TCE 472/572: FOUNDATIONS OF ESOL/BILINGUAL EDUCATION

COURSE CREDIT: 3 credits

INSTRUCTOR:

COURSE DESCRIPTION
Examines characteristics of English language learners (ELLs), key theories in language acquisition, the role of culture in language development, and instructional program models for ELLs, while considering implications for classroom instruction.

COURSE INFORMATION
TCE 472/572 is a course for OSU’s Professional Teacher and Counselor Education unit. This course will be delivered as a hybrid class with weekly face-to-face meetings and additional online assignments via Blackboard. The course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

TCE 472/572 is a pre-requisite for other coursework in the English for Speakers of Other Languages (ESOL)/Bilingual Endorsement Program. If you are interested in completing the full ESOL or ESOL/bilingual endorsement, contact our program coordinator, Stacey Lee, at stacey.lee@oregonstate.edu or 541-737-2983.

RELATIONSHIP TO STATE AND NATIONAL STANDARDS
The Interstate Teacher Assessment and Support Consortium (InTASC) Standards embedded in this course include the following:

- **Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

This course also addresses the following Teachers Standards and Practices Commission (TSPC) Oregon administrative rules and Teachers of English to Speakers of Other Languages (TESOL) standards for P-12 ESOL teacher education programs:

**TSPC/TESOL Standard - Primary Focus of Course**

**Domain 1: Language:** Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students’ language and literacy development and content area achievement.

- **Standard 1.b. Language acquisition and development.** Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
**Domain 2: Culture:** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students’ cultural identities, language and literacy development, and content-area achievement.

- *Standard 2.a. Nature and Role of Culture:* Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.

**Domain 4: Assessment:** Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

- *Standard 4.b. Language Proficiency Assessment:* Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

**Domain 6: Technology:** Candidates use information technology to enhance learning and to enhance personal and professional productivity.

- *Standard 6.a. Demonstrate knowledge of current technologies and their application in ESOL.*
- *Standard 6.c. Use technologies to communicate, network, locate resources, and enhance continuing professional development.*

**LEARNING RESOURCES**

**Required Textbooks:**

**Additional Materials:** selected articles and videos available online/Blackboard site.

**COURSE OUTCOMES**

This course is cross-listed as TCE 472 and TCE 572. Because course outcomes are based on the same state and national standards, the topics covered are the same. TCE 572 students are expected to go into more depth in completing all assignments. Major assignments (i.e. Language Learning Autobiography, Observation of ELLs, Personal Beliefs, Classroom Applications) will be graded differently depending on students’ enrollment in TCE 472 or TCE 572. Details can be found on our Blackboard site.

**TCE 472 Course Outcomes**
1. Describe characteristics of English language learners.
2. Identify characteristics of different ELL proficiency levels.
3. Discuss the policies affecting ELLs in schools, such as Lau v. Nichols, home language survey, identification assessments, annual assessments, reclassification.
4. Compare instructional program models for ELLs.
5. Examine language acquisition theories.
6. Articulate a critical social justice framework related to the nature and role of culture in language development.

**TCE 572 Course Outcomes**
1. Describe characteristics of English language learners.
2. Examine characteristics of different ELL proficiency levels.
3. Discuss the policies affecting ELLs in schools, such as Lau v. Nichols, home language survey, identification assessments, annual assessments, reclassification.

4. Determine the appropriate instructional program models for ELLs within a given context.

5. Evaluate language acquisition theories.

6. Articulate a critical social justice framework related to the nature and role of culture in language development.

COURSE ASSIGNMENTS

1. **Weekly Blogs**: Each week, you will be assigned readings from the textbook. You will also be expected to review related material (selected articles, videos, webpages) that are included on our Blackboard site under that week’s Assignments. In order to demonstrate your understandings and to clarify ideas related to the readings, we will participate in weekly discussions on our Blackboard site’s Blog for the week.

   **Initial posts are due on Thursdays by 11:59 PM.** You will respond to the week’s blog prompts and make comments related to the topic and readings for that week.

   **Follow-up comments are due Mondays by 11:59 PM.** You will read all other initial posts on the blog and post a Comment on either your original post or the original post of at least one of your classmates. Please politely extend others’ thinking with questions, describe how your thinking has changed or been extended, make connections to concepts, link to practical experiences, or reference other scholarly sources.

   All posts—initial and follow-up—need to be “meaty” (substantial, thought-provoking, interesting). **Demonstrate that you have thoughtful read the textbook chapters and reviewed the related material.** Refer to these in your postings, including textbook page numbers when appropriate. For follow-up posts, refer to what others’ wrote.

2. **Technology Springboards**: On assigned weeks, you will be asked to post a technology-based assignment. We will use these assignments as springboards to exploring the use of technology within the ESOL/bilingual classroom and assessment. Complete activities as prompted and post at least one paragraph in response. You will not be required to reply back to peers, but I encourage it as a way of sharing and generating practical ideas that may be applied to your classrooms. **See our Blackboard site for more specific instructions.**

3. **Language Learning Autobiography**: You will write your language learning autobiography, based on the description in Bailey et al. (1996). You should also look at the posted Christensen article as you consider your own language development.

   This paper should be approximately 3 pages in length with an additional page for references. Please include references to course texts and outside materials, following American Psychological Association (APA) format for documenting your sources. Refer to Purdue’s Online Writing Lab for APA guidelines: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/). Edit your paper for the conventions—spelling, punctuation, grammar, format—of academic writing. **See our Blackboard site for more specific instructions (Assignments/Week 3).**

4. **Observation of ELLs**: You will write a report based on a 45+ minute observation of one or more English Language Learners (ELLs). During the observation, choose an ELL or a small group of ELLs to focus on. Your observation and your written discussion should center on the topics in chapters 4 and/or 5 in Freeman & Freeman (2011). Your report should include rich descriptions of the behaviors observed so as to provide concrete support for your assertions.
Always use pseudonyms when writing about children or teachers. It would also be helpful for you to share your insights with the classroom teacher and/or the learner(s) for further analysis.

This report should be approximately 3 pages in length with an additional page for references. Please include references to course texts and outside materials, following American Psychological Association (APA) format for documenting your sources. Refer to Purdue’s Online Writing Lab for APA guidelines: http://owl.english.purdue.edu/owl/resource/560/01/. Edit your paper for the conventions—spelling, punctuation, grammar, format—of academic writing. See our Blackboard site for more specific instructions (Assignments/Week 5).

5. **Personal Beliefs:** You will describe and react to some of the topics discussed in Freeman and Freeman (2011): perspectives on failure, national and community attitudes, state policies, school programs, teacher attitudes and prejudices, and changes in the population. Or, you may choose to describe and respond to the topics around assessment of ELLs (Brantley, 2007). You will need to integrate technology into your assignment, using an online tool such as Jing/Screencast or VoiceThread to present your beliefs. See our Blackboard site for more specific assignment instructions (Assignments/Week 7).

6. **Classroom Applications:** Examine a lesson plan and/or assessment tool. Relate it to one of the theoretical perspectives discussed in this course. Analyze it in regards to second language acquisition theory. The focus of this assignment is to explain the second language acquisition and bilingual education theories behind the strategies and activities present in the lesson or assessment. You should TIGHTLY connect the specific strategies or activities to the particular theory. **This assignment is about the connection between theory and practice.** You may adapt and modify the lesson plan or assessment tool as you wish, but describe its original plan and then describe your modifications. You will need to integrate technology into your assignment. See our Blackboard site for more specific assignment instructions (Assignments/Week 11).

### EVALUATION OF STUDENT PERFORMANCE

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Assignment</th>
<th>Alignment with Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 points</td>
<td>Blog Posts (10 weeks x 3 points each)</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>15 points</td>
<td>Technology Springboards (3 x 5 points each)</td>
<td>1, 2, 5, 6</td>
</tr>
<tr>
<td>10 points</td>
<td>Language Learning Autobiography</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>15 points</td>
<td>Observation of ELLs</td>
<td>1, 2, 4, 6</td>
</tr>
<tr>
<td>15 points</td>
<td>Personal Beliefs</td>
<td>3, 4, 5, 6</td>
</tr>
<tr>
<td>15 points</td>
<td>Classroom Applications</td>
<td>1, 2, 5, 6</td>
</tr>
</tbody>
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**Grading Scale**

Grades will be based on following scale:

- 92-100 = A
- 90-91 = A-
- 88-89 = B+
- 82-87 = B
- 80-81 = B-
- 78-79 = C+
- 72-77 = C
- 70-71 = C-
- 60-69 = D
- 0-59 = F

### GUIDELINES FOR COURSE ASSIGNMENTS

**Attendance, Promptness, and Participation**

Learning from each other during class discussions and group work (both online and in person) is crucial to your learning in the course this term. Thus, it is vital that you be on time and ready to
take part in class work. It is equally important that you post on time and actively take part in online discussions.

**Late Work Policy:** Assignments (for all sections of this course) are expected on the due date or before. If you are unable to meet a specific deadline, please discuss with the instructor prior to the due date. Late work will be marked down unless this has been negotiated with the instructor.

**Expectations for Student Conduct**
The Student Conduct and Community Standards office’s website is [http://oregonstate.edu/studentconduct/home/](http://oregonstate.edu/studentconduct/home/). They can also be reached at 541-737-3656.

Students are expected to conduct themselves (including online) in compliance with the university's community standards of civility, accountability, diversity, respect, and truth. Students are expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) are unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations ([http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html)).

**Academic Integrity:** Students are expected to comply with all regulations pertaining to academic dishonesty, defined as: *an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.* For further information, visit the OSU Libraries' webpages about Academic Integrity at [http://ica.library.oregonstate.edu/subject-guide/1771-Academic-Integrity-for-Students?tab=519586](http://ica.library.oregonstate.edu/subject-guide/1771-Academic-Integrity-for-Students?tab=519586) or contact the Student Conduct and Community Standards office (linked above).

**Accommodations for Students with Disabilities**
Accommodations are collaborative efforts between students, faculty and Disability Access Services—DAS ([http://ds.oregonstate.edu/home/](http://ds.oregonstate.edu/home/)). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact their office at 541-737-4098.

**Technology and Other Academic Assistance**
If you are having trouble accessing our Blackboard site, contact OSU Computer Helpdesk at 541-737-3474. Links to webpages for important student services and policies are at [http://oregonstate.edu/instruct/dce/importantlinks.html](http://oregonstate.edu/instruct/dce/importantlinks.html). You may also want to visit the Dean of Student Life website at [http://oregonstate.edu/deanofstudents/](http://oregonstate.edu/deanofstudents/). Please let your instructor know if you need additional assistance or technology issues are affecting your performance in this course.