AUBURN UNIVERSITY

**SYLLABUS**

**Course Number:** CTES 7470/7476

**Course Title:** Issues in ESOL Education

**Credit hours:** three (3) semester hours

**Prerequisites:** None

**Corequisite:**  None

**Term:**  Fall2012

**Instructor:** Dr. Robert D. Leier email: [rdl0002@auburn.edu](mailto:rdl0002@auburn.edu)

**Office:** Haley 5070 phone: 334 707 2923

**Texts or Major Resources:**

Ovando, C., Collier, V. & Combs, M. (2012, 5th or 2006, 4th). *Bilingual & ESL*

*classrooms: Teaching In multicultural contexts.* Boston: McGraw-Hill.

**Course Description:**

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

**Course Objectives:**

Upon the completion of this course, students will be able to demonstrate knowledge of the objectives noted below:

1. The different effects of ESOL vs. bilingual education in developing second language proficiency. **.45(1)(a)2**
2. Multicultural education, including the roles of language and ethnicity in a multicultural society. **.45(1)(a)6**
3. Appropriate techniques for working with the parents/families of ELLs. **.45(1)(a)8**
4. Federal guidelines and laws pertaining to ELL identification, evaluation (formative and summative), exit criteria, and post-program assessment. **.45(1)(a)9**
5. Knowledge of the importance of parents and/or families as active partners in planning and supporting **.03(2)(c)4.(iv)**
6. Knowledge of the impact of native language and linguistic background on language acquisition. **.03(3)(c)1.(ii)**
7. Knowledge of a range of professional learning opportunities, including job-embedded learning, district-and state-sponsored workshops, university offerings, and online and distance learning. **.03(5)(c)2.(ii)**

**Course Content:**

**CTES 7470/7476 ASSIGNMENT & SUBMISSION SCHEDULE FALL 2012**

Note- page numbers correlate with the Ovando, 4th edition. They may vary if other editions are used.

**WEEK 01 – Aug 16**

Syllabus- policies, assignments, class requirements, grading, acquiring and reviewing the text, Blackboard and other technology used for the class

**WEEK 02 - Aug 23**

Continuation of Week 01

**Due: #1 INTRODUCTION ACTIVITY** *(50 points)*

**WEEK 03 - Aug 30**

**OVANDO, *FORWARD, CARLOS’ STORY,***

**Chapter 1-** *What Do we Mean by Bilingual Education and ESL?,*

*Demographics, Types of Language Minority Students, Student*

*and Family Background*(pp. xxix-20)

**Due: READING RESPONSE # UNO** *(50 points)*

**WEEK 04 – Sep 06**

**OVANDO, Chapter 1 -***What Happens at School, Discovering the Student,*

*Program Models, ESL Pullout, Newcomer Programs*(pp. 21-46)

**Due: READING RESPONSE # DOS** *(50 points)*

**Due: #3 IMMIGRANT INTERVIEW** *(100 points)*

**WEEK 05 - Sep 13**

**OVANDO, Chapter 2-** *The Politics of Bilingual Education, Historical*

*Background and Historical Overview of Title VII Legislation,*

*1968-2001* (pp. 47-72)

**Due: READING RESPONSE # TRES** *(50 points)*

## Due: #4 ESOL LEGISLATION & STATE POLICY ACTIVITY *(100 points)*

**WEEK 06 - Sep 20**

**OVANDO, Chapter 2-** *Court Decisions and the Office for Civil Rights, State*

*Policies and Program Models*(pp. 73-86)

**Due: READING RESPONSE # CUATRO** *(50 points)*

**WEEK 07 – Sep 27**

**OVANDO, Chapter 3-** *Portrait of a Traditional Classroom, The Workplace of the*

*Twenty-First Century, Passive Learning, Active, inquiry-based*

*Learning, Activating Students, Prior Knowledge Cooperative Learning*

(pp. 87-103)

**Due: READING RESPONSE # CINCO** *(50 points)*

**Due: #5 ESOL TEACHING STRATEGIES** *(100 points)*

**WEEK 08 – Oct 04**

**OVANDO, Chapter 3-** *Accelerated Learning, Critical Pedagogy, Art, Technology,*

*Music, Weaving it All Together* (pp. 104-120)

**Due: READING RESPONSE # SEIS** *(50 points)*

**Due: #6-1 ANNOTATED ESOL BIBLIOGRAPHY- Part I** *(40 points)*

**WEEK 09 – Oct 11**

**OVANDO, Chapter 4-** *Instructional Approaches to Teaching a Second Language,*

*Teaching Language Arts in a Bilingual Classroom, Language and Multicultural Literature across the Curriculum* (pp. 153-185)

**Due: READING RESPONSE # SIETE** *(50 points)*

**Due: #6-2 ANNOTATED ESOL BIBLIOGRAPHY- Parts II, III, IV** *(60 points)*

**WEEK 10 -**  **Oct 18**

**OVANDO, Chapter 5-** *Perspectives on the Concept of Culture, Processes in the*

*Development of Cultural Identities & Multicultural Education* (pp. 178-194)

**Due: READING RESPONSE # OCHO** *(50 points)*

**Due: #7-1 IMMIGRANT ANCESTORS- Part II** (*10 points)*

## WEEK 11 – Oct 25

**OVANDO, Chapter 5-** *Prejudice and Discrimination, The Role of Culture in*

*Language Minority Achievement & Ethnographic Approaches to Cultural Understanding*(pp. 194-223)

**Due: READING RESPONSE # NUEVE** *(50 points)*

**Due: #7-2 IMMIGRANT ANCESTORS-Parts I and III** *(90 points)*

**WEEK 12 - Nov 01**

**OVANDO, Chapter 10-** *Examples of Community Programs, The Historical*

*Context of Language-Minority Communities and Developing a*

*Portrait of the Community* (pp. 385-418)

**Due: READING RESPONSE # DIEZ** *(50 points)*

**WEEK 13 – Nov 08**

**OVANDO, Chapter 10-** *Pathways to Partnerships* (pp. 418-441)

**Due: READING RESPONSE # ONCE** *(50 points)*

**Due: #8 PARTNERSHIPS BETWEEN SCHOOLS, PARENTS & COMMUNITIES (***100 points)*

**WEEK 14 - Nov 15**

**Due: #9 FINAL/OVERVIEW ACTIVITY** *(100 points)*

Guidelines will be given

**WEEK 15 - Nov 22**

**No Class meeting- Thanksgiving**

**Syllabus is subject to Change with Notice**

**Evaluation and Grading Procedures:**

All assignments are evaluated to the specific assignment criteria. They will be returned to students by the next class meeting after submission unless noted otherwise. I adhere firmly to the University’s statement on academic conduct and plagiarism. Based on these evaluation criteria, your final grade will be determined by the following.

**A = 1000-901**

**B = 900 -801**

**C = 800 -701**

**D = 700 -601**

**F = 600 or below**

**Course Requirements at a glance:**

**1. INTRODUCTION ACTIVITY \_\_\_*/50***

**2. READING RESPONSES *(5) (50 points each)* *\_\_\_/250***

**3. IMMIGRANT INTERVIEW \_\_\_*/100***

**4. ESOL LEGISLATION & STATE POLICY ACTIVITY \_\_\_*/100***

**5. ESOL TEACHING STRATEGIES \_\_\_*/100***

**6. ANNOTATED ESOL BIBLIOGRAPHY \_\_\_*/100***

**7. IMMIGRANT ANCESTORS \_\_\_*/100***

**8. PARTNERSHIPS BETWEEN SCHOOLS, PARENTS & COMMUNITIES**

**\_\_\_*/100***

**9. FINAL/OVERVIEW ACTIVITY \_\_\_*/100***

**TOTAL \_\_\_\_\_ */1000* *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 Student Policy eHandbook. 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 the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code:** The University Academic Honesty, University Policies: <https://sites.auburn.edu/admin/universitypolicies/default.aspx>. 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.

**AU eValuate Fall Semester evaluation dates:**

Open:   November 29, 2012 (8:00 am)

Close:   December 2, 2012 (11:59pm)

**Justification for Graduate Credit:**

This course is addressed to teachers seeking ESOL state certification or the Auburn Graduate Certificate in TESL/TEFL education, therefore, must be offered for graduate credit. CTES 7470/7476 offers a comprehensive study of sociocultural, sociopolitical, and sociolinguistic issues related to the teaching and learning of English to speakers of other languages. 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.