Course Number: CTES 7470/7476
Course Title: Issues in ESOL Education
Credit Hours: 3 semester hours
Prerequisites: None
Corequisite: None

Date Syllabus Prepared: November 2007

Texts or Major Resources:

Course Description:
This course explores central issues in the teaching and learning of English to speakers of other languages in P-12 settings. Through interaction with current research and theory, students will examine and critique U.S. language policy, language service programs for English language learners (ELLs), linguistically diverse schooling, and culturally relevant pedagogy in second language teaching.

Course Objectives:
Upon completion of this course, students will be able to:

- Demonstrate appropriate techniques for working with the parents/families of ELLs; and federal guidelines and laws pertaining to ELL identification, evaluation (formative and summative), exit criteria, and post-program assessment (290-3-3-.45-2-8a)

- Identify general theoretical, ideological and pedagogical trends in the teaching of English as a second language including the differences between bilingual and ESOL programs (290-3-3-.45-(1)(a)2 and 290-3-3-.45-2-4a and 290-3-3-.45-2-2a)

- Critique approaches for teaching English as a second language (290-3-3-.45-2-4a)

- Demonstrate respect for and communicate effectively with persons of other cultures (290-3-3-.45-2-2b)

- Articulate aspects of the complex nature of culture and multicultural education

- Critically reflect on the role of ESOL teachers as advocates in the schooling of ELLs

Course Content:
Week 1: Who Are English Language Learners?
Week 2: What do we mean by Bilingual Education and ESOL?
Week 3: Demographics, Types of Language Minority Students
Week 4: What Happens at School with ESOL Students?
Week 5: The Politics and History of Bilingual and ESOL Education
Week 6: Court Decisions, State Policies and Program Models
Week 7: Portraits of ESOL Classrooms
Week 8: Accelerated Learning and Critical Pedagogy
Week 9: Perspectives on the Concepts of Culture
Week 10: Prejudice and Understanding
Week 11: The Role of Culture in Language
Week 12: Examples of Community Programs
Week 13: The Historical Context of Language-Minority Communities
Week 14: Developing a Portrait of a Community
Week 15: Pathways to Partnerships
Week 16: Exam

Distance Education Students will participate in every scheduled class meeting through synchronous Live classroom, streaming video, shared computer, and chat formats. The combination of these formats will enable students to participate along with campus based students in an interactive classroom setting. Class meetings will be archived and available for review by students who have excused absences.

**Course Requirements/Evaluation:**

1) Reading Responses. Ten times throughout the semester, students select a passage (include chapter and page number) from the text that they found particularly important, provocative and or relevant. They respond by relating their understanding of the reading to their life and educational experiences. Each response is a minimum of 200 words excluding the passage selected from the text. Distance Education students will submit this assignment by posting it to Discussion on Blackboard or through email.

2) Alabama’s Law and ESOL. Students explore past and recent legislation on Alabama state mandates by completing an Internet based assignment. Distance Education students will submit this assignment by posting it to Discussion on Blackboard or through email.

3) Different Ethnicity Interview. In order for students to be prepared to work with others who originate from different cultural backgrounds, students interview a person of a different ethnicity from themselves (cannot be a family member) using the interview questions provided below. The requirement will include a written report of the interview and a meta-analysis on the interview process. Distance Education students will submit this assignment by posting it to Discussion on Blackboard or through email.

4) Immigrant Ancestors. For students to understand the issues of immigration and schooling, they will report on their immigrant ancestors as it relates to voluntary and involuntary status, race, ethnicity, religion, language, and forms of discrimination.
Distance Education students will submit this assignment by posting it to Discussion on Blackboard or through email.

5) Annotated ESOL Bibliography. Students compile an annotated ESOL Bibliography following the guidelines set forth by the instructor. Distance Education students will submit this assignment by posting it to Discussion on Blackboard or through email.

6) Parent/School Communication. For the five possible barriers of Language, Survival and family structure, Educational background and values, Knowledge and beliefs about education, and Power and status students specifically explain a set of strategies they plan to use to bring parents and schools closer together for the success of ELL students. Explanation for each of the five barriers should be no less than 150 words. Distance Education students will submit this assignment by posting it to Discussion on Blackboard or through email.

7) ESOL Teaching Strategies. Students locate and identify ten different teaching strategies that they plan to implement when teaching English Language Learners. Distance Education students will submit this assignment by posting it to Discussion on Blackboard or through email.

8) Exam. Students complete a comprehensive exam that incorporates the course objectives delineated above. Distance Education students will submit the exam by posting it to Discussion on Blackboard or through email.

Class absences, for any reason, do not extend scheduled due dates. It is the responsibility of the student to keep aware of these deadlines and to plan his/her workload accordingly. Assignments submitted up to one week after the due date will receive half credit. No extra credit will be offered. All assignments are graded according to the specific assignment criteria and returned to students by the next class meeting after submission unless noted otherwise. The instructor adheres firmly to the University’s statement on academic conduct/plagiarism. Based on these evaluation criteria, students’ final grade will be determined by the following.

A = 1000-900
B = 899 -800
C = 799 -700
D = 699 -600
F = 599 or below

1. READING RESPONSES (10 -20 points each)  ___/200 POINTS
2. ALABAMA’s LAW & ESOL  ___/100 POINTS
3. DIFFERENT ETHNICITY INTERVIEW  ___/100 POINTS
4. ANNOTATED ESOL BIBLIOGRAPHY  ___/100 POINTS
5. IMMIGRANT ANCESTORS  ___/100 POINTS
6. PARENT/SCHOOL COMMUNICATION  ___/100 POINTS
7. ESOL TEACHING STRATEGIES  ___/100 POINTS
Class Policy Statements:

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

**Attendance/Absences:** Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

**Unannounced quizzes:** There will be no unannounced quizzes.

**Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

**Distance Learning Students:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who
will manage the examination in a secure manner, requiring students to present a picture ID.

**Justification for Graduate Credit:**
This course is addressed to in-service teachers seeking ESOL certification and, therefore, must be offered for graduate credit. CTES 7470/7476 offers a comprehensive study of sociocultural, sociopolitical, and linguistic issues related to the teaching and learning of English to speakers of other languages in U.S. public schools. The course provides theoretical underpinnings for language policy and practice through the examination of current research in ESOL. Examination of these issues is necessary for a thorough understanding of language minority students, educational language policy, and ESOL instruction.