings—Ongoing; Presentation Options—Last 3 classes (sign-up)

Tasks:

1. Choose a book from the following list that you have not read. If you would like to choose one that is not on the list, please discuss your selection with the instructor before proceeding.
2. Join a group of 3-5 of your classmates in order to set your reading schedule for your group (all must read the entire book—if book is short, select 2).
3. You will weekly (usually) discuss the completed reading together, considering linguistic and cultural information and implications for teaching.
4. As a group, you will prepare a five to ten-minute "book talk" about what you have read. (Poster, PowerPoint, or other medium). Members of the group will lead a short discussion in class after the presentation. Please **make it interesting** rather than just a "book report."

Book selection list for book groups:

- Alvarez, Julia *How the Garcia Sisters Lost their Accent.*
iYo!
In the Time of the Butterflies.
- Anzaldúa, Gloria *Borderlands : the new mestiza - La frontera*
- Beah, Ishmael *A Long Way Gone: Memoirs of a Boy Soldier*
- Cadet, Jean R. *Restavec: from Haitian Slave child to Middle-Class American.*
- Carter, Jimmy *Palestine: Peace Not Apartheid*
- Castillo, Ana *So Far From God*
The Mixquiahuala Letters
- Chavez, Denise *Loving Pedro Infante*
- Danticat, Edwidge *The Butterfly's Way: Voices from the Haitian Diaspora in the United States*
- Fowler, Connie May *Sugar Cage*
- Freedom Writers & Zlata Filipovic *Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them.*
- Garcia, Christina *Dreaming in Cuban*
- Hurston, Zora Neale *Their Eyes Were Watching God*
- Hayslip, Le Ly *When Heaven and Earth Changed Places.*
- Khaled, Hosseini *The Kite Runner*
A Thousand Splendid Suns
- Lee, Min Jin *Free Food for Millionaires*
- Mortenson, Greg & D. Relin *Three Cups of Tea*
- Nafisi, Azar *Reading Lolita in Tehran: A Memoir in Books*
- Perez, Loida Maritza *Geographies of Home*
- Philips, S. U. *The invisible culture: Communication in classroom and community on the Warm Springs Indian Reservation.*
- Santiago, Esmeralda *Almost a Woman*
When I was Puerto Rican
- Silko, Leslie Marmon *Storyteller*
Almanac of the Dead
- Valdés, G. *Con respeto: Bridging the distances between culturally diverse families and schools*
- Zentella, A.C. *Growing up bilingual : Puerto Rican children in New York*

MULTICULTURAL BOOKS FOR TEENS

Source: Plymouth Library Catalog

- Alexie, Sherman. [The Lone Ranger and Tonto Fistfight in Heaven](#)
In twenty-two loosely related stories, Alexie depicts the distances between Indians and whites, reservation Indians and urban Indians, men and women, and between modern Indians and the traditions of the past.
- Alvarez, Julia. [How the Garcia Girls Lost their Accents](#)
The four Garcia girls escape the Dominican Republic and a life of privilege in the 1960s to come to the United States and difficult adjustment.
- Brainard, Cecilia, ed. [Growing up Filipino: Stories for Young Adults](#)
- Budhos, Marina Tamar. [Remix: Conversations with Immigrant Teenagers](#)
- Carlson, Lori M., ed. [Cool Salsa: Bilingual Poems on Growing Up Latino in the United States](#)
- Cofer, Judith Ortiz. [Call Me Maria](#)
Fifteen-year-old Maria leaves her mother and their Puerto Rican home to live in the barrio of New York with her father, feeling torn between the two cultures in which she has been raised.
- Crew, Linda. [Children of the River](#)
Having fled Cambodia four years earlier to escape the Khmer Rouge army, seventeen-year-old Sundara is torn between remaining faithful to her own people and enjoying life in her Oregon high school as a "regular" American.
- Danticat, Edwidge. [Behind the Mountains](#)
Writing in the notebook which her teacher gave her, thirteen-year-old Celiane describes life with her mother and brother in Haiti as well as her experiences in Brooklyn after the family finally immigrates there to be reunited with her father.
- Ellis, Deborah. [The Breadwinner](#)
Because the Taliban rulers of Kabul, Afghanistan, impose strict limitations on women's freedom and behavior, eleven-year-old Parvana must disguise herself as a boy so that her family can survive after her father's arrest.
- Jimenez, Francisco. [The Circuit: Stories from the Life of a Migrant Child](#)
Offers a look at a migrant family, detailing their daily life and the struggles they endured to build an existence on the small opportunities they were given.
- Marston, Elsa. [Figs and Fate: Stories About Growing Up in the Arab World Today](#)
A collection of five stories portraying Arab life in Egypt, Lebanon, Syria, a Palestinian refugee camp in Lebanon, and Iraq today.
- Mosher, Richard. [Zazoo](#)
Amid old secrets revealed and rifts healed, a thirteen-year-old Vietnamese orphan raised in rural France by her aging "Grand-Pierre" learns about life, death, and love.
- Nye, Naomi Shihab. [Habibi](#)
When fourteen-year-old Liyanna, her younger brother, and her parents move from St. Louis to a new home between Jerusalem and the Palestinian village where her father was born, they face many changes and must deal with the tensions between Jews and Palestinians.
- Placide, Jaira. [Fresh Girl](#)
After having been sent, at a very young age, from New York to live with her grandmother in Haiti, fourteen-year-old Mardi returns to join her parents and try to shape a new life in Brooklyn.
- Shea, Pegi Deitz. [Tangled Threads: A Hmong Girl's Story](#)
After ten years in a refugee camp in Thailand, thirteen-year-old Mai Yang travels to Providence, Rhode Island, where her Americanized cousins introduce her to pizza, shopping, and beer, while her grandmother and new friends keep her connected to her Hmong heritage.
- Son, John. [Finding My Hat](#)
Jin-Han describes his life growing up with his mother and father, immigrants from Korea, and his little sister as they move to different cities with his parents' business.
- Staples, Suzanne Fisher. [Under the Persimmon Tree](#)
During the 2001 Afghan War, the lives of Najmal and Nusrat are told in alternating chapters. Najmal, a young refugee from Kunduz, Afghanistan flees Afghanistan for Pakistan. Nusrat, an American mathematics teacher in Peshawar Pakistan awaits her husband's return from Afghanistan where he has gone to work in a clinic. Najmal comes to Nusrat's school for refugees, the Persimmon Tree School and they help each other deal with their losses.
- Wheland, Gloria. [Homeless Bird](#)
Like a homeless bird, 13 year-old Kali's family promise her in marriage so that they won't have to feed her. The husband her parents have chosen for her is sickly and dies shortly after the marriage. Kali cannot return to her family, as it would disgrace them. But she becomes even angrier when she discovers that her in-laws are stealing from her widow's pension.

Assignment 5: Content Area Lesson Plan (25% of final grade)

DUE: Class 14, 11/29

Lesson Plan Introduction:

The main goal of this assignment is to help you grow a deeper understanding of the ESOL strategies that need to be embedded into your lesson. The expectation is that you will prepare (or adapt) a lesson plan to address the needs of ELLs of different proficiency levels in a mainstream content classroom rather than the usual practice of adding a final section with a list of their ESOL strategies/modifications.

Lesson plans can be designed either individually or in small groups (2-4 people from the same content area—another option is to design a lesson that integrates various areas with members from different content areas). If the lesson is created by a group, ALL group members must contribute to the entire lesson rather than the “divide and conquer” approach, resulting in a cut-and-paste lesson that is fragmented and lacks flow and organization from one part to another. Class time will be given in many of our classes to work on the lesson plan.

Your lesson plan needs to include 6 major components:

1. **Content objectives** (Keep in mind that you are responsible for addressing the same Standards with ELLs as with all other students!)
2. **Language objectives for beginning and intermediate ELLs**
3. **Instructional procedures including:**
 - a. **Explicit examples of comprehensible input throughout the designated procedure for beginning and intermediate ELLs**
 - b. **Explicit activity/activities for increased interaction (cooperative learning)**
 - c. **Explicit questions/activities for higher order thinking skills for beginning and intermediate ELLs**
4. **Assessments that address both content and language objectives for beginning and intermediate ELLs**
5. **Rationale (Either an essay at the end or several paragraphs built into the lesson.)**
6. **4 graphic organizers (2 for teacher’s presentation and 2 for students to complete)**

During the **Lesson Plan Evaluation Workshop**, which will take place near the end of the semester, you are going to be highlighting the sections of your lesson plan where these six components have been explicitly addressed.

Before you come to the workshop to share your work with your peers and get feedback, you will have an opportunity to do a self-evaluation of your work to make sure that your lesson plans meets the following criteria.

Content Area Lesson Plan Rubric

Adapted from Echevarria, J., Vogt, M.E., & Short, D. (2000). *Making content comprehensible to English language Learners: The SIOP model*. Boston: Allyn & Bacon.

Design a new lesson or modify an existing lesson that you already have for the mainstream classroom using the following checklist as an outline. **You have at least one beginning and one intermediate level ELL in the class, so accommodate these students accordingly and make it clear in your writing how you’re accommodating them for each section of the plan.** For each section **explicitly** describe how you will deliver effective practices for teaching ELLs and why you made those deliberate choices. Include a copy of the graphic organizers and all other materials that you would create.

Overview	Superb	Good	Somewhat	Not at all
1. Write one paragraph or bullets to describe your class (subject area, grade level, number of students, and background knowledge of subject in lesson -where it falls in relation to unit sequence). Briefly describe your two ELLs in terms of reading, writing, and oral abilities.	3	2	1	0
Preparation				
2. <i>Write content objectives</i> clearly for students (grade level SSS). Keep in mind that you are responsible for addressing the same Standards with ELLs as with all other students.	3	2	1	0
3. <i>Write language objectives</i> (targeted forms and functions) clearly for students beginning and intermediate level ELLs (reading, listening, speaking, and writing, specifying vocabulary separately and include form and academic language function(s). Link these to the TESOL K-12 standards they fall under.	3	2	1	0
4. Include introduction that is engaging, creates interest in rest of lesson, builds on background and is comprehensible (as in step 1 of "Teach the Text Backwards")	3	2	1	0
5. Identify supplementary materials to use (graphs, models, visuals).	3	2	1	0
6. Adapt content (e.g., text, assignment) to meet your ELL students' proficiencies.	3	2	1	0
7. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter- writing, and simulations) with language practice opportunities for the four skills.	3	2	1	0
Building Background				
8. Explicitly link concepts to students' backgrounds and experiences or build it	3	2	1	0
9. Explicitly link past learning and new concepts.	3	2	1	0
10. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.	3	2	1	0
Comprehensible Input (Principle: Increase Comprehensibility)				
11. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).	3	2	1	0
12. Explain academic tasks clearly.	3	2	1	0
13. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language, graphic organizers, etc.).	3	2	1	0
Strategies				
14. Provide ample opportunities for students to use cognitive and metacognitive strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).	3	2	1	0
15. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson (think alouds, modeled talk, text talk). Must include at least 2 graphic organizers for teacher demonstration/instruction/modeling and 2 for students to complete and integrate listening, speaking, writing, and reading.	3	2	1	0

16. Use a variety of question/activity types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions). (Principle: Increase Higher Order Thinks Skills). List at least 2 higher order questions/tasks each for beginning and intermediate ELLs. (Principle: Increase Higher Order Thinks Skills)	3	2	1	0
Interaction (Principle: Increase Interaction)				
17. Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.	3	2	1	0
18. Use group configurations (at least 1) that support language and content objectives of the lesson. (cooperative learning)	3	2	1	0
19. Provide sufficient wait time for student response consistently (indicate where).	3	2	1	0
Practice/Application				
20. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.	3	2	1	0
21. Provide activities for students to apply content and language knowledge in the classroom.	3	2	1	0
22. Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking— should address language objectives by beginner and intermediate proficiency levels.)	3	2	1	0
Lesson Delivery				
23. Support content objectives clearly.	3	2	1	0
24. Support language objectives clearly.	3	2	1	0
25. Engage students approximately 90-100% of the time (most students taking part/on-task).	3	2	1	0
26. Pace the lesson appropriately to the 2 ELL students' ability level.	3	2	1	0
Review/Assessment				
27. Give a comprehensive review of key vocabulary	3	2	1	0
28. Give a comprehensive review of key content concepts .	3	2	1	0
29. Provide feedback to students regularly on their output (e.g., language, content, work).	3	2	1	0
30. Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response). How will beginning and intermediate ELLs demonstrate their learning (sentence frames, graphic organizer, model, etc.)? Provide samples of these assessments as appropriate. Make sure content and language objectives are assessed in valid/reliable ways!	3	2	1	0
TOTAL POINTS (will be converted to 25 point scale)	_____			

Assignment 6
Conceptual Development and Reflection Portfolio
5% of Final Grade
Due: Class 14, 11/29

This piece will be critical since it will display your performance during the whole semester as a whole filtered through your own connections and reflections.

Directions:

1. Buy a notebook to put all your evaluation assignments during the semester.
2. Write a **short essay** (1/2-1 page typed with 1" margins around (12-pt. Arial or Times New Roman font) with the name of the assignment on the first line) for **each assignment** as to how each assignment **has contributed to your professional growth as a future teacher of ELLs in a mainstream classroom.**
3. Attach each essay as a cover page at the beginning of each assignment.
4. Use dividers to separate assignments and essays (5).

ASSIGNMENT CHECKLIST

ASSIGNMENTS	COMMENTS
<p>1: Self-Portrait as a Second Language Learner & Cultural Being</p> <p><input type="checkbox"/> Part A: Personal Language Learning Notes</p> <p><input type="checkbox"/> Part B: Diversity Kit-Culture Responses</p> <p><input type="checkbox"/> Part C: Self-Portrait Paper</p>	
<p>2: Teaching ELLs Analysis/Summary</p> <p>Part A: Lesson Plan Analysis/Contrasts</p> <p><input type="checkbox"/> Venn Diagram</p> <p><input type="checkbox"/> Modified and Unmodified Lessons</p> <p>Part B: Teaching ELLs in Your Content Area</p> <p>Research Summary</p> <p><input type="checkbox"/> Key points, critique from your article</p>	Note that you will not submit the group summary.
<p>3: ELI Exchange</p> <p><input type="checkbox"/> Journal Entries</p> <p><input type="checkbox"/> Log</p> <p><input type="checkbox"/> Focus Paper</p>	Note that the essay is about this overall assignment—you do NOT write about the journal, the log, and the focus paper individually.
<p><input type="checkbox"/> 4: Book Buddies</p>	Only one person in the group needs to have the presentation in his/her notebook. Others in the group note the title and author of the book read, noting whose folder has the presentation in it. The essay should be your personal reflections about the application of the book contents to your future teaching.
<p><input type="checkbox"/> 5: Content Lesson Plan for ELLs in Inclusion Settings</p>	One copy of your group's lesson plan should be turned in separately from your portfolio to avoid wasting paper by copying multiple copies. The essay should be your personal reflections about lesson planning and the lesson plan itself.

Note: It would be helpful to the instructors if you provide comments, suggestions, and criticisms about assignments. How could they be improved? What would be more useful? What was good about them? You can add these to each essay page

TSL 4320 TENTATIVE Course Calendar
Fall 2007

Reading Key: ECC=Enriching Content Classrooms Study Guide, CP= Course Packet, D-R=Diaz-Rico Book

Class	Planned Topics	Assigned reading/viewing to be completed <u>prior to class</u>	Homework to Complete for Class and In-Class Tasks
CLASS ONE Th, 8/23 2 Sections meet together	Welcome & Introductions Syllabus Assignment Overview ESOL Demographics (ECC 15-6) ESOL Alphabet Soup (CP) Jodi Duffield-Take Stock in Children Mentoring Opportunity		Homework due this class: <ul style="list-style-type: none"> • Purchase materials and bring to each class
CLASS TWO Th, 8/30	Icebreaker Norene Baker-ELI Exchange (Group A)- Assignment 3 Florida Consent Decree ESOL Program Models (SG p. 41, 42) Language Learning: <ul style="list-style-type: none"> • Language Structures • Language Functions • Dialects 	<ul style="list-style-type: none"> • ECC, pp. 8-14 • ECC, p 22 (complete prior to reading D-R below) • * D-R, Ch 1 Language Structure and Use • * D-R, Ch 4 Programs for English Learners • Read Book Buddy chapters <p>* Develop 5 higher order questions and 5 comments about each. These will be randomly collected in class.</p>	Homework due this class: <ul style="list-style-type: none"> • Group A—meet with ELI partner (contact Norene Baker ASAP if problems—noreneb@ufl.edu) • Consent Decree Q&A In-Class <ul style="list-style-type: none"> • Assignment 4: Decide on Book Buddy book, groups, and reading schedule.
CLASS THREE Th, 9/6	REVIEW—Language Structures Language Learning (ECC Session 2) <ul style="list-style-type: none"> • Theories • Stages • Krashen • BICS/CALP • Cummins Quadrants • Factors Affecting SLA • Oral Language Assessment 	<ul style="list-style-type: none"> • ECC, pp. 25-29, 34-37 • * D-R, Ch 2 First- and Second-Language Development and Their Relationship to Academic Achievement • Read Book Buddy chapters <p>* Develop 5 higher order questions and 5 comments about each. These will be randomly collected in class.</p>	Homework due this class: <ul style="list-style-type: none"> • Group A—Meet with ELI partner, if scheduled. • Part A of Assignment 1 due • Assignment 2-Search for articles related to teaching ELLs in your content area and bring list to class (see references for some resources) In-Class <ul style="list-style-type: none"> • Assignment 4: Book Buddy discussion group • Assignment 2: Small groups (content area) meeting to decide on articles to read for next week * --1 person in science, math, and history groups should read related article in Study Guide—p. 56 science, p. 67 math, & p. 76 history (using non-fiction)

<p>CLASS FOUR Th, 9/13</p>	<p>REVIEW—Second Language Acquisition Foreign Language Teaching Demo Academic Competence, Pt. A-- (ECC - Section 1) 3 Principles overview</p> <ul style="list-style-type: none"> Increasing Comprehensibility—Teach the Text Backwards Increasing Interaction—Cooperative Learning Workshop, Kagan Video Hirschy Video Analysis for 3 principles <p>Lesson Planning—Backward Design (Curriculum, Assessment, Instruction)</p> <ul style="list-style-type: none"> Assignment 5 Overview Objectives—Content/Standards 	<ul style="list-style-type: none"> Self-selected article about teaching ELLs in your content area (ea. group member should read different article)—note key points, critique (Assignment 2) Sunshine State Standards (SSS) for your content area and grade interested in (and benchmarks, if available) http://www.fldoe.org/bii/curriculum/sss/ CP-Jameson, 3 Principles CP-Jameson, Teach the Text Backwards * D-R, Ch 7 Planning and Implementing SDAIE-Based Content Instruction Read Book Buddy chapters <p>* Develop 5 higher order questions and 5 comments about this. These will be randomly collected in class.</p>	<p>Homework due this class:</p> <ul style="list-style-type: none"> Group A—Meet with ELI partner, if scheduled Bring SSS to class <p>In-Class</p> <ul style="list-style-type: none"> Assignment 4: Book Buddy discussion group Assignment 2 Sm. Groups—Sharing of key points of articles. Draft summary of key learnings/considerations. Assignment 5: Lesson Planning Groups—Determine topic, grade(s), and potential resources (lesson must address listening, speaking, reading, and writing plus content). Identify SSS and write content objectives.
<p>CLASS FIVE Th, 9/20</p>	<p>Applying 3 Principles</p> <ul style="list-style-type: none"> Echolocation Lesson <p>Text Analysis Language Objectives/Functions</p> <p>Review for Quiz (Classes 1-5 NOTE: Some questions about assessment (see Class 6) will also be on quiz!)</p>	<ul style="list-style-type: none"> CP- TESOL Standards—Read Glossary and grade level standards related to your lesson plan * CP-Clancy & Hruska—Developing Language Objectives (note-article is about PE but applicable to all subjects!) * D-R, Ch 6 English-Language Development (to “English-Language Literacy Development”) Read Book Buddy chapters <p>* Develop 5 higher order questions and 5 comments about each. These will be randomly collected in class.</p> <p>ONLINE--Select/read Module 1 at http://proeducational.com/inc/m_index.html Read all but complete Assignment 3 only.</p>	<p>Homework due this class:</p> <ul style="list-style-type: none"> Group A—Meet with ELI partner, if scheduled Assignment 2 Group Summary Due by 9/18--email to your instructor Bring Module 1, Assignment 3 assignment to class! Bring content area TEXT and other lesson plan resources to class! <p>In-Class</p> <ul style="list-style-type: none"> Assignment 4: Book Buddy discussion group Assignment 5: Lesson Planning—Analyzing curriculum for language demands/functions, writing objectives

<p>CLASS SIX Th, 9/27</p>	<p>Assessment NO CLASS MEETING—ONLINE and HOME TASKS</p>	<ul style="list-style-type: none"> * D-R, Ch 3—Read all except Grading ELLs; Identification, Referral, and Early Intervention of English Learners with Special Needs; & Teaching Strategies for the CLD Special Learner * Develop 5 higher order questions and 5 comments. These will be randomly collected in class. <p>ONLINE--http://proeducational.com/inc/m_index.html Select/read Module 6: Assessment Complete Module 6 assignments using Echolocation Lesson provided to critique. Do objectives and assessments align?</p>	<p>Homework due this class:</p> <ul style="list-style-type: none"> Group A—Meet with ELI partner, if scheduled
<p>CLASS SEVEN Th, 10/4</p>	<p>Norene Baker—ELI Exchange (Group B)-Assignment 3 Assessment Increasing Higher Order Thinking Skills (HOTS) Workshop Lesson Planning—Matching Objectives with Assessment</p> <p>Quiz 1 (at end of class)</p>	<ul style="list-style-type: none"> Study for Quiz 1! * CP-Derrick-Mescua, Assessment to Support Academic Success * D-R, Ch 5 English-Language/Literacy Development and Content Instruction Read Book Buddy chapters <p>* Develop 5 higher order questions and 5 comments about each. These will be randomly collected in class.</p>	<p>Homework due this class:</p> <ul style="list-style-type: none"> Group A—Meet with ELI partner, if scheduled Bring Module 6 assignments to class Bring questions/comments from Ch 3 to class <p>In-Class</p> <ul style="list-style-type: none"> Assignment 4: Book Buddy discussion group Assignment 5: Lesson Planning—HOTS tasks/questions by proficiency, assessment
<p>CLASS EIGHT Th, 10/11</p>	<p>Academic Competence, Part B Text to Graphics and Back Again (TGBA)</p> <p>NO CLASS MEETING—ONLINE and HOME TASKS</p>	<p>ONLINE—http://proeducational.com/inc/m_index.html</p> <ul style="list-style-type: none"> Select/read Module 4 and complete readings and TGBA assignment with your group for your lesson (2 for teacher presentation and 2 for students to complete. Compare and contrast the two graphic organizers in your course packet in a t-chart. Indicate which would work more effectively for ELLs and prepare a new one that would work more effectively with ELLs. Go to www.graphicorganizers.com and look at organizers 	<p>Homework due this class:</p> <ul style="list-style-type: none"> Group A—Assignment 3 due! Email to instructor. (focus paper only—log and field notes will be included in portfolio) Group B—Meet with ELI partner, if scheduled (contact Norene Baker ASAP if problems—noreneb@ufl.edu)

<p>CLASS NINE Th, 10/18</p>	<p>Lesson Planning—Instructional Methods and Literacy Development</p> <ul style="list-style-type: none"> • Writing and Reading Objectives • Integrating Reading, Writing and Content • Graphic organizers 	<ul style="list-style-type: none"> • * D-R, Ch 6 (begin at "English-Lang. Literacy Development") • * CP-Lapp & Rodriguez, Using Reading Strategies • * August et al., "The Critical Role of Vocab...." • Read Book Buddy chapters <p>* Develop 3 higher order questions and 3 comments about each. These will be randomly collected in class.</p>	<p>Homework due this class:</p> <ul style="list-style-type: none"> • Group B—Meet with ELI partner, if scheduled • Bring TGBA assignment and lesson plan <p>In-Class</p> <ul style="list-style-type: none"> • Assignment 4: Book Buddy discussion group (book should be completed!) • TGBA Sharing • Assignment 5: Lesson Planning—Instruction/Methods—Increasing comprehensibility
<p>CLASS TEN Th, 10/25</p>	<p>Literacy Development Culture</p> <p>NO CLASS MEETING—ONLINE and HOME TASKS</p>	<p>ONLINE--http://proeducational.com/inc/m_index.html Complete Module 3—Omit Step 7; Complete Module 5—Incorporate a reading strategy described into your lesson</p>	<p>Homework due this class:</p> <ul style="list-style-type: none"> • Group B—Meet with ELI partner, if scheduled
<p>CLASS ELEVEN Th, 11/1</p>	<p>Culture</p> <ul style="list-style-type: none"> • What is Culture? (Cultural Diversity Profile) • Speaking w/o Words (Non-Verbal Communication) • Surface/Deep Culture • Handout: Shih, Culture: An Immigrant Experience (Jot Notes) • Individualistic/Collectivist Cultures • Culture Questions 	<ul style="list-style-type: none"> • ECC, pp. 42-45, 49-50 • CP-Diversity Kit, pp.4-9, 13-15—Answer questions and complete chart • * D-R, Ch 8 Culture and Cultural Diversity and Their Relationship to Academic Achievement • CP—Milton, Body Ritual Among the Nacerima <p>* Develop 5 higher order questions and 5 comments about this. These will be randomly collected in class.</p>	<p>Homework due this class:</p> <ul style="list-style-type: none"> • Group B—Meet with ELI partner, if scheduled • Assignment 1, Part B due--Answer questions/complete chart that in assigned Diversity Kit reading pages <p>In-Class</p> <ul style="list-style-type: none"> • Assignment 4: Book Buddy presentation planning • Bridging Cultures • Assignment 5: Lesson Planning—Increasing interaction
<p>CLASS TWELVE Th, 11/8</p>	<p>REVIEW—Culture, Literacy, HOTS</p> <p>Culture Cont'd</p> <ul style="list-style-type: none"> • Card Game • Cultural Adjustment • Video: Schools Back Home <p>Multicultural Education Culturally Responsive Teaching Issues in Grading Book Buddy Presentations</p>	<ul style="list-style-type: none"> • CP-Jameson, Issues in Grading LEP • * CP-Diversity Kit-Culture 41-45 (Funds of Knowledge) • D-R, Ch 3—Read Grading ELLs • * D-R, Ch 9 Culturally Inclusive Instruction (stop at section before Family and Community Involvement) <p>* Develop 3 higher order questions and 3 comments about this. These will be randomly collected in class.</p> <p>ONLINE- http://proeducational.com/inc/m_index.html Complete Module 7, Complete assignment 1 related to a school you are familiar. 2nd assignment in class.</p>	<p>Homework due this class:</p> <ul style="list-style-type: none"> • Group B—Meet with ELI partner, if scheduled • Assignment 1: Self-Portrait paper due <p>In-Class</p> <ul style="list-style-type: none"> • Assignment 4: Book Buddy Presentations • Cult Responsive Tchng (Ed Alliance) • Assignment 5: Lesson Planning—Addressing Culturally Responsive Tchng

<p>CLASS THIRTEEN Th, 11/15</p>	<p>ESE vs. ELL Parental/Community Involvement Peer Review of Lesson Plans Book Buddy Presentations Quiz 2 Item Development</p>	<ul style="list-style-type: none"> • * D-R, Ch 3—Read Identification, Referral, and Early Intervention of English Learners with Special Needs; & Teaching Strategies for the CLD Special Learner • * CP- Roseberry-McKibbin, & Brice, What's Normal, What's Not • * D-R, Ch 9 Read from Family & Community Involvement to end • Derrick-Mescua, Working with Families. • * Zelasko & Antunez, If Your Child Learns Two Languages (Skim) <p>* Develop 3 higher order questions and 3 comments about this. These will be randomly collected in class.</p>	<p>Homework due this class:</p> <ul style="list-style-type: none"> • Group B—Meet with ELI partner, if scheduled • Bring adapted lesson plan for peer review <p>In-Class</p> <ul style="list-style-type: none"> • Book Buddy presentations • Assignment 5: Lesson Planning—Peer Reviews • Quiz 2 Item Development
<p>THANKSGIVING HOLIDAY Th, 11/22</p>			<p>Group B—Assignment 3 due via email by 11/21 (focus paper only—log and field notes will be included in portfolio)</p>
<p>CLASS FOURTEEN Th, 11/29</p>	<p>Potluck Dinner Book Buddy Presentations Quiz 2</p>		<p>Homework due this class:</p> <ul style="list-style-type: none"> • Assignment 4: Book Buddy Presentations • Bring food • Assignment 5 (Lesson Plan) Due • Assignment 6 (Portfolio) Due