Conceptual Framework: Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Disposition 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.


Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

InTASC Model Core Teacher Standards*
(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

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.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Georgia PSC ESOL Standards*

Standard #1: Language as a System. The program shall prepare candidates who demonstrate understanding of language as a system, including phonetics, phonology, morphology, syntax, semantics and pragmatics, to support English Language Learners (ELLs) as they acquire English language proficiency and achieve in the content areas; and the program shall prepare candidates who understand and apply theories and research in language acquisition and development to support the ELLs’ English language and literacy learning and content-area achievement.

Standard #2: Culture. The program shall prepare candidates who know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning, school achievement, language, literacy development, and content achievement.

Standard #3: Planning, Implementing, and Managing Instruction. The program shall prepare candidates who know, understand, and apply concepts, research, action research, and evidence-based practices to plan classroom instruction in a supportive learning environment for ELLs. Candidates will be prepared to plan instruction for multi-level classrooms with learners from diverse backgrounds using standards-based ELL and content curriculum; the program shall prepare candidates who know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing to communicate for social and instructional purposes. Candidates support ELLs’ access to the core curriculum by teaching language through academic content and real life experiences; and the program shall prepare candidates who are familiar with a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective teaching in the academic areas of language arts, mathematics, science, and social studies.

Standard #4: Assessment. The program shall prepare candidates who demonstrate an understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations; the program shall prepare candidates who know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. Candidates demonstrate an understanding of their uses for identification, placement, and re-classification of ELLs; and the program shall prepare candidates who know and use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

Standard #5: Professionalism. The program shall prepare candidates who demonstrate knowledge of history, research, educational public policy, and current practice in the field of ELL teaching and apply this knowledge to improve teaching and learning; the program shall prepare candidates who demonstrate the ability to advocate for ELLs; build partnerships with colleagues, students’ families, and community members; and serve as a resource to all staff to improve learning for all ELLs; and the program shall prepare candidates who take advantage of professional growth and leadership opportunities. The program shall meet all requirements specified in Rule 505-3-.01

*(http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.89.pdf)
Course Description

In ESOL 4010, candidates are introduced to the scientific study of language and methodologies of linguistic analysis: morphology, phonology, phonetics, syntax and semantics. Topics also include language contact and an overview of African American Vernacular English; its structure and commonalities with other standard and non-standard English varieties spoken in the United States. All candidates are required to interact with a conversation partner whose native language is not English. The interactions will consist of recorded interviews to be used analyzed for the final project. Candidates will transcribe (using the International Phonetic Alphabet) a sample of the informant’s speech identifying phonological syntactical, and morphological variation. Analysis of grammatical errors, lexical diversity, idiomatic expression and pragmatic features and fluency are also addressed. For those seeking field experience, candidates are required to locate and observe an ESL course. Candidates will keep a detailed journal of the class, noting the teaching methods utilized, making linguistic comparisons as well as making cultural contrasts and comparisons.

Required Textbooks and Resource Materials

- An active account with LiveTEXT (only if you are pursuing the ESOL Endorsement)
- Recording device (digital recorder, laptop/portable computer, voice recording app on smartphone)
- Headphone with microphone
- Firestorm viewer for viewing Second Life (free at [www.PhoenixViewer.com](http://www.PhoenixViewer.com); Careful! Download Firestorm Viewer, not Phoenix Viewer)
Course Objectives (CO):
(Linked to InTASC Model Core Teacher Standards and Georgia Professional Standards Commission (PSC) ESOL Standards for all educator preparation courses.)

I. Students will demonstrate awareness of the systematicity of language. (InTASC S1, S2, S3, S4, S5) (GaPSC 1)
II. Students will demonstrate an understanding of the purpose of grammars. (InTASC S1, S2, S4, S5) (GaPSC 1)
III. Students will 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. (InTASC S1, S2, S4, S5, S6) (GaPSC 1, 2)
IV. Students will explain the role of input and interaction to language acquisition. (InTASC S1, S2, S4, S5, S6, S8) (GaPSC 1, 2)
V. Students will apply concepts, theories, research and practice to facilitate the acquisition of a primary and a new language. (InTASC S1, S2, S4, S5, S6) (GaPSC 1, 2, 3)
VI. Students will demonstrate understanding of ESOL related assessment practices. (InTASC S1, S4, S5, S6) (GaPSC 3, 4)
VII. Students will initiate collaborations between local teachers, students and parents served in ESOL programs. (InTASC S7, S9, S10) (GaPSC 5)
VIII. Students will join local and regional professional organizations related to ESOL. (InTASC S8, S9, S10) (GaPSC 5)

Learning Outcomes for VSU’s Core Curriculum
All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

1. Students will demonstrate understanding of the society of the United States and its ideals.
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
6. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
7. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

Course Activities/Assignments/Requirements

Weekly GoVIEW Online Discussion Questions
There is at least one online discussion question each week as it relates to the module’s lesson or current, real-world issues in linguistics. Online Discussions consists of two parts: (a): answering
the assigned questions posted by the professor and (b): making comments, questions or responding to answers that at least two others have posted.

1. Answer online discussion questions as indicated on course schedule by due date*. Answering the professor’s question involves posting one response to the question. Your response should provide evidence that you have thoroughly read the assigned reading and understood that particular material.

2. Then you should respond to at least 2 of the comments posted by fellow students. Responses can take the form of comments, questions, challenges, or responses. Responses should not simply be statements in which you agree or disagree but rather should express a particular point of view or position regarding the item for discussion.

3. You lose points on the discussion by (1) not responding to the original question by the due date; (2) not commenting on your classmates’ responses and (3) if it is apparent that you answered the question “off the top of your head” without any consideration to the week’s readings.

4. The morning after the discussions are due, they will be graded. Answered responses can earn up to 40 points; unanswered responses will be assigned a grade of 0. Grading is based on a grading rubric which is available for students to see on GoVIEW. Students then have three days in which to respond to two students. If students who received a 0 suddenly answers a discussion question, he or she can earn up to 25 points for the answer and up to 7 points for the responses. Those who answered the discussion question on time can earn up to 10 points for responses.

*Postings must be completed by the due date indicated on the course schedule. Answers to the original question are always due on a Sunday by midnight; responses to two students’ responses are due by the following Wednesday (three days later). Late postings will not be accepted. (CO 1, 2, 3, 4, 5, 6, 7, 8).

Second Life PowerPoint Presentations
In the 21st century, a knowledge of technology as a teaching tool is no longer a special talent coveted by a few, but a required skill required of all of you. Your future employers will expect you to be on the cutting edge of interactive web applications to keep students engaged. To this end, the virtual world of Second Life is utilized in this class as a meeting place for a few class sessions, a place where you can interact with your classmates, and a space to post a PowerPoint of your personal Introduction to the class and a final paper (Case Study). Although it is free to use Second Life, a minimal fee of $2.50 is required to purchase the minimum amount of Lindens (Second Life currency) to upload PowerPoint slides. Click here to view an introduction of how Second Life is used in this course. Alternatively, you can forward $1 to me and I will forward you the corresponding Second Life currency immediately. Students are strongly encouraged to create an avatar (www.SecondLife.com) and explore Second Life on their own before the semester begins. (CO 1, 2, 3, 4, 5, 6)

For help with Second Life, please consult with Dr. Ocasio, your instructor. The VSU Help Desk does not work with and is not familiar with the Second Life software.

NON-ENDORSEMENT (and Certificate) STUDENT PROJECT
Endorsement students are assigned to Valdosta/Moultrie area schools in which to complete 10-15 hours of required field experience observations. In lieu of this requirement, non-Endorsement
students will work the equivalent number of hours on a non-endorsement student project, as described in the online platform (GoVIEW).

Students not pursuing the endorsement will have their choice of one of three projects to work on throughout the semester. Students may either (1) create a conversation lesson plan based on a theme found in Second Life; (2) Participate in three distinct platforms for practicing a foreign language online and writing a paper about the experience (if the student already speaks a language other than English, then English may be considered a foreign language for this project); or (3) Participate in three distinct foreign language conversation classes within Second Life and writing a paper about the experience.

Full details and a guide to completing this assignment is found in the ‘Non-Endorsement Students Only’ section of GoVIEW Content. (CO 1, 2, 3, 4, 5, 6, 7)

Observation journal (and Performance Evaluation and Log)
Each class member will need to find an English Language Learner with whom to complete the Linguistic Case Study. This individual must be over 18 years of age. In addition, it must be someone who does not speak English as a native language, or they do not speak English at an advanced level (they must be in the beginning-intermediate stages). This is not a formal paper (this is a reflection paper) so there is not strict format, I just ask that you double-space. (CO 1, 2, 3, 4, 5, 6, 7)

- If you are not pursuing the ESOL Endorsement, you will write a 3-4 page observation journal based on the English Language Learner (ELL) you are interviewing for your Case Study. The format for this paper is found in GoVIEW.

- If you are pursuing the ESOL Endorsement (meaning, you are a teacher, certified by the State of Georgia and are taking the ESOL course series for an endorsement on your teaching certificate), then your observation will be based on a PreK-12 ESL class that will be assigned to you by the ESOL Coordinator. You will fill out an Observation Performance Evaluation & Log and Observation Journal for each session you attend; the templates are found on GoVIEW. To be clear: You will still need to locate an individual with whom to interview for the Linguistic Case Study, but your observation journal will be based on a PreK-12 class from a regional school with whom you will be placed by the ESOL Coordinator.

- Those pursuing the ESOL Endorsement will meet with the PreK-12 class on a variety of occasions to observe (totaling 10-15 hours) them in the classroom, NOT to interview. Your experience will be documented in the Performance Evaluation & Log and Observation Journal (these documents, along with the Case Study, will be uploaded to LiveTEXT). You must fill out an observation journal for each session, and your total time spent must add up to at least ten hours. For example, if you observed for 10 one-hour sessions, you must have ten separate Observation Journals that detail the hour.

The format for the above documents (including pre-completed samples of some) is found on GoVIEW.
Note: Students will be required to complete a placement request form at the beginning of the semester and to check their VSU email regularly for important information and deadlines sent to all endorsement students. Failure to submit requested information and/or to attend all of the scheduled observation hours will result in a grade of a zero. In addition, the COE will not accept the course as meeting the State requirements for the ESOL endorsement if the required hours have not been fully met. This means that the course will need to be retaken in its entirety to qualify as meeting the State requirements for the added endorsement in ESOL.

**Linguistic Error Analysis (Case Study)**

A final analysis paper (Case Study) of 8-10 pages will be written detailing the context, linguistic variation and language proficiency of the English Language Learner. Failure to complete a Case Study results in a failure to pass the course. To assist you with this project, there is a module called “Case Study” in GoVIEW with helpful documents, tips and suggestions. The Case Study includes some background information on your subject (no more than one-two pages), but the point of the Case Study is the Linguistic Error Analysis. With each module you will learn about the different linguistic features you will look for in your ELL so that you are fully prepared to analyze the English errors in their speech by the end of the semester.

This is a formal paper. The following guidelines are mandatory (not optional):

- Follow MLA (or APA) guidelines for in-text citations (which you must have) as well as the bibliography. The page number must be included; I will be checking at least one source (maybe more) from each student’s Case Study for authentication.
- Double-spaced and use headings and subheadings.
- Use at least four sources (academic journals, our course textbooks, other academic books) must be used.
  - You may use online sources, but only on 1/4 of the total number of sources (if you have four sources, only one can be online, if you have eight sources, only two may be online, etc.).
- In the headers or the footers, put the page number as well as your last name.
- Clarify that you have used a pseudonym in place of your informant’s real name (either by stating it clearly or footing it with an asterisk)
- In the Case Study module in GoVIEW, there is a Case Study format guide. While the outline below is a rough guide, the online format guide is a complete guide. All you have to do is erase the information contained in the guide and enter your own information.
- When you are finished, check your paper against the Rubric to be sure you have included all of the required parts

The following are suggested questions for the initial meeting:

- Who is the individual? Where is he/she from?
- What sort of home/community does he/she come from?
- How is that background the same as or different from your own?
- What did you find out about this person’s cultural background?
- What linguistic and cultural differences has the individual noticed about the USA? Has the individual experienced culture shock? [CO5, CO6, CO7, CO8]
At one of the later meetings an actual recorded interview will be held with the non-native speaker of English. The format for this interview (questions you can ask) is found in GoVIEW. This interview will be transcribed (in part) using the International Phonetic Alphabet and students will do an error analysis to identify and explain linguistic contrasts and assess the language of the learner.

Use “the voice” of the subject(s) interviewed/observed. In other others, do not editorialize or correct what your subject says. The format of the Case Study is attached to this syllabus.

This case study (and journal) will be uploaded to the GoVIEW Assignment Folder (under the Assessments Tab) by the indicated date on the schedule, as well as be uploaded into LiveText (as discussed above for ESOL Endorsement pursuers) to be assessed using the Linguistic Analysis Assessment (attached to this syllabus).

It is highly suggested that students join one professional organization or attend a workshop, conference or other related professional activity that is associated with Teaching English as a Second Language, Bilingualism, Multilingualism, or Applied Linguistics. [CO7, CO8]

About LiveText: If you are pursuing an ESOL endorsement, you must have a LiveText account. If you have used LiveText before, you should be O.K. If you have not, get a LiveText account because you will upload materials onto it at the end of term. Be ready for that. Get it now! Please purchase the least expensive option for LiveText. His email is: rg监督检查@valdosta.edu

<table>
<thead>
<tr>
<th>Students pursuing an ESOL endorsement</th>
<th>1.-Must observe an ELL class as assigned to you.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2.-Must interview an ELL for the Case Study over age 18.</td>
</tr>
<tr>
<td></td>
<td>3.-Must upload required materials onto LiveText (Case Study and Performance Evaluation/Observational Log).</td>
</tr>
<tr>
<td></td>
<td>4.-Must complete the Case Study and do all other assignments stated in this syllabus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students NOT pursuing an ESOL endorsement</th>
<th>1.-Must interview one (1) ELL for the Case Study over age 18.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.-Must write a journal based on the above interviews.</td>
</tr>
<tr>
<td></td>
<td>2.-Do not upload anything onto LiveText.</td>
</tr>
<tr>
<td></td>
<td>3.-Must complete the Case Study and do all other assignments stated in this syllabus.</td>
</tr>
</tbody>
</table>

**LiveText for NON-VSU Students**

1. Call LiveText at 1-866-548-3839
2. Ask for support (and/or push #3)
3. After verifying you have LiveText, ask to be added to the domain for VSU, the College of Education. You may be part of VSU and your home institution at the same time.

**Quizzes**

Scheduled quizzes will be given on the reading assignments and class discussions and must be completed during their respective windows of availability. Take quizzes from a link placed in the GoVIEW menu area (under “Quizzes”) during the days it is available to be taken. (CO 1, 2, 3, 4, 5, 6)
Unless otherwise announced (and except during the summer when the material is distributed among 8 weeks), expect a quiz to start at the beginning of the week (see the weekly calendar in CONTENT area) and close at midnight on the day before we start the following week.

Quizzes usually consist of multiple choice, true-false questions, and a short answer or two, based on the weekly reading assignments, especially on the textbook chapters assigned for the week. Feel free to use your books and notes when taking the quiz. You have one (1) attempt to take the quiz, but there is also a paper version of the quiz available each week, so that you may take your time and research the answers.

No make-ups are given for missed quizzes unless the student [1] notifies the instructor prior to missing the quiz or [2] provides acceptable documentation indicating an exceptional circumstance caused the quiz to be missed. Since the quiz is available for several days, it is rare that a student will be allowed to take a missed quiz.

Once you begin to take a quiz, try to complete and submit within a ninety (90) minutes. If you leave the quiz unfinished for too long after you start it, your internet service provider may think you are inactive and automatically log you out.

Please keep in mind that GoVIEW can only grade “simple” answers to questions, such as True/False, matching and some one-word answers. This will result in a quiz score that is very low because the remaining questions have not been graded. I will personally grade each quiz individually a few days after all students have completed it.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Relevant Competencies</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) PowerPoint presentations</td>
<td>5%</td>
<td>[CO 1, 2, 3, 4, 5, 6]</td>
<td>90-100</td>
</tr>
<tr>
<td>Weekly online discussion questions</td>
<td>15%</td>
<td>[CO 1, 2, 3, 4, 5, 6, 7, 8]</td>
<td>80-89</td>
</tr>
<tr>
<td>Observation Journal</td>
<td>20%</td>
<td>[CO 1, 2, 3, 4, 5, 6, 7]</td>
<td>70-79</td>
</tr>
<tr>
<td>Case Study/Linguistic Error Analysis</td>
<td>35%</td>
<td>[CO 1, 2, 3, 4, 5, 6, 7, 8]</td>
<td>60-69</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
<td>[CO 1, 2, 3, 4, 5, 6]</td>
<td>&lt; 59</td>
</tr>
<tr>
<td>Performance Log (Endorsement students) or</td>
<td>5%</td>
<td>[CO 1, 2, 3, 4, 5, 6, 7]</td>
<td></td>
</tr>
<tr>
<td>Non-Endorsement Student Project</td>
<td>5%</td>
<td>[CO 1, 2, 3, 4, 5, 6]</td>
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**Attendance Policy**

This is an online course. Students must complete all course requirements in their appropriate sequence and in a timely fashion. Please visit the GoVIEW online classroom at least every other day to read announcements and email, take quizzes (if available), submit written assignments and post discussion board messages as needed. Students are responsible for keeping up with and adhering to the due dates and other instructions posted there in the course calendar and announcements areas of the GoVIEW online classroom. Late assignments will not be accepted and you will be assigned a “0” (zero) posted in GoVIEW for that assignment if nothing is posted as of the day after the due date.
How do you participate in an online class? Participation means that you check your GoVIEW mail every other day, contribute to class discussions by relating your own experiences and insights to the assigned readings and adhere to due dates. If you miss two consecutive assignments for two weeks, I will assume you are no longer a part of the class and report your absence to your advisor, so please keep in touch if there is a problem! (CO 1, 2, 3, 4, 5, 6, 8)

Professionalism

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL http://www.gapsc.com/Ethics/NEthics.asp. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

Dewar College of Education Policy Statement on Plagiarism and Cheating

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

**Student Accessibility Services and AMAC**

If a student has a disability, or suspects that he/she has a disability and would like to be considered for accommodations, they should contact their home campus office of accessibility services (for instance, on the VSU campus it is called the “Access Office for Students with Disabilities,”). Your campus e-Languages Liaison can provide information regarding the office on your home campus. In all cases, students will be asked to qualify for special accommodations by providing documentation that they have gone through an evaluation process at an approved University System of Georgia evaluation site.

It is the student’s responsibility to make arrangements with the campus accessibility services office at the beginning of the semester and to let all e-Languages instructors and the student’s local proctored test site know prior to the time the student will need accommodations.

**Title IX Statement**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University’s programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University’s Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

**Student Opinion of Instruction (SOI)**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI); a link will be send to GoVIEW students (even if you are a VSU student, do NOT complete the SOI in Banner for this course; only use the link provided to you by GoVIEW). Students will receive an email notification through their email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses
or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

Technology

Issues with technology will not be used as an excuse for not submitting assignments or completing assessments. If an issue should arise, take the time to contact the D2L Help Center (1-855-772-0423 TOLL-FREE) to resolve the problem. Accommodations will be made when there are system wide errors or issues that affect the entire class.

Before you begin work in this course, you need to be aware of a few technology issues. Please read the Technology Requirements in GoVIEW carefully. These issues must be addressed before you begin the coursework. If you have a techno-savvy friend, you might ask them for assistance.

This course uses audio and video presentations. If you have a documented and declared disability, reasonable accommodations will be provided if requested by the student according to the recommendations of the Access Office for Students with Disabilities at their institution.

**For help with Second Life, please consult with your instructor. The VSU Help Desk does not work with and is not familiar with the Second Life software.**
Linguistic Case Study Format

Part I (1-3 pages)
I. Name of your project
   A. Objectives/purposes
      1. Write a short introduction about the language of your ELL.
         i. Where is your ELL from and what is/are his/her native language/s?
         ii. Use outside sources to research the ELL's particular region for any salient features of their native language (for example, your subject speaks Spanish and is from Mexico. What linguistic features are specific to Mexican Spanish that are not used in other dialects of Spanish (such as Spanish from Spain, Spanish from Cuba, Spanish from Argentina)? What historical/regional reason can you find for Mexican Spanish (from the above example) to be different from the other dialects? For example, in Guatemala since many Guatemalans also speak an indigenous language, the sound /sh/ is not difficult for them to make because there are many indigenous words that use this sound. In Mexico, this sound is practically non-existent and Mexicans have a lot of trouble saying this sound (it comes out as /ch/).
         iii. What kind of errors do speakers of his/her native language traditionally have when they speak English?
      2. Use outside sources (academic journals or books) to describe how your ELL's speech (when speaking English) is usually explained. What kind of L1 interference errors should we expect to find in your English Language Learner?

II. Narrative
   A. Who is the subject of your study?
      i. Name (you must give your ELL a pseudonym and clarify in the Case Study that you have done so)
      ii. Gender
      iii. Age
      iv. Language(s) he or she speaks
         1. Mastery of L1
         2. BICS
         3. CALP
      v. How much time in the United States
      vi. Grade level reached (in their native country or in the United States)
      vii. How would you gauge their level of English language acquisition
      viii. Do you think the affective filter has any bearing on their language acquisition?
      ix. Origin (rural vs. urban)
   B. Community Environment (in the United States)
      i. Rural vs. Urban
      ii. Population (amount of people who live in their community)
      iii. Main industry of the community
   C. Family
      i. (Do not ask their legal status)
      ii. Number of siblings and other relatives in the same household
      iii. Occupation of head of household
      iv. If the ELL is a child, who is raising the child?
      v. Do the parents/caregivers speak English?
      vi. Educational level of the parents/caregivers
III. Experts in the field
A. What do three main sources you have consulted have to say?
   i. Consult three sources and summarize the problems your ELL may face when
      learning English.
   ii. Does your ELL fit into the model as characterized by your sources? For
       example, if your source says that educated Guatemalans from Livingston learn
       English easily because English is a language spoken in Livingston, does this
       apply to your subject?
   iii. In your opinion, how is your ELL’s mastery of the languages they speak?

IV. Methodology/Approaches/Procedures
A. Time and place of interviews (describe your interview process)
   i. Talk about the interview process
      1. Public setting? Private? Direct contact or Second Life?

Part II (6+ pages)

V. Linguistic Error Analysis
A. Phonetic transcription
   i. Phonetic transcription is required (using the International Phonetic Alphabet); 50-word
      segment of interview
   ii. Hint: Do NOT use the “Please call Stella.....” snippet discussed in this course. Some sample
       paragraphs that contain all of the sounds in the SAE phonetic inventory will be provided for
       you. Please note that you are expected to do this transcription on your own.
   iii. Remember that you must not simply do a transcription and tack it on to the end
       of the Case Study. The transcription MUST illustrate and discuss linguistic
       variations.
   iv. Your phonetic transcription must be a transcription of exactly how your
       informant speaks, “errors” and all. Providing a transcription of how it’s
       “supposed” to sound does NOT do anything at all.
   v. Have him or her read a passage or take the sample from part of the interview
      (that you have tape-recorded) but do not put separate answers together to form a
      sample.
   vi. Within the phonetic transcription, highlight or underline the
      sounds/sentences/morphemes, etc that you’ll be talking about in your explanation.

B. Phonological variation
C. Morphological variation and grammar errors
D. Variation in syntax
E. Suprasegmental effects in learner speech
F. Idiomatic speech and vocabulary
G. Socio-cultural features – Language Contact

VI. Explanation of results
A. Do not “force” the data to conform to your introduction! If your ELL does not “fit the
   mold” then that’s okay
B. Talk about how your ELL’s English language errors compares to what the experts have
   said
   i. Do your results match their findings?
ii. If you were to do this study over again, what would you do differently (looking back now)?
   1. Acknowledgements
   2. Regrets

iii. Suggestions for the next person who works with a person from this region

C. At least two students will have asked questions or made comments about your Case Study summary presentation that you posted in Second Life (through the discussion forum titled “Case Study summary reactions”). Address these comments/questions to this section as well as your feelings on using Second Life and any other digital tools you used (FaceTime, Skype, ConversationExchange, etc.) as an instrument for learning a second language. If there are no comments to your presentation, then you must mention it (a more detailed explanation is in the expanded outline in GoVIEW). If you happen to have no questions or comments from your presentation then state it, otherwise it will appear as if you skipped over this part of the assignment!
Linguistic Analysis Assessment in

ESOL 4010: Applied Linguistics for ESOL Teachers

The linguistic analysis acts as a summative assessment of candidates’ knowledge of and ability to apply major concepts, principles, theories, and research related to the nature and acquisition of language to a selection of actual linguistic behavior. It is designed to assess whether candidates can discern a wide range of abstract linguistic systems—phonological, morphological, syntactic, semantic, etc.—in concrete language.

Rubric for Grading the Case Study/Linguistic Error Assessment

The linguistic analysis is a content assessment. It is employed in the first content course for the ESOL endorsement, ESOL 4010. The assessment addresses GaPSC standards 1.0000, 2.000, 4.000, 5.000, 7.000, and 9.000.

<table>
<thead>
<tr>
<th>Contextual Background</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td>GaPSC ESOL Standards 1 &amp; 2</td>
<td>Demonstrates that candidate is able to listen, speak, read, and write in standard English on technical, abstract, and non-technical or general topics. This includes an understanding of sociocultural systems and characteristic features of linguistic/minority cultures; features that impact language development. Such features can include language background, age, input and exposure.</td>
<td>Demonstrates that candidate is somewhat able to listen, speak, read, and write in standard English on technical, abstract, and non-technical or general topics. This includes an understanding of sociocultural systems and characteristic features of linguistic/minority cultures; features that impact language development. Such features include at least three factors that impact language development.</td>
<td>Demonstrates that candidate is unable to write in standard English on technical, abstract and non-technical topics. Candidate was unable to connect contextual factors to language development.</td>
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| Phonological Variation | Candidate demonstrates knowledge about the nature of language, language varieties and especially the phonology of the English language. Candidate can describe English phonetics and the phonetic systems of different sociocultural systems. Candidate can explain the phonetic inventory of linguistic/minority cultures. | Candidate demonstrates some knowledge about the nature of language, language varieties and the phonology of the English language. Candidate is able to describe some phonetic features of different sociocultural systems and somewhat explain the phonetic inventory of linguistic/minority cultures. | Candidate’s knowledge about the nature of language, language varieties and an understanding of phonology lacks detail or is partly inaccurate. Candidate is unable to describe phonetic features of different sociocultural systems and is unable to explain the phonetic inventory of linguistic/minority cultures. |

| Morphological & Semantic Variation and Grammatical Errors | Candidate demonstrates knowledge about the nature of language, language varieties and especially the morphology and semantics of the English language. Candidate can describe morphology and semantic system of English as well as that of different sociocultural systems. Candidate can explain the morphology and semantic | Candidate demonstrates some knowledge about the nature of language, language varieties and the morphology and semantics of the English language. Candidate is able to describe some morphological and semantic features of different sociocultural systems and somewhat explain the morphology and semantic | Candidate’s knowledge about the nature of language, language varieties and an understanding of morphology and semantics lacks detail or is partly inaccurate. Candidate is unable to describe morphological and semantic features of different sociocultural systems and is unable to explain the |
| **Variation in Syntax**  
*GaPSC ESOL Standards 1 & 5* | **Suprasegmental effects in learner speech**  
*GaPSC ESOL Standards 1* | **Idiomatic speech and vocabulary**  
*GaPSC ESOL Standards 1 & 5* | **Effects of language contact in learner speech**  
*GaPSC ESOL Standards 2 & 5* |
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<tr>
<td>Candidate demonstrates knowledge about the nature of language, language varieties and especially English syntax. Candidate can fully describe errors made by learners in order to show students how English syntax may differ from the languages they speak. This understanding includes the syntax of linguistic/minority cultures.</td>
<td>Candidate demonstrates some knowledge about the nature of language, language varieties and especially English syntax. Candidate can somewhat describe errors made by learners in order to show students how English syntax may differ from the languages they speak. This includes a fair understanding of the syntax of linguistic/minority cultures.</td>
<td>Candidate demonstrates some knowledge of idiomatic speech and breadth of vocabulary with one or two examples. Candidate also demonstrates a fair knowledge of idiomatic speech in linguistic/minority cultures, and of those who speak languages other than English.</td>
<td>Candidates demonstrate an understanding of sociocultural systems and characteristic features of linguistic/minority cultures by explaining the influences on or any links between the learner’s native language or dialect and learner’s target language or dialect. Candidate also takes cognitive, affective and sociocultural variables into account when explaining this connection.</td>
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<td><strong>systems of linguistic/minority cultures.</strong></td>
<td><strong>morphology of linguistic/minority cultures.</strong></td>
<td>Candidate demonstrates some knowledge about the nature of language, language varieties and an understanding of suprasegmental effects in learner speech lacks detail and fails to identify language learners’ variation of suprasegmental features of language.</td>
<td>Candidates somewhat demonstrates an understanding of sociocultural systems and characteristic features of linguistic/minority cultures by explaining one or two influences on or any links between the learner’s native language or dialect and learner’s target language or dialect. Candidate may or may not take cognitive, affective and socio-cultural variables into account to explain these influences.</td>
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<td><strong>Candidate’s knowledge about the nature of language, language varieties and an understanding of English syntax lacks detail or is partly inaccurate. Candidate is unable to describe the syntactical features of different sociocultural systems and is unable to explain the syntax of linguistic/minority cultures.</strong></td>
<td><strong>C</strong></td>
<td><strong>C</strong></td>
<td><strong>Candidate is unable to explain any connection or influence of the native language on the target language, or the information may be inaccurate. Candidate does not take cognitive, affective or socio-cultural variables into account to explain these influences.</strong></td>
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<tr>
<td>Depth, accuracy and detail of transcription</td>
<td>Candidates demonstrate an understanding of assessment techniques and instruments in the evaluation of students by providing a detailed phonetic transcription. Candidate uses many examples from the transcription to support conclusions about language proficiency based on WIDA standards.</td>
<td>Candidates demonstrate a fair understanding of assessment techniques and instruments in the evaluation of students by providing a basic phonetic transcription. Candidate uses one or two examples from the transcription to support conclusions about language proficiency based on WIDA standards.</td>
<td>Candidate is unable or does not provide a basic phonetic transcription, or the transcription is too short/incomplete/inaccurate. Candidate fails or falls short of using examples to support conclusions about language proficiency based on WIDA standards.</td>
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<td>Use of technology/multimedia as a teaching tool for ESOL conversation practice</td>
<td>Candidates demonstrate knowledge of technology, multimedia and computer software by having two or more online meetings (e.g. in Second Life) with an English language learner. Candidate takes full advantage of online capabilities for ESOL instruction to engage learner in conversation practice.</td>
<td>Candidates demonstrate a fair knowledge of technology, multimedia and computer software by having one online meeting (e.g. in Second Life) with an English language learner. Candidate does a basic job of utilizing online capabilities to engage learner in conversation practice.</td>
<td>Candidate fails to use technology, multimedia or any type of computer hardware or software for ESOL evaluation.</td>
</tr>
<tr>
<td>Format/grammar</td>
<td>Candidate’s paper closely follows MLA/APA format guidelines, is well-written in standard English, cohesive and is free of grammar and spelling errors.</td>
<td>Candidate’s paper somewhat follows either MLA/APA format guidelines, is somewhat cohesive and written fairly well; spelling and grammar errors are infrequent.</td>
<td>Candidate’s paper does not follow format guidelines for any style (missing bibliography, missing in-text citations). Paper is not cohesive. Frequent grammar errors. It is evident that the paper has not been edited.</td>
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ESOL Endorsement Information

If you are finishing up your ESOL endorsement, here are the steps needed to register with the state:

1) You must be a certified teacher (if you are in the process, wait until you are officially registered with the Georgia PSC).
2) You must have finished all three courses and your grades must have posted in Banner.
3) Contact the Office of Clinical Experiences and Certification at the College of Education Valdosta State University.
4) 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 has your information. It means VSU is ready to send your information when VSU is contacted by one or both entities.

It is very important to register the ESOL Endorsement. Any candidate who requests to be recommended to add an endorsement five or more years after completion of the required coursework will be required to take additional coursework.

NEW: Due to a change with the placement process, students must now submit a money order in the amount of $7.50 for the Lowndes County background check even if they are placed in Valdosta City Schools or have completed a background check for Lowndes County this academic year.