CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDML 550
First and Second Language Acquisition Theory

Summer 2003

Instructor: Teresa Basin
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Meeting times/places: Cal State San Marcos
University Hall Room 443
Tuesday & Thursday - 6:00-9:50 p.m.

COURSE DESCRIPTION

This is a course addresses the needs of teachers faced with the growing diversity that exist in today's classrooms. As such it will focus on first and second language acquisition theory and methods and their implications for learning and instruction, and sociolinguistic/sociocultural competence and implications for:
- Learning and instruction
- Relationships between language, culture and personal identity
- Application of effective alternative instructional practices
- Cultural aspects of English learners
- Effective and appropriate English language development techniques
- Successful bilingual/multicultural education for language minority students
- English Language Development to students who speak community languages

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)*

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

The Governance Community of the College of Education adopted the following policy on 12/19/97:

Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING

Grading Scale: A=95 -100, A-=90-94, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

Submission Schedule: Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit, at the discretion of the instructor.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations will use APA format.

GENERAL CONSIDERATIONS

Outcomes and Standards: The context for and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the College of Education. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments,

checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

Appeals: Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

Ability: Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

REQUIRED TEXTS

California State Department of Education. (1994*) Schooling and Language Minority Students: a Theoretical Framework*. Los Angeles, CA; Evaluation, Dissemination, and Assessment Center, CSULA

Lessow-Hurley, J. (1990). *The Foundations of Dual Language Instruction.* New York, NY: Longman

Uhl Chamot, A. & O'Malley, M. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*, Reading, MA: Addison-Wesley Publishing.

NOTE: Texts and readings for each week MUST be brought to each class sessions.

RECOMMENDED TEXT

Crawford, *Bilingual Education: History, Politics, Theory and Practice*, Second Edition

Omaggio, Alice C., *Teaching Language in Content*

Richard-Amato, P. and Snow, M. *The Multicultural Classroom*

COURSE REQUIREMENTS

Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is

encouraged. Assignments may be submitted via e-mail as text messages or enclosures. If you choose to submit your work electronically, please send it to the e-mail address indicated, to ensure timely receipt and response. Text should be readable by MS Word 97 (Windows 95). If submitting in paper form, submit 2 copies of all work - one will be returned to you with comments and the other will be retained on file.

Assignments/Requirements:

•	Attendance & Thoughtful Participation -	10 points
•	SDAIE Unit Plan	35 points
•	Response Journal	20 points
•	Case Study -	10 points
•	SDAIE Unit Plan Presentation -	15 points
•	Lesson Presentation -	10 points

Attendance and Participation. Daily reflections, quick write activities and outlines of reading assignments are counted as part of the participation points.

SDAIE Unit – Providing rigorous academic instruction that also facilitates English language acquisition is critical to the academic achievement of English learners. This assignment will provide you with an opportunity to demonstrate ways in which curriculum and instruction, while remaining grade level appropriate, can be modified so that it is comprehensible to English Learners. Some of this assignment will be done in class and thus collaboration is highly encouraged. You will design or adapt a unit of at least three sequential lessons that employ SDAIE methodology. The lesson plan format in *The Calla Handbook* will be used. Refer to hand-out.

Response Journal - For each set of readings we will respond in a variety of ways that attempt to model multiple ways of knowing (intelligences). Possible formats may include "found poems", graphic organizers, double entry, sketches, K-W-L, open minds, drama as well as narrative responses. Specific details will be given in class for each reading assignment. Effective journals are practical in nature, connecting course content with teaching experiences and observations, expressing your ideas, opinions, questions and concerns, relating to your life as a teacher of second language learners.   It is an ongoing assignment that begins on the second class and will continue until the last week. Because it is an interactive journal, during each class you will share your journal with a partner(s) to respond and "bounce" around ideas. **The entries need to include the date and title of readings or discussions** and **signatures of both partners.** Each entry need not be more than one page in length. Journals must be completed before each class meeting. Responses will be collected each class meeting.

Case Study - For this assignment you will follow an English learner or group of students during your teaching assignment. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the student(s). We will discuss this in detail in class.

Lesson Presentation – Each class member will have the opportunity to teach a lesson. You must TEACH the lesson as if we were students, not TALK about the lesson. You need to have a copy of the lesson for each student and come prepared with all of the materials necessary for that lesson. Possibilities will be discussed in class. A sign up sheet will be circulated the first day of class.

SDAIE/Integrated Thematic Unit

You are to develop a unit that will be useful for you in your teaching. **Please make two copies of your unit.**
One will be kept by the instructor for future reference.

- You must **describe the students:** grade level(s), language level(s), and placement information on students.

- You must identify the **major concepts** that you want children to learn in the unit.

- Identify the areas of curriculum **(content)** you will use. For example, literature, mathematics, science, etc.

- State the **content objectives** of the unit.

- State the **language objectives** of the unit.

- Identify the **learning/scaffolding strategies and the metacognitive strategies** you have chosen to use to help
students make meaning. Give **specific reasons** for choosing the strategies you are using, that is, how do these
strategies build scaffolds to meaning making and help students think about thinking as well as the task(s)
while they are doing the task(s).

  Remember that English Only students will usually need only **one** scaffold, whereas English Learners may
need **more than one** scaffold, depending on their schemata and level of language development in both
languages. Use content learned in your other courses to support your **rationale.**

- Develop an **overview of the topics of the unit.** Use the CALLA format (see CALLA book/handout.)

- Develop the lessons that will **teach** the critical concepts. What are the **objectives** of your lessons, and how
are those tied into the goals and objectives you have set for the entire unit? Be clear and specific so that
someone will be able to take your lessons and replicate them.

- You need not develop more than **3 complete lessons.**   The idea is to have your work for your own classroom
completed. We will share the units that are being developed so that other students in the class can receive
copies, if they wish to have them.

- Be sure to include an authentic **assessment** in your unit. How will you assess that students have met the
objectives of the unit and the lessons? How will students demonstrate understanding? And how will you
know?

- Have you developed a **rubric** and a clear description of what the various degrees of that rubric mean?

- Include a **resources list** to include bibliographical information for all materials used, such as books, art prints,
CD's, computer software, videos, etc.

- The unit must also contain a **reflective section.** What have you learned from the development of these
lessons?

Sample Rubric for Grading Projects:
This rubric is included for your information only

- **Student Population.** In order to receive *5 points*, the paper has to **clearly** describe the language levels of students. It is not enough to say that students are at the intermediate level of fluency. There are varying levels of fluency. To make it easy on yourself, you may use the descriptions from one of the State approved tests, or use the Terrell descriptions.
  A 10-point paper must also address **each** of these **language levels** in the lessons. This issue will be referred to in the lesson plans points.

- **Major Concepts.** To receive *5 points* on this section, a project must identify the **major concepts** that students are to learn in the unit. Statements can be patterned after those used in the CALLA handout. If you are teaching elementary students and are doing an ELD (English language development) unit, you will still identify major concepts based on the developmental age or ages of your students.

- **Content Areas.** To receive *5 points*, a paper clearly identifies the area(s) of curriculum **(content)** used in the unit. For example, literature, mathematics, science, etc. (See the model unit.)

- **Content Objectives.** To receive *5 points* in this section, the paper must clearly state the **content objectives** of the unit. The model in the handout should be used as a guide.

- **Language Objectives.** A *5-point* paper is clear about the language students will use and learn in the unit. State the **language objectives** of the unit in ways similar to that in the text model.

- **Scaffolds.** A paper receiving *10 points* on this section is one that shows thought in the selection and identification of the **learning/scaffolding strategies and the metacognitive strategies** chosen to help students make meaning. Thought has been given to the principal types of scaffolding. **Specific reasons** for selecting strategies are given. Thought has been given as to how these strategies help build scaffolds between content and thought and help students think about thinking as well as the task(s) while they are doing the task(s). Remember that English Only students will usually need only **one** scaffold, whereas English Learners may need **more than one** scaffold, depending on their schemata and level of language development in both languages. Content learned in other courses has been used to support the **rationale** for selecting scaffolding strategies**.**

- **Overview of Unit.** A paper receiving *5 points* in the section is one that shows clear development of an **overview of the topics of the unit.** The CALLA format (see handout) has been used as a model. There should be at least **4** parts to the overview. Each of the five sections essential for planning (preparation, presentation, practice, evaluation and expansion) has been clearly thought out and each is related to the other. The overview is cohesive.

- **Lesson Plans.** A paper receiving *35 points* in this section has **three** well-developed lesson plans that are based on the unit overview. The lessons can be replicated by anyone reviewing this project. Therefore, description of what the teacher does and what the students do as well as a description of the product and/or the process must be very clear.

- **Assessment.** A paper receiving *10 points* in this section is one that includes authentic **assessment**. Thought has been given as to how students will be assessed on **authentic tasks** performed - tasks that can provide information about how students have met the objectives of the unit and can demonstrate understanding. This part of the paper clearly describes the rubric being used.

- **Rubric.** A paper receiving *5 points* on this section includes a rubric that clearly describes performance standards and well as the various degrees of performance.   In other words, how will you grade your students? Who gets an "A" , "B", "C", etc.

- **Resource List.** A paper receiving *5 points* on this section includes a **resource list** to include bibliographical information for all materials used, such as books, art prints, CD's, computer software, videos, etc. (10 points)

- **Reflection.** The paper receiving *5 points* on this section of the unit must contain a **reflective section.** The reflection section shows that thought has been given to the relationships between what has been taught and learned in the development of this unit as well as how prior learning has influenced the work of the unit.

Response Journal- For each set of readings we will respond in a variety of ways that attempt to model multiple ways of knowing (intelligences). Possible formats may include "found poems", graphic organizers, double entry, sketches, K-W-L, open minds, drama as well as narrative responses. Specific details will be given in class for each reading assignment. Effective journals are practical in nature, connecting course content with teaching experiences and observations, expressing your ideas, opinions, questions and concerns, relating to your life as a teacher of second language learners.   It is an ongoing assignment that begins on the second class and will continue until the last week. Because it is an interactive journal, during each class you will share your journal with a partner(s) to respond and "bounce" around ideas. **The entries need to include the date and title of readings or discussions** and **signatures of both partners.** Each entry need not be more than one page in length. Journals must be completed before each class meeting. Responses will be collected each class meeting.

Course Outline

Note: The instructor reserves the right to add, delete, or change any of the following reading assignments.

Date	Topics	Assignments
Session 1 5-27-03	• Introduction/course overview • Sign-up for Unit Presentations and Facilitations of Readings • Marilyn Burn Test	
Session 2 5-29-03 **Independent**	• Historical Overview of L2 • Demographics, Change, B/CLAD • Theories of L1 and L2 Language development	Lessow-Hurley, Ch. 1 & 10 Leyba, pp. 47-73 **Response Journal # 1 Due**
Session 3 6-3-03 **Independent**	• Historical overview of language • Language structure and use: systems of language, oral and written discourse, language change • Thematic units	Lessow-Hurley, Ch. 3 & 4 Leyba, pp. 52-75 and 79-132 **Response Journal # 2 Due**
Session 4 6-5-03 **Independent**	• Cummins Framework for Empowerment	Leyba, pp. 3-46
Session 5 6-10-03	• Theories and Methods of Instruction through English: ESL and ELD: A look at current materials being used in the classroom today **Lesson Presentations Due**	Leyba, pp. 165-202 – Reading Instruction for Language Minority Students **Response Journal # 3 Due**
Session 6 6-12-03 **Independent**	• Cognitive factors of L2 learning; comprehending nonfiction and scaffolding meaning • Introduction to SDAIE • Thematic Unit presentations	CALLA Handbook, Ch. 1 and 2 **Response Journal # 4 Due**
Session 7 6-17-03 **Independent**	• Socio-cultural factors affecting L1 and L2 Development; application of teaching • Continuation of SDAIE • Thematic Unit presentations	Lessow-Hurley, Ch. 8 and 9 CALLA Handbook, Ch. 3 **Response Journal # 5 Due**
Session 8 6-19-03 **Independent**	• Learning Strategy Instruction in CALLA • Thematic Unit presentations	CALLA Handbook, Ch. 4 **Response Journal # 6 Due**
Session 9 6-24-03 **Independent**	• Learning language and Intelligence Theory: Gardner & Bloom • Thematic Unit presentations	CALLA Handbook, Ch. 6 **Response Journal # 7 Due**
Session 10 6-26-03 **Independent**	• Using whole language with second language learners • Writing development	CALLA Handbook, Ch. 5 **Response Journal # 8 Due**
Session 11 7-1-03 **Independent**	• Language and content area assessment • Identification process and assessment • Thematic Unit presentations	
Session 12 7-3-03	**SDAIE Units Due**	