

***SCHOOL OF EDUCATION***

***COURSE SYLLABUS***

**Course: EDUC 647**

**Course Title: Perspectives in Second Language Acquisition**

**Term:** Spring 2010

**Days/Times: Mondays 5:30 to 8:30**

**Class Location:** SOE 106

**Faculty:** M. Alayne Sullivan, Ph. D.

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**Office Hours:** Mondays and Tuesdays from 3:30 to 5:30

**CATALOG COURSE DESCRIPTION**

This course is designed for educators seeking a theoretically-based understanding about first and second language acquisition. The course will cover language acquisition theories, factors in first and second language development, and pedagogically effective language teaching and learning strategies. Upon completion of the course, the candidates will be able to articulate their own theoretical and practical language acquisition framework, which enables them to create and evaluate activities in the classroom more effectively.

**Program Learning Outcomes**

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| LO1. Summarize and critique historical and contemporary perspectives regarding cultural diversity. |
| LO2. Analyze and explain the impact of cultural and cross-cultural variables on communication styles, learning and educational outcomes. |
| LO3. Describe and interpret the impact of phonology, syntax and semantics on English Language Learners’ language development and production. |
| LO4. Design and conduct theoretically grounded qualitative and quantitative research and assessments; report and interpret results. |
| LO5. Design, implement and assess culturally responsive practices and educational environments to improve learning for all students. |
| LO6. Demonstrate evidence-based ethical decision-making aligned with goals of educational justice. |

**Course Learning Outcomes**

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**Course Objectives**

The course is structured to accommodate CTEL (California Teachers of English Learners) standards 9 & 10, with standards 6 & 8 also accommodated. Each of the statements below is designed in specific connection with particular CTEL standards:

6.1 **Principles of standards-based assessment and instruction**;

6.2 **Role, purposes, and types of assessments** for English learners;

6.3 Assessment instruments for use with English learners in order to minimize cultural and linguistic bias;

6.4 **Language and content-area assessments** for English learners.

8.1 Research-based **approaches and methods** for teaching English language development;

8.2 Strategies for promoting **listening and speaking** proficiency;

8.3 Strategies for teaching **reading and writing** as outlined in the ELD Standards and ELA Framework;

8.4 **Specially Designed Academic Instruction Delivered in English (SDAIE)**.

9.1 Knowledge of **cultural concepts and perspectives,** particularly with regard to their impact on English learners and their families;

9.2 Knowledge of issues relating to **cultural contact** (e.g., processes of cultural contact, social-emotional issues attributed to cultural contact, and phases of acculturation);

9.3 Knowledge regarding **cultural diversity in California and the United States,** including major historical and current demographic trends and migration-immigration patterns;

9.4 **Crosscultural interactions** and how they are affected by cultural differences in communication patterns.

10.1 The **role of culture in the classroom and school** and its impact on English learners’ learning and

achievement?

10.2 Support for a **culturally inclusive learning environment**?

10.3 Understanding of **family and community involvement**

10.4 Knowledge of **culturally inclusive curriculum and instruction**,

**Outcomes/Assignment Matrix for EDUC 647**

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|  | Relevant Learning Experience | Signature Assignment Criteria |
| LO2. **Analyze and explain the impact of cultural and cross-cultural variables on communication styles, learning and educational outcomes**. | Read core texts and identity pertinent variables related to cultural variables on language acquisition. | 1. Create a model of 2nd language acquisition that accounts for cultural and cross-cultural variables as well as other variables related to second language acquisition. |
| LO4. **Design and conduct theoretically grounded qualitative and quantitative research and assessments; report and interpret results**. | Identify qualitative and quantitative variables in core texts. | 1. Account for qualitative and quantitative variables within core responses to texts and align them with a focus student. |
| **LO5. Design, implement and assess culturally responsive practices and educational environments to improve learning for all students.** | * Identify a core theoretical text that outlines foundational principles of second language acquisition. | Prepare with your writing group/book club a presentations that outlines core principles of this focus text – have your text with you for this work by the end of the 1st month of class. |
| LO6. **Demonstrate evidence-based ethical decision-making aligned with goals of educational justice.** | * Review and presentation of one theoretical focus text, based on choices from references in core text. | 1. Identify 3 interesting references from core text week-by-week;  2. Choose from among these several references, identifying one text to be read and closely analyzed;  3. Prepare a 3-page paper that emphasizes principles with which you agree, and reasons for agreement based on classroom experience. |

**Candidate Evaluation:**

Candidates will be held accountable for all of their course readings and are expected to stay engaged in class, take notes, and review those notes regularly. Other assignments are intended to demonstrate the candidates’ competency in second language learning theories and their practical application to their chosen educational context. Professionalism and honesty in written and oral assignments is an expectation without compromise. Late work will not be accepted unless prior arrangements have been made with the instructor.

**Candidate Assessments**

1. Peer-refereed Journal Annotation (20);
2. Professional Engagement (20);
3. Theoretical Focus Text (20);
4. Reading & Written Responses to Core Texts (20);
5. Writing Groups/Book Clubs and Professional Engagement (20)

**REQUIRED READINGS**

Gass, S. M. (2013). *Second language acquisition: An introductory course*. New York Routledge.

Cummins, J. (2001). *Negotiating Identities: Education for Empowerment in a Diverse Society* (2nd Ed.)

Los Angeles: California Association for Bilingual Education, 2001.

***Theoretical Focus Texts***

Brice Heath, S. (1983). *Ways with Words: Language, life and work in communities and classrooms.*

Cambridge University Press.

Cummins, J. (1994). *Schooling language minority students: A theoretical framework* (2nd ed.).

Delpit, L. (1995). *Other people’s children: Cultural conflict in the curriculum*. New York: New

Press.

Freeman and Freeman (2004). *Essential Linguistics: What you need to know to teach reading, ESL,*

*spelling, phonics and grammar*. Portsmouth, NH: Heinemann.

Gee, J. P. (2007). *Social linguistics and literacies: Ideology in Discourses.* Taylor and Francis.

Krashen, S. (2003). *Explorations in Language acquisition and use*. Portsmouth, NH: Heinemann.

Vygotsky, L. (1978). *Mind in society. Cambridge, MA: Harvard University Press.*

***ELA Frameworks***

***ELD Pre K-12 Standards***

***Content area standards***

*Teacher selected articles.*

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University. Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty. **(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Attendance Policy**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments and activities in a manner approved by the instructor. Any student who misses more than two sessions of a course might be required to retake the course. Missing two classes or more is likely to result in a GPA of less than 4.0, even if all other course elements are completed with consummate excellence.

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| Text Reading & Responses | **A Range**: Work in this category is exemplary, often surpassing standards and outlined criteria.  A | **B Range**: Work in this category is very good, fulfilling most outlined criteria. One or two elements of each major criteria may not be present or are inexactly fulfilled.  B | **C/D Range**: Work in this category reflects inconsistent attention to outlined criteria as well as class explanations. Two or more elements of each major criteria are omitted or fulfilled incompletely.  C |
| 1. Seminal Theory Paraphrased & Quoted | - 3 key quotes selected from each chapter or article read;  - each key quote discussed from candidate’s professional perspective in terms of alignment with practice, sound general principles and ideas for implementation;  - key quote Introduced with background commentary, and “delivered” or embedded within textual response using a key introductory phrase |  |  |
| **2. Guided Discussion & Application to Practice** | |  | | --- | | - Choosing 3 quotes from range of text chapter/segment;  - Commenting on (a) why text segments were chosen,  (b) how each text segment relates to varying aspects of professional practice: i.e.  [i] reflective stances about teaching, [ii] policies within school, district, & at large - either statewide or nationally, and [iii] how text segments connect to a specific considerations about professional practice.  - A genuinely engaging range of questions are raised for discussion - varying approaches to such discussion may be employed - paired, small-group, at-large, and discussion is facilitated for about 15ish minutes | |  |  |
| **3. Research & Practice Ideas Highlighted** | - using a response framework (last page of this syllabus) students will accompany response with a brief annotated set of notes;  - specific thoughts expressed about how varying text-based ideas might be researched;  - specific thoughts expressed about how varying practical adaptations may be introduced within candidates’ current curricular practices/materials. |  |  |

Rubric for Professional Engagement

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| Major Criteria For  Class Participation | **A Range**: Work in this category is exemplary, often surpassing standards and outlined criteria.  A | **B Range**: Work in this category is very good, fulfilling most outlined criteria. One or two elements of each major criteria may not be present or are inexactly fulfilled.  B | **C/D Range**: Work in this category reflects inconsistent attention to outlined criteria as well as class explanations. Two or more elements of each major criterion are omitted or fulfilled incompletely or inexactly.  C |
| Attendance & Notes | - candidates are cognitively, aesthetically, and physically “present” for elements of web-site work, class activities, readings, and work on curriculum unit;  - candidates’ class work reflects sensitive listening and respect for professor and colleagues’ presentations, questions, and discussion;  - notes are taken in each class relative to presentations, assignment explanations, strategies, and content area literacy processes |  |  |
| **Preparation** | - Candidates complete assigned readings, web-site reviews and responses, class activities, and work toward C.P. according to Course Calendar details;  - Candidates’ presentations are made in accordance with Course Calendar and in-class suggestions;  - Various assigned responses to texts, and Threaded Posts are completed with conscientious attention to assigned details and in-class guidelines |  |  |
| **Professionalism** | - Candidates’ interact with one another in class, throughout collaborative meetings out of class, and via web-site postings with respect;  - Disagreements and varying viewpoints are expressed with respect for positions of others;  - In-class decorum is maintained;  - Cell phones, I-Pods, and other devices do not intrude on respectful attention and engagement of candidates. |  |  |

Theoretical Text Presentation: 20 points

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| *Student will formally present to colleagues one foundational book relative to language and literacy development. In this* ***15-ish minute presentation****, each candidate will present (a) core concepts, (b) topical emphases of text, (c) key quotes, and (d) offer* ***copies for all*** *of*  *[i] copyright, [ii] references, [iii] three core textual segments; [iv] title page, and [v] 5 texts referred to within that seem pivotal to the author’s core beliefs.* | **A Range**  **Work in this category reflects consummate engagement in readings, course content, and research initiative. Quality of writing & presentation is relatively comparable to published work presented in class and found in peer-refereed journal resources.** | **B Range**  **Work in this category reflects satisfactory engagement in readings, course content, and research initiative, yet sometimes reveals inconsistent attention to course presentations, readings, and research initiative. Quality of writing and presentation is sometimes comparable to published work presented in class and found in peer-refereed journal resources.** | **C Range or lower**  **Work in this category reflects inconsistent engagement in readings, course content, and research initiative, with inconsistent attention to course presentations, readings, and research initiative. Quality of writing and presentation is not yet relatively commensurate with published work presented in class and found in peer-refereed journal resources.** |
| **Seminal/Foundational Text Relative to Theories of Language and Literacy Development** | - text selected is representative of a widely respected writer and set of ideas within social, educational theory, research;  - text may be broadly theoretical- i.e. represents a theoretically central canopy of social, education justice; |  |  |
| **Presentational Components** | - rationale for text selection;  - expressed connection to language acquisition;  - theoretical and/or teaching emphases summarized;  - handouts for each colleague with [i] copyright, [ii] references, and [iii] one core textual segment, & [iv] text structure – see handout;  - discussion facilitated;  - possible follow-up texts/actions suggested as a result of exploration of this “specialty text”;  - a one-page framework presents (a) chapter titles, (b) key quote from each chapter, and (c) core theoretical principle;  - rationale for key quotes explained;  - overall core elements of text explained;  - connection to insights about teaching explained |  |  |
| **Links Between Specialty Text and Topical/Research Focus** | - presenter articulates how and why this text has helped to emphasize an appreciation of certain core language and literacy development elements;  - articulation of how the text helped refine a possible topical focus for presentation; |  |  |

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| *Student will select one peer-refereed journal article that complements a core topic of readings. This article will represent a point of interest of students based on core course readings. A 1-page synopsis will be presented to class and briefly discussed in a 10-minute commentary.* | A Range  **Work in this category reflects consummate engagement in readings, course content, and research initiative. Quality of writing & presentation is relatively comparable to published work presented in class and found in peer-refereed journal resources.** | B Range  **Work in this category reflects satisfactory engagement in readings, course content, and research initiative, yet sometimes reveals inconsistent attention to course presentations, readings, and research initiative. Quality of writing and presentation is sometimes comparable to published work presented in class and found in peer-refereed journal resources.** | C Range  **Work in this category reflects inconsistent engagement in readings, course content, and research initiative, with inconsistent attention to course presentations, readings, and research initiative. Quality of writing and presentation is not yet relatively commensurate with published work presented in class and found in peer-refereed journal resources.** |
| Article Selection | - must be peer reviewed;  - be selected based on core topics from core text(s);  - be (a) empirical [qualitative or quantitative], or (b) policy oriented, or a (c) literature review;  - must be between 15 and 20 pages in length, approximately. |  |  |
| Article Annotation | - key points of historical and contemporary perspectives related to second language acquisition annotated;  - cultural or cross cultural variables annotated;  - key populations researched identified;  - key aspects of policy identified;  - key literature review points identified;  - pertinent key methods and results identified (where appropriate);  - culturally responsive practices pinpointed; |  |  |
| 1-page article summary | - core points for each section of article summarized, with one representative quote aligned for each key point; |  |  |

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| *Student will complete a poster board presentation of a model or “thinking map”. This model will be based on the theoretical text selected for Book Club reading and conversation. The final project will represent major concepts, sub-concepts and details and show relational dynamics among these elements. The project will be color coded and use differing shapes to distinguish such elements.* | A Range  **Work in this category reflects consummate engagement in readings, course content, and research initiative. Quality of writing & presentation is relatively comparable to published work presented in class and found in peer-refereed journal resources.** | B Range  **Work in this category reflects satisfactory engagement in readings, course content, and research initiative, yet sometimes reveals inconsistent attention to course presentations, readings, and research initiative. Quality of writing and presentation is sometimes comparable to published work presented in class and found in peer-refereed journal resources.** | C Range  **Work in this category reflects inconsistent engagement in readings, course content, and research initiative, with inconsistent attention to course presentations, readings, and research initiative. Quality of writing and presentation is not yet relatively commensurate with published work presented in class and found in peer-refereed journal resources.** |
| **Major and Sub-Concepts** | - major concepts will be color-coded and differing shapes used to distinguish major and related sub-concepts;  - at least ***25 elements*** will be represented on the model;  - the visual design will clearly show connections between major ideas and related details;  - key quotes may be represented: each such quote will represent 1 of the ***required 25 elements*** |  |  |
| **Relational Dynamics** | - clear connections are made between major ideas and related sub-concepts and details;  - lines are used to draw connections between major and minor ideas (i.e. major ideas and related sub-concepts and details);  - clear labeling is used to identify major and related ideas |  |  |
| **Appearance** | - word-processed labels are used to specify major and related sub-concepts;  - final color-coded and varied shapes are balanced with respect to visual space;  - at a glance it is easy to distinguish between major and related concepts;  - at a glance it is easy to distinguish relationships among major ideas, sub-concepts and related details |  |  |

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| 1st January 14th | Introduction |
| 2nd January 21st | Responses to English Language Learners in U. S. Schools and Academic English, Chapter from Scarcella |
| 3rd January 28th | Chapters 1 & 1 of core texts |
| 4th February 4th | Chapters 2 & 2 of Core texts |
| 5th Feb 11th | Chapters 3 & 3 of core texts |
| 6th Feb 18th | Chapter 4 & 4 of core texts  Completion of work on article annotation and one-page summary – brief presentations (3-minutes) |
| 7th Feb 25th | Chapter 5 & 5 of core texts |
| 8th March 4th | Chapter 6 & 6 of core texts |
| 9th March 11th | Chapter 7 & 7 of core texts  Presentation: Theoretical focus texts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 10th March 18th | Chapter 8 & 8 of core texts  Presentation: Theoretical focus texts  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Presentations: “Model” of a text ,  , , |
| 11th March 25th | Chapter 9 & 9 of core texts  Presentation: Theoretical focus texts  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Presentations: “Model” of a text ,  , , |
| 12th April 1st | Presentation: Theoretical focus texts  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Presentations: “Model” of a text ,  , , |