



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

TESOL Issues and Practices

COURSE NUMBER:

TSL 4081

COURSE DESCRIPTION (with prerequisites):

This course is designed to integrate the theories and principles of the teaching of English to speakers of other languages and applying them to classroom instruction. ESOL methodology and curriculum will be emphasized as they relate to current best practice skills in the uniform core curriculum relevant to this content area. Ten hours of field experience are required for course completion. This course has been designated as an International/Diversity course. Prerequisite: TSL 3520. 3 semester hours credit.

NAME(S) OF INSTRUCTORS:

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EFFECTIVE ACADEMIC YEAR:

2015-2016

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

Suggested:

Bilingual and ESL Classrooms: Teaching in Multicultural Contexts 4th Edition. Ovando, C., Combs, M.C., and Collier, V.P. (2006).

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable

reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas

support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of core content.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

STUDENT LEARNING OUTCOMES FOR TSL 4081 The student will:	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
		ESOL	Prof Ed	
The student will demonstrate the ability to apply current and	E - 1	4.1c, 4.1e	5.1 5.2	Task CC5D, Final and Writing Assignments

effective ESOL teaching methodologies in planning instruction for multilevel classrooms with learners from diverse backgrounds.	1.1, 1.4			
The student will demonstrate an understanding for the language system supporting Language Acquisition and Development.	3.8	2.1a, 2.1b, 2.1c, 2.1d, 2.2a, 2.2d, 2.3c, 2.3e	5	CC5D, Quizzes, and Final
The student will demonstrate an understanding of current trends and issues related to testing of linguistic and culturally diverse students, administering and interpreting test results, and using formal and alternative methods of assessment and evaluation of ELLs.	E-4	5.2a, 5.3c, 5.3f	1.1, 1.3, 5.1	Writing Assignment and Final
The student will understand the role and function of assessment in the education of Limited English Proficient students.		5.1a, 5.1b, 5.1c, 5.1d	1.3, 5	Quizzes and Final
The student will develop content-area assessment instruments which effectively monitor ESOL students' mastery of academic material.	E-4	5.2b, 5.3a	1.3, 5	Report/ Presentation and Writing Assignment
The student will develop a lesson plan using strategies designed to teach language and content simultaneously.	E-1 and E-3	3.2a, 3.2i, 3.2j, 3.2k	5.1	Report/ Presentation and Writing Assignment
The student will understand theories related to language learning.		2.3a, 2.3b, 2.3c, 2.3e		Quizzes
The student will demonstrate knowledge of laws and policies in the field of ESOL teaching.		3.1a, 3.1b, 3.1c, 5.2a		Quizzes

**Assessment Codes			
T = Tests	RPT = Report/Presentation	Proj. = Projects	BO = Behavioral Observation
Pre/Post = Pre- and Post-Tests	SP = Skills Performance	Exp. = Experiments	Clin. = Clinicals
OT = Objective Tests	SD = Skills Demonstration	Cap. Proj. = Capstone Project	CS = Case Study
UT = Unit Tests	W = Writing Assignments	Cap. Course = Capstone Course	CP = Case Plan
Q = Quizzes	E = Essays	Prac. = Practicum	Port. = Portfolio
F = Final Examination	DE = Documented Essays	Intern. = Internship	Obs. = Teacher Observation
CF = Cumulative Final	RP = Research papers	H = Homework	Sk. Check = Skills Check-off
EX = Departmental Exam	J = Jury	PS = Problem Solving	Curriculum Frameworks
SE = Nat'l or State Standardized Exam	R = Recital	DB = Discussion Board	JP = Judged Performance/Exhibition

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in **K – 12** schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

TASKS: 60% of final grade

Task CC5D – Practicum (100 points) Students will be placed in classroom at the Quincy Migrant Education Summer Program for 15 hours during 3 days. Students will create an anonymous description of an ESOL student including specific background information and an overall description of the student’s learning needs. Students will be required to complete one activity with an individual student, small group or whole group. Students will select and define ESOL methods and strategies appropriate for use with the ESOL student. This course requires a minimum grade of “C” in order to receive credit.

See your Instructor First Day Handout for individual instructor assignment schedule.