

“Preparing Professionals for Changing Educational Contexts”

TESL 753/653 Syllabus

Department of Educational and Clinical Studies College
of Education, University of Nevada Las Vegas

I.	Prefix & Number	TESL 753
II.	Title	TESL Curriculum
III.	Credits	3
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	TESL 752 or concurrent enrollment, consent of instructor
X.	Course Description (Course Introduction)	Principles of curriculum organization, development, and adaptation of TESL curriculum.
XI.	Standards Addressed: Teachers of English to Speakers of Other Languages Standards Addressed in this Course Council for Exceptional Children Standard Domain Areas Addressed in this Course COE/INTASC Standards Addressed in this Course	TESOL Standard 1.a: Language as a System Standard 1.b: Language Acquisition and Development Standard 3.a: Planning for Standards-Based ESL and Content Instruction Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction Standard 3.c: Using Resources Effectively in ESL Instruction Standard 4.a: Issues of Assessment for ESL Standard 4.b: Language Proficiency Assessment Standard 5.a: ESL Research and History CEC Standard #3: Individual Learning Differences Standard #4: Instructional Strategies Standard #5: Learning Environments and Social Interactions Standard #6: Communication Standard #7: Instructional Planning Standard #8: Assessment Standard #10: Collaboration INTASC Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments Standard #4: Content Knowledge Standard #5: Application and Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

<p>Objective 1: The learner will be able to explain the differences between second language curricular models and the relationship with second language approaches, methods, and techniques.</p> <p>TESOL Standard 1.b: Language Acquisition and Development Standard 5.a: ESL History and Research</p>	
1.b.1	Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
5.a.1	Demonstrate knowledge of language teaching methods in their historical context.
<p>INTASC Standard 7: Planning for Instruction INTASC Standard 8: Instructional Strategies</p>	
Performance	<p>7(a): The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and a relevant to learners.</p> <p>7(b): The teacher plans how to achieve student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p>
Essential Knowledge	<p>8(j): The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing, and problem solving, invention, memorization, and recall) and how these processes can be stimulated.</p> <p>8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l): The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p>
Critical Dispositions	<p>7(n): The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>8(p): The teacher is committed to deepening awareness and understanding the strengths of diverse learners when planning and adjusting instruction.</p>
<p>CEC Standard 4: Instructional Strategies CEC Standard 6: Language CEC Standard 7: Instructional Planning</p>	
ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language
ICC7K1	Theories and research that form the basis of curriculum development and instructional practice
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

<p>Objective 2: The learner will be able to design second language learning contexts for ELLs with and without disabilities.</p> <p>TESOL Standard 1.b: Language Acquisition and Development TESOL Standard 3c: Using Resources Effectively in ESL Instruction</p>	
1.b.1	Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
1.b.4	Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
1.b.5	Understand and apply knowledge of the role of individual learner variables in the process of learning English.
3.c.1	Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.
3.c.3	Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.
3.c.4	Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).
<p>INTASC Standard 1: Learner Development INTASC Standard 2: Learning Differences INTASC Standard 3: Learning Environments INTASC Standard 4: Content Knowledge INTASC Standard 5: Application and Content INTASC Standard 7: Planning for Instruction INTASC Standard 8: Instructional Strategies</p>	
Performance	<p>1(e): The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</p> <p>1(g): The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p>2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p>3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.</p> <p>4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p>

	<p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p> <p>5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p>
<p>Essential Knowledge</p>	<p>2(i): The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p>
<p>Critical Dispositions</p>	<p>4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.</p> <p>5(s): The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>
<p>CEC Standard 5: Learning Environments and Social Interactions CEC Standard 6: Communication CEC Standard 7: Instructional Planning</p>	

ICC5S4	Design learning environments that encourage active participation and in individual and group activities.
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

<p>Objective 3: The learner will be able to adapt grade-specific curriculum to meet the academic and linguistic needs of ELLs with and without disabilities.</p> <p>TESOL Standard 3.a: Planning for Standards-Based ESL and Content Instruction TESOL Standard 3.c: Using Resources Effectively in ESL and Content Instruction TESOL Standard 4.a: Issues of Assessment for ESL TESOL Standard 4.b: Language Proficiency Assessment</p>	
3.a.3	Plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.
3.a.4	Provide for particular needs of students with limited formal schooling in their L1.
3.c.2	Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1
4.a.3	Demonstrate an understanding of key indicators of good assessment instruments.
4.a.4	Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs.
<p>INTASC Standard 1: Learner Development INTASC Standard 2: Learning Differences INTASC Standard 4: Content Knowledge INTASC Standard 5: Application of Content INTASC Standard 6: Assessment INTASC Standard 7: Planning for Instruction INTASC Standard 8: Instructional Strategies INTASC Standard 9: Professional Learning and Ethical Practice INTASC Standard 10: Leadership and Collaboration</p>	

<p>Performance</p>	<p>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</p> <p>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p>2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>4(f): The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his/her learners.</p> <p>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p>
<p>Essential Knowledge</p>	<p>7(j): The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p>

<p>Critical Dispositions</p>	<p>1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.</p> <p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p> <p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p> <p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p> <p>9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p>
<p>CEC Standard 3: Individual Learning Differences CEC Standard 4: Instructional Strategies CEC Standard 6: Communication CEC Standard 7: Instructional Planning CEC Standard 8: Assessment CEC Standard 10: Collaboration</p>	
<p>ICC3K5</p>	<p>Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.</p>
<p>ICC4K1</p>	<p>Evidence-based practices validated for specific characteristics of learners and settings</p>
<p>ICC4S3</p>	<p>Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs</p>
<p>ICC6S1</p>	<p>Use strategies to support and enhance communication skills of individuals with exceptional learning needs</p>
<p>ICC6S2</p>	<p>Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language</p>
<p>ICC7S1</p>	<p>Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.</p>
<p>ICC7S5</p>	<p>Use task analysis</p>
<p>ICC8S2</p>	<p>Administer nonbiased formal and informal assessments.</p>
<p>ICC10S9</p>	<p>Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs</p>

<p>Objective 4: The learner will be able to analyze content standards to determine the linguistic demands necessary for listening, speaking, reading and writing in response to content.</p> <p>TESOL Standard 1.a: Language as a System TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction</p>	
1.a.2	Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing (including mechanics) skills in English.
1.a.1	Demonstrates knowledge of the components of language and language as an integrative system.
3.b.3	Provide activities and materials that integrate listening, speaking, reading, and writing.
<p>INTASC Standard 2: Learning Differences INTASC Standard 4: Content Knowledge INTASC Standard 5: Application and Content INTASC Standard 8: Instructional Strategies</p>	
Performance	<p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.</p>
Essential Knowledge	<p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p>
Critical Dispositions	<p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p>

CEC Standard 6: Communication CEC Standard 7: Instructional Planning	
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language
ICC7K3	National, state or provincial, and local curricula standards

Objective 5: The learner will be able to design, prepare, implement, and evaluate language objectives for ELLs with and without disabilities.	
TESOL Standard 1.b: Language Acquisition and Development TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction	
1.b.5	Understand and apply knowledge of the role of individual learner variables in the process of learning English
3.b.1	Organize learning around standards-based subject matter and language learning objectives.
3.b.3	Provide activities and materials that integrate listening, speaking, reading, and writing.
INTASC Standard 4: Content Knowledge INTASC Standard 5: Application and Content INTASC Standard 8: Instructional Strategies	
Performance	<p>4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p>
Essential Knowledge	<p>5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p>

Critical Dispositions	<p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p>
<p>CEC Standard 6: Communication CEC Standard 7: Instructional Planning</p>	
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language
ICC7S10	Prepare lesson plans

XIII. RESULTS

Course Objectives	Related TESOL Standards	INTASC Standards Addressed	CEC Standard Addressed	Measurement/Evaluation
The learner will be able to explain the differences between second language curricular models and the relationship with second language approaches, methods, and techniques.	1.b.1, 5.a.1	7(a), 7(b), 7(n), 8(j), 8(k), 8(l), 8(p)	ICC4K1 ICC4S3 ICC6S1 ICC6S2 ICC7K1	Journal Reflection Discussion Board Book Club Participation
The learner will be able to design second language learning contexts for ELLs with and without disabilities.	1.b.1, 1.b.4, 1.b.5, 3.c.1, 3.c.3, 3.c.4	1(e), 1(g), 2(b), 2(c), 2(e), 2(f), 2(i), 3(b), 3(o), 3(j), 3(p), 4(a), 4(b), 4(d), 4(l), 4(m), 4(p), 5(d), 5(s), 7(b), 7(k), 7(n), 8(e), 8(k), 8(l)	ICC5S4 ICC6S1 ICC6S2 ICC7S8	Curriculum Development Book Club Participation
The learner will be able to adapt grade-specific curriculum to meet the academic and linguistic needs of ELLs with and without disabilities.	3.a.3, 3.a.4, 3.c.2, 4.a.3, 4.a.4	1(a), 1(e), 1(g), 1(h), 2(a), 2(l), 4(f), 5(s), 6(b), 6(r), 6(u), 7(b), 7(c), 7(d), 7(j), 7(k), 7(l), 7(q), 8(p), 8(s), 9(n), 10(b), 10(j)	ICC3K5 ICC4K1 ICC4S3 ICC6S1 ICC6S2 ICC7S1 ICC7S5 ICC8S2 ICC10S9	Curriculum Development Journal Reflection Discussion Board
The learner will be able to analyze content standards to determine the linguistic demands necessary for listening, speaking, reading and writing in response to content	1.a.2, 1.a.1	2(e), 4(h), 4(l), 5(e), 5(h), 5(n), 8(f), 8(h), 8(m), 8(p), 8(q)	ICC6S1 ICC6S2 ICC7K3	Curriculum Development Journal Reflection

The learner will be able to design, prepare, implement, and evaluate language objectives for ELLs with and without disabilities.	1.b.5, 3.b.1, 3.b.3	4(h), 5(e), 5(h), 5(n),8(f), 8(h), 8(m), 8(p), 8(q)	ICC6S1 ICC6S2 ICC7S10	Curriculum Development Journal Reflection Discussion Board
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XIV. Required

Materials

Readings for this course will come from the text below and other assigned readings posted on Webcampus

Ballenger, C. (1999). *Teaching Other People’s Children: Literacy and learning in a bilingual classroom*. New York, NY: Teachers College Press. ISBN# 9780807737897

XV. Supplemental Texts and Journal Articles

The following texts **are not required** but may be consulted as an optional resource. Selected assigned readings from these texts will be provided electronically

1. Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012)*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website:
http://ies.ed.gov/ncee/wwc/publications_reviews.aspx. This report is available on the IES website at <http://ies.ed.gov/ncee> and http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.
PDF: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/english_learners_pg_040114.pdf
2. National Institute for Literacy (2005). *What is scientifically based research? A guide for teachers*. Jessup, MD: ED Pubs. Retrieved from <https://www.federalregister.gov/agencies/national-institute-for-literacy> : https://lincs.ed.gov/publications/pdf/science_research.pdf
3. Cunningham, A., Escamilla, K, Fischel, J., Landry, S.H., Lonigan, C.J., Molfese, V., Schatschneider, C., Shanahan, T., Strickland, D. (na). *Executive Summary. Developing early literacy: Report of the national Early Literacy Panel*. Jessup, MD: ED Pubs. Retrieved from <https://www.federalregister.gov/agencies/national-institute-for-literacy> : <https://lincs.ed.gov/publications/pdf/NELPSummary.pdf>

XVI. Suggested Internet Resources

ColorinColorado Website:
<http://www.colorincolorado.org/>

TESOL Website:
<http://www.tesol.org/advance-the-field/standards/the-common-core-state-standards-and-english-learners>

WIDA Standards:
Download from <https://www.wida.us/standards/eld.aspx> :
PDF available at <https://www.wida.us/get.aspx?id=540>

TESOL Standards:
Download from:<http://www.tesol.org/advance-the-field/standards> or
PDF at http://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2

CAL – Center for Applied Linguistics Website: <http://www.cal.org/>

XVII. ASSIGNMENTS

The general descriptions for the assignments in this course are presented below. Learners should refer

to the detailed assignment sheet and rubric to prepare their assignments.

A. Journal Reflections Assigned Readings (2 points each): 30 Points

With the assigned readings in each lesson (not including Book Club), you will complete a reflection matrix. The reflection matrix can be found on the main Course Content page in the Assignment Templates folder. You will download this ONCE and add to it with each reading. Attach your matrix to the Journal link within the lesson. The purpose is to help you connect the readings and put learning into practice. Use the Reflection Matrix to

- * Identify 2-3 key concepts from the reading.
- * What implications does the reading have on your teaching?
- * What is one action you can do to further your understanding of the topic or initiate implementation?
- * What impact might the reading have on the development of your instructional unit?

B. Lesson Discussion Board Questions (5 points each): 75 Points

You will respond to questions related to key points discussed in each lesson. Make sure to read the rubric for guidance on how to effectively respond to lesson discussion board questions (i.e. APA 6, number of peer responses, productive collaboration).

C. Book Club Discussion Board Questions (5 points per chapter): 40 Points

Upon completion of assigned chapters, you will respond to two questions related to the reading. These questions require you to analyze and integrate knowledge across chapters and their own instructional experiences. These questions correspond to the 8 chapters in the text. Make sure to read the rubric for guidance on how to effectively respond to lesson discussion board questions (i.e. APA 6, number of peer responses, productive collaboration).

D. Book Club – Engaging in a Community of Learners: 20 Points, Due Session 10

Students will read the weekly book club chapter and participate in weekly discussion board activities to discuss book content and weekly reflection questions. **Students will write a 3-page** reflection (not including the title-page) on the book focusing on the following **subheadings**:

- **Initial Thoughts** – Initial thoughts about the book.
- **Relevant Theories** - Thoughts about how what you have learned may correspond with theories and content from assigned class readings. Include citations when referring to class readings.
- **Implications for Practice in Schools with English Language Learners** - Thoughts about implications for your own teaching practice with English language learners.

E. Curriculum Development: Content Overview for An Instructional Unit: 40 Points, Due Session 15

The culminating experience is the development of a **content overview** for an instructional unit (1 Week of Instruction) with **one related SIOP lesson plan** and supporting materials/activities/evaluation tool. This learning experience allows the student to apply knowledge gained from assigned readings and weekly lectures to develop the scope and sequence for an instructional unit that can be further developed and extended during the academic year during actual practice.

This project is cumulative in nature and serves as a final exam which is due in Session 15.

Required steps (These steps are included in the Class Schedule and aligned to specific weeks/sessions):

Step 1: Select a grade level (PK – 12) and a content area (reading/writing, math, science, social studies).

Step 2: Select content and language goals (TESOL, WIDA, CCSS, Nevada Subject-area Standards) to guide the development of your Content Overview.

Step 3: Using instructional design principles, include a range of instructional tasks that are appropriate for effective instruction.

Develop a draft of the content overview’s scope and sequence with related activities/learning tasks.

Step 4: Decide which of the Five CREDE standards you will incorporate into the instructional unit and include a range of higher and lower cognitive tasks.

Step 5: Select research based strategies that will be implemented in your instructional unit (a Five-Day Scope and Sequence).

Step 6: Continue to think about research -based strategies that will be implemented in your instructional unit (Five-Day Scope and Sequence)

Step 7: Develop a rough draft of your five-day scope and sequence.

Develop one SIOP lesson plan with related learning tasks and materials

Step 8: Continue to work on the Content Overview of your five-day scope and sequence

Step 9: Finalize the Content Overview of the five-day scope and sequence.

Step 10: Begin to design the lesson plan for day 1 and day 2 of your instructional unit.

Step 11: Complete your lesson plan and design the tools, instructional tasks, etc. that will be used to teach the 9.5

VIII Special Notes

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Research Librarian -- Students may consult with a librarian on research needs. For this class, the Subject Librarian is Samantha Godbey. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at: (https://www.library.unlv.edu/contact/librarians_by_subject) <https://www.library.unlv.edu/>)

IX. ASSIGNMENTS AND GRADES

Course Assignment	Points
Journal Reflection	30
Discussion Board – Assigned Reading	75
Book Club DB Participation	40
Book Club Reflection Paper	20
Curriculum Development	40

X.GRADING POLICY

Points Earned	Percentage Score	Grade
191- 205	93%-100%	A
185 - 190	90%-92.9%	A-
179 - 184	88%-89.9%	B+
170 - 178	83%-87.9%	B
165 - 169	80%-82.9%	B-
160 - 164	78%-79.9%	C+
150 - 159	73%-77.9%	C
144 - 149	70%-72.9%	C-
124- 143	60%-69.9%	D
0 - 123	0-59.9%	F

Late Assignment Submissions

Summer courses require a commitment to time management. Summer courses include the same amount of content as in a standard 15-week course. I highly encourage you to work DAILY on the course requirements to stay on track. Submitting assignments on time is required and affects the assignment grade. Grades for late submissions will be docked accordingly:

Submissions	Effect
1 day late	1 letter grade
2 days late	2 letter grades
3 days late	3 letter grades

XIX. CLASS SCHEDULE

Session	Class Topics	Assigned Text Chapters, Articles & Resources (Complete readings before the next session.)	Activities and Expectations (Complete before next session.)
Module 1: U.S. Curriculum History, Coherence, and Relevance for ELLs Module 1 Objectives: By the end of this module, the learner will be able to (a) summarize how the curriculum is a reflection of societal values and (b) discuss the key instructional design elements that contribute to curricular coherence for ELLs.			
1 Due by	Topic: Course Overview & Required Assignments Lecture Reflection: What is reflective teaching?	1. Grant & Zeichner: On becoming a reflective teacher 2. Gersten: <i>What We Know about Effective Instructional Practices for English-Language Learners?</i>	<u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u>
2 Due by	Topic: Curriculum & Instruction Lecture Reflection: What is the relation between curriculum and instruction?	1. Beane: Chapter 1- <i>Introduction: What is a Coherent Curriculum?</i> 2. <u>Book Club Reflection</u> : Teaching Other People’s Children - Chapter1/Introduction	<u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u> <u>Book Club Discussion Board Participation: Chapter 1</u> <u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u> Step 1: Select a grade level (PK – 12) and a content area (reading/writing, math, science, social studies).
3 Due by	Topic: Curriculum Coherence Lecture Reflection: What is curriculum coherence for ELLs? <ul style="list-style-type: none"> • Foundations of Curriculum Development • Curriculum Coherence for Second Language Learners 	1. Beane: Chapter 7 – <i>Creating Coherence through Curriculum Integration</i> 2. Beane: Chapter 10 - <i>Curricular Coherence and Assessment</i> 3. <u>Book Club Reflection</u> : Teaching Other People’s Children – Chapter 2, <i>Traditions</i>	<u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u> <u>Book Club Discussion Board Participation: Chapter 2</u>
4	Topic: Making Decisions About What Should be Taught Lecture Reflection: What Should be Taught to English Language Learners? <ul style="list-style-type: none"> • WIDA standards • TESOL standards 	1. McTighe & Wiggins: Chapter 1: <i>What is Backward Design?</i> 2. McNeil: Chapter 5 - <i>Deciding What Should be Taught</i> 3. <u>Book Club Reflection</u> : Teaching Other People’s Children – Chapter 3, <i>The Setting</i>	<u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u> <u>Book Club Discussion Board Participation: Chapter 3</u> <u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u> Step 2: Decide what content should be

			<p>taught in your instructional unit. Identify language and content standards for designing an instructional unit (5 day scope and sequence)</p>
<p>Module 2: Instructional Design</p> <p>Module 2 Objective: By the end of this module, the learner will be able to design the content overview for one instructional unit (5 sequential days of instruction).</p>			
<p>5 Due by</p>	<p>Topic: Curriculum Evaluation Lecture Reflection: How do we use instructional design principles to evaluate whether a curriculum is appropriate for diverse learners?</p>	<p>1. Shin: <i>English Language Development Standards and Benchmarks: Policy Issues and a more focused call for Research</i> 2. Kluth & Straut: <i>Standards for Diverse Learners</i> 3. <u>Book Club Reflection: Teaching Other People’s Children – Chapter 4 “Because You Like Us – The Language of Control”</u></p>	<p><u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u> <u>Book Club Discussion Board Participation: Chapter 4</u> <u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u> Step 3: Using instructional design principles, begin to consider how to include the range of tasks that are appropriate for effective instruction, These are the same instructional design principals used to evaluate curricula.</p>
<p>6 Due by</p>	<p>Topic: Standards to Guide Curriculum Development Lecture Reflection: What are other principles that can be used to guide curriculum development for ELLs? <ul style="list-style-type: none"> • Five Standards of Effective Pedagogy • Bloom’s Taxonomy </p>	<p>1. Center for Research on Education, Diversity, and Excellence (CREDE): <i>Five Standards for Effective Instruction</i> http://www.tolerance.org/tdsi/sites/tolerance.org/files/assets/general/crede_five_standards_0.pdf 2. Doherty & Hillberg (2007). Standards for effective pedagogy, classroom organization, English proficiency, and student achievement (Blackboard) 3. <u>Book Club Reflection: Teaching Other People’s Children – Chapter 5</u></p>	<p><u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u> <u>Book Club Discussion Board Participation: Chapter 5</u> <u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u> Step 4: Decide which of the Five CREDE standards you will incorporate into the instructional unit. Consider how to include a range of low and higher cognitive tasks.</p>
<p>7 Due by</p>	<p>Topic: Content Related Instruction Lecture Reflection: What are recommendations for teaching content knowledge to ELLs? Interventions for Second Language Learners Differentiation of Instruction for Second Language Learners With Diverse Needs</p>	<p>1. Hoover & Patton: <i>Differentiating Curriculum and Instruction for English-Language Learners with Special Needs</i> Also, please select one of the following articles to read: 1. Rutherford & Ahlgren: <i>Rethinking the Science Curriculum</i> 2. Campbell & Fey: <i>New Goals for School Mathematics</i> 3. Vaughn, Mathes, Linan-Thompson, & Francis: <i>Teaching English Language Learners at Risk for Reading Difficulties.</i></p>	<p><u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u> <u>Book Club Discussion Board Participation: Chapter 6</u> <u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u> Step 5: Begin to think about research based strategies that will be implemented in your instructional unit (Five-Day Scope</p>

		4. Hansen-Thomas: Reform oriented mathematics in three 6 th grade classes: How teachers draw ELLs to academic discourse 5. <u>Book Club Reflection: Teaching Other People's Children</u> – Chapter 6, <i>Storybook Reading</i>	and Sequence)
8 Due by	Topic: An Instructional Unit to Accelerate Oral Language Development Lecture Reflection: How do we integrate academic language in a curriculum for second language learners? <ul style="list-style-type: none"> Empirically-based Shared Book Reading Practices Accelerating Vocabulary Knowledge in ELLs 	1. Scarcella (<i>Academic English, A Conceptual Framework</i>) 2. Hickman, Pollard-Durodola, & Vaughn (<i>Storybook Reading: Improving Vocabulary and Comprehension for English Language Learners</i>) 3. <u>Book Club Reflection: Teaching Other People's Children</u> – Chapter 7 “ <i>Now the Robber's is Nice.</i> ”	<u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u> <u>Book Club Discussion Board Participation: Chapter 7</u> <u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u> Step 6: Continue to think about research based strategies that will be implemented in your instructional unit (Five-Day Scope and Sequence)
9 Due by	Topic: Funds of Knowledge Lecture: How can a funds of knowledge approach be used as a curriculum framework? <ul style="list-style-type: none"> Examples of Teacher Research within a Funds of Knowledge Approach 	Choose 2 of the following Funds of Knowledge Curriculum Examples: 1. Sandoval-Taylor: <i>Home is where the heart is: Planning a Funds of Knowledge-based curriculum model</i> 2. Amanti: <i>Beyond a beads and feathers approach</i> 3. Thornton: <i>Moving into third spaces: High school students' funds of knowledge in the mathematics classroom.</i> 4. <u>Book Club Reflection: Teaching Other People's Children</u> – Chapter 8, “What is Teacher Research?”	<u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u> <u>Book Club Discussion Board Participation: Chapter 8</u> <u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u> Step 7: Develop a rough draft of your five-day scope and sequence.
10 Due by	Topic: Project Based Learning (PBL) for ELLs Lecture Reflection: What is project-based learning? Video: https://www.teachingchannel.org/videos/ell-support-through-pbl-inps https://www.youtube.com/watch?v=j_uP3jSBI-Q http://www.colorincolorado.org/video/christine-rowland-project-based-learning-and-ells	1. Duke, N. <i>Chapter 1: The power of project based learning.</i> 2. Belland, Glazewski, & Ertmen: <i>Inclusion & Problem-based Learning – Roles of students in a mixed-ability group</i>	<u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u> <u>Book Club Reflection Paper Due:</u> <u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u> Step 8: Continue to work on the Content Overview of your five-day scope and sequence

Module 3: The Hidden Curriculum

Module 3 Objective: By the end of this module, the learner will be able to summarize how teachers are transmitters of culture and societal values.

11 Due by	Topic: The Hidden Curriculum Lecture Reflection: How can a curriculum transmit culture	1. Apple: Chapter 3 - <i>Economics and Control in Everyday School Life</i>) 2. Apple: Chapter 5 - <i>Making Knowledge Legitimate: Power, Profit, and the Textbook</i>)	<u>Journal Reflection</u> <u>Discussion Board Question(s) Assigned Reading</u>
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	and power?		<p><u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u></p> <p>Step 9: Finalize the Content Overview of the five-day scope and sequence.</p>
12 Due by	<p>Topic: Cultural Therapy Lecture: What are the benefits of cultural therapy?</p>	1. Pollard-Durodola: The Need for Cultural Therapy in Teacher Education Programs	<p><u>Journal Reflection</u></p> <p><u>Discussion Board Question(s) Assigned Reading</u></p> <p><u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u></p> <p>Step 10: Begin to design the lesson plan for Day 1 of your instructional unit.</p>
<p>Module 4: Application – Completing the Instructional Unit</p>			
<p>Module 4 Objective: By the end of this module, the learner will be able to finalize the design of a content overview (5-day scope and sequence), Day 1 of a related SIOP lesson plan, and supporting instructional materials, evaluation tool, etc. for one unit (1 week) of instruction.</p>			
13 Due by	<p>Topic: Designing An Instructional Unit Lecture Reflection: Designing the lesson plan</p>	1. Pollard-Durodola, Gonzalez, Simmons, & Simmons: Accelerating Language Skills and Content Knowledge through Shared Book Reading/Appendix 6A,6B	<p><u>Journal Reflection</u></p> <p><u>Discussion Board: Opportunity for Feedback</u></p> <p><u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u></p> <p>Step 11: Complete your lesson plan and design the tools, instructional tasks, etc. that will be used to teach the lesson.</p>
14 Due by	<p>Topic: Designing An Instructional Unit Lecture Reflection: Designing the supporting materials</p>	1. Seals & Pollard-Durodola/Vocabulary Enrichment Project (Example of a 5-day Content Overview and supporting materials)	<p><u>Journal Reflection</u></p> <p><u>Discussion Board: Opportunity for Feedback</u></p> <p><u>Curriculum Development (to keep yourself on track; do not submit as an assignment; seek feedback only if you need it via email)</u></p> <p>Step 12: Continue to design the tools, instructional tasks, evaluation tool, etc. that will be used to teach and evaluate your lesson.</p>
15	Final Project: Complete the Content Overview and Introductory Lesson Plan	1. Mathes, Linan-Thompson, Pollard-Durodola, & Cárdenas-Hagan (2012). <i>SRA Intervención Temprana de Lectura</i> . Example of a Tier II reading intervention lesson and materials.	<p><u>Journal Reflection</u></p> <p><u>Discussion Board: Opportunity for Feedback</u></p> <p><u>Curriculum Development:</u> Step 13: Review and finalize your Content Overview and SIOP lesson plan. Submit on Blackboard with a title page for your project.</p>

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Rubric for Discussion Board (Assigned Readings/Book Club) Postings	
TARGET	<ul style="list-style-type: none"> • Learner consistently participates and writes noteworthy information, resources, and examples to extend and encourage others to think deeper. • Learner consistently models exceptional levels of professional conduct and productive collaboration during discussions (i.e. write more than two reactions to peers’ posts that are <u>highly</u> relevant to the discussion topic and bring value to the dialog). • Answers reflect an exceptional and thorough understanding of the material. • Each subpart of the question is addressed completely with sound supporting facts and numerous illustrative examples. • Knowledge is applied and related to best practices and research. • Responses are written in APA format (6th edition) and with minimal spelling and grammatical errors (<3). <p style="text-align: center;">(90%+) 3.5 – 5.0 Points per session</p>
ACCEPTABLE	<ul style="list-style-type: none"> • Learner participates and writes accurate information, resources, and examples to engage others in meaningful and relevant discussions. • Learner attends and focuses on discussions. • Learner models acceptable levels of professional conduct and productive collaboration during discussions (i.e. a minimum of two reactions to peers’ posts that are relevant to the discussion topic and bring value to the dialog). • Answers reflect a satisfactory and good understanding of the material. • Some, but not all sub-parts, of the questions are addressed. • Supporting illustrative examples and facts demonstrate good understanding of the concepts being discussed. • Responses are written in APA format (6th edition) and with minimal spelling and grammatical errors (3-5). <p style="text-align: center;">(75%+) 2.1 – 3.4 Points per session</p>
UNACCEPTABLE	<ul style="list-style-type: none"> • Learner seldom or never participates, nor uses supporting information when writing discussion postings • Learner does not respond to peers’ postings • Learner does not attend nor focuses on discussions and appears generally distracted and disinterested (i.e. not posting initial discussion or reactions to peers on time). • Answers reflect minimal and inaccurate understanding of the material. • A majority of the sub-parts of the questions are not answered and fail to provide supporting examples. • Critical facts are missing or are inaccurate. • Responses are not written in APA format (6th edition); excessive spelling and grammatical errors (>5). <p style="text-align: center;">0 – 2.0 Points per session</p>
TOTALS	

