Secondary Education and Educational Leadership
ELE 506.501
ESL / Bilingual Assessment
SUMMER II 2020

Instructor: Dr. Heather Olson Beal
Pronouns: she/her/hers
Course Time: Online, via D2L
Credits: 3 hours
Office: ECRC 201-U
Prerequisites: None
Office Hours: 10-12, T/Th ONLINE
Email: Email through D2L

Prerequisites: Admission to Graduate School

I. Course Description / Justification:
Welcome to ELE 506 - ESL/Bilingual Assessment! This course emphasizes second language assessment and development, stressing classroom situations to teach second language acquisition.

“ESL/Bilingual Assessment” (3 credits; fully online) spans five weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course would receive, requiring students to engage the online modules for at least three hours per day (M-R) The course relies on two main textbooks – Common Language Assessment for English Learners (Gottlieb, 2012) and Assessing English Language Learners (Gottlieb, 2016) – which are woven into the content to support key concepts. In addition, students are expected to engage in several discussion boards requiring scholarly responses, various Dropbox activities, and a final exam in which the student will create a usable professional development session for their school or district. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of the College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. This course will aid in this endeavor by exploring ESL/Bilingual techniques for assessment. This course fulfills the following university and program learning outcomes:

Perkins College of Education Core Values
In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community.

Program Learning Outcomes:

• PLO 1 - Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments.
• PLO 2 - Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing content instruction, including classroom organization, resources, and integrating language skills for the ESL/Bilingual student.
• PLO 3 - Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups that support ESL/Bilingual students’ cultural identities, language and literacy development, and content area achievement.
• PLO 4 - Candidates understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL/Bilingual programs.

  PLO Assessment – Candidates will explore changes and modifications to the TELPAS system and its effect on EB/ELL students in a Discussion Forum.
• PLO 5 - Candidates demonstrate knowledge of and reflect upon advances in the ESL/Bilingual field and public policy providing support and advocating for ESL/Bilingual students and their families while working collaboratively to improve the learning environment.
• PLO 6 - Candidates demonstrate knowledge of ESL/Bilingual program components through mastery of the TExES exam.

Student Learning Outcomes:

• SLO 1 - Candidates analyze language acquisition theorists identifying key concepts of first and second language acquisition
• SLO 2 - Candidates plan instruction for ESL students and then adapt aspects of the lesson based on Beginning, Intermediate, Advanced and Advanced High language acquisition levels
• SLO 3 - Students address instructional aspects of Listening, Speaking, Reading, and Writing for effective practices through activity assignments – Midterm
• SLO 4 - Candidates examine Differentiated Instructional approaches that empower English Language Learners – Dropbox 2
• SLO 5 - Candidates examine cultural diversity aspects related to the English Language Learner – Discussion Board 1, Dropbox 1
• SLO 6 - Candidates scrutinize all aspects of the Texas system for formal assessment of the ESL student – Discussion Board 5
• SLO 7 - Candidates investigate several resources related to informal assessment of ESL students – Dropbox 4
• SLO 8 - Candidates demonstrate an understanding of performance level descriptors and language acquisition of the English Language Learner / Emergent Bilingual
• SLO 9 - Candidates peruse current public policy impact on ESL instruction - Discussion Board 5
• SLO 10 - Candidates investigate public opinions, legal requirements, and politics of language acquisition and then advocate for or against public policy that impacts either classroom instruction or assessment of the ESL student – Discussion Board 3

Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS [100 pts. total]

1. Discussion Boards: You will respond to a prompt and then reply to your peers based on the requirements for each specific Discussion Board (directions outlined on D2L). The discussions should be scholarly and respectful and reflect the knowledge level of a graduate student.
2. Dropbox Activities: You will communicate your knowledge of the topic presented through short scholarly assignments based on the information gained through readings. Each of these Dropbox activities will serve to enhance your midterm and final exams.

3. Midterm: This midterm will extend the lesson plan, which incorporates various components necessary for the instruction of ESL/Bilingual Students.

4. Final – The final exam includes two sections. The first section is a professional development session that is created based on the course texts. Students will be assigned an option. The second section is an analysis of peer professional development sessions.

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Discussion Boards with Responses @ 10 pts. each</td>
<td>50 points</td>
</tr>
<tr>
<td>3 Dropbox Activities @ 5 pts. each</td>
<td>15 points</td>
</tr>
<tr>
<td>1 Midterm Assessment @ 10 pts.</td>
<td>10 points</td>
</tr>
<tr>
<td>1 Course Final Assessment @ 25 pts.</td>
<td>25 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 points</td>
</tr>
</tbody>
</table>

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F

V. Tentative Course Outline/Calendar (see course timeline and due dates in D2L):

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Assignments (exact due dates in D2L)</th>
</tr>
</thead>
</table>
| One    | July 7-11 | Discussion Board 1  
|        |           | Dropbox Activity 1                            |
| Two    | July 12-18| Dropbox Activity 2  
|        |           | Discussion Board 2                            |
|        |           | Discussion Board 3                            |
| Three  | July 19-25| Midterm                                      |
| Four   | July 26-Aug 1 | Discussion Board 4  
|        |           | Dropbox Activity 3                            |
|        |           | Discussion Board 4                            |
| Five   | Aug 2-6   | Discussion Board 5  
|        |           | Part 1: Course Final Discussion Board         |
VI. Readings:

Required text for the course is:


*Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available online.*

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

A. Attendance (online): This course is fully on-line. However, you must demonstrate online attendance. If you go more than 4 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for 4 days) will result in the loss of a letter grade.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
B. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

C. Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

D. Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

E. Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

F. Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.