

FALL 2002
CALIFORNIA STATE UNIVERSITY SAN MARCOS

EDML 550
FIRST AND SECOND LANGUAGE ACQUISITION, THEORY, AND METHODS

Instructor: Dr. Elizabeth Garza

Phone:

E-Mail:

Location: ACD 404

Class hrs: Thursday, 1800-2045

Office hrs: By Appointment

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. (adopted by COE Governance Community October, 1997)

Required Texts

Gonzalez, Virginia (Ed). (1999). *Language and Cognitive Development in Second Language Learning: Educational Implications for Children and Adults*. Allyn and Bacon.

Walters, T. (1996). *Amazing English: How-To Handbook*. Addison-Wesley

Course Description

This course addresses first and second language acquisition theory and methods and their implications for learning, instruction and assessment, sociocultural context and multicultural education, and effective English language development practices. The course prepares teachers to understand the multicultural and multilingual environments in which they will be teaching and to effectively help students of diverse languages and cultures to not only acquire English but also to achieve academic standards.

Course Requirements

All students are expected to attend every class session, be prepared for class and to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced.

- Attendance and participation 20 points
- Ethnographic Interview 25 points
- Sheltered Lesson 20 points
- Response Paper 20 points
- Quick Writes and Quizzes 15 points

Grading

94-100 = A	80-83= B-
90-93 = A-	77-79 = C+
89-87 = B+	73-76 = C
86-84 = B	70-72= C-

Attendance Policy

Due to the dynamic and interactive nature of EDML 550, all students are expected to attend all classes and to participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or “early exits” will be the equivalence of an absence. **A passing grade will not be issued for students who do not attend 80 % or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

ASSIGNMENT DESCRIPTIONS

Response Paper: The paper is a response to a journal article of your choice. Select an article that deals with instructing students whose first language is not English and whose culture is not that of mainstream culture. List the name of the article, the author, and other pertinent bibliographical information. Summarize the article first. Next, comment on the practical implications for classroom instruction as well as whether you think the topic covered by the article is a valuable/useful/practical one and **why**. Use readings from the text to support your position. Include a copy of the article with your response. Each paper should be typed and double spaced. The res

Sheltered Lesson: The sheltered instruction observation protocol (SIOP) provides a design model by which you will structure one content area lesson (math, science, social studies). The written lesson plan must address each area designated by the protocol for preparation of a sheltered lesson.

Ethnographic Interview: The class will design an interview protocol to be used by each student in class. The purpose of this assignment is to have you spend some time with a person who has had to learn English as a second language and has had to learn to live in more than one culture. You will want to explore with that person the experiences he or she has had in learning to speak, read, write and think in English. You will need to record the interview on tape and transcribe some parts of the interview (the first minute and another minute segment near the middle of the interview and a minute at the end of the interview). Take some notes during and after the interview experiences. What did you learn about the person? About learning a second language (which is the majority language)? About have to live in two cultures? We will share some of our insights with peers in class in small groups. Interviews and transcriptions are due at session 10.

Quick writes and Quizzes: Any Session From time to time a quick write will be assigned during class. These writings will be based on the assigned readings or on issues that come out of the class discussions. There will be two quizzes administered during the course.

COURSE OUTLINE

DATE	TOPIC	ASSIGNMENT
SESSION 1 Sept. 5	Course Introduction	
SESSION 2 Sept. 12	Historical Overview of L2 Learning in the USA (Handouts)	Choice Journal Article
SESSION 3 Sept 26	L1 & L2 Acquisition Theory: 5 Hypotheses Stages of Acquisition and Comprehensible Input	Due: Response paper Walters: 19-41 Gonzalez: 104-106, 118-120, 144-146
SESSION 4 Oct 3	Sheltered Instruction Overview	Handout: SIOP Walters: 72-95
SESSION 5 Oct. 17	Integrating Language and the teaching of Content Bilingualism	Handout: Lang. Objectives Gonzalez: 19-22, 41, 45-46, 72-77
SESSION 6 Oct. 24	Socio-cultural factors and L2 development	Due: SIOP plans Walters: Chapter 1 Gonzalez: 2-11, 33-35
SESSION 7 Nov 7	Multicultural education and “English-Only” classrooms	Due: Ethnographic Interview Gonzalez: 190-212
SESSION 8 Nov 14	ELD/ESL	Due: Lesson Presentations Walters: 31-61