**WAYLAND BAPTIST UNIVERSITY**

**DIVISION OF Education**

**EDLI 5328**

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

# **COURSE NUMBER AND TITLE:** EDLI 5328 Second Language Acquisition

**TERM AND DATES:** Spring 2018; February 26 to May 19, 2018

# **INSTRUCTOR’S NAME:** Dr. Christy Reed

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# **E-MAIL ADDRESS:** reedc@wbu.edu

**CATALOG COURSE DESCRIPTION:** Students will explore theories and models of second language acquisition (SLA). Students will learn about the emotional, social, and intellectual implications of the process of learning a second language while maintaining the first. Students will analyze and compare first and second language acquisition and apply strategies related to second language learning in a cross cultural setting.

**Field Experience Hours Required: 8**

**REQUIRED RESOURCE MATERIALS:**

1. Peregoy, S.F., & Boyle, O.F. (2017). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (7th ed.). Boston: Pearson.

**STUDENT Learning Outcomes:** Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Understand fundamental language concepts and know the structure and conventions of the English language.

2. Understand the processes of first-and second-language acquisition and use this knowledge to promote students’ language development in English.

3. Lead second-language learners and others to a better understanding of concepts related to the structure and conventions of the English language.

**The more the student puts into the course, the higher his or her outcome competencies will be.**

**COURSE OUTCOME COMPETENCIES:** (as they appear in the EC-6 Generalist Preparation Manual)

**Domain 1: English Language Arts and Reading**

**Competency 001: Oral language**

**the teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.**.

F. Understands relationships between oral language and literacy development and provides instruction that interrelates oral and written language to promote students’ reading and writing proficiencies.

**Competency 002: Phonological and phonemic awareness**

**The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.**

B. Understands differences in students’ development of phonological and phonemic awareness and adjusts instruction to meet the needs of individual students, including English-language learners.

C. Plans, implements, and adjusts instruction based on the continuous use of formal and informal assessments of individual students’ phonological development.

E. Understands how to foster collaboration with families and with other professionals to promote all students’ phonologic and phonemic awareness both at school and at home.

**Competency 003: alphabetic principle**

**the teacher understands the importance of the alphabetic principle for reading english and provides instruction that helps students understand the relationship between spoken language and printed words.**

A. Understands the elements of the alphabetic principle (e.g., letter names, graphophonemic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students’ alphabetic skills development, and recognizes that individual variations occur.

B. Understands that not all written languages are alphabetic; that many alphabetic languages are more phonetically regular than English; and knows the significance of that for students’ literacy development in English.

C. Selects and uses a variety of instructional materials and strategies, including multisensory techniques, to promote students’ understanding of the elements of the alphabetic principle and the relationship between sounds and letters.

D. Uses formal and informal assessments to analyze individual students’ alphabetic skills, monitor learning, and plan instruction.

E. Knows how to foster collaboration with families and with other professionals to promote all students’ development of alphabetic knowledge.

**Competency 004: literacy development**

**the teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students’ literacy.**

D. Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.

E. Selects and uses instructional strategies, materials, and activities that focus on functions of print and concepts about print, including concepts involving book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words.

F. Demonstrates familiarity with literature and provides multiple opportunities for students to listen to, respond to, and independently read literature in various genres and to interact with others about literature..

I. Understands how to foster collaboration with families and with other professionals to promote all students’ literacy.

**Competency 005: word analysis and identification skills**

**The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.**

A. Understands that many students develop word analysis and decoding skills in a predictable sequence but that individual variations may occur.

B. Understands the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary, contextual analysis) for reading comprehension and knows a variety of strategies for helping students develop and apply word analysis skills.

C. Teaches the analysis of phonetically regular words in a simple-to-complex progression (i.e., phonemes, blending onset and rimes, short vowels, consonant blends, other common vowel and consonant patterns, syllables).

D. Selects and uses instructional strategies, materials, activities, and models to teach students to recognize high-frequency words, to promote students’ ability to decode increasingly complex words, and to enhance word identification skills of students reading at varying levels.

E. Knows strategies for decoding increasingly complex words, including the alphabetic principle, vowel-sound combinations, structural cues (e.g., prefixes, suffixes, roots) and syllables and for using syntax and semantics to support word identification and confirm word meaning.

**Competency 006: Reading fluency**

**The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.**

B. Understands the connection of word identification skills and reading fluency to reading comprehension.

C. Understands differences in students’ development of word identification skills and reading fluency and knows instructional practices for meeting students’ individual needs in these areas.

E. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.

F. Uses strategies to encourage reading for pleasure and lifelong learning.

G. Knows how to teach students strategies for selecting their own books for independent reading.

H. Understands how to foster collaboration with families and with other professionals to promote all students’ reading fluency.

**Competency 007: Reading comprehension and applications**

**The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including a variety of texts and contents.**

A. Understands reading comprehension as an active process of constructing meaning.

B. Knows how to provide instruction to help students increase their reading vocabulary.

C. Understands factors affecting students’ reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).

D. Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details), inferential comprehension (e.g., inferring cause-and-effect relationships, making predictions), and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning).

E. Provides instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn” (e.g., recognizing different types of text, understanding how a text is organized, using textual features such as headings and glossaries, appreciating the different purposes for reading).

G. Knows and teaches instructional strategies that facilitate comprehension of different types of text before, during, and after reading (e.g., previewing the organization of the text, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).

I. Knows how to provide students with direct, explicit instruction in the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, re-telling).

**Competency 009: WRiting conventions**

The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

A. Understands that many students go through predictable stages in acquiring writing conventions-including the physical and cognitive processes involved in scribbling, recognition of environmental print, mock letters, letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression-but that individual students vary in their rates of development of these conventions.

B. Understands the relationship between spelling and phonological and alphabetic awareness and understands the contribution of conventional spelling toward success in reading and writing.

**Competency 010: WRitten communication**

The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students’ competence in written communication.

B. Knows how to promote students’ development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.

C. Monitors students’ writing development and provides motivational instruction that addresses individual students’ needs, strengths, and interests.

H. Understands how to foster collaboration with families and with other professionals to promote students’ development of writing skills.

**Competency 012: Assessment of developing literacy**

The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

A. Knows how to select, administer, and use results from informal and formal assessments of literacy acquisition (e.g., alphabetic skills, literacy development, word analysis and word identification skills, fluency, comprehension, writing conventions, written communications, visual images, study skills) to address individual students’ needs.

B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).

C. Analyzes students’ reading and writing performance and uses it as a basis for instruction.

G. Understands how to foster collaboration with families 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.

N. Selects and uses a variety of formal and informal procedures for monitoring students’ reading comprehension and adjusts instruction to meet the needs of individual students, including English-language learners.

ATTENDANCE POLICY:

Campus Attendance Policy:

All absences must be explained to the satisfaction of the instructor who will decide whether the omitted work may be made up. Any student who misses 25% or more of the regularly scheduled classes will receive a grade of F for that course. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland’s attendance policy. Attendance is addressed in the list of course requirements, as part of the point total for the course.

**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 being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during online discussions. 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 written assignments. Criteria for evaluation will be based on **both content and mechanics**.

**Submitting Written Work: All written work in this course must be prepared according to the APA style.**

**Course grading criteria:**

All assignments are due as noted on course outline unless otherwise announced in class. 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.**

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| Lesson plans (2 @ 50 pts. Each) | 100 pts. |
| Blackboard Discussions | 400 pts. |
| Field Experience | 300 pts. |
| Midterm | 100 pts. |
| Final Exam | 100 pts. |
| **Total Possible:** | **1000 pts.** |

**University Grading System:**

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.

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| A 900-1000  B 800-899  C 700-799  D 600-699  F below 600 | CR – for Credit  NCR – No Credit  I-Incomplete  W- Withdrawal  WP- Withdrawal Passing | WF- Withdrawal Failing  X – No grade given  IP- In Progress |

**ACADEMIC HONESTY:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

**Plagiarism**

Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, ***the source of that information must be acknowledged through complete, accurate, and specific references*,** and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. “*A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

Source: [http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag](https://webmail.wbu.edu/exchweb/bin/redir.asp?URL=http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm%23plag)

1. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

**If you are caught plagiarizing, you will receive a zero for that assignment.**

Tentative Course Schedule:

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| Week: | Reading: | Assignment Due | Points: |
| Week 1  Feb. 26 | Module 1: Introduction to ELLs  Chapter 1 English Learners in 21st Century Classrooms | Discussion Board X 2 | 40 |
| Week 2  March 4th | Chapter 2 Language and Language Acquisition | Discussion Board | 40 |
| Week 3  March 11th | Chapter 5 Oral Language Development in Second Language Acquisition | Discussion Board | 40 |
| Week 4  March 25th | Module 2: Classroom Practices  Chapter 3 Classroom Practices for Effective English Learner Instruction | Discussion Board | 40 |
| Week 5  April 1st | Chapter 4 New Literacies and ELLs  Chapter 6 First Steps to Literacy: English Learners Beginning to Write and Read | Discussion Board X 2 | 80 |
| Week 6  April 8th | Review Ch. 1-6 | Midterm  Lesson Plan | 100  50 |
| Week 7  April 15th | Module 3: Teaching & Assessment  Chapter 7 Words and Meanings: English Learners’ Vocabulary Development | Discussion Board | 40 |
| Week 8  April 22nd | Chapter 8 English Learners and Process Writing | Discussion Board | 40 |
| Week 9  April 29th | Chapter 9 Reading and Literature Instruction for English Learners | Discussion Board  Lesson Plan | 40  50 |
| Week 10  May 6th | Chapter 10 Content Reading and Writing: Prereading and During Reading  Chapter 11 Content Reading and Writing: Postreading Strategies for Organizing and Remembering | Discussion Board X 2  Field Experience | 40  300 |
| Week 11  May 13th | Review Chapters 7-11 | Final Exam | 100 |