TSL 4081.522 & .529  3 credit hours

Literacy Development in English Language Learners/Second Language and Literacy Acquisition

Fall 2014

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PREREQUISITES: BA/BS program, TSL 4080 and TSL 4251

CO-REQUISITES: BA/BS students are encouraged to take this course at the same time as Level II Internship; for MAT students this course IS the Level II Internship (148 student contact hours under supervision). NOTE: Students who are not currently enrolled in a COE Internship experience must document a total of no fewer than 60 contact hours (under supervision) with ESOL learners—including TSL 4080/5085 field experiences—by the end of the course.

COURSE DESCRIPTION: This course is designed to provide students with a critical understanding of instructional delivery which caters for the linguistic and literacy needs of minority / heritage communities. At USFSM COE, this is the final, capstone course of the ESOL Endorsement program.

COURSE TOPICS:

• Laws, policies, & practices in education of LEP students: State, district, school, community, & classroom
• Language development and literacy development in monolingual and emergent bilingual students
• Planning and delivering comprehensible instruction for all learners in a mainstream, ESOL inclusion classroom using a range of methods including: technology, arts-infusion, and
• Assessing first and second language proficiencies: listening, speaking, reading, writing
• Assessing and grading ELLs using a standards-based curriculum

COURSE OBJECTIVES:

• Candidates will complete all requirements for ESOL Endorsement and submit the final ESOL binder to Task Stream (http://www.usfsm.edu/academics/coe/forms/esol_binder_ug_sp13.pdf).
• Candidates will increase their experiences and competencies in cross-cultural communication
• Candidates will make use of state, district, and school-based policies and resources in the instruction of ELLs
• Candidates will assess the first and second language proficiencies of one or more ELLs
• Candidates will plan and deliver standards-based, whole group instruction that has been adapted for the varying needs of all learners in the classroom, including ELLs.
• Candidates will create opportunities for ELLs to explore their first language proficiencies
COURSE STUDENT LEARNING OUTCOMES

- ESOL Binder (Task Stream)
- Critical Task: Case Study Portfolio of Literacy Development in ELLs (Task Stream)
- Essential Assignments (see below)
- Class Participation—online and in class
- Quizzes and Learning Activities

TEXT AND MATERIALS: (NOTE: Your Student Government Association supports printing costs at the Information Commons on the 2nd floor.)

Required:

Recommended:
   - Application of the Standards for English Language Learners (3-page document)
   - Application to Students with Disabilities (2-page document)
   - Common Core State Standards for English Language Arts & Literacy in History/Social Studied, Science, & Technical Subjects (pp. 1-33 Grades K-5; pp. 34-66 Grades 6-12)
   - English Language Arts Appendix A: Research supporting key elements of the standards with glossary of key terms (43-page document)
   - English Language Arts Appendix B: Text exemplars and sample performance tasks (pp. 1-77 Grades K-5; pp. 78-91 Grades 6-8)
   - English Language Arts Appendix C: Samples of student writing tasks (pp. 1-35 Grades K-5; pp. 36-105 Grades 6-12)
   - Common Core State Standards for Mathematics (as needed)
   - Mathematics Appendix A (as needed)
   - [http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf) (10-page document)

CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for (add specific information to your course). Information on how to use Canvas is available at: [http://www.usfsm.edu/infocommons/students.php](http://www.usfsm.edu/infocommons/students.php)

TASK STREAM:
TaskStream is a web-based electronic portfolio required of students in the College of Education (COE) programs. It provides a way to submit documents, called Critical Tasks to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments designated as Critical Tasks must be uploaded to your electronic portfolio on TaskStream and be rated with a mean score of 3 or higher in order to pass the course. Remember, failure to upload the Critical Task may result in a failing grade.
The Critical Task in this course is Case Study Portfolio of Literacy Development in ELLs.
1. Federal, State, District Policies & Procedures for the Education of Florida LEP Students
2. Class Rosters, Classroom Environment Report, and School/Community Culture Reports
3. English Proficiency Levels & Bilingual Identities of ELLs
4. Ten Bilingual Literacy Assessments: L1 and L2 listening comprehension, reading comprehension, academic speaking, spelling, and writing complexity
5. Adapting Lesson Plans for ELLs--Supporting ELL Student Instruction and Assessment in Mainstream Classrooms
6. Final ESOL Portfolio Reflection

GRADING, EVALUATION AND ATTENDANCE POLICIES:
NOTE: Saturday, November 1, is the last day to withdraw from the course with a grade of “W” (no tuition refund). Excused absences from required meeting dates must be made up at the next available study hall meeting.

GRADING PROCESS:
All graded assignments will be recorded in the Grade Book feature of the Canvas course. Note that each grade posted belongs to a weighted category. The grading scale used for final grading for this course is A+ (98-100%), A (93-97%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%), C+ (78-79%), C (73-77%)

Weighted Grading of Student Outcomes:
- In Class and On-Line Participation 10%
- Quizzes & Homework 20%
- Essential Assignments 30%
- Final Case Study Portfolio* 40%
*This is a Critical Task in TaskStream.

ATTENDANCE POLICY:
As this is a 100% online course, attendance is measured by interaction in discussions and forums,

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Part 1 (ESOL Policies &amp; Procedures) posted September 15 before 9 a.m.</th>
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<tr>
<td>Part 2 (Rosters &amp; Reports: Routines &amp; Community) posted September 29 before 9 a.m.</td>
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<tr>
<td>Part 3 (English Proficiency &amp; Bilingual Identities) posted October 13 before 9 a.m.</td>
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<td><strong>Saturday, March 22, is the last day to drop the class with a grade of “W.”</strong></td>
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<td>Part 4 (Listening &amp; Reading) posted November 10 before 9 a.m.</td>
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<td>(Speaking, Writing, &amp; Spelling) posted Nov. 24 before 9 a.m.</td>
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<td>Part 5 (adapted lesson plan) posted Dec. 1 before 9 a.m.</td>
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<td>Final Reflection and all Portfolio sections uploaded to Task Stream by Monday, Dec. 8</td>
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Burns, M.R.
PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

- PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#.
- ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

USFSM AND USF SYSTEM POLICIES
A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.