

# **ESOL 4020IB/6020IB: Cultural Perspectives for ESOL Teachers**

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*Web only*—no in-class meetings  
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*Read this syllabus especially carefully: ESOL 4020/6020 is a course designed for candidates seeking the ESOL endorsement; as such, candidates must meet the ESOL program standards in order to pass the course.*

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**1. DESCRIPTION OF COURSE:** Culture and the relationships between culture, language, and education. Prospective ESOL teachers will investigate theories related to the nature and role of culture and cultural groups in the construction of learning environments that support linguistically diverse learners. The course will address developmental aspects of language and literacy with emphasis upon specific ways in which cultural identities affect language learning and school achievement. This course is designed for ESOL endorsement candidates.

**2. TESOL STANDARDS:** This course is one of three courses required for teachers or prospective teachers who want to add the English to Speakers of Other Languages (ESOL) endorsement to their teaching certificates.

ESOL 4020/6020 addresses the following standards for PK-12 education in ESOL established by TESOL and Georgia's Professional Standards Commission:

- **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 ESOL students' language and literacy development and content area achievement.
- **DOMAIN 2: CULTURE**—Candidates know, understand, and use the major concepts, theories, and research related to the nature and structure of culture to construct learning environments that support ESOL students' language and literacy development and content area achievement.
- **STANDARD 2A: 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.
- **STANDARD 2B: CULTURAL GROUPS AND IDENTITY**—Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

**3. CONCEPTUAL STANDARDS:** ESOL 4020/6020 is taught in accordance with the College of Education's conceptual framework standards (CFS):

- **I. CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their

certification levels.

- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

**4. PRINCIPLES:** ESOL 4020/6020 is taught in accordance with the following guiding principles of Georgia teacher education programs:

- Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
- Equity Principle: All learners deserve high expectations and support.
- Process Principle: Learning is a lifelong process of development and growth.
- Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.
- Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
- Impact Principle: Effective practice yields evidence of learning.
- Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition
- Standards Principle: Evidence-based standards systematically guide professional preparation and development.

The study of linguistics and applied linguistics--and especially the study of language diversity--has historically been highly sensitive to the role of teacher disposition in language learning. Linguistics strongly advocates an objective approach to language free from negative preconceptions and prejudice.

**5. UNDERGRADUATE OUTCOMES:** Students in ESOL 4020 will meet the following target outcomes:

- 1. Demonstrate an understanding of ways in which cultural groups and students' cultural identities affect language learning and school achievement (CFS II, III, IV, V).

- 2. Demonstrate an understanding of ways in which role expectations and other social variables such as age, gender, social class, religion, ethnicity, and place of residence affect the way people speak and behave (CFS I, II, III, IV, V).
- 3. Demonstrate an understanding of the relationship between culturally conditioned interaction patterns and effective communication and teaching (CFS I, II)
- 4. Demonstrate an understanding of the relationship between situational variables and convention and human behavior (CFS I, II, III)
- 5. Apply strategies for identifying, analyzing, and comparing cultures (CFS I, II, IV).
- 6. Demonstrate an understanding of ways to cultivate curiosity about other cultures (CFS I, II, III, V, VI).
- 7. Collaborate with local teachers, students, and/or parents involved in ESOL programs (CFS VI).
- 8. Demonstrate an ability to develop and utilize activities that promote understanding of L1 and L2 cultures (CFS II, III, IV, V, VI).

**6. GRADUATE OUTCOMES:** Students in ESOL 6020 will meet the following target outcomes:

- 1. Demonstrate an advanced understanding of ways in which cultural groups and students' cultural identities affect language learning and school achievement and the ability to research such effects and integrate secondary research in their own primary research (CFS II, III, IV, V).
- 2. Demonstrate an understanding of ways in which role expectations and other social variables such as age, gender, social class, religion, ethnicity, and place of residence affect the way people speak and behave and the ability to research such effects and integrate secondary research in their own primary research (CFS I, II, III, IV, V).
- 3. Demonstrate an understanding of the relationship between culturally conditioned interaction patterns and effective communication and teaching and the ability to research such relationships and integrate secondary research in their own primary research (CFS I, II)
- 4. Demonstrate an understanding of the relationship between situational variables and convention and human behavior and the ability to research such relationships and integrate secondary research in their own primary research (CFS I, II, III)
- 5. Apply strategies for identifying, analyzing, and comparing cultures and engage in cross-cultural research (CFS I, II, IV).
- 6. Demonstrate an understanding of ways to cultivate curiosity about other cultures and engage in research of multicultural pedagogies (CFS I, II, III, V, VI).
- 7. Collaborate with local teachers, students, and/or parents involved in ESOL programs (CFS VI).

- 8. Demonstrate an ability to develop and utilize activities that promote understanding of L1 and L2 cultures (CFS II, III, IV, V, VI).

**7. TEXTS AND OTHER MATERIALS:** Three textbooks are required:

- *Language, Culture, and Communication: The Meaning of Messages*, 6/e, by Nancy Bonvillian (Pearson Prentice Hall, 2011: ISBN 0-205-83209-1)--abbreviated here by B
- *Learning and Not Learning English: Latino Students in American Schools*, 1/e, by Guadalupe Valdes (Teachers College Press, 2001: ISBN 0-8077-4105-1)--abbreviated here by V
- *"Why Don't They Learn English?" Separating Fact from Fallacy in the U.S. Language Debate*, 1/e, by Lucy Tse (Teachers College Press, 2001. ISBN 0-8077-4096-9)--abbreviated here by T

It's crucial that students get the texts ASAP. They can be obtained at VSU's bookstore and various sites all over the web. No special dispensations can be given students who for whatever reason cannot obtain texts quickly.

During the first unit of the course, students will read three introductory articles (posted online in PDF format) in order to familiarize themselves with qualitative—case study—research:

- Pease-Alvarez, Lucinda. "Cuando el Maestro No Habla Español: Children's Bilingual Language Practices in the Classroom." *TESOL Quarterly* 28.3 (1994): 507-535.
- Schecter, Sandra R., and Robert Bayley. "Language Socialization Practices and Cultural Identity: Case Studies of Mexican-Descent Families in California and Texas." *TESOL Quarterly* 31.3 (1997): 513-541.
- Willett, Jerri. "Becoming First Graders in an L2: An Ethnographic Study of L2 Socialization." *TESOL Quarterly* 29.3 (1995): 473-503.

Last, students need to become familiar with the English language proficiency standards of WIDA (World-Class Instructional Design and Assessment). A one-page overview of the academic language standards (2012 draft version) is available on the WIDA ELP site: <http://www.wida.us/standards/elp.aspx>. Applications of the draft language performance standards to specific grade levels PK-12 are also available on that site.

**8. LIVETEXT AND OTHER REQUISITES:** *Students enrolled in ESOL 4020/6020 for the ESOL endorsement* (the instructor assumes that almost all students enrolled in ESOL 4020/6020 are in the process of obtaining their ESOL endorsement, which is an add-on credential for a teaching certification) *must also possess or obtain access to LiveText* (at <[www.livetext.com](http://www.livetext.com)>), *where*

*they will post the final draft of their written project. The final draft must be posted to LiveText in order to be assessed with the program's rubric and the general results archived for accrediting agencies. Access to LiveText can be purchased online at its web site.*

Here are some other notes about the online delivery of the course:

- Students will need the computing requisites to handle BlazeView. Check the [FAQs at the log-in page](#) if you are having typical problems posting material, maintaining a connection, and so forth. The instructor gets by on a shoestring of knowledge with respect to technology: he *is not* the one to contact concerning technical problems. Get assistance from the [Helpdesk](#).
- Students may communicate with the instructor privately inside BlazeView by using its mail tool or outside BlazeView by using the instructor's address on Live@VState (at top of this syllabus). The instructor is teaching from his home in Florida this summer, so don't call the Department of English at VSU or mail anything to the instructor's office at VSU. The instructor will also not be available for in-person meetings.
- If a student needs to communicate with the instructor via the spoken word, ask for the instructor's home phone number and a call will be scheduled.
- The instructor will establish an open discussion area for problems, questions, announcements, discoveries, hallelujahs, and so on. Help each other out and keep an eye out for announcements.
- There are at least two challenges for students enrolled in Summer II 4020/6020: this is an online course and it lasts seven weeks. Students will need to police themselves carefully to keep up with the fast-moving schedule.
- Remember that the syllabus is posted on the World Wide Web linked to the instructor's homepage ([www.valdosta.edu/~jlcampbe](http://www.valdosta.edu/~jlcampbe)); to check something on it or follow links, you don't have to log into BlazeView.
- Here's a tip that can save you heartache: when you write anything for this class, type it up on some word processing program. Don't type anything directly into BlazeView, which then may be lost if the power goes out or your computer freezes. Use your favorite word processing program and then copy and paste your writings or attach them. The instructor will undoubtedly ignore this advice at times and regret it.

**9. ASSIGNMENTS:** Because of the short seven-week summer term, ESOL 4020/6020 this course will focus on the application of major concepts in the study of language and culture to a written project--a case study--developed by each student. Students will

1. write a proposal for their case study (5 points)
2. write a progress report for their case study (10 points)
3. write a final report of their case study (50 points: see rubric below): case study assignments address outcomes 1-8.
4. keep a journal of field experience with the English language learner studied in the case study and submit verification form (5 points): addresses outcomes 1-8
5. participate in all nine focused discussions of readings, each time making one reply to a question posed by instructor and one reply to a classmate (18 points): addresses outcomes 6, 8
6. complete reading quizzes on *B* (8 quizzes at 1.5 points each: 12 points total): addresses outcomes 1-5

Students must complete assignments 1, 2, 3, and 4 to earn at least a *C* in the course.

**10. GRADING:** Grades for assignments 1, 2, 3, 4, and 6 will be figured according to a 5-point GPA-like system in which

- 5=A+, 4.5=A-, 4=B, 3.5=B-, 3=C, 2.5=C-, 2=D, 1.5=D-, 1=F, and 0=not attempted/completed.

Thus, for an assignment worth 10 points,

- 10=A+, 9=A-, 8=B, 7=B-, 6=C, 5=C-, and so on.

For an assignment worth 50 points,

- 50=A+, 45=A-, 40=B, 35=B-, 30=C, etc.

And for a quiz worth 1.5 points,

- 1.5=A+, 1.35=A-, 1.2=B, 1.05=B-, .9=C, .75=C-, .6=D, and so forth.

There are 100 possible points in the class. Final grades will be determined by the following scale:

- 100/100 = A+
- 90/100 = A-
- 80/100 = B
- 70/100 = B-
- 60/100 = C
- 50/100 = C-
- 40/100 = D



- below 40 = F

In terms of final grades, then, members wanting an A need 90 points. To earn a B, a member needs 70; a C, 50. This grading system is *not* based on percentages, but simply on point totals.

**11. ACCESS:** Class members requiring accommodations or modifications because of a documented disability should discuss this need with the instructor at the beginning of the term. Class members who require assistance but who are not registered with the Special Services Program should contact VSU's [Access Office](#).

## **12. APPLIED LINGUISTICS ON THE WORLD WIDE WEB AND**

**GALILEO:** The WWW offers a number of useful resources for students of linguistics and English language teaching. The instructor's homepage lists some potentially helpful links that have come to his attention. [GALILEO](#), of course, is the place to go for academic articles on applied linguistics (and it's available anytime anywhere). Start with an easy full-text search in *JSTOR*, for example, or the *MLA International Bibliography*. Search terms such as *English*, *Spanish*, *bilingualism*, *biliteracy*, *family*, *culture*, *code-switching*, and *children* present many useful results.

**13. SOCIOLINGUISTIC THINKING:** ESOL 4020/6020 asks you to engage in a particular kind of thinking: sociolinguistic thinking. Sociolinguistic thinking relates situational, social, and cultural variables (see Bonvillian 1) to language acquisition, development, and behavior. I'd also add relevant psychological variables to the first group of terms, so that's why my shorthand is *psycho-sociocultural* variables. Specifically, the course asks you to relate psycho-sociocultural variables to the language acquisition, development, and behavior of an English language learner (ELL).

For example, silence and disfluent speech (linguistic variables) are not necessarily sure indicators of low English proficiency:

- a wide range of psycho-sociocultural variables might cause such speech, such as depression (the immigrant experience is often stressful and depressing for many reasons)
- the perceived speech situation in which the silence or hesitancy is exhibited can inhibit expression, including the relationship of the speakers, the subject matter, or the genre (the instructor is no joke teller, so he's silent when people start trading jokes)
- culturally conditioned interpretations of the situation may reinforce silence (i.e., silence and lowered eyes might be the culturally appropriate response for a given speaker).



This is the cognitive goal of the course: train students to think about the relationship between linguistic variables and psycho-sociocultural variables.

**14. CASE STUDY, PROPOSAL, PROGRESS REPORT:** Students will demonstrate the thinking described in the previous section as they complete the major written project of the course, their case study of an ELL. In general terms, a case study is a kind of *qualitative* (as opposed to quantitative), *descriptive* (as opposed to experimental) research. Students will choose a human subject (an English language learner, for this course) and describe that person in terms of a number of variables that they have reason to suspect are important with respect to the subject's language acquisition and behavior. [Click here for a guide to the case study assignment.](#)

*As this is a dedicated course for the ESOL endorsement, all students must choose a PK-12 English language learner.* The proposal for the case study won't be approved if a candidate does not satisfy this requirement. Evidence for endorsement candidates' appropriate field experience must be provided to accrediting agencies.

So the first step in the case study is to get access to an ELL. *Begin the search for a subject immediately.* Contact elementary, middle, or high schools in your area in order to tutor a student or just engage in conversational English. Local migrant programs are also a possibility. Your contact with a PK-12 ELL *does not* have to take place in an educational setting as long as the subject is of the appropriate age, so your work with an ELL could be arranged through friends or acquaintances, a church, a daycare, or a place of business.

Students should spend *10 to 15 hours* tutoring, conversing with, observing, or otherwise interacting with the subject and/or the subject's parents, caretakers, or teachers. Students must keep a journal of their field experience with the subject and submit a verification form for their experience (see #17 below).

The second step, as you meet and then begin to learn more about your subject, is to hypothesize the salient (1) linguistic and (2) psycho-sociocultural variables that you expect to see in your subject. You will make hypotheses about these variables in your case study proposal.

#### *Linguistic Variables*

In general terms, the linguistic variables you should be interested in are those identified in the WIDA English language proficiency standards. Georgia uses WIDA (World-Class Instructional Design and Assessment) standards to organize its ESOL instruction and assessment. They are available online at <http://www.wida.us/standards/elp.aspx>. WIDA identifies three very general linguistic variables at six levels of proficiency:

- Vocabulary usage
  - Vocabulary usage progresses from little or no comprehension and use of English vocabulary (level 1), to comprehension and use of general English words (level 2), to specific English words (levels 3 and 4), and to technical English vocabulary (levels 5 and 6). Vocabulary usage concerns the areas of language called the *lexicon* and *semantics* and also includes the ELL's developing understanding of idiomatic expressions, English words' polysemy (multiple meanings), and collocations (words that go together).
- Language forms and conventions (formally called “language control”)
  - Language control progresses from production of language that lacks comprehensibility because of phonological, morphological, or syntactic features of learner language—“errors” (levels 1 and 2), to language that displays fewer features of learner English and that is more comprehensible (levels 3 and 4), to language that is essentially as comprehensible as a native speaker's (levels 5 and 6). Language control concerns the areas of language called *phonology*, *morphology*, and *syntax*.
- Linguistic complexity
  - Linguistic complexity progresses from comprehension and use of single words and short phrases and utterances with contextual support (levels 1 and 2), to comprehension and use of longer, more varied sentence structures (including subordination, for example) and connected discourse (levels 3 and 4), to the ability to comprehend and create cognitively demanding discourse genres such as exposition and argument (levels 5 and 6). Linguistic complexity concerns the areas of language called *syntax* and *communicative competence/pragmatics*. It includes an ELL's ability to engage in the turn-taking of conversation, to perform speech acts such as requesting and joking, and to understand culturally conditioned nonverbal communication, paralinguistic, and politeness strategies.

It should be noted that these linguistic variables interact with age/grade level, the four language domains/arts (speaking, writing, listening, and reading), and the five kinds of language use: (1) non-academic, conversational social-instructional language, (2) academic language of the language arts, (3) academic language of mathematics, (4) academic language of science, and (5) academic language of social studies.

It should also be noted that all these variables concern English, the subject's L2. The subject's use, development, and maintenance of the L1 are also important linguistic variables. Acquisition of English as an L2 should be an *additive*

rather than *subtractive* process. Code-switching, the alternation between languages or varieties, is a linguistic variable of bilinguals. The L1 also affects some features of learner English, including accent, word formation, and syntax.

In sum, your proposal for the case study will make some hypotheses about your subject's English language in terms of these variables. The progress report will describe the variables more closely, and the final case study will present a full portrait of your subject's linguistic variables.

### *Psycho-sociocultural Variables*

Psychological, social, and cultural variables are those non-linguistic factors that influence an ELL's linguistic acquisition, development, and behavior (if you like these terms, the following are *independent* variables, whereas linguistic features are *dependent* variables):

- Psychological variables
  - Psychological variables are features peculiar to an individual that may affect language acquisition and behavior. They include
    - Personality, such as degree of extroversion and willingness to take communicative risks
    - Intelligence and metalinguistic knowledge (explicit knowledge about language)
    - Aptitude for language acquisition, consisting of both strong analytical skills and a good memory
    - Learning styles
    - Learning strategies
    - Motivation for acquiring the L2
    - Prior exposure to L2, educational background, and literacy in L1
    - Age, which after about fifteen years old may prevent native-like attainment in areas other than accent
- Social variables
  - Social variables are features of an individual's relationship with the world around him or her that may affect language acquisition and behavior. They include
    - Home environment, including environmental print in L1 and L2
    - Access to L2 social networks—the people with whom the learner engages in conversation in L2
    - The situations in which the learner uses the L2
    - The relative power and prestige of the L1 community and its language with respect to English
    - Attitude of community, teachers, and administrators toward L1 community and its language and the language policies and pedagogies that reflect this attitude

- Attitude of the learner toward L2 community and English
- Self-identity and group affiliation of the language learner
- Gender roles, which may, for example, affect choices involving school and career
- Kinds of L2 language use required, the major distinction being between nonacademic, conversational language skills and the much more demanding academic language of the classroom
- Modification of L2 input
- Cultural variables
  - Cultural variables are features of a community's assumptions, beliefs, values, and desires that may affect language acquisition and behavior of an individual who is a member of the community. They include
    - Cultural categories (expressed by a language's lexicon), such as kinship terms, honorifics, and metaphors
    - Socially conditioned ways of engaging in conversation given participants and speech acts
    - Socially conditioned estimations of threats to face in conversation and politeness strategies needed to maintain face
    - Socially conditioned perceptions of ethnicity, class, and gender
    - Socially conditioned perceptions of formal education, literacy, and "life chances"
    - Socially conditioned perceptions of family structure, family member roles and responsibilities, and child rearing
    - Socially conditioned perceptions of teachers, classroom behavior, and pedagogies
    - Socially conditioned perceptions of nonverbal behavior, silence, paralinguistic, intonation, proxemics, and chronemics

These variables you want to observe and investigate in your English language learner as factors potentially affecting L2 acquisition and educational achievement in general. Students can investigate some of these variables directly by conversing with the subject. Others will have to be inferred indirectly.

### **15. JOURNAL OF FIELD EXPERIENCE AND VERIFICATION:**

Members must gain 10 to 15 hours of field experience with an ELL: this time can be spent conversing with the subject, tutoring the subject or working with the subject in an academic area (WIDA defines four main kinds of academic languages: language arts, mathematics, science, and social studies), or just

observing the subject. Whatever is done with the ELL, class members must keep a log of their time spent with the subject and activities engaged in and then obtain a verifying signature from a teacher or parent or administrator who can attest to the field experience gained. The instructor will post a form on which the journal can be kept and the verification recorded. The journal and verification are worth five points.

**16. FOCUSED DISCUSSIONS:** Outcomes 6 and 8 explicitly concern teaching ELLs, so the online discussions of *B*, *V*, and *T* will concentrate on pedagogical implications of those books. The instructor will post pedagogically oriented discussion questions for all nine units, and students (for two points each unit) will make at least one reply to one of the instructor's prompts and one response to a classmate's reply to a prompt. All replies to the instructor's prompts should get, then, at least one response in return. Please make sure all of the instructor's prompts are responded to.

At least two posts must be substantive to earn the discussion points available in each unit. What's a substantive response? It is not simple agreement or disagreement, nor commentary off the topic. It may involve agreement or disagreement, but something new must be added: reasons for agreement or disagreement, an alternative perspective, a new consideration, an additional idea or part or suggestion, and so on.

**17. ONLINE ETIQUETTE:** Please watch your electronic etiquette. Try not to let your emotions get the best of you. Language is often an emotional topic for people, but applied linguistics is a social science: it attempts to investigate language, language use, and language learning objectively without preconceptions and prejudgments concerning, for example, what is "right" and "wrong" about language use, the use of heritage languages, bilingualism, the relative social status of languages, and so on. Basically, stick to the facts of language use, acquisition, and learning and avoid expressing emotional reactions.

Take some time to make posts in (informal) standard English: proofread for spelling, avoid slang, and dispense with most of the language of texting.

**18. EDUCATOR ETHICS:** All participants in the field experience component of this course must know and follow the [Georgia Code of Ethics for Educators](#).

**19. SCHEDULE OF UNITS:** The course is organized as a series of ten units that involve readings, quizzes, discussions, and written assignments. Units must be done in order and on time. Again, the Bonvillian text is abbreviated *B*, the Valdes book *V*, and the Tse book *T*. When the schedule notes that a unit must be completed "by" a certain date, it means the unit must be completed by

midnight on that date.

- Unit 1

- Read syllabus
- Ask questions about the course
- Post an introduction of yourself
- Read “Becoming First Graders in an L2: An Ethnographic Study of L2 Socialization” (on BlazeView)
- Read “Language Socialization Practices and Cultural Identity: Case Studies of Mexican-Descent Families in California and Texas” (on BlazeView)
- Read “*Cuando el Maestro No Habla Español*: Children's Bilingual Language Practices in the Classroom” (on BlazeView)
- Participate in focused discussion of three articles
- *Complete by T, June 12*

- Unit 2

- Read *B* 1-2
- Participate in focused discussion of *B* 1-2
- Take quiz 1 on *B* 1-2
- Post initial questions or ideas about case study
- *Complete by M, June 18*

- Unit 3

- Read *B* 3
- Read *V* Introduction and 1
- Read *T* 1
- Take quiz 2 on *B* 3, *V* Introduction and 1, *T* 1
- Participate in focused discussion of *B* 3, *V* Introduction and 1, *T* 1
- *Complete by F, June 22*

- Unit 4

- Read *B* 4-5
- Take quiz 3 on *B* 4-5
- Participate in focused discussion of *B* 4-5
- Post proposal of case study
- *Complete by R, June 28*

**June 29: midterm**

- Unit 5

- Read *B* 6
- Read *V* 2-3
- Read *T* 2
- Take quiz 4 on *B* 6, *V* 2-3, *T* 2

- Participate in focused discussion of *B* 6, *V* 2-3, *T* 2
- *Complete by T, July 3*

#### **July 4: Independence Day holiday**

- Unit 6
  - Read *B* 7-8
  - Read *V* 4
  - Read *T* 3
  - Take a quiz 5 on *B* 7-8, *V* 4, *T* 3
  - Participate in focused discussion of *B* 7-8, *V* 4, *T* 3
  - *Complete by T, July 10*
- Unit 7
  - Read *B* 9-10
  - Read *V* 5
  - Read *T* 4
  - Take quiz 6 on *B* 9-10, *V* 5, *T* 3
  - Participate in focused discussion of *B* 9-10, *V* 5, *T* 3
  - Post progress report on case study
  - *Complete by M, July 16*
- Unit 8
  - Read *B* 11-12
  - Read *V* 6
  - Read *T* 5
  - Take quiz 7 on *B* 11-12, *V* 6, *T* 5
  - Participate in focused discussion of *B* 11-12, *V* 6, *T* 5
  - *Complete by F, July 20*
- Unit 9
  - Read *B* 13
  - Read *V* 7-8
  - Read *T* 6
  - Take quiz 8 on *B* 13, *V* 7-8, *T* 6
  - Participate in focused discussion of *B* 13, *V* 7-8, *T* 6
  - Submit field experience journal and verification form (scanned forms emailed to instructor or hard copy forms mailed to instructor's home address: contact him for address)
  - *Complete by T, July 24*
- Unit 10
  - Post final draft of case study report to LiveText
  - *Complete by F, July 27*



**20. CASE STUDY SCORING RUBRIC:** The instructor will use the following rubric to score the final draft of the case study (10 criteria at 5 points each, 50 points total).

	<b>Target (5 pts)</b>	<b>Acceptable (3 pts)</b>	<b>Unacceptable (1 pt)</b>
<b>Linguistic variables and or markers TESOL.1</b>	Description demonstrates candidate's ability to fully understand concepts, principles, theories, and research related to linguistic variables/markers.	Description demonstrates candidate's ability to understand some concepts, principles, theories, and research related to linguistic variables/markers.	Description fails to demonstrate candidate's ability to understand concepts, principles, theories, and research related to linguistic variables/markers.
<b>Cultural variables TESOL.2</b>	Description demonstrates candidate's ability to fully understand the nature and role of cultures to construct learning environments.	Description demonstrates candidate is aware of the nature and role of cultures to construct learning environments.	Description fails to demonstrate candidate's ability to understand the nature and role of cultures to construct learning environments.
<b>Psycho-sociocultural variables in language acquisition and or use TESOL.2.a TESOL.2.b</b>	Description demonstrates candidate's ability to analyze socially and psycho-socio-culturally significant linguistic variables/markers and interpret them.	Description demonstrates candidate's ability to accurately distinguish socially and psycho-socio-culturally significant linguistic variables/markers.	Description fails to distinguish socially or psycho-socio-culturally significant linguistic variables/markers.
<b>Literature/ Research Review TESOL.1 TESOL.2 TESOL.2.a TESOL.2.b</b>	Description demonstrates that candidate has reviewed a substantial number of documents related to the case study.	Description demonstrates that candidate has reviewed some documents related to the case study.	Description fails to demonstrate that candidate has reviewed documents related to the case study.
<b>Subject/Context TESOL.1</b>	Description of the subject and/or place	Description of the subject and/or place	Description fails to describe the subject

<b>TESOL.2</b> <b>TESOL.2.a</b> <b>TESOL.2.b</b>	where the study was conducted is clear and sufficient.	where the study was conducted is somewhat clear, but more information is needed.	and/or place where the study was conducted.
<b>Hypotheses</b> <b>TESOL.1</b> <b>TESOL.2</b> <b>TESOL.2.a</b> <b>TESOL.2.b</b>	Hypotheses/research questions of the case are reasonably and clearly formulated.	Description contains hypotheses/research questions of the case, but needs further clarification.	Hypotheses/research questions of the case are too vague or missing.
<b>Methods</b> <b>TESOL.1</b> <b>TESOL.2</b> <b>TESOL.2.a</b> <b>TESOL.2.b</b>	Description explains clearly how candidate gathered data from the subject and analyzed them.	Description partly explain how candidate gathered data from the subject and analyzed them.	Description fails to explain how candidate gathered data from the subject and analyzed them.
<b>Findings</b> <b>TESOL.1</b> <b>TESOL.2</b> <b>TESOL.2.a</b> <b>TESOL.2.b</b>	Description for the findings is clear and concise.	Description for the findings is clear, but could be truncated to be more concise.	Description for the findings is missing or unclear.
<b>Discussion and Conclusion</b> <b>TESOL.1</b> <b>TESOL.2</b> <b>TESOL.2.a</b> <b>TESOL.2.b</b>	Description draws significant conclusion, implications, and recommendations or a personal reflection.	Description draws general conclusions and provides some implications and recommendations or a general personal reflection.	Description fails to draw conclusion, or lacks implications and recommendations or a personal reflection.
<b>Format and Grammar</b>	The paper closely follows the MLA/APA format and is free of grammar and spelling errors.	The paper follows the MLA/APA format with infrequent spelling and grammar errors.	The paper does not follow the MLA/APA format. Misspellings are frequent. Frequent grammar errors. It is evident that the paper has not been edited.

**21. INSTRUCTOR BIOGRAPHY:** The instructor was born to Canadian parents in Peoria, Illinois, May, 1960. His parents, who were born in 1925, told him stories of Manitoba during the Depression. The instructor listened to monophonic Beatles records on a portable turntable; watched the Vietnam War on the nightly news and his three older brothers' reactions to it; played hockey on frozen ponds; saw the first Ali vs. Frazier fight live on European television;

delivered papers spreading the news of Watergate (are there any paperboys left?); kept score in bowling with a pencil; learned to drive with a stick in a VW Bug and a three-on-the-tree Dodge; attended his first rock concert at Soldier Field in Chicago (Emerson, Lake, and Palmer; Foghat; J. Giles, Climax Blues Band); typed college papers on a manual typewriter; bought his first computer at the age of 30—after completing his dissertation; and ran off his first class handouts with a ditto machine. Besides Peoria, the instructor has lived in Vancouver, British Columbia; Bogotá, Colombia; Geneva, Switzerland; Normal, Illinois; West Lafayette, Indiana; Milwaukee, Wisconsin; Arkadelphia and Hot Springs, Arkansas; Valdosta, Georgia; and Riverview, Florida, where he currently makes a home with his wife and three children born in 1995, 1998, and 2000, as well as four cats.

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