FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

DEPARTMENT NAME: CURRICULUM, CULTURE, AND ED. INQUIRY	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: TSL 6642	CURRENT COURSE TITLE: : THEORIES OF TESOL AND BILINGUAL EDUCATION

CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION

    CHANGE CREDITS FROM   TO:

    CHANGE GRADING FROM   TO:

X   CHANGE PREREQUISITES TO: NONE

    CHANGE MINIMUM GRADE TO:

    CHANGE COREQUISITES TO:

    CHANGE OTHER REGISTRATION CONTROLS TO:

    OTHER

SHOW "X" IN FRONT OF OPTION

    CHANGE PREFIX FROM   TO:

    CHANGE COURSE NO. FROM   TO:

    CHANGE TITLE TO:

    CHANGE DESCRIPTION TO:

CHANGES TO BE EFFECTIVE (TERM): SUMMER 2010 PENDING GPC APPROVAL	Attach syllabus for ANY changes to current course information.
Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). **NO**	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. **All departments were consulted; see attached comments.**

TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number:
Hanizah Zainuddin, zainuddi@fau.edu, 561-297-2984

SIGNATURES

Approved by:

Department Chair: _~James McLaugh_   Date: 2/11/10

College Curriculum Chair: _Linda Webb_   2/22/10

College Dean: _Valerie J. Bristor_   2/26/10

UGPC Chair: _____

Dean of the Graduate College: _____

SUPPORTING MATERIALS

Syllabus—must include all criteria as detailed in UGPC Guidelines.

Go to: *http://graduate.fau.edu/gpc/*
to access Guidelines and to download this form.

Written Consent—required from all departments affected.

Email this form and syllabus to *diamond@fau.edu* and *eqirjo@fau.edu* one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FAUchangeGrad—Revised January 2010

FAU

Department of Curriculum, Culture, and Educational Inquiry
College of Education

TSL 6642

THEORIES OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) AND BILINGUAL EDUCATION

Instructor:
Tel/Email:
Office Hours:

CATALOG DESCRIPTION:

For school administrators, in-service teachers, and graduate students in TESOL/Bilingual Education. Addresses theories, underlying principles, and research related to TESOL and Bilingual Education, especially as these relate to school policies, programs, and services.
Prerequisites: None

COURSE DESCRIPTION

This course prepares English for speakers of other languages (ESOL) and bilingual program educators to make reflective decisions regarding the best educational models and services for English and bilingual learners based on research and theories. The course reviews common terminology in the field and addresses three critical questions: 1) What program models are most effective for the language and academic development of English learners (ELs)?; 2) What factors affect how children and adults learn a second language (including age, native language, aptitude, special learning needs, attitude and motivation, and formal vs. informal learning environment)?; and 3) What are the benefits of a content-based approach to language learning? Each of the three issues is examined in terms of the latest research, related theories, and policy and practice implications.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

The conceptual framework of FAU's College of Education assumes that society will continue to become more diverse and believes that educators must pursue knowledge and truth in order to become proactive, reflective decision-makers, which it encourages. This course goes beyond presenting educators with theories and research related to the language and academic development of students in ESOL and bilingual settings. It also attempts to demonstrate that emotions and politics are behind the popularity (or lack) of many approaches to educating children and adults who do not speak English and presents educators with the empirically proven facts needed to make and advocate for ethical, informed, and reflective decisions and the skills and attitudes needed to carry out these decisions regarding education practices.

REQUIRED TEXTS AND MATERIALS (see *Content Outline*)

GUIDELINES USED TO DEVELOP COURSE OBJECTIVES

1. Teachers of English to Speakers of Other Languages (TESOL)/National Council of Accreditation of Teacher Education (NCATE) Program Standards
2. Florida Performance Standards for Teachers of ESOL (FTESOL)
3. Florida Educator Accomplished Practices (FEAP)
4. Center for Applied Linguistics Guiding Principles for Dual Language Education (CAL)
5. FAU Educator Accomplished Practices (FAU-EAP)
6. Commission on English Language Program Accreditation (CEA)
7. National Association for the Education of Young Children (NAEYC)
8. National Board for Professional Teaching Standards (NBPTS)
9. Florida Atlantic University (FAU) College of Education (COE) Conceptual Framework
10. No Child Left Behind Act (NCLB)
11. Florida Consent Decree
12. Results of surveys of teachers and school administrators from 5 South Florida counties
13. FL Dept of Education: ESOL Program Models

COURSE OBJECTIVES

Students will be able to:

1. Define and use terms related to research and theories in TESOL (Teaching English to Speakers of Other Languages), CBLI (Content-based Language Instruction), and Bilingual Education, appropriately. [FEAP: 2, 8; FTESOL: 1, 2, 11; NCATE: 1.b; CAL: 5-3; FAU-EAP: 2.2, 3.1; NAEYC: I-5, II-3, II-4, II-6; NBPTS: I, II, XII]

2. Critically discuss research related to the effectiveness of TESOL, CBLI, and Bilingual Education as it relates to the language and literacy and academic development of language minority children, adolescents, and adults. [FEAP: 1, 8, 12; FTESOL: 2-12, 5-all, 9-6; NCATE: 1.b; CAL: 3-1, 5-3; FAU-EAP: 1.2, 3.1, 12.1, 12.2; CEA: Faculty-1; NAEYC: I-1, II-4, II-6; NBPTS: II]

3. Describe the major theories associated with the language and academic development of language minority children, adolescents, and adults. [FEAP: 3, 7, 8; FTESOL: 2-1, 2-2, 2-3, 2-4, 2-6, 2-7, 2-8, 2-9, 2-10; NCATE: 1.b; CAL: 5-3; FAU-EAP: 3.1, 7.2,12.2; CEA: Faculty-1; NAEYC: I-1, II-4, II-6; NBPTS: II]

4. Apply theories and research results to sound educational policies, programs and services. [FEAP: 2, 3, 4, 5, 6, 7, 8, 10, 11,12; FTESOL: 2.5, 5-1, 5-2, 5-3, 6 –all; NCATE: 1.b; CAL: 5-3, 5-4; FAU-EAP: 2.2, 3.1, 4.1, 5.2, 6.1, 7.2, 9.2, 12.1; NAEYC: I-5, II-4, II-5; NBPTS: II, X]

5. Recognize the research contributions of major scholars in the field of TESOL and Bilingual Education [FEAP 8; FTESOL 4-6, 6-8; CAL: 5-3; FAU-EAP: 8.1; NAEYC: I-5]

COURSE OUTLINE

I. COURSE INTRODUCTION

Course goals, objectives, assignments, and grading
Get-acquainted activity
Brief overview of issues related to societal and community demographics and multilingualism (to set a context)
Course framework: (1) Research + (2) Theory = (3) Policy and Practice
Review of terminology
Review: What is a theory?
Review of common educational program models for language minority and minority students

II. QUESTION #1: WHAT PROGRAM MODELS ARE MOST EFFECTIVE FOR THE LANGUAGE AND ACADEMIC DEVELOPMENT OF ELs (ENGLISH LEARNERS)?

A. Related Research

Materials:

Genessee, F.,Lindholm-Leary, K., Saunders, W., & Christian, D. (2007). *Educating English language learners: A synthesis of research effectiveness.* NY: Cambridge University Press. (Required text)

Cziko, G. (1992) The evaluation of bilingual education: From necessity and probability to possibility. *Educational Researcher,* 10-15 (Required; on Blackboard or in course pack)

Cummins, J. (2000). Research, theory, and policy in bilingual education: Evaluating the credibility of empirical data, in Cummins, J. (2007). *Language, Power, and Pedagogy*, Clevedon, UK: Multilingual Matters (Required; on Blackboard or in course pack)

Thomas, W., & Collier, V. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement.* Berkeley, CA: Center for Research on Education, Diversity, & Excellence. (Optional and Available online) OR A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement. *(2003). CREDE Research Brief* #10 (Required and available online)

Howard, E., Sugarman, J., & Christian, D.(2003). *Trends in two-way immersion education: A review of the research.* Center for Applied Linguistics. (Required and available online)
Ramirez, J. D. (1992). Longitudinal study of structured English immersion strategy, early-exit and late-exit transitional bilingual education program for language minority children (Executive Summary). *Bilingual Research Journal, 16*(1-2), 1-62. (Required; On Blackboard or in course pack)

August, D., and Shanahan, T. (2008). *Developing reading and writing in second language learners: Lessons from the report of the National Literacy Panel on Language Minority Children and Youth.* NY: Routledge. (Executive summary -optional; on Blackboard or in course pack)

Campos, J., & Keatinge, R. (1988). The Carpinteria language minority student experience. In T. Skutnabb-Kangas & J. Cummins (Eds), *Minority Education: From Shame to Struggle* (299-307). Clevedon, England: Multilingual Matters. (Required; on blackboard)

B. Related Theories

Materials
Baker, C., and Hornberger, N. (2001) *An introductory reader to the writings of Jim Cummins.* Clevedon, UK: Multilingual Matters. (Required Text)

      1. Jim Cummins
          a. Threshold Theory (1970s)
          b. Developmental Interdependence Theory (1970s)
          c. BICS and CALP Distinction (1980s)
          d. SUP and CUP "iceberg" concepts (1980s)
          e. Dimensions of communication (cognitively un/demanding; context reduced/embedded (1980s)
          f. dominant/dominated power relationships (1980s)
          g. role of theory in formulating educational policy (1990s)
          h. biliteracy and empowerment (1990s)

Classes #7-11
III. QUESTION #2: WHAT FACTORS AFFECT HOW PEOPLE LEARN A SECOND LANGUAGE?

A. Related Research

Materials
Friedenberg, J. (1991). The Acquisition of Spanish as First and Second Language: Learner Errors and Strategies, in Malavé & Duquette, G (Eds.) *Language, culture, and cognition,* Clevedon, UK: Multilingual Matters.

B. Related Theories

Materials
       All Required and on Blackboard or in course pack

       (Excerpts from chapters 2-6; 8-9)

Brown, H. D. (2006). *Principles of language learning and teaching.*
Boston: Pearson.

Horwitz, E. (2008). What should I know about second language acquisition?
(Chapter 2). *Becoming a language teacher.* Boston: Pearson.

1. B. F. Skinner – Behaviorist view of LL
2. Charles Fries – Descriptive/Structural Linguistics
3. Wilga Rivers – Behaviorist view of LL
4. Noam Chomsky – Cognitive view of LL
5. Noam Chomsky – Transformational/Generative Grammar
6. Lenneberg – Critical Period Hypothesis (Role of age in LL)
8. Stockwell, Bowen, Martin, and others: Contrastive Analysis Hypothesis
9. Dulay, Burt, Taylor, Friedenberg: Error Analysis
10. Larry Selinker: Interlanguage Hypothesis (1970's)
11. Steve Krashen: Monitor Theory
12. Theories about the roles of affect and intelligence
13. Applying Theory to Practice: Types of ESOL Programs and Services

Classes #12-13
IV. QUESTION #3: WHAT ARE THE BENEFITS OF CONTENT-BASED LANGUAGE INSTRUCTION?

A. Related Research

Materials
Friedenberg, J. (2004) *Content-Based Instruction: Turning EFL into ESL.* Keynote Paper
Presented at the National Conference for Teachers of English, Tegucigalpa, Honduras.
(Required)

Andrade, M., & Makaafi, J. (2001). Guidelines for establishing adjunct courses at the
university level. *TESOL Journal, 10*(2/3), 34-39. (Recommended)

Benesch, S. (1988). *Ending remediation: Linking ESL and content in higher
education.* Washington, DC: TESOL. (Recommended))

Carrasquillo, A., & Rodriguez, V. (1996) Language minority students in the mainstream
classroom. Bristol, PA: Multilingual Matters. (Recommended)

Edwards, H., Wesche, M., Krashen, S., Clement, R., & Kruidenier, B. (1984). Second
language acquisition through subject matter learning: A study of sheltered psychology
classes at the University of Ottowa. *The Canadian Modern Language Review, 41*,
261-281. (Recommended)

Grabe, W. & Stoller, F. (1997). Content-based instruction: Research foundations. In
Snow, M. & D. Brinton (eds.) *The content-based classroom: Perspectives on*

integrating language and content. White Plains, NY: Addison Wesley/Longman Publishing Company. (Recommended)

Kerans, M. (2001). Simulating the give and take of academic lectures. *TESOL Journal,* *10*(2/3), 13-17. (Recommended)

Murphy, J., & Stoller, F. (2001). Sustained content teaching: An emerging definition. *TESOL Journal, 10*(2/3), 3-5. (Recommended)

Stryker, S., & Leaver, B. (1997). *Content-based instruction.* Washington, DC: Georgetown University Press. (Recommended)

1. Types of CBLI
2. Research and theories addressing its effectiveness
3. Applying these to school policy and practice

B. Related Theories

Review of Cummins' work on dimensions of communication
Review of Krashen's Input Hypothesis

Class #14
V. BRINGING IT ALL TOGETHER: TOWARDS RATIONAL, EMPIRICALLY BASED, AND THEORETICALLY SOUND SCHOOL POLICIES AND PRACTICES

Class presentations and discussions of policy and practice implications of research and theories addressed in the course.

TEACHING METHODOLOGIES:
Modeling, Research, Lecture, Discussion, Guest Speakers, Internet Communication (Blackboard, E-Mail), Computer/PowerPoint presentations, Cooperative learning groups and presentations, Audiovisual support (video, DVD, overhead projector, computer, Internet)

COURSE ASSIGNMENTS

1. Quizzes – 20%

Quiz #1 – Terminology, Program Models
Quiz #2 - Names of Researchers and Theorists

2. 2-page research reviews for 5 studies (10% each) – 50%

1. Name of the study and/or primary author and year

2. Goal: What the study wanted to find out
3. Subjects: Who the subjects of the study were
4. Methods: How the researcher(s) went about finding out what they wanted to find out
5. Findings: What the researcher(s) found
6. Problems and/or comments – your own critique

3. Final Paper – approx 10 pages – 30%

Choose one of the three course questions and discuss:
    A. the research associated with the question
    B. what theories support those findings and why
    C. what school policies and practices are recommended based on the research findings and the theories

Be prepared to discuss your findings and recommendations on the last day of class

GRADING SCALE:

Letter	Percent		Grade Points	Letter	Percent		Grade Points
A	92-100	=	4.0	C	73-76	=	2.0
A-	90-91	=	3.67	C-	70-72	=	1.67
B+	87-89	=	3.33	D+	67-69	=	1.33
B	83-86	=	3.00	D	63-67	=	1.00
B-	80-82	=	2.67	D-	60-62	=	0.67
C+	77-79	=	2.33	F	59-00	=	0.00

ATTENDANCE POLICY: According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

STUDENTS WITH DISABILITIES: In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

HONOR CODE: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to

Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

REFERENCES (same as required texts)

From:	H. James McLaughlin [jmclau17@fau.edu]
Sent:	Tuesday, February 09, 2010 4:21 PM
To:	Hani Zainuddi
Subject:	Dept Chair responses about TSL course changes
Attachments:	image.png

Hani:

Here is what I have received. We are missing Barbara, Deena, and Bob. I will jog their memories about this. Take care.

Jim

------ Forwarded Message
From: Mike Brady <mbrady@fau.edu>
Date: Tue, 02 Feb 2010 12:54:03 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: TSL course changes

Your proposed changes to the prerequisites for TSL 6642 and TSL 6700 look appropriate, and do not conflict with the courses or curriculum in the ESE Department.

Good luck.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu <mailto:mbrady@fau.edu>

------ End of Forwarded Message

------ Forwarded Message
From: "Irene H Johnson, PhD" <ijohnso9@fau.edu>
Date: Tue, 02 Feb 2010 11:54:25 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: TSL course changes

Hello Jim:

A review of TSL 6350 & TSL 6700 revealed there is no conflict or overlap of courses required in the Counselor Education Programs.

Irene H. Johnson

------ Forwarded Message
From: Sue Graves <sgraves@fau.edu>

Dr. McLaughlin:
Our department does not have any conflicts with either course. Good luck with the process.

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science
   and Health Promotion
Florida Atlantic University
777 Glades Road, FH-11
Boca Raton, Florida 33431
561-297-2938 (Olga Duron, administrative assistant)
561-297-2790 (direct)
561-297-2839 (fax)
www.coe.fau.edu/eshp

Colleagues:

My department is submitting 2 course change proposals and the syllabi for these two TESOL courses. The change is to remove the current prerequisites stated in the catalog for TSL 6642 and TSL 6700, for the following reasons:

1.   Students do not need content in TSL 6350 (Pedagogical Grammar for ESOL and Bilingual Populations) and TSL 6375 (Teaching Pronunciation in English for ESOL and Bilingual Programs) before taking TSL 6700 (Language Policy and Planning in Education) and TSL 6642 (Theories of TESOL and Bilingual Education).

2.   Doctoral students will be able to take the 2 courses as electives or credits toward their area of specialization.

Please determine if there is any conflict with the courses in your department. If you could send me a response by Monday, February 8th, I would appreciate it. Thanks.

Yours,

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
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