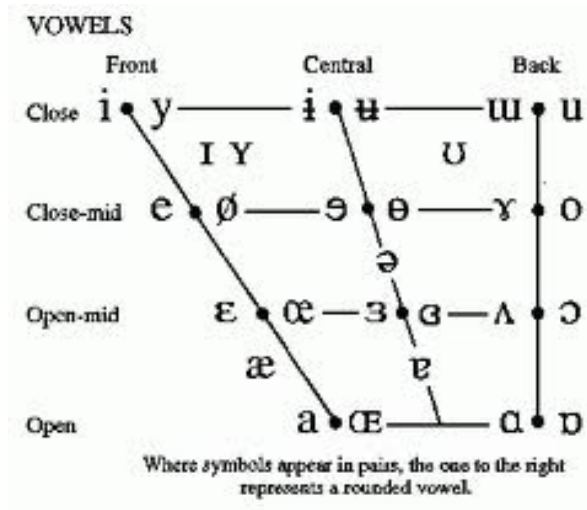




EDUC 4060 – Applied Linguistics for Teachers of English Language Learners  
FALL 2013

revised 1/10/2020



Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu).

**Course Description:**

Number and Title: EDUC 4060 (CRN [20734](#))  
Applied Linguistics for Teachers of English Language Learners

**Credit Hours:**

3.0 semester credit hours (3-0-3)

**Catalog Description:**

This course provides an introduction to language as a system, with particular focus on teaching English as a second language to students in public schools; grades Pre-K-12. Among the topics addressed are: first and second language acquisition processes; English phonology, morphology syntax and discourse; implications for teaching English language learners the four language skills: listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies).

Course Prerequisites and Co-requisites:  
ENGL 1101 with a minimum grade of C and  
ENGL 1102 with a minimum grade of C

### Conceptual Framework:

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link below.

### Instructor Information:

Dr. Erica Dotson

e-mail: EricaDotson@clayton.edu – this is my preferred means of communication

**NEVER CONTACT ME VIA email or Chat in D2L. I only check the email address listed above.**

Office: Arts & Sciences Bldg., G 205F

### Office hours:

Wednesdays 9:00 am – 2:00 pm

Thursdays 11:30-12:30

### Class Meetings: Classroom: Arts & Sciences room 229

This is a hybrid course. We will meet four Saturdays during the semester; the remainder of the course material will be delivered online. All in-person class meetings are REQUIRED.

### Meeting dates are as follows:

January 11- **this date is required because the following weekend is King Day Holiday and the university will be closed.**

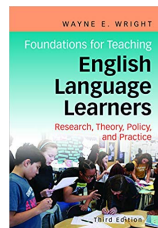
February 22

March 28

April 25

The January 11 class meeting is required and **will count as each student's NO SHOW requirement** for the semester.

Face-to-face class session are REQUIRED. Students may miss one face-to-face session. Any absences beyond this allowance will result in the final grade being lowered by 10 points per additional absence.



### Textbook Information:

*Foundations for Teaching English Language Learners*, 3<sup>rd</sup> edition – 9781934000366.

**Computer Requirement:** Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. For further information on CSU's Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm>.

**Computer Skill Prerequisites:**

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

**In-Class Use of Notebook Computers:** Generally, student notebook computers will not be used in the classroom during this course. The instructor will inform you in advance if and when a notebook computer will be needed for in-class use. Computers will be required to access course materials and to communicate with your instructor. Computers are required for all electronic meeting sessions.



**Conceptual Framework:**

The Teacher Education Unit seeks to prepare collaborative, reflective professional educators who are competent, caring, and committed individuals for Georgia's public schools. Thus, the Unit is committed to producing quality teachers who have strong content knowledge, skills, and dispositions to effectively integrate content with pedagogy and use appropriate technologies to facilitate learning for diverse students.

Program Learning Outcomes: The unit outcomes addressed in this class are available on the School of Education Website.

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at the following web site:

<http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm>

**Knowledge Base:** As our society becomes more multicultural, so are our nation's schools beginning to change with pupils of all diverse backgrounds. A course in teaching candidates how to instruct ELLs is very critical for today's pre-service teachers.

**Evaluation: Required Assignments**

Attendance and Participation	10%	Ongoing
Midterm Exam	20%	February 24-28
Observation and Critical Reflection	20%	Due March 5
Group Presentations	15%	Due March 28; outlines Mar. 1
Discussions/Homework Assignments	15%	Ongoing
Discourse Analysis	20%	Due April 1
Total 100 %		

**Grading:**

- Points Earned
- A : 90 - 100 points
- B : 80 - 89 points
- C : 70 - 79 points
- D : 60 - 69 points
- F : Below 60 points

**General Policy:** Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.

**University Attendance Policy:** Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

**Course Attendance Policy:** *Class Participation and Attendance Policy:*

As per university policy, students are expected to attend and participate in every class meeting. For this reason and because this is a highly interactive class, your attendance will be carefully noted. You are required to attend all class meetings. **More than 1 unexcused absence for required face-to-face class sessions will result in the lowering of your final grade by one unit** because your attendance will affect your participation grade. (If you earn a B in the class and have five unexcused absences, your final grade will be lowered to a C). Emergencies will be dealt with on a case-by-case basis at my discretion.

You are responsible for any information you miss when absent. Be sure to get the name and phone number of one or two classmates, as you are responsible for finding out about any changes in the syllabus or any additional assignments announced in your absence. (Do this right now!)

**Standards for Written Work:** All papers should be typed, double-spaced, in 12-point font, with one-inch margins on all sides. Carefully adhere to APA guidelines for formatting. This formatting includes in-text citations, a complete reference list when appropriate, and headings. Your work should be carefully written, edited, and free of errors. Points will be deducted from work plagued by typos, missing words, and errors in spelling and/or grammar. If you struggle with writing or would like additional assistance, please make individual appointments with the professor and/or TA. An APA tutorial can be found at <http://owl.english.purdue.edu>.

**Make-up Work/ Incompletes:** Please make every effort to avoid a scenario where you are submitting a late assignment. Unless there are extenuating circumstances and/or you received approval ahead of time, points will be deducted for each calendar day an assignment is late.

**Academic Dishonesty:** Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at <http://adminservices.clayton.edu/judicial/>.

**Disruption of the Learning Environment:** Behavior which disrupts the teaching/learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF. Cell phones should be turned off during class. More detailed examples of disruptive behavior and appeal procedures are provided at <http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm>

**Writing Assistance:** The Writers' Studio 224 is located in the A&S building, room 224. There you can talk with trained writing tutors about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a tutor or sign up for a regular appointment. But remember: you, not your tutor, are ultimately responsible for the quality and content of the papers you submit. <http://a-s.clayton.edu/english/Writers%20Studio/index.html>

## **Assignments**

### **Discourse Analysis**

Each student in the EDUC 4060 (Applied Linguistics of Teachers of ELLs) will analyze a speech sample from a K-12 ELL. The speech sample should be at least 5 minutes long. Students should engage the respondent in a conversation related to education. For example, you might ask the ELL any of the following questions or one of your own:

- What his or her favorite academic subject is and why
- Who his/her favorite teacher is and why
- Who his/her favorite author is and why
- How education in the US differs from education in his/her home country
- What his/her educational goals are (graduate from college, obtain an advanced degree)
- What his/her favorite technological application is in terms of education

Students should write a 3-4 page paper describing the biographical background and academic history of the learner as well as the discussion prompt and the setting of the discussion. The primary goal of this assignment is for the student to analyze salient features of the learner's language. Students will transcribe short segments of student speech using the IPA. These segments will then be analyzed. Specifically, students should evaluate segmental and

suprasegmental phonology, morphology, syntax, idiomatic language, communicative and pragmatic competence, and word choice. Your papers should directly draw on the concepts we have learned and discussed in class. Your work should feature direct citations from class notes, Powerpoint presentations, course readings, etc.

**This paper will be due on April 1 by noon.** You will submit a printed copy of this paper in G-205.

Virtual Discussions (minimum requirement: initiate 1, respond to 1 before the next class)

These discussions will help us maintain a sense of community as we share our ideas, perspectives and experiences related to topics raised in the course. You will also have the opportunity to develop and refine your thoughts through the writing process, plus broaden your classmates' understanding of the course content. Informed participation in ongoing online discussions is required. Participation should involve your analysis and creativity in approaching the topics raised by the instructor or by students. **Postings should include clear references to the content from your textbook, other discussions or other courses.** I do not want you to summarize material from the book. I want to see you apply what you have read to the questions or scenarios presented in the discussion prompts. Your discussions will always be due on Sundays at midnight.

As the instructor, I will facilitate student discussions but I will not address every single post. In most cases, I might share a related idea, intervene when the discussion goes off-track, or tie student comments together to help deepen student learning. Consequently, I will not directly answer questions in the discussion area unless they are addressed to me. I will check the discussions daily during the week, and occasionally on the weekends.

Some characteristics I consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of student participation.

- ❖ Submit initial post(s) early in the session, and subsequent responses to the posts of other learners at timely intervals throughout the duration of the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire session.
- ❖ Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
- ❖ Posts should be within a range of 75-150 words. If a post does not meet the minimum word count of 75, I will not count it toward your grade.
- ❖ Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.
- ❖ Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- ❖ When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
- ❖ Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

I fully expect each of you to conduct yourselves in a manner befitting the high station of future professional educator. I request that you practice courteousness, frank, yet honest, and thoughtful

commentary. We are a community of learners striving understand how to teach ELL learners. Let's support and encourage each other along the way.

Use the Rubric for Online Discussions at the end of the syllabus to improve the quality of your discussion contributions.

### **Homework Assignments**

Throughout the semester you will complete homework assignments that will extend your knowledge from your readings. These assignments will allow you to practice/apply what you have learned. Assignments will be due in the Dropbox tab by 11:59 pm on Sunday.

### **Observation Hours**

Each student will complete **10** observation hours for this course. Students are required to complete their observation hours in an ESOL setting, observing ELLs. All Observation sites must be approved by the professor.

Please provide the location of your observation site in GA View **by January 30** at 11:59 pm. Failure to submit your observation site will result in a 5 point deduction from your final observation paper.

You will complete an observation log in concert with the ESOL teachers in whose classes you observe. You will also complete a 2-4 page observation summary at the end of the semester. In addition to the lab reports, the summary will serve to chronicle your experiences. Please include the following information in your observation summary:

- Location(s) of observations, demographics of students in the class/program.
- Biographical sketch of the teacher: training/education, approach to ESOL, words of advice to you as a future teacher, other relevant/interesting information.
- Reflection on your experience during the observation. How did your understanding of the setting and students evolve over the course of your observation?
- Provide some specific examples of Applied Linguistics as described in Parts 1-4 in our textbook. You should give references from class discussions or the book to explain or describe what you observed in the classroom. Specifically explain how your new knowledge from this course helped you to identify features of Applied Linguistics in your observational setting.

**Your reflection will be due on March 5.** You will print and deliver your paper to Ms. Crockett in G-205.

### **Group Presentation**

- Groups will collaborate to describe a topic from the textbook to the class. **The main point of this presentation is to demonstrate how your knowledge of these components of linguistics will make you a better, more effective classroom teacher.**

Your group discussion must include the following:

- An accessible definition of the component of linguistics that you have been assigned. The definition should be clear and easy to understand.
- 3-5 clear examples that illustrate how this component of linguistics operates
- A section entitled: "Why it's important for every classroom teacher to know about \_\_\_\_\_" (insert the name of the component)

- A section entitled: “3 ways to use your knowledge about \_\_\_\_\_ (insert the name of the component) to help ELLs.
- Your group should create a Power Point presentation (see guidelines below) to explain this to the class.
- Your group will also design a SHORT activity/quiz/informal assessment to allow the class to apply their new knowledge to a real learning scenario. You should design and bring any necessary materials for the group to participate in the activity.
- Each group presentation will last for 15 minutes. You will be timed.
- On March 2, each group must submit an outline with time frames for their group presentations. Groups will also submit their discussion prompts.
- Each group member must contribute to the development and teaching of the group projects. Groups should endeavor to balance the presentation of the material/learning activity.
- Teacher attire is required for group presentations.
- Self and Group evaluations are required for all members in the group. You should print, complete and bring these documents to class on the day of your presentation. I will deduct 3 points per form from the final grade if the forms are not complete and submitted on the day of presentation. You may not email them to me later.

<b>Topic</b>	<b>Group Members</b>	<b>Date</b>
1. Phonology	Jermeala and Joy	March 28
2. Morphology	Jimelle and Dezha	
3. Syntax	Patrease	
4. Semantics	Dakota	
5. Pragmatics	Felix & Sergio	
6. Lexicon & Spelling	Rabiah & Belinda	

For each of the presentations, groups should complete the following tasks:

1. Provide an overview of the chapter using 10 or fewer PowerPoint slides. Your slides should follow the 5x5 rule. You may have no more than 5 lines of text with 5 words per line.

**Power Point Design**

- Use no more than 5 bullets of five words each on your slides.
- Do not use animation such as fly-ins, fade-outs, or audible effects UNLESS you need them for a useful reason, not just for kicks or aesthetics.
- Create your slides to be viewed in their entirety with as few clicks as possible UNLESS you need to hide some information for a useful reason.
- Creativity and content are important, but be judicious in your choices.
- Put yourself in the place of your audience and ask yourself how **useful** and **interesting** would it be to view the PowerPoint presentation you are creating.

2. Your group will also create and facilitate a discussion prompt for this assignment. Each group will submit the prompt with their **presentation outline on March 1**. Group members will monitor and facilitate the discussion prompt.

Each group member will complete a peer review form to indicate the amount and quality of work provided by each of the members in his/her group. This review will also gauge the collegiality and leadership exhibited by members of the group. I fully expect that each member of the group



will make a substantive contribution in each group. You are required to email your discussion prompts to Dr. Dotson the night before your scheduled presentation.

Deliverables for this assignment

- A PPT that highlights the main points of your specific lesson to the class.
- A group-led discussion prompt (in GA View) about your lesson- group members will facilitate the discussion.
- An meaningful short activity/quiz/formative assessment to check your classmate' understanding and ability to apply their learning in the future.
- Self and peer evaluation- this is required to be submitted on the day you make your presentation.

EDUC 4060- Group Presentation  
Self-Evaluation

Please respond honestly to the following questions about your performance on this assignment.

(1) On a scale of 1-5 (5 being the most effort), how much effort did you put into completing the PRESENTATION portion of this assignment?

1      2      3      4      5

2) What are you most proud of as part of your participation in the planning and implementation of the group presentation?

3) What do you wish you had done differently?

EDUC 4060- Group Presentation  
Group Evaluation

(1) Please describe how each group member contributed to the PAPER and the PRESENTATION. Be honest. Include yourself in the list.

Name	What they did for the PRESENTATION
1)	
2)	
3)	

(2) If you were to assign a grade to your fellow group members based on how they contributed to the project, what grade would they each receive? Include yourself.

Name	Grade	Reason for Grade
1)	A   B   C   D   F	
2)	A   B   C   D   F	
3)	A   B   C   D   F	

Group Presentation Scoring Rubric

	20	17	15	10
<b>Organization</b>	Consistently clear. Main points are easy to follow. Transitions between sections were smooth and coordinated.	Usually clear, concise, well organized. Most of presentation was easy to follow. Transitions between sections were generally coordinated.	Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	Often unclear and disorganized, rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward/nonexistent.
<b>Topic Knowledge</b>	Displayed thorough critical analysis and mastery of content. Content stated in presenters' own words. Excellent research depth. Clear, meaningful references to course material, previous learning, outside research.	Displayed some analysis. Good mastery of content. Content mostly stated in presenters' own words. Good research depth. Some superficial references to course material, previous course learning, outside research.	Some grasp of the material. Adequate mastery of content. Content poorly summarized from other sources. Limited depth of research. Few references to course material, previous course learning, outside research.	A poor grasp and understanding of the material. Superficial handling of content. Content repeated from other sources. Inadequate depth of research. No references to course material, previous course learning, outside research.
<b>Creativity</b>	Creative and original. Imaginative design and use of materials.	Exhibited originality and creativity.	Routine treatment, minimal thought given to originality and creativity.	Lacked creativity. Ordinary and mundane.
<b>PowerPoint Design</b>  <b>Maximum of 10 slides</b>  <b>Remember the 5X5 rule</b>	Well coordinated with content, well designed, used very effectively. Simple, clear, easy to read and free of errors.	Generally well coordinated with content. Design was acceptable, generally used effectively. Mostly clear, easy to interpret. Some errors present.	Marginally acceptable aids. Design is too complex, crowded, and difficult to read or interpret. Used only adequately.	Poor quality visual aids. Difficult to read, inaccurate, poorly designed. Poor coordination with content.
<b>Summary</b>	Clear, concise, major points emphasized, clear, creative recommendation, strong conclusion or call for action.	Referred to main points, some recommendations weak or missing, weak conclusion or call for action.	Vague mention of major points, no recommendations, weak conclusion	No summary, no recommendations, not conclusions, no call for action.

**Scoring Rubric- Discourse Analysis Assessment**

	<b>Target (5 pts)</b>	<b>Acceptable (3 pts)</b>	<b>Unacceptable (1 pt)</b>
<b>Contextual background</b>	Analysis demonstrates candidate's awareness of influence of a full range of contextual factors on language development, e.g., age, language background, educational background, quality of input, and exposure.	Analysis demonstrates candidate's awareness of the influence of at least three contextual factors on language development.	Analysis lacks sufficient detail of contextual information related to language development.
<b>Phonological variation and language control</b>	Full description and comparison of English phonology and the phonological system of the language learner's L1 and assessment of learner's control of English phonology.	Description, and comparison of some features of English phonology and the phonological system of the language learner's L1 and to adequate assessment of learner's control of English phonology.	Analysis lacks detail or is partly inaccurate. It is unclear whether or not the candidate understands the features of English phonology or the system of the language learner's L1 and can assess phonological control.
<b>Suprasegmental phonology and language control</b>	Analysis demonstrates candidate's ability to understand, describe, and compare several suprasegmental features of English, such as tone, pitch, stress, and loudness, and the features of the learner's L1 and to assess learner's control of English suprasegmentals.	Analysis demonstrates candidate's ability to identify language learner's use of one or more suprasegmental features of English and to adequately assess learner's control of English suprasegmentals.	Analysis lacks detail and fails to identify suprasegmental features in learner language.
<b>Morphological variation and language control</b>	Fully understands, describes, and compares English morphology and the morphological system of the learner's L1 and to assess learner's control of English morphology.	Ability to understand, compare and describe some features of English morphology and the morphological system of the learner's L1 and to adequately assess learner's control of English morphology.	Analysis lacks detail or is partly inaccurate. It is unclear whether or not the candidate understands the morphological features of English and is able to describe systematic errors made by language learners in a given sample.
<b>Syntactic variation, language control, and linguistic complexity</b>	Fully understands, describes, and compares English syntax and the syntactic system of the learner's L1 and to assess learner's control of English syntax and learner's use of structures appropriate to specific genres.	Understands, describes, and compares some aspects of English syntax and the system of the learner's L1 and to adequately assess learner's control of English syntax and learner's use of structures appropriate to specific genres.	Analysis lacks sufficient detail or is partly inaccurate. It is unclear whether or not the candidate understands English syntax or is able to describe syntactical errors made by English language learners.

<b>Idiomatic speech and communicative competence</b>	Fully describes learner's comprehension and use of idiomatic speech and assess degree to which learner achieves communicative competence.	Limited description of one or more instances of the learners comprehension and use of idiomatic speech. Failure to link idiomatic speech of the learner to communicative competence.	No discussion of the language learner's comprehension or use of idiomatic speech, or it is unclear that the candidate understands the concepts of idiomatic speech and communicative competence.
<b>Pragmatic and sociolinguistic features of learner speech</b>	Targeted performance is evidenced by an analysis that demonstrates the candidate's ability to analyze several pragmatic or sociolinguistic features of language learner's speech and relate these to communicative competence.	Acceptable performance is evidenced by an analysis in which the candidate identifies and analyzes at least two pragmatic or sociolinguistic features of speech and discusses their relationship to communicative competence and language proficiency.	Unacceptable performance is evidenced by an analysis that lacks sufficient detail concerning pragmatic and sociolinguistic features, is partly inaccurate, and fails to discuss relationship of features to communicative competence.
<b>Vocabulary</b>	Targeted performance is evidenced by a candidate's ability to fully describe a learner's vocabulary, both conversational and academic.	Acceptable performance is evidenced by an analysis in which the candidate analyzes only one aspect of a learner's vocabulary, conversational or academic.	Unacceptable performance is evidenced by an analysis that lacks sufficient detail. It is unclear whether candidate considered vocabulary or is aware of different types.
<b>Depth of description and analysis</b>	Targeted performance is evidenced by candidate's thorough description and analysis of learner language and a detailed, complete transcription. Candidate uses many examples from the transcript to support conclusions about language proficiency based on the WIDA English Language Proficiency Standards.	Acceptable performance is evidenced by an analysis of learner language that is sufficiently detailed but which could be more thorough. Transcript is complete, though there may be some inaccuracies. Appropriate terminology is sometimes used to describe learner language. Candidate provides some examples from the transcript to support conclusions about the language learners proficiency based on the WIDA ELP standards.	Unacceptable performance is evidenced by an analysis of learner language that lacks detail and that is too often inaccurate. Appropriate terminology is seldom use to describe learner language and the candidate provides few examples from the transcript to support conclusions about the learners proficiency and fails to base conclusions on WIDA ELP

			standards.
<b>Adherence to conventions</b>	Targeted performance is evidenced by the presentation of a paper that closely follows academic conventions concerning format, citation of sources, style, and mechanics.	Acceptable performance is evidenced by the presentation of a paper that sometimes deviates from academic conventions but whose deviations are relatively minor.	Unacceptable performance is evidenced by the presentation of a paper that generally does not adhere to academic conventions concerning format, citation of sources, style, and mechanics.

Date	Chapter/Topic	Notes
January 11	Introduction; Who are ELLs?; Language Policy	Face-to-face meeting
January 19	Chapter 1 assignment due	
January 26	Chapter 4 assignment due	
January 30	<b>OBSERVATION LOCATIONS DUE</b>	
February 2	Chapter 5 assignment due	
February 9	Chapter 2- A assignment due	
February 16	Chapter 2- C assignment due	
February 22	Listening & Speaking	Face-to-face meeting
February 23	Chapter 3 assignment due	
February 24- 28	<b>Mid-term exam</b>	Online via D2L
March 1	<b>Group Presentation Outlines due</b>	
March 5	<b>Observation Reflection due</b>	
March 6	<b>Drop Deadline</b>	
<b>March 7-13</b>	<b>Spring Break</b>	<b>Spring Break</b>
March 15	Chapter 8 assignment due Chapter 2- B assignment due	
March 22	Chapter 7 <b>or</b> 9 assignment due	
March 28	<b>GROUP PRESENTATIONS</b>  Reading, Writing, Content Area Instruction	Face-to-face meeting
March 29	Chapter 10 assignment due	
March 30	Required attendance at Bettina Love event at CSU 11 am – 1 pm	
April 1	<b>Discourse Analysis due</b>	
April 5	<b>Reflection on Love assignment due</b>	
April 12	Chapter 6 assignment due	
April 29	Chapter 11 assignment due	
April 25	Assessment; Advocacy; Class closure	Face-to-face meeting

\*\* This schedule is subject to change at the professor's discretion