



TOURO COLLEGE

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LDCD Course 1 (EDU 639): Trends and Current Issues in Second Language Acquisition Course Syllabus

Instructor:

Email:

Course Dates:

Time:

Location:

Course Overview:

Session:	Date:	Assignments Due:
1: Introductions – What background knowledge do we bring to this course?		
2: The Structure of English: Areas for Language Errors		Buy and Read Díaz-Rico & Weed chapters 1 & 2: Look over the <i>Adapted Instructions</i> vignettes in Chapter 1. Utilize one of them to write a 1-page reflection on how you can incorporate it into your class. Look over the <i>Adapted Instructions</i> vignettes in chapter 2. Utilize one of them to write a 1-page reflection on how you can incorporate it into your class.
3: Second Language Acquisition Theories: Connections to English Language Learners		Read Díaz-Rico & Weed, chapter 3 Do the myeducationlab on page 66 and type out the answers to the questions. Read Brown Chapter 4; complete the handout
4: What is the Relationship between Culture and Language Acquisition?		Read article to be distributed in class: Kohls, L.R. (1984). The values Americans live by. Washington, D.C.: The Washington International Center. Take a position on this article: Has the recent change in demographics in the U.S. changed the “values” Americans live by? Be ready to discuss in class. Read Díaz-Rico & Weed Chapter 9 Print out <i>The Diversity Kit</i> Part II: pp. 3-55;DO NOT READ; Bring to Class Work on Milestone 1: 5-Page Paper on Second Language Acquisition Theories due Session 5. Bring questions/concerns to class.
5: Language Acquisition and Culture continued		Milestone 1: 5-page paper on Second Language Acquisition Theories due.
6: Culture Continued;		Try Mandala or Biodoodle strategies in your class. Bring in a 1-page summary of

Session:	Date:	Assignments Due:
Introduction to ELL Assessment		<p>your experience and some student examples to share with the class.</p> <p>Download and study the NYSESLAT materials for your grade band: 5-6, 7-8 or 9-12, from http://www.emsc.nysed.gov/osa/nyseslat/home.shtml.</p> <p>Visit neighborhoods to prepare for your Culture PowerPoint on Session 7</p>
7: Culture PowerPoints; ELL Assessment Continued		<p>Milestone 2: Prepare your 5-7 minute PowerPoint on the neighborhoods that you visited and what you learned about the culture(s) in those neighborhoods.</p>
8: The Four Language Skills; Introduction to Vocabulary Acquisition		<p>Do the myeducationlab on page 210 and type out the answers to the questions.</p> <p>Work on your ELL interview for Milestone 4</p>
9: Effective Instructional Strategies for Accelerating Students' Academic English Acquisition so that they meet NYS Standards?		<p>Do the myeducationlab on page 107 and type out the answers to the questions.</p> <p>Complete and begin typing up the ELL interview. Also start writing your reflection piece that goes with the interview.</p>
10: Second Language Teaching and the Law		<p>Milestone 3: Develop an activity that teaches both content and vocabulary to your ELLs (1-page description). Utilize readings and activities that we have done so far this semester to justify why you made the activity in the manner that you did (2-3 pages)</p> <p>Download and read Capps, R., et al. (2005). The new demography of America's Schools: Immigration and the No Child Left Behind Act. Washington, DC: The Urban Institute. http://www.urban.org/Publications/311230.html</p>
11: Bilingual Education; Language Acquisition and Students with Special Needs; Review		<p>Read Díaz-Rico & Weed Chapter 12.</p> <p>Do The Reflection Protocol on what <u>knowledge</u> you have <u>gained</u> this semester (type out to be turned in next week).</p> <p>Do The Reflection Protocol on what <u>strategies</u> you have <u>incorporated</u> this semester (type out to be turned in next week).</p>
12: Putting it All Together –Sharing our Final Projects		<p>Milestone 4: Complete final project: ELL Interview & Reflection.</p> <p>Prepare a five-minute presentation of the ELL interview and reflection.</p>

Course Objectives:

In this course you will examine theories, trends, and current issues related to second language and academic English acquisition. You will also gain a repertoire of practical strategies to accelerate the academic English acquisition of English Language Learners in your classrooms in New York City schools.

By the end of this course you will:

- Become familiar with current ***trends*** related to English Language Learners, including:
 - Demographics
 - Academic performance of ELLs in New York City
- Become familiar with New York’s educational requirements and opportunities for English Language Learners, including:
 - The New York State ESL Learning Standards and Performance Indicators
 - The New York State English as a Second Language Achievement Test (NYSESLAT)
 - The New York City Department of Education Office of English Language Learners (OELL) Language Acquisition Policy
 - NYC DOE definitions of types of English Language Learners
- Analyze and evaluate prominent ***theories*** of second language and academic English acquisition, including:
 - Stages and characteristics of first and second language acquisition
 - BICS and CALPS
 - The role of sociocultural factors
- Analyze and evaluate current ***issues*** that affect second language and academic English acquisition, including:
 - Immigration and student mobility issues
 - Legally mandated resources for ELL students
 - Bilingual and Special Education
 - NCLB / AYP pressures
- Analyze your own and your students’ academic English acquisition in light of these trends, theories, and issues
- Practice effective strategies to scaffold and accelerate students’ academic English acquisition in light of these trends, theories, and issues
- Produce the first sections of an LDCD Practitioner’s Portfolio: An annotated interview with an ELL student

Required Texts:

(1) Díaz-Rico, L.Y., & Weed, K.Z. (2010). *The crosscultural, language, and academic handbook: A complete K-12 reference guide*. Boston: Allyn & Bacon.

(2) Selected sections of:

Ahearn, C., et al. (2002). *The diversity kit: An introductory resource for social change in education*. Providence, RI: Educational Alliance at Brown University.

This is one large PDF, available online at the Educational Alliance at Brown University,

<http://www.alliance.brown.edu/tdl/diversitykitpdfs/diversitykit.pdf>

Download the PDF file. Print only the following pages: Part II: Culture: Print only pages 3 – 55

(3) Additional Handouts will be given out in class sessions.

Recommended Text:

(4) Brown, H.D. (2006). *Principles of language learning and teaching (5th Edition)*. White Plains, NY: Addison Wesley Longman, Inc.

Course Requirements:

(1) **Attendance & Participation.** Attendance is required, and class participation is mandatory since this will be an interactive class. For the official Touro attendance policy, refer to the Student Catalogue. 20%

(2) **Homework (everything except milestones):** Assigned readings and written responses. 30%

(3) **Milestones.** 50%

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| (a) 5-Page Paper on Second Language Acquisition Theories (due Session 5) | 15% |
| (b) 5-7 minute PowerPoint presentation on Culture (due Session 7) | 10% |
| (c) ELL Vocabulary Activity in the Content Areas (due Session 10) | 10% |
| (d) ELL Typed Interview and Reflection; Presentation (due Session 12) | 15% |

Course Outline:

Session 1 – 9/20/10: Introductions – What background knowledge do we bring to this course?

- Complete an initial questionnaire
- Take a brief knowledge assessment
- Getting to know you: Memorable students / memorable teachers quick write and share
- Dr. Deborah Short overview: “English Language Learners in the Middle and High School,” slides and discussion. Dr. Short described four challenges facing middle and high school teachers in terms of educating ELL students. Describe the ways in which your school is addressing those challenges. In addition, describe other challenges that you face as a faculty in educating your ELL students. Then brainstorm some solutions to those challenges. Groups report back.
- Overview of syllabus, course requirements

Assignments for Session 2:

- Buy and Read Díaz-Rico & Weed chapters 1 & 2:
- Look over the *Adapted Instructions* vignettes in Chapter 1. Utilize one of them to write a 1-page reflection on how you can incorporate it into your class.
- Look over the *Adapted Instructions* vignettes in chapter 2. Utilize one of them to write a 1-page reflection on how you can incorporate it into your class.

Session 2 – 10/4/10: The Structure of English: Areas for Language Errors

- Discussion of Díaz-Rico & Weed chapter 1
- Small-group sharing of assignments
- Text-based discussion of Díaz-Rico & Weed Chapter 2: Learning about Language Structure
- Class Activity: ELL errors in English
- What is sociolinguistic and pragmatics? Small Group Activity

Assignments for Session 3:

- Read Díaz-Rico & Weed chapter 3

- Do the myeducationlab on page 66 and type out the answers to the questions.
- Read Brown Chapter 4; complete the handout

Session 3 – 10/18/10: Second Language Acquisition Theories: Connections to English Language Learners

- Small-group sharing of assignments
- Class Activity on Díaz-Rico & Weed Chapter 3- Learning About Second Language Acquisition
- Text-based discussion: Brown Chapter 4, Teaching by Principles
- Cummins: BICS and CALPS
- Common Underlying Proficiency
- Groups debate the pros and cons of each theory in relation to your own students
- Review for the paper due on Session 5.

Assignments for Session 4:

- Read article to be distributed in class: Kohls, L.R. (1984). The values Americans live by. Washington, D.C.: The Washington International Center. Take a position on this article: Has the recent change in demographics in the U.S. changed the “values” Americans live by? Be ready to discuss in class.
- Read Díaz-Rico & Weed Chapter 9
- Print out *The Diversity Kit* Part II: pp. 3-55; DO NOT READ; Bring to Class
- **Work on Milestone 1:** 5-Page Paper on Second Language Acquisition Theories due Session 5.

Session 4 – 10/25/10: What is the relationship between culture and language acquisition?

- Questions about SLA theories
- Brainstorm in groups: What is culture? What are the many factors that make-up culture. Group comes up with definition of culture to share with the group.
- Discussion: *Diversity Kit* “Overview: Culture, Identity and Development” Vignettes pp. 3-30
- Group Activity: Díaz-Rico & Weed Chapter 9: The Intercultural Educator
- How to map a people? Class activity that looks at the many perspectives of understanding a culture: How can you apply this idea in your classroom?

Assignments for Session 5:

- **Milestone 1:** 5-Page Paper on Second Language Acquisition Theories due SESSION 5

Session 5 – 11/1/10: Culture and Language Acquisition Continued

- Class Activity: Díaz-Rico & Weed Chapter 10: Culturally Responsive Schooling
- Comparing your schools/school districts with: Rance-Roney, J. (2009). Best practices for adolescent ELLs. *Educational Leadership*, 66(7), pp.32-37. (distributed in class).
- Text-based discussion of article distributed in class: Cummins, J., et al. (2005). Affirming identity in multilingual classrooms. *Educational Leadership*, 63(1).
- Introduction to and Practice with the Biodoodle and Mandala strategies
- Introduction to PowerPoint assignment due Session 7

Assignments for Session 6:

- Try Mandala or Biodoodle strategies in your class. Bring in both a 1-page summary of your experience and some student examples to share with the class.
- Download and study the NYSESLAT materials for your grade band: grades 5-6, 7-8, or 9-12, from: <http://www.emsc.nysed.gov/osa/nyseslat/home.shtml>. Be prepared to discuss what you notice and what you wonder about this state assessment.
- Visit Neighborhoods for Culture PowerPoint.

Session 6 – 11/8/10: Culture Continued; Introduction to ELL Assessment

- Biodoodle and Mandala mini-presentations: strengths, problems, adaptations for the future
- Demographics of ELL students in New York
- New York City Language Acquisition Policy
- Analysis of NYSESLAT. How does the study of linguistics help students pass the NYSESLAT?
- WIDA & TESOL Standards to create a content-area activity

Assignments for Session 7:

- **Milestone 2:** Culture PowerPoint Presentations

Session 7- 11/15/10: PowerPoint Presentations; ELL Assessment Continued.

- 5-7 minute PowerPoint presentations and discussions
- Class Activity- Díaz-Rico & Weed Chapter 7: Language and Content-Area Assessment

Assignments for Session 8:

- Do the myeducationlab on page 210 and type out the answers to the questions.
- Work on your interview with an ELL student.

Session 8 – 11/22/10: The Four Language Skills; Introduction to Vocabulary

- Small-group sharing of myeducationlab answers.
- Díaz-Rico & Weed Chapter 4: Class Activity and Mini-Presentations
- Go over the ABC Chart- Adaptations for your classes
- Strategies for establishing background knowledge

Assignments for Session 9:

- Do the myeducationlab on page 107 and type out the answers to the questions.
- Complete your ELL interview and begin typing it up. Also start writing your reflection piece that goes with the interview.

Session 9 – 11/29/10: What are more effective instructional strategies for accelerating students' academic English acquisition so that they meet NYS standards?

- Small-group sharing of myeducationlab answers.
- Calderon PowerPoint on tiered vocabulary
- Vocabulary and phonetics/phonology.
- Language-transfer issues and how they affect ELL writing and speaking
- Vocabulary in the content areas (CALLA handouts)

Assignments for Session 10:

- **Milestone 3:** Develop an activity that teaches both content and vocabulary to your ELLs (1 page description). Utilize readings and activities that we have done so far this semester and justify why you made the activity in the manner that you did (2-3 pages).
- Download, read, and bring to class: Capps, R., et al. (2005). The new demography of America's Schools: Immigration and the No Child Left Behind Act. Washington, DC: The Urban Institute. <http://www.urban.org/Publications/311230.html>

Session 10 – 12/6/10: Second Language Acquisition and the Law

- Small-group sharing of vocabulary assignments
- PowerPoint on the history of ESL/Bilingual Education in this country
- Class Activity→ NCLB and ELLs

- Text-based discussion of text distributed in class: Pompa, D. (2003). *Accountability: Measuring ELL success under the new federal law*. Washington, DC: National Association for Bilingual Education.

Assignments for Session 11:

- Work on completing your final project: ELL Interview and Reflection Paper.
- Read Díaz-Rico & Weed Chapter 12: Culturally and Linguistically Diverse Learners and Special Education.
- Do The Reflection Protocol on what knowledge you have gained this semester (type out).
- Do The Reflection Protocol on what strategies you have incorporated this semester (type out).

Session 11 – 12/13/10: Bilingual Education; Language Acquisition and Students with Special Needs; Review of the Semester

- Class Discussion on Chapter 12
- The Bilingual Debate
- Class Activity on Díaz-Rico & Weed pp. 145, 148-153, 161- 175
- PowerPoint Review of what we learned this semester.

Assignments for Session 12:

- **Milestone 4:** Complete final project: ELL Interview/Reflection.
- Prepare a five minute presentation of the ELL interview and personal reflection.

Session 12 – 12/20/10: Putting it All Together

- Presentations of ELL Interviews and Reflections
- Final wrap-up of the semester