INSTRUCTOR SECTION 9559
Sandra Hancock, 213 Norman Hall, 374-2282
(home), 514-5249 (cell), shm@ufl.edu
Course Times: Th 5-8:15 p.m.
Room: Norman 2309
Office Hours: Th 3 - 4:00 p.m., Th 8:15- 9:00 p.m., or by appointment

INSTRUCTOR SECTION 0695
Berna Mutlu, 213 Norman Hall, 226-0193,
bernamutlu1@yahoo.com
Course Times: Th 5 - 8:15 p.m.
Room: Norman 2327
Office Hours: Th 3 - 5:00 p.m. or by appointment

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.

<table>
<thead>
<tr>
<th>LANGUAGE PRINCIPLES</th>
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<tbody>
<tr>
<td>• Demonstrate knowledge of first (L1) and second (L2) language acquisition research and the implications of such research for teaching content area subjects to ELLs.</td>
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<tr>
<td>• Understand the stages of language development and describe appropriate classroom activities for each stage.</td>
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<tr>
<td>• 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.</td>
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<tr>
<td>• Identify language functions, structures, and vocabulary characteristics of specific content areas.</td>
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<tr>
<th>CULTURE</th>
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<tr>
<td>• Understand the underlying assumptions and major goals of culturally responsive teaching and recognize the benefits of such an approach for all students.</td>
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<tr>
<td>• 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.</td>
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<tr>
<td>• Identify culture-specific linguistic, sociolinguistic, and extralinguistic (gestures, eye contact, etc.) characteristics, and recognize differences as potential sources of cross-cultural misunderstanding.</td>
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<tr>
<th>METHODS</th>
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<tr>
<td>• Describe the major ESOL methodologies and approaches in relation to the various needs of ELLs, e.g., language proficiency, age, and learning styles.</td>
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<td>• Demonstrate methods and techniques that increase ELL involvement in content areas classes.</td>
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<td>• Design instruction that is comprehensible yet cognitively challenging for ELLs.</td>
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<tr>
<td>• Understand and apply three principles of effective lesson modification for ELLs.</td>
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<tr>
<td>• Demonstrate techniques for teaching content-specific language functions, structures, and vocabulary.</td>
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<th>CURRICULUM</th>
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<td>• Identify and describe appropriate program models for the implementation of content and language instruction for ELLs.</td>
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<tr>
<th>ASSESSMENT</th>
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<tr>
<td>• Understand the interdependent relationship between teaching and assessment and demonstrate the ability to develop authentic instructional tasks and tests.</td>
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<tr>
<td>• Understand the important role of language in testing for content area achievement.</td>
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<tr>
<td>• Identify teachable test-taking skills and metacognitive strategies helpful in studying for and taking classroom and standardized tests.</td>
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</table>
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
- 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 ELIs 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)


• 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

• 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
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


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.

<table>
<thead>
<tr>
<th>Evaluations</th>
<th>Percent</th>
<th>My Points</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Assignment 1: Self-Portrait as a Second Language Learner &amp; Cultural Being</td>
<td>10%</td>
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<td>Part A: Class 3, 9/6</td>
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<tr>
<td>Assignment 2:</td>
<td></td>
<td></td>
<td>Part B: Class 11, 11/1</td>
</tr>
<tr>
<td>Part A: Lesson Plan Analysis/Contrasts</td>
<td></td>
<td></td>
<td>Part C (Paper): Class 12, 11/8</td>
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<tr>
<td>Part B: Teaching ELLs in Your Content Area Research Summary</td>
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<tr>
<td>Assignment 3: 4 ELI Exchange (Option—Take Stock in Children) Field note Entries, Focus Paper, &amp; Log (requires 4 weekly 1-hour meetings)</td>
<td>15%</td>
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<td>Group A: Class 7, 10/4</td>
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<tr>
<td>Assignment 4: Book Buddies Participation and Presentation</td>
<td>5%</td>
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<td>Group B: 11/21 via email (note that)</td>
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<tr>
<td>Assignment 5: Content Lesson Plan for ELLs in Inclusion Settings</td>
<td>25%</td>
<td></td>
<td>Class 14, 11/29 (Last Class)</td>
</tr>
<tr>
<td>Assignment 6: Portfolio</td>
<td>5%</td>
<td></td>
<td>Class 14, 11/29 (Last Class)</td>
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<tr>
<td>2 Quizzes</td>
<td></td>
<td>10% (10% ea)</td>
<td>Class 7 10/4</td>
</tr>
<tr>
<td>Participation, Attendance, &amp; Positive Dispositions (* see below)</td>
<td>10%</td>
<td></td>
<td>Class 14, 11/29</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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**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! ****

**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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>B+</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>85-89%</td>
</tr>
<tr>
<td>C+</td>
<td>80-84%</td>
</tr>
<tr>
<td>C</td>
<td>75-79%</td>
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<tr>
<td>D</td>
<td>66-75%</td>
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<tr>
<td>F</td>
<td>0-65%</td>
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**** Incompletes are given only in the most extreme circumstances ****

TSL 4320 Fall 2007 (8/20)  
NOTE: Schedule and assignments are subject to change.
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/reading 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

<table>
<thead>
<tr>
<th>Formal Criteria</th>
<th>Instructor Comments</th>
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<tbody>
<tr>
<td>Has your paper been turned in on the due date noted on the class agenda?</td>
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<tr>
<td>Is your self-portrait paper well-written and typed with no spelling and grammatical errors?</td>
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<tr>
<td>Is your paper typed in Times New Roman or Arial 12-point font, double-spaced, with 1” margins? (Save paper-no cover sheet needed!)</td>
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Points ____/15

<table>
<thead>
<tr>
<th>Content Criteria</th>
<th>Instructor Comments</th>
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<tbody>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
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</table>

Points ____/35

Total Assignment Points=____/50

POINTS EARNED TOWARD FINAL GRADE=____/10

TSL 4320 Fall 2007 (8/20)      NOTE: Schedule and assignments are subject to change.
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.
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

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

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.
  ¡Yo!
  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
- 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
- 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

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

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**TSL 4320 Fall 2007 (8/20)**

**NOTE:** Schedule and assignments are subject to change.
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

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>1: Self-Portrait as a Second Language Learner &amp; Cultural Being</td>
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<tr>
<td>⊗ Part A: Personal Language Learning Notes</td>
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<td>⊗ Part B: Diversity Kit-Culture Responses</td>
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<tr>
<td>⊗ Part C: Self-Portrait Paper</td>
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<tr>
<td>2: Teaching ELLs Analysis/Summary</td>
<td>Note that you will not submit the group summary.</td>
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<tr>
<td>⊗ Part A: Lesson Plan Analysis/Contrasts</td>
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<td>⊗ Venn Diagram</td>
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<td>⊗ Modified and Unmodified Lessons</td>
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<tr>
<td>⊗ Part B: Teaching ELLs in Your Content Area Research Summary</td>
<td></td>
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<tr>
<td>⊗ Key points, critique from your article</td>
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<tr>
<td>3: ELI Exchange</td>
<td>Note that the essay is about this overall assignment—you do NOT write about the journal, the log, and the focus paper individually.</td>
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<tr>
<td>⊗ Journal Entries</td>
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<tr>
<td>⊗ Log</td>
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<td>⊗ Focus Paper</td>
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<tr>
<td>4: Book Buddies</td>
<td>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.</td>
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<tr>
<td>5: Content Lesson Plan for ELLs in Inclusion Settings</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Planned Topics</th>
<th>Assigned reading/viewing to be completed prior to class</th>
<th>Homework to Complete for Class and In-Class Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS ONE</strong></td>
<td></td>
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<tr>
<td>Th, 8/23</td>
<td>Welcome &amp; Introductions Syllabus Assignment Overview ESOL Demographics (ECC 15-6) ESOL Alphabet Soup (CP) Jodi Duffield-Take Stock in Children Mentoring Opportunity</td>
<td>ECC, pp. 8-14 * D-R, Ch 1 Language Structure and Use * D-R, Ch 4 Programs for English Learners Read Book Buddy chapters * Develop 5 higher order questions and 5 comments about each. These will be randomly collected in class.</td>
<td>Homework due this class: Purchase materials and bring to each class</td>
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<td>2 Sections meet together</td>
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<tr>
<td><strong>CLASS TWO</strong></td>
<td>Icebreaker Norene Baker-ELI Exchange (Group A)- Assignment 3 Florida Consent Decree ESOL Program Models (SG p. 41, 42) Language Learning: * Language Structures * Language Functions * Dialects</td>
<td>ECC, p 22 (complete prior to reading D-R below) * D-R, Ch 2 First- and Second-Language Development and Their Relationship to Academic Achievement Read Book Buddy chapters * Develop 5 higher order questions and 5 comments about each. These will be randomly collected in class.</td>
<td>Homework due this class: Group A—meet with ELI partner (contact Norene Baker ASAP if problems—<a href="mailto:noreneb@ufl.edu">noreneb@ufl.edu</a>) Consent Decree Q&amp;A In-Class Assignment 4: Decide on Book Buddy book, groups, and reading schedule.</td>
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<td>Th, 8/30</td>
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<td><strong>CLASS THREE</strong></td>
<td>REVIEW—Language Structures Language Learning (ECC Session 2) * Theories * Stages * Krashen * BICS/CALP * Cummins Quadrants * Factors Affecting SLA * Oral Language Assessment</td>
<td>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</td>
<td>Homework due this class: 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 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, &amp; p. 76 history (using non-fiction)</td>
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<td>Th, 9/6</td>
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| CLASS FOUR  
Th, 9/13 | REVIEW—Second Language Acquisition  
Foreign Language Teaching Demo Academic Competence, Pt. A—(ECC – Section I)  
3 Principles overview  
• Increasing Comprehensibility—Teach the Text Backwards  
• Increasing Interaction—Cooperative Learning Workshop, Kagan Video  
• Hirschy Video Analysis for 3 principles  
Lesson Planning—Backward Design (Curriculum, Assessment, Instruction)  
• Assignment 5 Overview  
• Objectives—Content/Standards  
• Self-selected article about teaching ELLs in your content area (each 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/](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  
* Develop 5 higher order questions and 5 comments about this. These will be randomly collected in class.  
Homework due this class:  
• Group A—Meet with ELI partner, if scheduled  
• Bring SSS to class  
In-Class  
• 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. |  
| --- | --- |  
| CLASS FIVE  
Th, 9/20 | Applying 3 Principles  
• Echolocation Lesson  
Text Analysis  
Language Objectives/Functions  
Review for Quiz (Classes 1–5)  
NOTE: Some questions about assessment (see Class 6) will also be on quiz!  
ONLINE—Select/read Module 1 at [http://proeducational.com/inc/m_index.html](http://proeducational.com/inc/m_index.html)  
Read all but complete Assignment 3 only.  
• 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  
* Develop 5 higher order questions and 5 comments about each. These will be randomly collected in class.  
Homework due this class:  
• 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!  
In-Class  
• Assignment 4: Book Buddy discussion group  
• Assignment 5: Lesson Planning—Analyzing curriculum for language demands/functions, writing objectives |
<table>
<thead>
<tr>
<th>CLASS SIX</th>
<th>Th, 9/27</th>
<th>Assessment NO CLASS MEETING—ONLINE and HOME TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>* D-R, Ch 3—Read all except Grading ELLs: Identification, Referral, and Early Intervention of English Learners with Special Needs; &amp; Teaching Strategies for the CLD Special Learner</td>
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<td>* Develop 5 higher order questions and 5 comments. These will be randomly collected in class.</td>
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<td>ONLINE—<a href="http://proeducational.com/inc/m_index.html">http://proeducational.com/inc/m_index.html</a> Select/read Module 6: Assessment Complete Module 6 assignments using Echolocation Lesson provided to critique. Do objectives and assessments align?</td>
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<td>Homework due this class:</td>
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<td>• Group A—Meet with ELI partner, if scheduled</td>
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</tbody>
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<tr>
<th>CLASS SEVEN</th>
<th>Th, 10/4</th>
<th>Norene Baker—ELI Exchange (Group B)—Assignment 3 Assessment Increasing Higher Order Thinking Skills (HOTS) Workshop Lesson Planning—Matching Objectives with Assessment</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Quiz 1 (at end of class)</td>
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<td>* Study for Quiz 1!</td>
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<td></td>
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<td>* CP-Derrick-Mescua, Assessment to Support Academic Success</td>
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<td>* D-R, Ch 5 English-Language/Literacy Development and Content Instruction</td>
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<td>Read Book Buddy chapters</td>
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<td>* Develop 5 higher order questions and 5 comments about each. These will be randomly collected in class.</td>
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<td>Homework due this class:</td>
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<td>• Group A—Meet with ELI partner, if scheduled</td>
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<td>• Bring Module 6 assignments to class</td>
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<td>• Bring questions/comments from Ch 3 to class</td>
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<td>In-Class</td>
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<tr>
<td></td>
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<td>• Assignment 4: Book Buddy discussion group</td>
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<td>• Assignment 5: Lesson Planning—HOTS tasks/questions by proficiency, assessment</td>
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</tbody>
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<tr>
<th>CLASS EIGHT</th>
<th>Th, 10/11</th>
<th>Academic Competence, Part B Text to Graphics and Back Again (TGBA) NO CLASS MEETING—ONLINE and HOME TASKS</th>
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<td>ONLINE—<a href="http://proeducational.com/inc/m_index.html">http://proeducational.com/inc/m_index.html</a> 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 <a href="http://www.graphicorganizers.com">www.graphicorganizers.com</a> and look at organizers</td>
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<td>Homework due this class:</td>
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<td>• Group A—Assignment 3 due! Email to instructor. (focus paper only—log and field notes will be included in portfolio)</td>
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<td>• Group B—Meet with ELI partner, if scheduled (contact Norene Baker ASAP if problems—<a href="mailto:noreneb@ufl.edu">noreneb@ufl.edu</a>)</td>
</tr>
</tbody>
</table>
| CLASS NINE  | Th, 10/18 | Lesson Planning—Instructional Methods and Literacy Development  
• Writing and Reading Objectives  
• Integrating Reading, Writing and Content  
• Graphic organizers  
* 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  
* Develop 3 higher order questions and 3 comments about each. These will be randomly collected in class. | * Homework due this class:  
• Group B—Meet with ELI partner, if scheduled  
• Bring TGBA assignment and lesson plan  
| In-Class  
• Assignment 4: Book Buddy discussion group (book should be completed!)  
• TGBA Sharing  
• Assignment 5: Lesson Planning—Instruction/Methods—Increasing comprehensibility | 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 |  
| CLASS TEN  | Th, 10/25 | Literacy Development Culture  
NO CLASS MEETING—ONLINE and HOME TASKS  
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  
* 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  
* Develop 5 higher order questions and 5 comments about this. These will be randomly collected in class. | * Homework due this class:  
• Group B—Meet with ELI partner, if scheduled |  
| CLASS ELEVEN  | Th, 11/1 | Culture  
• 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  
* 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  
* Develop 5 higher order questions and 5 comments about this. These will be randomly collected in class. | * Homework due this class:  
• Group B—Meet with ELI partner, if scheduled  
• Assignment 1, Part B due—Answer questions/complete chart that in assigned Diversity Kit reading pages  
| In-Class  
• Assignment 4: Book Buddy presentation planning  
• Bridging Cultures  
• Assignment 5: Lesson Planning—Increasing interaction |  
| CLASS TWELVE  | Th, 11/8 | REVIEW—Culture, Literacy, HOTS  
Culture Cont’d  
• Card Game  
• Cultural Adjustment  
• Video: Schools Back Home  
Multicultural Education Culturally Responsive Teaching Issues in Grading Book Buddy Presentations  
* 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)  
* Develop 3 higher order questions and 3 comments about this. These will be randomly collected in class.  
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.  
* 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)  
* Develop 3 higher order questions and 3 comments about this. These will be randomly collected in class.  
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. | * Homework due this class:  
• Group B—Meet with ELI partner, if scheduled  
• Assignment 1: Self-Portrait paper due  
| In-Class  
• Assignment 4: Book Buddy Presentations  
• Cult ResponsiveTchng (Ed Alliance)  
• Assignment 5: Lesson Planning—Addressing Culturally Responsive Tching |  

TSL 4320 Fall 2007 (8/20)  
NOTE: Schedule and assignments are subject to change.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>Date</th>
<th>Activities</th>
<th>Reading Assignments</th>
<th>Homework due this class</th>
</tr>
</thead>
</table>
| THIRTEEN  | Th, 11/15  | ESE vs. ELL Parental/Community Involvement Peer Review of Lesson Plans Book Buddy Presentations Quiz 2 Item Development | • * 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)  
  * Develop 3 higher order questions and 3 comments about this. These will be randomly collected in class. | • Group B—Meet with ELI partner, if scheduled  
  • Bring adapted lesson plan for peer review  
  **In-Class**  
  • Book Buddy presentations  
  • Assignment 5: Lesson Planning—Peer Reviews  
  • Quiz 2 Item Development |
| THANKSGIVING HOLIDAY | Th, 11/22 |                                                                                                |                                                                                                                                         | Group B—Assignment 3 due via email by 11/21 (focus paper only—log and field notes will be included in portfolio) |
| FOURTEEN  | Th, 11/29  | Potluck Dinner Book Buddy Presentations Quiz 2                                                                 |                                                                                                                                         | **Homework due this class**  
  • Assignment 4: Book Buddy Presentations  
  • Bring food  
  • Assignment 5 (Lesson Plan) Due  
  • Assignment 6 (Portfolio) Due |