## Section
Online; 4330 ON; EDUC 5314 KB2H. This is a co-listed grad/ug class.

## Prerequisites
None

## Office Hours
- Monday: By appointment
- Tuesday: 11:00 A.M.-1:00 P.M.
- Wednesday: 2:00 P.M.-5:00 P.M.
- Thursday: 11:00 A.M.-12:30 P.M
- Friday: By appointment

## Course Description and Goals
This course is a co-listed graduate and undergraduate course designed for teachers of English Language Learners (ELL), in various settings: Mainstream (general education), ESL, or Bilingual instructional settings will introduce theories of second language acquisition and current research and methodology related to language acquisition, linguistic diversity and relevant contemporary issues that impact the academic achievement of second language learners. The content delivered in this course has been designed to meet competencies tested by the Educator Preparation TExES program, but more importantly, to assist new teachers in developing basic understanding of issues surrounding instruction of English Language Learners (ELL) students enrolled in Houston-area schools.

**Nature of this course:** A course designed to provide comprehension of important theories, research, and programs to teachers who have second language learners (ELLs) in their classrooms. The course will be offered online.

**This course does not:** Provide methods, strategies or techniques utilized to teach ELLs in the classroom. If interested in a more in depth study of these areas, the School of Education provides 3 additional courses leading to ESL Certification (strongly recommended) as well as an MEd. in either TESOL or Dual Language Instruction. Undergraduates may pursue specialization in ESL or Bilingual/Dual Language.
By the end of the course, the student will be able:
1. Identify theoretical and pedagogical principles relevant to the education of language minority students.
2. Cover TExES competencies for Bilingual Education and ESL set by the State Board of Educator Certification.
4. Understand sociolinguistic, psycholinguistic, linguistic, and cognitive factors that interfere with the second language acquisition process.
5. Review traditional and innovative trends in L2 methods.

Demonstrate an understanding of language acquisition in the LEP student by applying knowledge of language assessment.

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**ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS**

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

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

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

**Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

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

**Standard VI.** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

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

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**Required Textbooks:**


**Suggested Texts:** 2010-6th edition of the APA Manual

These texts are available at the University of St. Thomas bookstore and online at various sites.

*Note: Please purchase the 2017 (7th) edition of the Baker textbook.*

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**Course Requirements**

1. This course will incorporate Blackboard as a course management tool. Blackboard may be accessed through the UST website using the I.D and Password assigned when admitted to the course. Once the course is active, you will be able to click on the course title that appears as a choice once you are fully registered.

2. In this course, components of Blackboard that will be used on a regular
basis include the Announcement Board, Course Documents, Course Tools, Discussion Board, and the course WIKI that can be accessed by clicking on the Banner located on the left side of the screen.

3. Course material will appear under the Course Documents tool bar; postings, under Discussion Board; daily announcements will be visible under Announcements. The Tools section includes your e-mail options, the class roster, and your grades.

4. Please note that you will need to set up and access your St. Thomas email account on a daily basis since the professor may communicate important information both via Blackboard and your St. Thomas e-mail address.

5. For additional Tech Support, please contact the following numbers:
   - UST Technology Help Desk: 713-525-6900
   - Blackboard Help: 713-525-3153

### Attendance

Attendance for online courses is defined as completing all assigned work on a weekly basis. Failure to post or turn in assignments when due will be considered as an absence. Please inform professor ahead of time if you are unable to post, participate in required activities, or turn in projects on a timely basis. Failure to do so for two consecutive weeks may result in being dropped from the class. Class participation includes accessing materials beginning on Monday of each week, completion of all postings and questions under Discussion Board as indicated next to the item, completion of activities by the deadline indicated and completion of a final examination as scheduled on the last week of the course.

### Submission of Assignments

All course assignments must be submitted electronically on Blackboard when due and as indicated. Any late submissions will receive a 5-point deduction for each day that the assignment is overdue. *No assignments will be accepted after one week.*

### Americans with Disabilities Act

The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that “no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your Performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose
| **Professional Standards for Students and Professor** | Academic dishonesty includes, but is not limited to:
1. Cheating on an examination or test, for example, by copying from another’s paper or by using unauthorized materials before or during the test;
2. Plagiarism, which means representing as one’s own work the work of another person, or using the same paper for another course, whether published or not, without acknowledging the precise source.
3. Knowingly participating in the academic dishonesty of another student even though one’s own work is not directly affected.
4. Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

*Note: The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of an “F” for the course. For the complete procedure consult University of St. Thomas Undergraduate Student Handbook, pages 9-32 or University of St. Thomas Catalog.*

| **Community of Learners: Tenets of Social Justice** | The University of St. Thomas, dedicated to educating leaders of faith and character, is a private institution committed to the liberal arts and to the religious, ethical, and intellectual tradition of Catholic higher education. The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the programs of the SEHS.

*Subsidiarity:* Educational institutions should be organized and governed to the extent possible by the community being served; education should only be controlled at higher levels of society when it cannot be effectively done at a local level.

*Dignity and rights of children:* Children possess full human dignity and are bearers of rights that should be recognized and upheld in the educational process.

*People have a right to an education:* All people have a responsibility, for the good of a society, to contribute to and foster education.

*Reflection:* What do you believe is the relationship between any or all of these principles and your own personal goal of obtaining a teaching or a Master of Education degree from the School of Education and Human Services at the University of Saint Thomas? |
### Tips to be successful

In an online course you are expected to:

1. Read all assigned material and textbooks.
2. Post and discuss questions and issues.
3. Provide at least one citation from assigned readings each time you post.
4. Participate in cooperative/collaborative activities.
5. Complete all projects and assignments on a timely basis as assigned.

Obtain information from the professor when unsure how to proceed or if needing clarification on any discrepancies or inconsistencies on any assignments or projects.

6. As a community of learners at UST, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an UST degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. We can agree to disagree, but we will appreciate and respect one another.

### Course Requirements

- Be prepared, do the assigned homework and materials to share and discuss.
- Share ideas submit articles that relate to the topics being studied in class.
- Participate during discussions of the chapter or other assigned work.
- Be responsive to the ideas of others and respond positively.
- Be open-minded and help those that need help.
- Respond to material every week and contribute to each class by speaking, discussing class issues, etc. One must participate in class, be prepared and energetic.

Suggestion: Above all, have a positive attitude.

### Access to professor:

- If possible, it is strongly recommended that you make an appointment to visit with the professor in person. I am here to help you complete the class and look forward to meeting you and providing assistance. Deadlines were designed to assist you in completing the course, please contact me if you have any questions or concerns.

### Course Requirements

1. **Attendance and Participation:** Perfect attendance (participation) is expected and required. Attendance is defined as participating in online class discussions and group activities, postings, and turning in all assignments by the specified dates. *Short Quiz (2nd week) (20% of your grade)*

2. Creative group presentation. **All students:** Due **February 25** (15% of your final grade)

   Your group (two-people) will agree on a topic, conduct research, and put together a 10-12 slide presentation (2 members in each group). Upload the presentation to the class wiki.

**Topics:**

a) Language loss, language planning, or revitalization. Choose a country or countries where this has occurred (i.e., Ireland, Spain, New Zealand, Wales, Canada, African or Asian countries)
b) Variables influencing language acquisition in children or adults

c) Brain theory and second language acquisition

d) The politics of language in the US, Puerto Rico, Canada, or a specific state in the US. (Not available if you are currently taking a Policy class).

e) Minority speaking community in Houston schools (i.e., Spanish, Chinese, Vietnamese, Arabic)

3. Midterm exam on March 9-11 (15% of your final grade)

4. **UGs only:** Gallery Walk Project: Due (done individually)
You will interview a second language learner following the protocol provided. After determining their level of language proficiency, prepare a poster describing the learner, background variables, level of language proficiency, and some theories providing an explanation for this person’s language proficiency level.

This project is **15% of your grade** as follows:
- Gallery poster (submit digital picture) to class wiki and Presentation-11%
- Interview audio recording and transcription-05%. Due April 22nd. All students will critique one of the undergraduate posters utilizing the rubric provided in the class module.

5. **Grads Only:** A case study. You will interview a second language learner following the protocol provided. After determining their level of language proficiency, analyze and write an 8-page paper describing the learner, background variables, level of language proficiency, and some theories providing an explanation for this person’s language proficiency level. This paper will be due by April 22nd. Please submit to class wiki. This project is **25% of the class grade.**

6. **Classroom Observations:** (*undergraduate only) You will be asked to observe and document at least **10 hours** of second language instruction (no more than 2 hours at a time). These observations may be conducted in a Dual Language, Bilingual, or ESL classroom. Explanation and checklists will be shared with you. Document your work by turning in your field observation reflections (typed, single space, at least one and a half pages each) in which you will reflect and record the activities carried out during your observations. Please turn in copies of your detailed log to me. Reflections over your observations will be due on April 29. Please be prepared to discuss your observations during the course of the semester. (20% of your grade.)

7. **Graduate only:** 3 one-page reflections on specific topics as specified in the modules.

8. Final exam on (May 11-13) (15% of your final grade.)
### Grade Distributions

- A: 95-100 points
- A-: 90-94 points
- B+: 88-89 points
- B: 84-87 points
- B-: 80-83 points
- C+: 78-79 points
- C: 74-77 points
- C-: 70-73 points

*Note: Any student receiving a grade of 75 or below on any assignment must schedule a mandatory conference with the professor.*

### Calendar

<table>
<thead>
<tr>
<th>Orientation Activities</th>
<th>Topic: Overview and Language</th>
<th>Procedures: Read and complete all activities in the Overview module. Complete entire Introductory module by Sunday Jan. 21st.</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Assignments due:</strong> Questions 1-5.</td>
<td><strong>Readings:</strong> Monograph: 1. What is Language? (found in Introductory Module, pages 1-13)</td>
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<td><strong>Week 2</strong></td>
<td><strong>Assignments due:</strong> Postings 1-3 by Sunday, Week 2. Short Quiz by Sunday, week 2.</td>
<td><strong>Readings:</strong> Baker, chapter 1</td>
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<tr>
<td>January 29-Feb. 4</td>
<td><strong>Topic: Language Assessment</strong></td>
<td>Procedures: Complete all of Module 3 by Sunday of Week 3. Identify subject for case study/Gallery Walk and conduct first interview.</td>
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<td><strong>Week 3</strong></td>
<td><strong>Assignments due:</strong> Discussion Board postings 3.1-3.3 due by Sunday, Week 3</td>
<td><strong>Readings:</strong> Baker, chapter 2</td>
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<td>Week 4</td>
<td>February 12-18</td>
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<tr>
<td><strong>Topic:</strong> Societal Bilingualism</td>
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<td><strong>Procedures:</strong> Complete all of Module 4 (Chapters 3 and 4) by Sunday, Week 4. Complete Discussion Board postings in Module 4. Complete GR. Reflection 1 on Diglossia - write a one page reflection on the topic explained in the module.</td>
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<td><strong>Assignments due:</strong> Postings over chapter 4 and read chapter 3, by Wednesday, Week 4; postings and readings over Chapter 4, by Sunday, Week 4. GR. Reflection #1 due by Sunday, Week 4</td>
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<td><strong>Readings:</strong> Chapters 3 and 4</td>
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<th>Week 5</th>
<th>February 19-25</th>
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<tr>
<td><strong>Topic:</strong> Second Language Acquisition and Learning</td>
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<tr>
<td><strong>Procedures:</strong> Complete all of Module 5; complete Discussion Board postings over Module 5 by Sunday week 5. Graduates: Send bibliographic citations (following APA style) of 3 to 5 articles, books, book chapters, Baker, etc., that you will use in the research component of your final project (i.e. case study). The 3 to 5 citations sent this week will indicate academic sources to consult prior to beginning the case study research project. Your final project at the end of April 29th, however, may have more than 3 to 5 sources.</td>
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<tr>
<td><strong>Assignments due:</strong> Complete discussion board and citations as described above.</td>
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<td><strong>Readings:</strong> Chapter 5</td>
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<th>Week 6</th>
<th>February 26-March 4</th>
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<tr>
<td><strong>Topic:</strong> Second Language Acquisition: Sequential</td>
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<tr>
<td><strong>Procedures:</strong> Complete all of Module 6; complete Discussion Board 6.1. Write Reflection #2 by Sunday week 6.</td>
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<td><strong>Assignments Due:</strong> Complete items on discussion board. Complete second GR.Reflection as described in Module 6.</td>
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<td><strong>Readings:</strong> Chapter 6</td>
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<td><strong>Assignment due:</strong> Creative group presentations (Post to class Wiki)</td>
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<td><strong>Readings:</strong> Chapter 6</td>
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<th>Week 7</th>
<th>March 5-11</th>
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<tr>
<td>Review for the midterm</td>
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<td>No class- Field based classroom observations</td>
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<tr>
<td><strong>Topic:</strong> Midterm Review and Exam in Module 7.</td>
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<td><strong>Procedures:</strong> Read and study the midterm review</td>
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<td><strong>Assignments Due:</strong> Take your Midterm Exam online on the dates specified.</td>
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<th>March 12-18</th>
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<tr>
<td>Mid Semester Break</td>
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<td><strong>Readings:</strong> Chapter 7 Baker</td>
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| Week 8  | March 19-25 | **Topic:** Bilingualism and Cognition  
**Procedures:** Complete all of Module 8; complete Discussion Board 8.1-8.2 by Sunday of Week 8.  
**Assignments Due:** Complete items on discussion board.  
**Read:** Chapter 7  
**Assignment due:** Second language learner interview project due  
Gallery walk presentations |
| --- | --- | --- |
| Week 9  | March 26-April 1st | **Topic:** Cognition and Language: Cummins  
**Procedures:** Complete all of Module 9; complete Discussion Board items 9.1 and 9.2; write GR. reflection #3 as specified in Module 9 by Sunday of week 9.  
**Assignments Due:** complete discussion board as specified  
**Read:** Chapter 8 |
| Week 10  | April 2-April 8 | **Topic:** Historical Foundations  
**Procedures:** Complete all of Module 10; read chapter 9 by Wednesday, week 10 and Chapter 10 by Sunday, week 10; complete Discussion Board items by Sunday, week 10. Conduct interview # 2 with your respondent and e-mail summary by Sunday, week 10.  
**Assignments Due:** Interview #2 summary.  
**Read:** Chapters 9 and 10 |
| Week 11  | April 9-15th | **Topic:** Programs and Research  
**Procedures:** Complete all of Module 11; read chapter 11 by Wednesday, week 11 and chapter 12 by Sunday, week 11; complete Discussion Board items by Sunday, week 11.  
**Assignments Due:** complete Discussion Board as specified and work on case study.  
**Assignment due:** Work on classroom observations |
| Week 12  | April 16th-22 | **Topic:** Literacy  
**Procedures:** Complete all of Module 12 by Sunday, week 12; complete Discussion Board items by Sunday, week 12.  
**Assignments Due:** Complete Discussion Board as specified; work on case study. Case study due on the 29th. Observations are due on the 22nd.  
**Read:** Chapter 14 |
| Week 13  | April 23-29th | **Topic:** Solutions  
**Procedures:** Complete all activities in Module 13 by Sunday, week 13. Complete the online professor evaluation from the UST link provided.  
**Assignments Due:** Case Study/Gallery Walks is due by midnight on April 29th. No postings are due this week. |
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<th><strong>Read:</strong> chapter 17. Read all UG Posters in Gallery Walk. Choose one and critique using the form provided.</th>
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| **Week 14**  
April 30<sup>th</sup>-May 6<sup>th</sup> | Final exam review. Turn in critique of poster by May 6<sup>th</sup>. |
| **Final Exam** | **Friday May 11- May 13th** |

*The instructor reserves the right to make any modifications to the syllabus as needed throughout the course.*