



Dixie State University
Department of Education
Syllabus Spring 2014
ELED 3410 Language Acquisition/Cognition-ESL (3 credits) CRN: 23109
Wednesdays 08:00am-9:40am Room 144

Instructor: Dr. Chizu Matsubara
Office: #133B
Office Hours: Tuesday 2:00-5:00pm
Wednesday 3:00-5:00pm
Other days by appointment

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DSU Department of Education Program Standards

 <p>Department of Education</p> <p>DESERT Model</p> <ul style="list-style-type: none"> D-Diversity E-Effective Pedagogy S-Subject Matter E-Environment R-Reflection T-Teaching Dispositions 	<p style="text-align: center;">Mission Statement</p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p> <p>The D.E.S.E.R.T model outcomes are listed below and incorporate national standards (InTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.</p>
<p>D.E.S.E.R.T. Model – Program Outcomes</p> <p>Teacher Candidates:</p> <p>D-Diversity (DM1) Understand diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.</p> <p>E-Effective Pedagogy (DM2) Create effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.</p> <p>S-Subject Matter (DM3) Demonstrate confidence in/with subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.</p> <p>E-Environment (DM4) Use classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.</p> <p>R-Reflective (DM5) Seek learning experiences as sources of reflection and uses data to reflect and adapt planning and practice.</p> <p>T-Teaching Dispositions (DM6) Demonstrate professional teaching dispositions which include; (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student's educational needs.</p>	

Teacher Accreditation Education Council (TEAC) <http://www.teac.org/accreditation/goals/index.asp>
Utah Effective Teaching Standards http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacherand-Leader-Standards/TS_Full_Document-9-4-11.aspx
Council for the Accreditation of Educator Preparation (CAEP) <http://www.caepsite.org/standards.html>
Interstate Teacher Assessment and Support Consortium (InTASC) http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

DSU Rules and Policies

Disability Statement : Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the North Plaza Building. Visit or call 652-7516 to schedule an appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

Academic Honesty : As stated in the DSU Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State University (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

Plagiarism: When developing your assignments, make sure that you reference the source(s). DSU Policy 33.5.1.4 Maintain academic ethics and honesty; to this end, prohibited activities include, but are not limited to, the following: 33.5.1.4.1 Cheating, which includes, but is not limited to, copying from another student's test papers, or plagiarism.

DSU E-MAIL: Important class and college information will be sent to your D-mail account. This information includes your DSU bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an e-mail account. If you don't know your user name and password, go to <http://dmail.dixie.edu> for complete instructions. You will be held responsible for information sent to your D-mail, so please check it often.

Disruptive Behavior: DSU disruptive behavior policy states, “Teachers at Dixie State University have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses.”

Non-student in the classroom and other designated study areas: In order to fulfill the assigned responsibilities of the instructors and the institution, college personnel are deemed to have the right and the authority to control the learning environment, to perform their duties, and to maintain the classroom for optimal learning. In support of existing policy of DSU, it is expected that only bona fide students defined and classified by the DSU catalog (Policy 5.16), will attend classes, unless specific prior permission for guests has been obtained from the instructor.

Infants, children, and adolescents are not allowed at DSU except in certain areas and under certain circumstances. University facilities and classrooms are not designed for children, and their presence may disrupt students and teachers. In the event of an emergency where prior approval cannot be obtained 24 hours in

advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final. (DSU Policy 5-23.7- 23.7.8.)

Administrative Withdrawal

3.4.1 Refer also to Administrative Withdrawal Policy 5-44 and Student Tuition and Fee Payment Policy 5-17. Students may be administratively withdrawn from a class or from the University for the following reasons:

3.4.1.1 Failing to attend class on the first day of class, without receiving special permission from the teaching faculty member.

3.4.1.2 Failing to complete orientation within the first week of the semester in self-paced computer classes. Orientation is still required after the first week of classes for a limited period.

3.4.1.3 Registering for courses for which they have not completed the prerequisites or in which they are not properly placed. (See Academic Assessment Policy 5-6.)

Absences related to University Functions: Please refer to DSU Attendance Policy 23.5

Academic Calendar: For University academic calendar go to www.dixie.edu/reg?page=calendar. Be sure to check this calendar for University information.

Student Resources:

Tutoring	Writing Center	Testing Center	Computer Center	Library
Tutoring services are provided for all registered DSU students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building. Room 433. www.dixie.edu/tutoring	The writing center is in the Jeffery R. Holland Centennial Commons Building. Room 421. The online writing center can be accessed at: owl@dixie.edu (English Dept. Writing Center)	The hours are posted online at http://dixie.edu/testing Location: North-East of North Plaza Bldg.	The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State University Library at the Jeffrey R. Holland Centennial Commons can be accessed online at www.dixie.edu Contact education liaison, Ms. Linda Jones (ljones@dixie.edu) for assistance.
Health & Wellness Center				
This program promotes healthy lifestyle behaviors through health and wellness resources, information and services. It is located at 34 N. 600 E. For appointments call: 435-652-7756				

ELED 3410 Class Policies

1. This is **NOT** a lecture-based class, which makes your input and participation valuable and essential to your learning outcomes and that of your classmates. Your participation in class is expected. Remember that if you don't verbalize you're not internalizing the information. **Please notify (via email) or see the instructor regarding absences prior to the date you will be absent. You are required to let the instructor know who will be taking notes/handouts for you. If there is no notice of absence, there will be no make-ups. If an assignment is due on the day you are absent, ask your classmate to submit it for you. You can also submit it via email as an attachment before the class begins. No late submission. See class policy #2.**
2. **All assignments** must be completed **ON TIME. LATE ASSIGNMENTS ARE NOT ACCEPTED.**
3. **All assignments** are due on the date indicated in the tentative schedule. If there are any changes it will be notified by the instructor in advance.
4. Do not attempt to print your assignments at the last minute. **ALL assignments are due at the beginning of class, not when YOU are done printing.**
5. Students are required to follow the **syllabus and the tentative schedule** for assignments and due dates, etc. If there are any changes, you will be notified in advance by the instructor. Be sure to read your syllabus closely.
6. **Computing devices** in the classroom are only allowed if the student is utilizing for the sole purpose of learning for this class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, surfing the net, etc.) she/he will be asked to put the device away.
7. **Cell Phones and Text Messaging:** Cell phones must be on "vibrate" during class sessions. If you do need to answer the calls, please do so with respect and courtesy to your fellow students and the instructor. **Text messaging is not allowed during class. Cell phones should not be on your desk unless it is being used for class purpose.**
8. For any inquiries, please send an email to the instructor (matsubara@dixie.edu). The instructor prefers to communicate via email than telephone.
9. If you have questions or wish to discuss your understanding of this class, be sure to make an appointment with the instructor. The instructor encourages students to visit the office during office hours or by appointment.

Grading Criteria

A	95-100%	B-	80-82%	D+	67-69%
A-	90-94	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	83-86	C-	70-73	F	Below 59

Each semester, you must maintain an overall GPA of 3.0. Ds are not accepted; you will need to retake the class if you have a D for a course.

I. Course Philosophy

We know the world first from within ourselves. We must work to recognize and, if necessary, disable the filters that influence how we know the world and construct our knowledge. Learning happens within a process of open-minded observation and active engagement with others, with texts, and with ideas. Thoughtful analysis and reflection of such engagement, in light of our own self-awareness, will help us to collaboratively construct new knowledge.

II. Course Description

This course is designed to prepare teacher candidates to become professional teachers who understand the theory of second language acquisition in order to provide linguistically and culturally appropriate instruction, learning opportunities for ESL students in elementary schools. Teacher candidates will also develop awareness of sources of cultural bias in instructional techniques and materials, and develop ways to reduce these and other forms of bias. Practicum is required for this course. The course partially fills the requirement for ESL endorsement.

Prerequisite: Admission to the DSC elementary education program

III. Course Objectives

1. Gain knowledge of first and second language acquisition theory and research.
2. Develop skills to apply second language acquisition theory and research into practice.
3. Develop understanding of the historical positions of English and its learners in the U.S.
4. Develop awareness of sources of cultural bias in instructional techniques and materials, and develop ways to reduce these and other forms of bias for the ESL students.

IV. Required Course Materials:

Lightbrown, P.M. & Spada, N. (2006). How Languages are Learned. Oxford,UK: Oxford University Press

I. Classroom Activities

All papers submitted in this class are typed, double spaced with a Times Roman, 12 font unless otherwise noted by the instructor. All papers require your thorough thinking. The instructor expects to see ideas which are fully developed and well thought out that is developed from your experiences in the schools, reading, classes, and conversations with other educators. The instructor also expects to read responses/contents that represent works of a student in higher education. Proof read your papers before submission. If you need help in developing your papers, contact the writing center.

1. Quiz and/or Quick write (5 pts each x 4 chapters: 20 pts)

At the end of each chapter, there will be either a quiz or a quick write about the assigned chapter. These should take about five minutes. Each score will be reported to the instructor at the end of the class by submitting the score sheet with your name, date, chapter, and score for that day. **The sheet will be used for all four chapters so keep it with you for every class. (Print off from CANVAS)**

2. Quick write (5 pts each x 3 articles: 15 pts)

After our discussion on an article, there will be a quick write about it. These should take about five minutes. These will be submitted to the instructor at the end of class.

3. Group Activity (50pts – group presentation (reviewed by instructor); 20pts – group writing; 5pts x 4 – individual peer review = 20pts; self-reflection – 15pts = 100 pts)

You will be assigned a topic and a group, each group will consist of four to five (4-5) people. Each group will research the topic. Each group will submit a report of their findings in writing **(5-8pages, double spaced, write as a group)**. Your groups will be assigned specific areas to research but you are not limited to the area. In fact, you are encouraged to explore more to enhance your understanding of the topic.

You will be graded as a group (by the instructor) and will also be peer reviewed by your group members by the level of participation to develop the presentation and writing the group paper. Rubric is provided for peer review and presentation (CANVAS).

In addition, you will write a self-reflection of this project (not limited to: what you learned, how you felt about the topic, how the information can be used as a classroom teacher and action plan, importance of teamwork); one page, single spaced, Times Roman 12 font. Submit individual peer reviews, group findings, and self-reflection together after your group's presentation. Each group will have 30 minutes to present.

All papers require your thorough thinking. The instructor expects to see ideas which are fully developed and well thought out. The instructor expects to read content that represent the work of a student in higher education. Proof read your papers before submission.

Topics:

1. Immigration – Atlantic crossings – who were the immigrants - 19th century (impact on English learning and education)
2. Immigration – Pacific crossings – who were the immigrants – 19th century (impact on English learning and education)
3. Immigration – Global issues – present 2 top countries that involve immigrants/refugees – issues, reasons, impact on American educational system.

Topics #1,2,: 1. Discuss about the major immigrants (where did they come from, why, where did they settle, what kind of religion did they come with, etc.), then 2. Focus on one or two specific group of immigrants (e.g. Italians, Germans, Chinese, Japanese) and discuss in depth about their immigration and influence on US education.

Topic #3: 1. Discuss about the situation in the two countries. E.g. Why are the people leaving the country? Can people receive education? 2. Discuss about their situation after they move to the US. E.g. How are the people assimilating into the new environment? How is the US treating these people? 3. Discuss about the access to education in the US.

4. Laws and decisions that impacted English Language Learners in US (historically)

Topic #4: Pay close attention to the lecture. 1) Explain the background of how the law came to be, 2) how does it have impact on the current education?

5. Current political issue(s) that may affect English Language Learners in the public school system.

Topic #5: Pay close attention to the everyday news and education. . Introduce the issues that are being politically discussed, 2. Choose one issue and discuss in depth, 3. Discuss how the issue will impact US public education system, 4. Discuss how this issue will impact ELLs in the public education system, and 5. How this issue will impact you as ESL endorse teachers.

6. Interview English Language Learners – collect data and share the analysis

Topic #6: 1. Ask open ended questions (questions must be listed in the presentation and in the paper). 2. What did the ELLs tell you? 3. Make suggestions on how you can become efficient ESL endorsed teacher through the interview.

Final exam: questions will be based on readings, classroom discussions, and practicum experiences. (120 pts)

Total Classroom Activities: 255 points

VI. Practicum Activities

Practicum

This is a practicum course. Twenty percent of your final grade in this course will be based on your practicum scores. There are three scores entered by your practicum supervisor for your performance in practicum, they are: two formal lesson evaluations and practicum final evaluation. These scores will constitute your practicum grade and will be weighted as twenty percent (20%) of your final overall grade in this course.

Field Observation and report: (10pts each x 5 observations: 50 pts + self-reflection: 20 pts= 70 pts)

Creating and maintaining written documentation of your experience is an essential part of your field experience.

Base your observation on the topics we discuss in class. You can also choose and write on any theories, concepts, or researches that are presented in the chapter for that week. You will be asked to observe ESL students throughout the semester.

As soon as you begin your practicum, identify an ESL student in your class and begin observation (if you have any questions on choosing the student(s), discuss the matter with the instructor immediately). **Write a one page observation report from the observations from the practicum** about the student (use the form on CANVAS). Make sure that the observation content reflects the topic, theory, research, concept that you chose to discuss on. Be sure to indicate which aspect you are writing about so the instructor can understand. Focus on the topic. **You do not need to begin your documentation immediately, allow yourself to settle into your practicum classrooms.**

You will submit two (2) weeks of observation on **March 5th** (mid-term submission). You will receive a feedback on your papers so you can improve them for final submission.

The five (5) observation reports are due at the end of class on **April 16th**. This whole assignment is typed in single space, Times Roman in 12 font, using the form that the instructor provided on CANVAS. No late assignments are accepted. The total pages submitted will be five to seven pages of observations depending on the feedback you receive on your mid-term submission. Include the first two original writings with the final submission. The originals will be included in your final submission even if you did not need to revise them. Specify them clearly as "ORIGINAL."

At the end of this assignment, you will write a one page self-reflection of all the observations you made. This page will reflect on the entire assignment and is single spaced. This page will be the last page for this assignment. Please proof read your paper before your submission.

Grand Total: 325 points

TENTATIVE SCHEDULE ELED 3410 Spring 2014

Date	In class activities	Assignments Due	Others
Jan. 8	Reading syllabus Intro to Culture		
15	Intro to Culture Chapter 1		
22	Chapter 1	Discussion on article #1 (Teacher Investment in learner identity – Reeves)	Quick write on article #1
29	Chapter 2 Lesson planning		Print out lesson template from CANVAS
Feb. 5	Chapter 2	Discussion on article #2 (Unpacking White Racial Identity in EL Teacher Education – Liggett)	Read “Whiteness” (Jensen) before your read article #2 Quick Write article #2
12	Chapter 2		
19	Chapter 3	Discussion on article #3 (Colorblind Nonaccommodative Denial – Herra & Rodriguez-Flores)	Quick Write article #3
26	Chapter 3 Lesson planning	Practicum observation mid-term submission	Bring a lesson plan you’ve developed
Mar. 5	Chapter 3		
12	Spring Break		
19	Chapter 4		
26	Presentation Groups #1 & 2	Presentation papers due for presenters	We will continue with the chapter after presentations
Apr. 2	Presentation Groups #3 & 4	Presentation papers due for presenters	We will continue with the chapter after presentations
9	Presentation Groups #5 & 6	Presentation papers due for presenters Practicum observations final paper due	
16	Catch up day		
23 (last day of class)	Review for final exam		Come with any questions
Apr. 30 (Wed)	FINAL EXAM	1-3pm	Library computer lab

***Guest speaker from WCSD.**

****We will have a guest speaker from the SHELL program. Schedule TBA.**