



COLLEGE: College of Education

Catalog Page(s) Affected: To Be Determined

Course: _____ Add: x Delete: _____ Change: Number _____ Title _____

(check all that apply) SCH _____ Description _____ Prerequisite _____

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification. Please see reverse side of this page.

The Department of Curriculum & Instruction requests authority to offer:

EDCI 3302 Language Acquisition and Development. Three semester credit hours. This course will focus on issues in second language acquisition and both theory and practice in teaching English as a Second Language through K-12 content areas. This course is required for Block I in all degree programs leading to teacher certification. Prerequisite: Admission to College of Education.

Rationale for Course: EDCI 3302 will substitute for EDCI 3309 currently required for students in Block I of the teacher preparation program. EDCI 3309 will continue to be offered as an elective. EDCI 3302 will provide all education majors with strategies for teaching English to English Language Learners (ELLs) through content area instruction. In our schools, there is a constant influx of ELLs who are not always enrolled in Bilingual Education programs. This situation is particularly prevalent among recent immigrants from non-English speaking countries. Teachers must be well prepared to help these students acquire the knowledge and skills specified in different content areas while continuing to acquire English as a second language.

Program: Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry. If in current catalog, provide change and attach page with changes in red.

College Introductory Pages: Add information: _____ Change information: _____ Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean	_____	_____

EDCI 3302

LANGUAGE ACQUISITION AND DEVELOPMENT

SEMESTER

Dr. Mary Petrón

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Office Hours: T-Th 9:30-10:30, W 3:00-4:00, and by appointment

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COURSE DESCRIPTION:

The main purpose of this course is to help prospective educators more fully understand the complexities of second language acquisition and develop an understanding of the ways in which teachers can help language learners in the process of acquiring the language skills needed for schooling and academic success.

OBJECTIVES:

1. Students will have the opportunity to read and reflect on research related to second language acquisition.
2. Students will have the opportunity to work one-on-one with second language learners.
3. Students will learn to design activities which support and enhance language learning.
4. Students will have the opportunity to work with instructional technology such as PowerPoint and WEB CT.

REQUIRED MATERIALS:

Freeman, D.E. & Freeman, Y.S. (2001). *Between worlds: Access to second language acquisition*. Portsmouth, NH: Heinemann.

Suárez-Orozco, C. & Suárez-Orozco, M. (2001). *Children of immigration*. Cambridge, MA: Harvard University Press.

The following articles/excerpts of books and articles are on reserve at the Information Desk of the library.

Samway, K. D. & McKeon, D. (1999). *Myths and realities: Best practices for language minority students*. Portsmouth, NH: Heinemann.

Wong-Fillmore, L. (2000). Loss of family languages: Should educators be concerned? *Theory in Practice*, 39, 203-210.

Solomon, J. & Rhodes, N. (1995). Conceptualizing academic language. (National Center for Research on Cultural Diversity and Second Language Learning, Research Report 15). Retrieved August 26, 2003, from <http://www.cal.org/pubs/ncrcpubs.html>

Collier, V. (1995). Acquiring a second language for school. *Directions in Language &*

Education, 1(4), 1-12.

Meyer, L. (2000). Barriers to meaningful instruction for English learners. *Theory in Practice, 39*, 228-236.

Fránquiz, M.E. & de la Luz Reyes, M. (1998). Creating inclusive learning communities through English language arts: From *chanclas* to *canicas*. *Language Arts, 75*, 211-220.

ACADEMIC INTEGRITY

Please consult the TAMIU student handbook, pages 11 and 12 regarding scholastic dishonesty. Any student who violates A & M policies on scholastic dishonesty will be subject to disciplinary action.

ATTENDANCE POLICY:

Attendance is mandatory and will be taken daily. Your fourth absence (and every absence following) will cost you 2 points from your final grade. In other words, you may miss three class sessions without a grade deduction.

ASSIGNMENTS/GRADE BREAKDOWN/GRADING SCALE

Class participation and weekly reflections 15 pts.	A = 90-100
Tutoring Component 20 pts.	B = 80-89
Presentation 15 pts.	C = 70-79
Take-home exam 25 pts.	D = 60-69
Final project 25 pts.	F = 59 and below

EXPLANATION OF ASSIGNMENTS

1. **Class participation and weekly reflections:** Students are expected to attend class, complete all assigned readings, and actively participate in class discussions. As teachers, we will expect the same from our students. Students are required to reflect on the readings and/or tutoring experiences on a twice a week basis and post these reflections and/or respond to others’ reflections through WEB CT. There are a total of 12 reflections and each should be a half page in length
2. **Tutoring component:** You are required to tutor an English language learner for a minimum of ten hours. Representatives from tutoring programs will come to the class in order to provide students with possible options for tutoring. Students will be required to complete a tutoring log (10 pts.) and a 2-3 page double-spaced reflection paper (10 pts.) in which they describe and analyze the tutoring experience. Both the log and the reflection are due on _____.
3. **Presentation:** In groups of one or two, students will prepare a PowerPoint presentation (maximum of six slides) and lead a discussion of one chapter of the assigned reading. The presentation should be posted to WEB CT a day or two in advance because this allows students to read the material with an eye on the questions/topics for discussion. Each presentation should be approximately 55-60 minutes long and be based on the following format:

25 minutes – present a summary of the reading to the entire class.

25 minutes – provide questions/topics for discussion in small groups of 5-6 students. Presenters should also circulate among the groups in order to guide and interact with the small groups.

5-10 minutes – provide a summary of the pertinent issues under discussion.

4. **Take-home exam:** The exam will consist of several questions to be answered in a maximum of five to seven typed, double-spaced pages. The exams will deal with the assigned readings and tutoring experience. The questions will deal with practical applications of the theoretical principles covered in the readings and class discussions. While it is permissible to discuss the exams with classmates, each student must prepare his/her own exams. The exam will be distributed on ____ and is due on ____.
5. **Final project:** The final project will consist of a unit in a content area (social studies, science, etc.) for a specific grade level in which modifications are made to address the needs of second language learners. I will provide more detailed information later in the semester.

CLASS SCHEDULE

Date	Topic	Readings	Assignments due
	Introduction to the class		
	WEB CT tutorial		Sign up for presentations
	Tutoring program/ Changing demographics	http://nces.ed.gov/programs/coe/2003/section1/indicator04.asp Samway & McKeon (1999)	
	Pathways to the U.S. Presenter: Petrón	S & S (2001) Ch. 1	
	Immigration: Yesterday and Today Presenters:	S & S (2001) Ch. 2	
	Psychological effects of immigration Presenters:	S & S (2001) Ch. 3	Weekly reflection
	Changing Identities Presenters:	S & S (2001) Ch. 4	
	Children of Immigrants in School Presenters:	S & S (2001) Ch. 5	Weekly reflection
	Fear and learning		
	The English language learner Presenters:	F & F: Ch. 1	Weekly reflection
	Teacher's beliefs Presenters:	F & F: Ch. 2	
	Learning theories Presenters:	F & F: Ch. 3	Weekly reflection
	Language Acquisition Presenters:	F & F: Ch. 4	
	Theories/Models of 2nd Language Acquisition Presenters:	F & F: Ch. 5	Weekly reflection
	Academic language	Collier (1995) Meyer (2000) Solomon &	

	Presenter: Petró	Rhodes (1995)	
	Academic Language		Weekly reflection
	Spring break: No class		
	Spring break: No class		
	1st language loss Presenter:	Wong-Fillmore (2000)	
	Teacher's Role Presenters:	F & F: Ch. 6	Weekly reflection
	Teacher's Role Presenter: Petró	Fránquiz & De La Luz Reyes (1998)	
	Teacher's Role Presenters:	F & F Ch. 7	Weekly reflection
	Celebrating first languages Presenters:	F & F: Ch. 8	Take home exam distributed
	Celebrating first languages Guest speaker: Dr. David Schwarzer		Weekly reflection
	Outside influences Presenters:	F & F Ch. 9	Take home exam due
	Brainstorming session on final project		Weekly reflection
	Teacher as a bridge builder Presenters:	F & F Ch. 10	
	Parental involvement Presenters:	F & F Ch. 11	Weekly reflection
	Classroom based research Presenters:	F & F Ch. 12	
	Peer editing of final project		Weekly reflection
	Student project presentations		
	Student project presentations		Tutoring Log & Reflection Final project