# "WBUlogo"

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 4328 Language Acquisition

# **TERM**:

Summer, 2019; May 27-August 10, 2019

# **INSTRUCTOR**:

Dr. Christy Reed

# **CONTACT INFORMATION**:

WBU Email: reedc@wbu.edu

# **OFFICE HOURS, BUILDING & LOCATION**:

Online

# **COURSE MEETING TIME & LOCATION**:

Online

# **CATALOG DESCRIPTION**:

# Students will examine the process of learning and using a second language focusing on the relationship between language and literacy acquisition of English language learners, theories and models of second language acquisition (SLA), and 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 learning in a cross-cultural setting.

# PREREQUISITE: EDLI 4345

**Field Experience Hours Required: 8**

# **REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

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.

Access to Blackboard.

COURSE OUTCOMES AND COMPETENCIES: 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.

**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 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.

**All work must be the student’s original work.**

**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, 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.

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**. If verbatim statements are included, use quotation marks as well. **If you are caught plagiarizing, you will receive a zero for that assignment.**

# **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**:

I place great value on professionalism. It is important to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during online discussions and during your site visits. 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 oral presentations and written assignments. **Criteria for evaluation will be based on both content and mechanics**. **I will not accept late work after two days of the due date. Ten percent of the total points available will be deducted for each day that work is late, up to two days. All written work in this course must be prepared according to APA format.**

1. Weekly assignments: Complete required readings, internet activities, projects, and assignments **on time**, following the directions provided.

2. Complete satisfactorily one or more tests based on student learning outcomes.

Evaluation: Grades for courses shall be recorded by the symbols below: (Point totals for each letter grade MAY be modified, but grading system MUST be maintained.)

**Course Requirements:**

1. Tests (2 @ 100 each) 200 points

2. Blackboard Discussions 400 points

3. Lesson Plans (2 @ 50 each) 100 points

4. Field Experience 300 points

 **TOTAL Possible: 1000 points**

**A-900-1000 Points**

**B-800-899 Points**

**C-700-799 Points**

**D-600-699 Points**

**F-Below 600 Points**

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:**

Week 1 Chapter 1: English Learners in 21st Discussion Board X 2

May 27th Century Classrooms

Week 2 Chapter 2: Language and Language Discussion Board

 Acquisition

Week 3 Chapter 5 Oral Language Development Discussion Board

 in Second Language Acquisition

Week 4 Chapter 3: Classroom Practices for Discussion Board

 Effective English Learner Instruction

Week 5 Chapter 4: New Literacies and ELLs; Discussion Board X 2

 Chapter 6: First Steps to Literacy:

 English Learners Beginning to Write & Read

Week 6 Review Chapters 1-6 Midterm

 Lesson Plan #1

Week 7 Chapter 7: Words with Meanings: English Discussion Board

 Learners’ Vocabulary Development

Week 8 Chapter 8: English Learners and Process Discussion Board

 Writing

Week 9 Chapter 9: Reading and Literature Discussion Board

 Instruction for English Learners Lesson Plan #2

Week 10 Chapter 10: Content Reading and Writing Discussion Board X 2

 Prereading & During Reading; Field Experience

 Chapter 11: Content Reading and Writing:

 Postreading Strategies for Organizing & Remembering

Week 11 Review Chapters 7-11 Final Exam

# ADDITIONAL INFORMATION

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.) You will submit the write-up in Blackboard.** 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 (2 @ 50 pts. Each)**

You will be required to write **two 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:**

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.” Responses should be **at least** 1 complete sentence discussing the relevance of the original post by his or her peer. 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 11:00 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)

**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.**