**WAYLAND BAPTIST UNIVERSITY**

**School of Education**

**VIRTUAL CAMPUS**

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**Course Name:**   EDLI 5348: Literacy Processes of Culturally and Linguistically Diverse Populations, including Structured English Immersion (SEI)

**CLASS MEETS:** Online course, Fall 2017

**TERM AND DATES:** August 21, 2017 – November 4, 2017

# **INSTRUCTOR’S NAME:** Dr. Sylvia Phipps

# **OFFICE ADDRESS:** Alamo University Center, Rm A227

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### OFFICE HOURS: Thursday 1:00 – 6:00 pm

Friday 12:00 - 5:00 pm

All other hours by appointment only

**Catalog Description:** Students will learn the fundamental concepts, principles, and conflicts of second language learning and teaching. Effective instructional approaches for students of diverse cultural and linguistic backgrounds and learned and applied. Investigation of various theories of language acquisition. Emphasis on language acquisition skills at home and school for English Language Learners.

**REQUIRED TEXTBOOKS:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BOOK** | **AUTHOR** | **ED** | **YEAR** | **PUBLISHER** | **ISBN** | **REVIEW** |
| *Crosscultural, Language, and Academic Development Handbook, The:  A Complete K-12 Reference Guide* | Diaz-Rico, Lynne T. | 6th | 2018 | Pearson | 978013429325-7 |  |
| ***AND*** | | | | | | |
| *50 Strategies for Teaching English Language Learners* | Herrell, A. & Jordan, M. | 5 | 2016 | Pearson | 9780133802450 | Spring 2015 |
| ***AND*** |  |  |  |  |  |  |
| *Making Content Comprehensible for English Learners: The SIOP Mode, with Enhanced Pearson eText, bound book* | Vogt, Echevarria  And Short | 5th | 2017 | Pearson | 9780134403298 | Fall 2016 |

**Course Objectives:**

Students will:

1. Understand research-based strategies for teaching English Language Learners and apply these strategies to lesson planning.
2. Analyze various applications of instructional strategies to best support English language proficiency for students.
3. Understand the stages of second language acquisition.
4. Examine the Sheltered Instruction Observation Protocol (SIOP) and apply the SIOP model to design quality, differentiated lessons to meet the needs of ELL students.

**Methods Of Instruction:** The delivery system for the course will consist of internet supported instruction utilizing several of the Blackboard components. Instructional methods may include, but will not be limited to, the following: lecture & notes via PowerPoint, use of Discussion Board, online assignments, exams.

**Course Requirements:**

It is very important for teachers to effectively communicate ideas to colleagues, parents, and administrators. Writing clear and error free English is a priority at Wayland’s Division of Education. Therefore, each student’s ability to express his/her knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, discussions, and field experiences will be taken into consideration, as will correct and appropriate format and organization. **Written work in this course must be prepared according to APA style. An APA Manual (6th edition) is also recommended for this course.**

1. The student will read all assigned materials, and participate in class discussions as assigned 4 Discussion Board Questions at 25 pts each (100 points).
2. The student will read the chapters in *the Making Content Comprehensible for English Learners- The SIOP Model* by Echevarria and view some of the videos for chapters 1 thru 10 and complete 4 assignments at 50 pts each (200 points total).
3. Students will read *The Crosscultural Language, and Academic Development Handbook* by Lynne T. Diaz-Rico and complete the assignments posted for this text. 4 assignments at 50 points each (200 points total)
4. The student will view the videos from select chapters of the *Herrell*, 50 Strategies book and write a short summary of each cluster of strategies (one summary per section, II, III, IV, and V, 100 points total).
5. The student will write a lesson plan using one of the SIOP lesson plan templates found in the *SIOP* Book incorporating at least two *Herrell* strategies and ideas found in the Diaz-Rico book (400 points total).
6. Structured Field Experiences. **8 hours**. The teacher education field experiences begin with the initial education course. Field experiences are designed to offer interactive, continuous, sustained exposure to the complexities exhibited within the classroom environment. The field experience progressively intensifies and increases the student’s involvement to a full-day clinical teaching or internship experience as the culminating event of the teacher preparation program. For all courses with documented minimum field experience hours, successful completion and documentation of those hours is required for course credit. (100 points).
7. The student will write a final reflection paper, approximately two to three pages in length, reflecting on course activities and learning experiences (50 points). The reflection paper should include a summary of learning from the course, the most beneficial course components/activities, areas you would have liked to explore further, and how you plan to use course learning.

Class Grading System:

|  |  |
| --- | --- |
| Assignments | Points |
| Discussion Board Questions | 100 |
| *Making Content Comprehensible for English Learners- The SIOP Model* by Echevarria Assignments | 200 |
| *The Crosscultural Language, and Academic Development Handbook* by Lynne T. Diaz-Rico | 200 |
| *50 Strategies for Teaching English Language Learners by* Herrell – Section Summaries | 100 |
| SIOP Lesson Plan (1) | 400 |
| Field Experience 8 hours | 100 |
| Reflection | 100 |
|  | 1200 points total |

1200 – 1080 = A

1079 – 960 = B

959 – 840 = C

839 – 720 = D

Below 720 = F

#### EVALUATION: University Grading System:

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-70 I Incomplete\*

D 60-69 W for withdrawal

F below 60 WP Withdrawal Passing

WF Withdrawal Failing X No grade given

## IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**Course Requirements and grading criteria:**

This course consists of many assignments. In order to avoid falling behind, all assigned work must be submitted when due. **Late work will not be accepted**. Exceptions may be made in extreme circumstances only if notice is given prior to the assignment due date. In extreme circumstances, late assignments will result in decreased point value, and there will be **no point value given after seven days**.

**Attendance Policy:**

Because this is an online course, absences are not recorded. However, course participation is expected and students must designate time each week to complete required readings, discussions, and tasks.

**Provisions for Special Needs:**

It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

**Plagiarism Policy:**

Intellectual integrity and truthfulness are fundamental to scholarship. Plagiarism is a form of cheating. Plagiarism occurs when a student fails to give proper credit when information is either quoted or paraphrased or when a student takes credit for another person’s work. Plagiarism may result in an “F” in the course or expulsion from the class or the University.

**COURSE OUTLINE/CALENDAR:**

*All Assignments due at Midnight on the Due Date listed unless otherwise stated*

**Week 1:** 08/21/2017 to 08/27/2017

(Due by 08/27/2017)

Read Course Syllabus

Complete Bio – tell us a little about yourself – Discussion Board #1

Respond to at least one of your peers, welcoming them to the course.

Read Lynne T. Diaz-Rico – Chapter 1 – Assignment #1

**Begin Reading Herrell Book as you read write a summary for each Section of the book (summaries due Week 7)**

**Week 2:** 08/28/2017 to 09/03/2017

(Due by09/03/2017)

Echevarria Assignment #1 Discussion Questions (Chapters 1 and 2). Submit in Blackboard

**Continue reading Herrell Book write a summary for Section of the book**

**Week 3:** 09/04/2017 to 09/10/2017

(Due by 09/10/2017)

Read Lynne T. Diaz-Rico – Chapter 2 and 3 – Assignment #2

Discussion Board #2

Respond to at least one of your peers, welcoming them to the course

Begin watching the Videos from *the 50 Strategies* book (Herrell). Make note of strategies you would like to use in your Lesson Plan

**Week 4:** 09/11/2017 to 09/17/2017

(Due by 09/17/2017)

Echevarria Assignment #2 Discussion Questions (Chapters 3 and 4). Submit in Blackboard

**Week 5:** 09/18/2017 to 09/24/2017

(Due by 09/24/2017)

Discussion Board #3 - Always respond to the prompt and then respond to at least 1 of your peers’ posts.

Read Lynne T. Diaz-Rico – Chapter 4

Continue watching Herrell book videos.

**Week 6:** 09/25/2017 to 10/01/2017

(Due by 10/01/2017)

Echevarria Assignment #3 Discussion Questions (Chapters 5)

Read Chapter 6 in the Echevarria text – (Nothing to turn in)

**Week 7:** 10/02/2017 to 10/08/2017

(Due 10/08/17)

Read Lynne T. Diaz-Rico – Chapter 5 and 6 – Assignment #3j

Submit Herrell book section summaries

**Week 8:** 10/09/2017 to 10/15/2017

(Due 10/15/17)

Echevarria Assignment #4 Discussion Questions (Chapters 7 and 8)

Read Lynne T. Diaz-Rico – Chapter 7 and 8

**Week 9:** 10/16/2017 to 10/22/2017

(Due 10/22/17)

Discussion Board #4 - Always respond to the prompt and then respond to at least 1 of your peers’ posts.

Read Lynne T. Diaz-Rico – Chapter 9 and 10 – Assignment #4

**Week 10:** 10/23/2017 to 10/29/2017

(Due 10/29/17) Two Lesson Plans due

Read Chapter 9 and 10 in the Echevarria book Using the templates in Appendix B complete

Two Lesson Plans incorporating Herrell strategies. – Submit in Blackboard

**Week 11:** 10/30/2017 to 11/04/2017

(Due 11/04/17)

**Final Reflection Paper. Submit in Blackboard**

**Field Experience form and write up Due**