

ESOL 4010IB/6010IB – APPLIED LINGUISTICS FOR ESOL TEACHERS

Spring 2013

BlazeVIEW Only

3 Semester Hours

Course site: <http://blazeview.valdosta.edu/>

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STUDENT ONLINE READINESS:

If you have never taken an online class before, please think hard about whether this is the right class for you. Taking classes online rather than in the traditional face-to-face setting can be a challenge if you do not know what to expect or are not prepared. To help you find out whether online learning is for you, assess your readiness via **SmarterMeasure** at http://www.valdosta.edu/distance/online_readiness.shtml. With this tool, you will be able to rate yourself concerning the main topics that are closely related to online success.

EXPECTATIONS OF THE ONLINE CLASS:

The online class is not easier but more difficult. You will have less direct instruction and none of the usual classroom interaction to draw from. Your entire grade will depend on your ability to communicate what you know through writing. Your success will require self-motivation, discipline, and an ability to work independently. If you possess these qualities and wish to continue, then start the work early, create a regular schedule to sustain that work, and make good use of the opportunities to interact with the instructor and your classmates.

This class will require a quantity of written work. All students' written work will be assessed online. The instructor strongly encourages you visit the online classroom frequently (at least every other day). You are responsible for keeping up with and adhering to the due dates and other instructions.

REQUIRED TEXTS:

- *Contemporary Linguistics: An Introduction (6th Edition)*, by William O'Grady, John Archibald, Mark Aronoff, Janie Rees-Miller, Boston: Bedford/St. Martin's, 2010, ISBN # 0-312-55528-8. (LING)
- *Reading, Writing and Learning in ESOL : A Resource Book for K-12 Teachers, mylabschool edition, (6th Edition)*, by Suzanne F. Peregoy, Owen F. Boyle, Allyn & Bacon, 2013, ISBN # 9780132685153. (ESOL)

The course texts are available for purchase at VSU's University Bookstore. Students can order texts online by visiting its website at <http://services.valdosta.edu/bookstore/> or by calling VSU's University Bookstore directly at 229-333-5800. All texts can also be purchased online at

www.amazon.com or www.barnesandnoble.com, where less expensive used copies are generally available.

COURSE DESCRIPTION:

This course is a study of the nature, structure, and diversity of language, emphasizing the phonological, syntactic, and semantic patterns of English in comparison and contrast with features of other selected languages. Prospective teachers will explore the principles of linguistic systems and major theorists and schools of linguistic thought within the cultural framework of working with communities of non-native English speakers. The course is one of the 3-course sequence for those seeking an English to Speakers of Other Language (ESOL) endorsement to a Georgia state teaching certificate.

STATE ESOL CONTENT STANDARDS DIRECTLY ADDRESSED IN THIS COURSE:

STANDARD 1.0000: Competence in the knowledge of the nature and acquisition of language

STANDARD 1.0100: Competence in listening, speaking, reading, and writing for social and academic purposes

STANDARD 1.0200: Competence in the knowledge of and experience in first and second language acquisition

STANDARD 2.0100: Competence in the knowledge of the effects of cognitive, affective, and socio-cultural variables on language learning

STANDARD 3.0300: Competence in the use of a wide range of standards-based materials, resources, and technology for ESOL instruction

STANDARD 4.0300: Competence in language assessment techniques and instruments, and the evaluation of ESOL students

STANDARD 5.0000: Competence in the knowledge of current educational trends, issues, policies, and practices, and their relationships to program planning, instruction, and assessment of ESOL students

COE CONCEPTUAL FRAMEWORK STANDARDS (CFS) ADDRESSED IN THIS COURSE:

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.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

The student will:

CO 1. [demonstrate awareness of the systematicity of language.] (VSU General Education Outcome 2, 4)

CO 2. [demonstrate an understanding of the purposes of grammars.] (VSU General Education Outcome 2, 4)

CO 3. [demonstrate knowledge of English phonetics, morphology, syntax and semantics and compare them with the phonetic, morphological, syntactic and semantic systems of language populations most commonly served in regional classrooms.] (VSU General Education

Outcome 4, 7)

CO 4. [explain the role of input and interaction to language acquisition.] (VSU General Education Outcome 2)

CO 5. [apply concepts, theories, research and practice to facilitate the acquisition of a primary and a new language.] (VSU General Education Outcome 2, 3, 4, 7)

CO 6. [demonstrate understanding of ESOL related assessment practices.] (VSU General Education Outcome 7)

CO 7. [initiate collaborations between local teachers, students and parents served in ESOL programs.] (VSU General Education Outcome 2, 7)

CO 8. [join local and regional professional organizations related to ESOL.] (VSU General Education Outcome 2)

TECHNOLOGIES:

BlazeView: This class utilizes the university's regular BlazeVIEW technologies. No special skills are required. A fast, stable internet connection (DSL, cable) will greatly facilitate your online work. In addition, you will need a web browser, an active VSU email account, and an ability to save and open documents in either Word or Rich Text and PowerPoint formats. (Do not submit documents formatted as Microsoft Works files, which are unreadable using other software programs.) The course BlazeVIEW site can be accessed at <http://blazeview.valdosta.edu>. Log on with your VSU user name and your default password. You can also learn how to get started with and more about BlazeVIEW by clicking BlazeVIEW for Students under the front page for the information. If you need any assistance with BlazeVIEW, click HowtoGetHelp at the upper right-hand corner of the front page, or How do I get help on the bottom of the login page, or call the university IT Help Desk at 229- 245-4357.

Once you successfully logon to BlazeVIEW course site, you can click various tools in the Course Toolbar, located in the left frame of any page you navigate to in the course, to read the course syllabus and announcements, use the chat room, view the course calendar, check grades, view and post messages to the discussion boards, use email, and consult other materials placed there by your instructor. Following is preliminary information about some of the BlazeVIEW elements you'll be using and how you are expected to use them.

1. **Announcements:** You are responsible for reading all announcements posted by your instructor. Check announcements each time you login being sure to read all announcements posted since the last time you logged in.
2. **Learning Modules:** There are totally 14 individual learning modules, excluding the Get Started module. Each Module contains a list of activities about the important concepts you should master and assignments you are expected to complete for a designated period. Read the materials posted under each module as early as possible, and review the materials when needed.
3. **Assignments:** You will submit written work to the Assignments area. All written assignment documents you submit to BlazeView, if not specially noted, must be either MS Word (.doc or .docx) or Rich Text (.rtf) files.
4. **Discussions:** Participation in ESOL reading assignments is required and will be graded. Their purpose is to stimulate study and discussion of the course material in each unit. Your professor has established the following rules and guidelines for participation in the discussions. A primary posting must respond to the assigned topic. A reply posting

responds to a class member's primary posting. Click Create Message for a primary posting and type a pertinent subject title related to your content. Simply click Reply to reply your class member's thought under his/her posting. Please do not post your discussion to a discussion board as an attachment; it is hard to read a message in this way. Simply add your message into the message box.

5. **Assessments:** You will encounter two kinds of assessments including a practice test and a final exam. While the practice test is not graded, the final exam will be counted as a part of your course grade. You will be able to view the result immediately after you have submitted your finished work. To begin an assessment, click the Assessments tool and choose the right assessment to start with. To begin taking the assessment, you must click Begin Assessment. The assessment appears in a pop-up window. Once you have answered and saved all the questions, click Finish to submit your assessment.
 6. **Chat and Whiteboard:** On-line chats will be scheduled by appointment. They serve as online office hours held by the instructor to answer your questions/concerns about the class/assignments. They are optional and participation in them earns no points.
 7. **A tip for BlazeView posting:** When you write anything for this class, type it up on some word processing program and save it often to a disk or wherever. Don't type anything directly onto 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 (for all discussions and personal messages) or attach them (when directed). **Do not wait until the last moment to submit your assignment. Any unexpected situation, e.g., a technology problem, may occur to block your submission. Your professor will undoubtedly ignore these advices at times and regret them.**
- **Live Classroom:** This course also utilizes the Live Classroom technology (free access through BlazeView) to lecture challenging linguistic concepts. No special skills are required. Viewing the lectures helps you successfully complete the designated LING assignment. For those who would download an archived lecture, make use to use MP4 (audio + multimedia) instead of MP3 (audio only) to do so because you will need both audio and video to understand the lectures. Information regarding how to view the recorded lectures will be provided in Module 3.
 - **LiveText:** Students who are pursuing the ESOL endorsement **MUST** purchase and register for LiveText. LiveText gives program administrators, assessments coordinators, and even faculty the ability to create scoring assessments that enable them to measure and report performances by students. These features are not provided by BlazeVIEW. Information about "How to Directions for LiveText" is available at <http://www.valdosta.edu/~djudd/livetexthowto.html>. All ESOL candidates are required by VSU's ESOL endorsement program to submit the linguistic analysis project to LiveText for review.

COURSE ELEMENTS & POLICY

- **LING units and activity sequences:** The course will cover about nine units of the LING text, with each taking about 1-2 week(s) of the semester. Each unit contains discussions of important concepts related to the reading, practice problems, and a formal problem set or related assignment. Please work through these sequences in their entirety as indicated. Unit

description and activity sequences can be found in the Learning Modules, located in the Home Page of our BlazeView course site. The assignments will be posted in the “Assignments” area for you to download and/or print out. Please check the course syllabus or BlazeView Calendar for designated dates and keep up with the assignments. Submit your responses to the assignments with an attachment via the “submission” tool under the designated assignment.

- **Live Classroom summary reports:** The course will include several Live Classroom lectures to discuss challenging linguistic concepts. Each recorded lecture will be about 30-80 minutes long. Viewing the lectures will help you successfully complete the LING assignments. You will be required to write a summary report (100-150 words) for each lecture you viewed, including the total time you spent in viewing the lecture, a description of main points discussed in the lecture, and questions you have about the lecture. You will receive 1 point to 3 points for each of the report, depending on how much time you spent on the lecture and how thorough your report is.

Notes:

1. You can directly view the recorded lectures under Live Classroom or download and view the lectures via other media, e.g., MP4.
 2. A late summary report is not graded, so you need to submit your report on time.
 3. As to issues regarding your personal computer problems, e.g., no access to sound or video, no way to pause and resume the lecture, left screen not shown up, etc, please contact Wimba's 24-hour Technical Support Services at 1-866-350-4978 or technicalsupport@wimba.com.
- **ESOL discussion assignments:** The schedule of ESOL discussion assignments can be found in the course syllabus and BlazeView Calendar. Please complete all of the assigned readings as scheduled. Discussions will be carried out through our course BlazeView in the “Discussions” area. You are required to post your response to the assigned topic for each chapter (at least 200 words in length for each topic; including your existing knowledge or experience if applicable) following by asking 2-3 thought-provoking questions. Besides, you should demonstrate your on-going thinking by responding to other class members’ entries—at least one response for each chapter. Graduate students need to participate in extra discussions for each chapter. These postings will initiate new lines of thinking, raise questions, and respond to one another as an unfolding dialogue among class members. Discussion rubric can be found in the Home page of our course BlazeView under the organizer “Rubrics.”
 - **Linguistic analysis project:** The linguistic analysis project entails an in-depth linguistic case study of a K-12 student who has learned/is learning English as an additional language. You will transcribe and analyze an about 20-minute recording of the student’s natural speech (not an interview), focusing on the language from the perspectives of phonology, morphology, syntax, pragmatics, L1 influence, and other areas that seem relevant. You may also want to

examine written materials produced by the student. You will contextualize your description of the language learner and language learning situation to consider how that might influence the language sample. You must explicitly link your discussion of the learner's language to elements we have discussed and from our readings. Be sure to consider the learner's achievements with the language, not simply perceived deficits. Finally, provide instructional/assessment recommendations for the student based on your analysis. You will turn in your linguistic analysis (7-10 pages for undergraduate students; 12-15 pages with at least 5 additional external sources from the Odum Library used for graduate students) with a transcript attached in the end of your analysis (transcript NOT counted toward the length of your analysis).

To start the project, the first step is to get access to a PK-12 ELL. You can begin the search for a subject yourself. 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, you may try your local boys and girls club, churches, free ESOL classes/programs in your area, etc, in order to tutor a student or just engage in conversational English. Otherwise, contact your instructor to request an ELL assigned to you. She will notify you when you need to send your request and when the observation sites are set up and ready for observations. Track your BlazeView email for relevant messages from her.

Please note unless you are a classroom teacher or way outside Valdosta, you need to observe a PK-12 ELL outside schools. Do not contact a public school yourself unless you are a classroom teacher or you are way outside Valdosta. Contacts for classroom observations in Valdosta should be solicited by the university and not individual students.

In your initial meeting, try to collect background information about your human subject. The following are suggested questions for the initial meeting/observation of your human subject:

- Who is the individual? Where is he/she from?
- What sort of home/community does he/she come from?
- What did you find out about this student's L1 background?
- When did the student start L2 learning? How long has the student learned L2?
- Has the individual experienced language barriers and communication difficulties, etc?
- What support has the school provided to help the student's L2 learning?

In some of your following meetings/observations, you may want to identify the student's

- language proficiency level
- salient linguistic elements
- personal approach to language learning, including learning attitudes, strategies, self-efficacy, and motivation
- the student's strengths and needs

Then, at one of the later meetings/observations, an actual recording (about 20 minutes) of the ELL's natural speech (not interviews) should be taken. The recording will be transcribed and you will do a linguistic analysis to identify and explain linguistic phenomena and assess the

language of the learner based on the WIDA English Language Proficiency Standards (will be discussed in class). A final linguistic paper will be written detailing the context, linguistic variation, and language proficiency of the language learner. Attach your transcript as an appendix in the end your analysis, as the length of the transcript is not counted toward the length of your analysis. When preparing your transcript, first transcribe the twenty-minute recording word by word; then use the IPA system to transcribe sounds you would use to support your analysis, locate the IPA transcription right after your word-by-word transcription, finally highlight the discussed sounds, morphemes, words, phrases, sentences, etc, in your transcript. This final paper will be assessed using the standard Linguistic Analysis Assessment (under the BlazeView's folder titled Rubrics).

Notes:

1. All participants in the field experience component of this course must know and follow the Georgia Code of Ethics for Educators (found at the link below):
<http://www.gapsc.com/ethics/index.asp>
2. **Students are expected to work with an ELL a minimum of 12 hours during the project and can't double-dip hours for the final project.**
3. You may need to obtain written permission from the classroom teachers, human subjects and/or even the subjects' parents/guardians before you start your classroom observations, interviews, recordings, and/or collection of the subjects' written work. The recordings will be used for the purpose of the project only, and you must use pseudonyms in the transcript and analysis (or refer to participants by generic titles, such as "Student A", "Learner A" or "Person A") to protect your participants' privacy. A sample consent form can be found in the folder "Forms" under the BlazeView's homepage.
4. If you are finishing up your ESOL endorsement, here are the steps needed to register with the state:
 - a. You must be a certified teacher (if you are in the process, wait until you are officially registered with the Georgia PSC).
 - b. You must have finished all three courses and your grades must have posted in Banner.
 - c. Contact Renee Whitmer (brwhitmer@valdosta.edu) at the College of Education to register you endorsement with VSU.
 - d. Contact Human Resources at your local school.

Reminders: Each school and/or district differs in the way they check/verify/register the endorsement. Registering the endorsement with VSU doesn't mean that the PSC and local school have your information. It means VSU is ready to send your information when VSU is contacted by one or both entities.

- **Final exam:** You will have a final exam that will help you review and synthesize all materials covered through the course. The exam will be available under the Assessments button. Information about the final exam will be posted in Module 14, the last module.

REQUIREMENTS AND GRADES:

Class members are expected to complete 1) all assigned readings; 2) three assignments in Module One, 3) eight LING assignments, 4) eight Live Classroom participations, 5) eleven ESOL discussion assignments, 6) a linguistic analysis project, and 7) a final exam. The instructor occasionally offers opportunities to earn extra credit and of course reserve the right to “bump up” final grades for students who participate actively in non-required aspects of the course (chat and whiteboard sessions, discussion boards, office visits...). Final grades will be determined as follows:

Category	Undergraduates	Graduates
Module 1 assignments	15 pts	15 pts
LING assignments	80 pts	80 pts
Live Classroom participations	24 pts	24 pts
ESOL discussion assignments	55 pts	110 pts
Linguistic analysis project	100 pts	100 pts
Final exam	50 pts	50 pts

Undergraduate students can earn up to 324 pts and graduate students can earn up to 379 pts in this course. Each student will receive a letter grade based on where his or her cumulative point total falls in the following grade scale.

Grade	Undergraduates	Graduates
A	280 pts or above	340 pts or above
B	250 pts – 279 pts	300 pts – 339 pts
C	220 pts – 249 pts	260 pts – 299 pts
D	190 pts – 219 pts	220 pts – 259 pts
F	189 pts or below	219 pts or below

****In order to earn at least a C, you must complete the linguistic analysis project and the final exam.****

ASSIGNMENTS DEADLINE POLICIES:

All assignments must be completed and submitted to BlazeView on time. Written assignments have due dates and will be available before the cut-off. Due days for all assignments are indicated in the course syllabus and BlazeView Calendar in the toolbar area.

Late work will be marked 10% down each day late. No late work will be accepted if answers to the work are announced or it is not submitted within two days of the due date (including weekends and holidays). Late work should be submitted as an attachment to the instructor via the BlazeView mail tool.

Following are assignments you must complete on time; no late work will be accepted.

1. ESOL discussion assignments: Late postings will not be graded.
2. Live Classroom summary reports: Late participation recorded will not be counted.
3. Linguistic analysis project: A copy to the BlazeView and Livetext must be submitted on time.
4. Final exam: No make-up will be allowed. Once you start the assessment, you can't pause it but complete it. So, allow sufficient time for the assessment.

Please note the cut-off time for the assignment is at 11PM of the due day.

In the case of documentable absences due to illness or other emergencies (e.g., family death), penalty for late work may be waived. Students are responsible to contact the instructor immediately and a copy of official documents (e.g., a note from your doctor, an obituary) will be required for her consideration. Note: All documents need to be sent to the instructor by the last day of the class for consideration. No document will be considered after this day.

RETURN PROCEDURES:

Your grades will be posted in the “My Grades” area under the BlazeVIEW. Written assignments will be graded and returned within 10 days of their submittal to the BlazeVIEW’s Assignments area. Please note the instructor will return your graded written work to your BlazeVIEW e-mail account. If you do not see your grade after 10 days of your submission, it is your responsibility to check your submission with her.

RESPONSE TIME:

Except for weekends and holidays, the instructor will normally respond to email and questions posted in the Ask Your Professor area within 48 hours.

ONLINE HELP:

The instructor will meet you online via the class Chat and Whiteboard by appointment to answer your questions and/or concerns about the class and/or assignments; please take advantage of her genuine eagerness to help. Questions can also be posted to the class “Ask Your Professor” which she monitors regularly and often use to offer additional comments about course topics and the readings. The best way to contact her is via email.

CHEATING & PLAGIARISM:

Plagiarism is a form of theft. It is grounds for failing the course. Plagiarism occurs when a writer uses someone else’s phrases, sentences, or ideas without giving proper credit. You can avoid plagiarism by acknowledging your sources of information through in-text citations and a reference page. In this age of downloadable papers, remember that turning in work that is not your own in whole or in part is plagiarism. If you are caught cheating or plagiarism in this class, you will receive a “zero” for the work turned in. Repetitive behaviors can result in an “F” in the course, and possible suspension from the university.

NETIQUETTE:

Because your classmates can not see or hear you in an online environment, you will need to pay close attention to the style of your electronic communication to make a good impression. The

style of electronic communications is related to everything of your message, except the content. Following is a simple netiquette guide related to E-communication.

1. Focus on one subject per message and use pertinent subject titles.
2. Do not express insults, slurs, or profanity. Be civil, polite, and respectful.
3. Capitalize words only to highlight a point or for titles; capitalizing otherwise is the equivalent of SHOUTING!
4. Cite all quotes, references, and sources.
5. It's considered extremely rude to forward someone else's messages without his/her permission.
6. As with all communication, keep it meaningful and concise.

STUDENTS WITH DISABILITIES:

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

CALENDAR OF MAJOR TOPICS AND DUE DATES:

The course is organized as a series of fourteen modules (excluding the Get Started module) that involve reading, writing, discussion assignments, participations, and an assessment. Modules should be done and completed in order. Please note the syllabus and schedules are subject to change as necessary. Announcements of changes will be made in advance in the “Announcements” area of our course BlazeView.

Module	Completed by	Topics	Readings	Assignments
0	Jan 11, 11 pm	Introduction: Course description and requirements , and BlazeView	Material under Module 1	Assignment 0.1: self-introduction
			Classmates' postings	Assignment 0.2: student agreement form
				Assignment 0.3: linguistic heritage
1	Jan 15, 11 pm	Language – A Preview	LING Ch.1	Assignment 1.1: LING Ch.1 assignment
	Jan 17, 11 pm	Language learners	ESOL Ch. 1	Assignment 1.2: ESOL Ch. 1 discussions
2	Jan 22, 11 pm	Phonetics	LING Ch. 2	Assignment 2.1: View the recorded Live Classroom lecture on consonants
	Jan 24, 11 pm	Phonetics	LING Ch. 2	Assignment 2.2: View the recorded Live Classroom lecture on vowels
	Jan 29, 11 pm	L2 classroom practice	ESOL Ch. 3	Assignment 2.3: ESOL Ch. 3 discussions
3	Jan 31, 11 pm	Phonetics	LING Ch. 2	Assignment 3.1: View the recorded Live Classroom lecture on transcription

	Feb 5, 11 pm	Phonetics	LING Ch. 2	Assignment 3.2: LING Ch.2 assignment
4	Feb 7, 11 pm	Phonology	LING Ch.3	Assignment 4.1: View the recorded Live Classroom lecture on phonology
	Feb 12, 11 pm	Phonology	LING Ch.3	Assignment 4.2: LING Ch.3 assignment
	Feb 14, 11 pm	Oral language development in L2	ESOL Ch. 4	Assignment 4.3: ESOL Ch. 4 discussions
5	Feb 19, 11 pm	Morphology - 1	LING Ch. 4	Assignment 5.1: ESOL Ch. 5 discussions
		Emergent literacy	ESOL Ch. 5	
6	Feb 21, 11 pm	Morphology - 2	LING Ch. 4	Assignment 6.1: View the recorded Live Classroom lecture on morphology
	Feb 26, 11 pm	Morphology - 2	LING Ch. 4	Assignment 6.2: LING Ch. 4 assignment
	Feb 28, 11 pm	Words and meaning	ESOL Ch. 6	Assignment 6.3: ESOL Ch. 6 discussions
7	Mar 5, 11 pm	Syntax - 1	LING Ch. 5	Assignment 7.1: View the recorded Live Classroom lecture on phrases
	Mar 7, 11 pm	Reading and literature	ESOL Ch. 8	Assignment 7.2: ESOL Ch. 8 discussions
8	Mar 12, 11 pm	Syntax -2	LING Ch. 5	Assignment 8.1: View the recorded Live Classroom lecture on sentences
	Mar 14, 11 pm	Syntax -2	LING Ch. 5	Assignment 8.2: LING Ch.5 assignment
	Mar 26, 11 pm	Content reading and writing -1	ESOL Ch. 9	Assignment 8.3: ESOL Ch. 9 discussions
9	Mar 28, 11 pm	Semantics - 1	LING Ch. 6	Assignment 9.1: ESOL Ch. 10 discussions
		Content reading and writing -2	ESOL Ch. 10	
10	Apr 2, 11 pm	Semantics - 2	LING Ch. 6	Assignment 10.1: View the recorded Live Classroom lecture on semantics
	Apr 4, 11 pm	Semantics - 2	LING Ch. 6	Assignment 10.2: LING Ch. 6 assignment
	Apr 9, 11 pm	Reading assessment and instruction	ESOL Ch. 11	Assignment 10.3: ESOL Ch. 11 discussions
11	Apr 11, 11pm	Language acquisition	LING Ch. 10-11	Assignment 11.1: LING Ch. 10-11 assignment

	Apr 16, 11pm	L2 acquisition	ESOL Ch. 2	Assignment 11.2: ESOL Ch. 2 discussions
12	Apr 18, 11 pm	Writing and Language	LING Ch. 16	Assignment 12.1: LING Ch. 16 assignment
	Apr 23, 11 pm	Process Writing	ESOL Ch. 7	Assignment 12.2: ESOL Ch. 7 discussions
13	Apr 29, 11pm	Linguistic analysis project		Assignment 13.1: linguistic analysis
14	May 1-2, 11 pm	Final exam	All materials covered through the course	Assignment 14.1: Final exam

1. Class starts on January 7 and ends on April 29
2. Holidays: January 21 (MLK Holiday); March 18-22 (Spring Break)