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**WBU Online**

**School Of Education**

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| **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 NUMBER & NAME:**   EDLI 5348: Literacy Processes of Culturally and Linguistically Diverse Populations

**TERM:** Fall 2018 – August 20, 2018 – November 3, 2018

**INSTRUCTOR:**  Dr. Sylvia Phipps

**CONTACT INFORMATION:**

Phone: 210 486-5812 office \*830 832-9914 cell (call or text)

Email:[phippss@wbu.edu](mailto:phippss@wbu.edu)

### OFFICE HOURS, BUILDING & LOCATION:

### Monday/Thursday 1:00 – 6:00

Room A227 Alamo University Center

8300 Pat Booker (Loop 1604)

Live Oak, TX 78218

**COURSE MEETING TIME & LOCATION:** Meets weekly. Online course

**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.

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| **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*** |  |  |  |  |  |  |
| *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 |

**REQUIRED TEXTBOOKS:**

**COURSE OUTCOMES:**

Students will:

1. Understand research-based strategies for teaching English Language Learners and apply these strategies to lesson planning.
2. Research and analyze various applications of instructional strategies to best support culturally and linguistically diverse students. Student will write a research paper in the area of best practices for ESL 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.

**ATTENDANCE REQUIREMENTS**: As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**STATEMENT ON PLAGIARISM AND ACADEMIC DISHONESTY**: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**DISABILITY STATEMENT**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

**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**.

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 (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 Research best practices for teaching English Language Learners. The student will review current literature on current research in the areas of best practices for teaching English Language Learners. There are several research based programs that are appropriate for ESL students. An APA formatted paper will be submitted. (400 points total).
5. 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)
6. 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:

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| 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 |
| Research Paper | 400 |
| Field Experience 8 hours | 100 |
| Reflection | 100 |
|  | 1100 points total |

1100 – 990 = A

989 – 880 = B

879 – 770 = C

769 – 660 = D

Below 660 = F

**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.

**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.

#### 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.

**GRADE APPEAL STATEMENT: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, *or lowered* at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

**COURSE OUTLINE/CALENDAR:**

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

**Week 1:** 08/20/2018 to 08/26/2018

(Due by 08/26/2018)

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

**Week 2:** 08/27/2018 to 09/02/2018

(Due by09/02/2018)

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

**Begin reviewing research on appropriate strategies use when teaching culturally and linguistically diverse students.**

**Week 3:** 09/03/2018 to 09/09/2018

(Due by 09/09/2018)

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

**Week 4:** 09/10/2018 to 09/16/2018

(Due by 09/16/2018)

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

**Week 5:** 09/17/2018 to 09/23/2018

(Due by 09/23/2018)

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

**Week 6:** 09/24/2018 to 09/30/2018

(Due by 09/30/2018)

Echevarria Assignment #3 Discussion Questions (Chapters 5)

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

**Week 7:** 10/01/2018 to 10/07/2018

(Due 10/07/2018)

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

**Week 8:** 10/08/2018 to 10/14/2018

(Due 10/14/2018)

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

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

**Week 9:** 10/15/2018 to 10/21/2018

(Due 10/21/18)

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:** 10/22/2018 to 10/28/2018

(Due 10/28/18)

Read Chapter 9 and 10 in the Echevarria book

RESEARCH PAPER DUE

**Week 11:** 10/29/2018 to 11/03/2018

(Due 11/03/18)

**Final Reflection Paper. Submit in Blackboard**

**Field Experience form and write up Due**