****

School of Education

**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 4348 Literacy Processes of Culturally and Linguistically Diverse Populations

**TERM:**

Fall, 2019

**INSTRUCTOR:**

Dr. Christy Reed

**CONTACT INFORMATION:**

WBU Email: reedc@wbu.edu

**OFFICE HOURS, BUILDING & LOCATION:**

Online

**COURSE MEETING TIME & LOCATION:**

Online

**CATALOG DESCRIPTION:**

This course provides research and trends in teaching school language learners for all educators and ESL specialists. The legal aspects, instructional design, behavioral principles, and real world challenges of second language learning and teaching. Best instructional practices for students of diverse cultural and linguistic backgrounds are learned and applied. Various theories/approaches of language acquisition are investigated including the Structured English Instruction approach.

**Field Experience: 8 hours**

**PREREQUISITE: EDLI 3308**

**REQUIRED TEXTBOOK AND RESOURCE MATERIAL:**

Diaz-Rico, L. T. (2018). *The Crosscultural, Language, and Academic Development Handbook; A Complete K-12 Reference Guide* (6th ed.). New York: Pearson.

Learning Outcomes**:**

By the conclusion of the course, successful students will be able to:

1. Know the current research and trends in teaching English language learners.
2. Know the legal aspects of teaching English language learners.
3. Understand how to design instructional lessons incorporating supplementary aids such as manipulatives, pictures, etc. for English language learners.
4. Understand how to foster collaboration with and communicate students’ progress in literacy development to parents/caregivers and to other professionals through a variety of means, including the use of examples of students’ work.
5. Understand the real world challenges for English language learners and teachers.
6. Select and use a variety of formal and informal procedures for monitoring students’ reading comprehension and adjust instruction to meet the needs of English-Language Learners.
7. Articulate various conditions that impede literacy development (e.g., physical and cognitive conditions).
8. Demonstrate a working knowledge of current, effective research-based reading instruction practices/programs used in Texas elementary schools.

**COURSE OUTCOME COMPETENCIES:**

**English as a Second Language I:**

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

**English as a Second Language II:**

The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

**English as a Second Language III:**

The ESL teacher understands the processes of first-and second-language acquisition and uses this knowledge to promote students’ language development in English.

**English as a Second Language V:**

The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

**English as a Second Language VII:**

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

**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 & 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 EXPECTATIONS**:**

I place great value on professionalism as it is key to becoming an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during online discussions and during your field experiences. This component will be assessed based upon my perspective and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, ***writing clear and error-free English is a priority*** at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both discussions on Blackboard and written assignments. Criteria for evaluation will be based on **both content and mechanics**.

**COURSE REQUIREMENTS and GRADING CRITERIA:**

All assignments are due as noted on course outline unless otherwise announced in Blackboard. All assigned work must be word-processed. **Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 2 calendar days of the due date.**  **The course guide is subject to change at the instructor’s discretion. Any necessary changes will be communicated clearly to the student.**

Field Experiences 300 pts.

Discussion Board (10 @ 20 pts) 200 pts.

Lesson Plans (4 @ 50 pts.) 200 pts.

Midterm Exam 150 pts.

Final Exam 150 pts.

Total Points: 1000 pts.

**Point System:**

A 900-1000

B 800-899

C 700-799

D 600-699

F Below 600

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.”

**TENTATIVE SCHEDULE:**

**Week: Reading: Assignment Due: Points:**

Week 1 Chapter 1 Learning about the Discussion Board X 2 40

Aug. 19th Language Learner

Week 2 Chapter 2 Learning about Language Discussion Board 20

Aug. 26th Structure

Week 3 Chapter 3 Learning about Second-Language Discussion Board 20

Sept. 2nd Acquisition

Week 4 Chapter 4 Oracy and Literacy for Discussion Board 20

Sept. 9th English-Language Development **Lesson Plan #1** 50

Week 5 Chapter 5 Content Area Instruction Discussion Board 20

Sept. 16th Chapter 6 Theories and Methods of **Lesson Plan #2** 50

 Bilingual Education

Week 6 Review Ch. 1-6 Midterm 150

Sept. 23rd

Week 7 Chapter 7 Language and Content-Area Discussion Board 20

Sept. 30th Assessment **Lesson Plan #3**  50

Week 8 Chapter 8 Cultural Diversity Discussion Board 20

Oct. 7th Chapter 9 Culturally Responsive Schooling **Lesson Plan #4** 50

Week 9 Chapter 10 The Role of Family in Schools Discussion Board 20

Oct. 14th Chapter 11 The Role of Educators in

 Language Policy

Week 10 Chapter 12 Culturally and Linguistically Discussion Board 20

Oct. 21st Diverse Learners & Special Ed. **Field Experience** 300

Week 11 Review Chapters 7-12 Final Exam 150

Oct. 28th

**More Information on Assignments:**

1. **Field Experience (300 points):**

You will have to complete 8 hours of field observation hours. You **must** observe **second language learners!** You will be required to document your field observation hours by completing the Field Observation Documentation Form. Please have the cooperating teacher sign the documentation form. You will write a journal reflection over your field experience observations. Each **hour** of observation should equate to **at least one page**. **(At least 4 pages are required for the total of 8 hours. Less than 4 pages will result in a zero.)** Please begin each hour by stating the location, teacher, how many students, and any other important or useful information. Then, you will need to describe your observations: what did the teacher do, what did the students do, what strategies did the teacher use, etc. At the end of your paper, please reflect on your 8 hours of observation and offer any recommendations and reflect on the course readings compared to your observations. Your write-up and documentation sheet will be submitted together.

**2. Lesson Plans (4 @ 50 pts. Each):**

You will be required to write **four separate** lesson plans based off of the course readings **using the template** provided on Blackboard. You must **write the state** **standards out**, and you **must include the English Language Proficiency Standards** for second language learners. You must also **include modifications for English** **language learners**. More information will be provided on Blackboard. The lesson plans will be checked for plagiarism. **If a lesson is plagiarized, you will receive a zero!** If you take an idea from another source, please cite the source.

**3. Discussion Forum (10 @ 20 pts. Each):**

When answering/responding to the discussion board prompts/questions, you must **reflectively** answer the questions. Answers **should not** be copied out of your book, but you should think about the topic, give specific examples from the book, and provide an in-depth answer. Additionally, to receive full credit, candidates must respond to 2 other posts written by their peers. Responses should go beyond “I agree” or “good answer.” When submitting responses to the online discussion forum, **please type your response directly into the forum rather than as an attachment.**  The purpose of the discussion forum is to allow everyone in the course to easily see, read, and respond. All **initial posts** are due by Wednesday at 11:59 p.m. Your **responses** to other posts are due by **Friday at midnight, central standard time**. It is not productive to post and try to respond at the very last minute; this does not give others time to deeply read and consider the discussions. The purpose of the discussion board is to give you interaction and a platform to discuss relevant and necessary topics in the online environment as you do in the face-to-face classroom.

**Basic Netiquette for All Online Participation**

* Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are all part of proper netiquette when taking an online class.
* Adhere to the same standards as you would for written language.
* Remember whom your audience is when posting to discussion boards. You should behave as if you were sitting in a traditional classroom. **Remember:** ***The online classroom setting is more formal than in public forums or personal chat groups you may have used.***
* Be clear and concise. Explain your ideas entirely but get quickly to the point.
* Using all capitals is the equivalent of SHOUTING and considered RUDE.
* Avoid "flaming" or attacking someone for his or her point of view. Remember that many readers, including the instructor, will read it.
* Read over what you are going to send at least once, just as you would proof read a paper you submit. Remember; once you submit your work, discussion, or email, you cannot change what you have written.
* It is not acceptable for you to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name and the work from which the quotation is taken. Use your own understanding of the work, instead of direct quotes if possible, and give credit to the original author by citing name and source of idea.

\*Netiquette information by Spartanburg Community College and retrieved from [http://online.sccsc.edu/netiquette.htm on August 10](http://online.sccsc.edu/netiquette.htm%20on%20August%2010)