EDLT 521: English Language Learning

Table of Contents

EDLT 521: English Language Learning

Course Welcome

This course will provide candidates with an understanding of English language acquisition and techniques to promote basic interpersonal communication and academic language proficiency.

Typically, a 3-hour course involves 3 hours of in-class instruction per week for an entire semester, in addition to 6 hours of outside-of-class work and study. Because the course is accelerated into a 7-week window, candidates should plan on the equivalent of 6 hours per week of "in-class" work and additional time for study, though some will progress much more quickly and others more slowly based on their personal skills and background knowledge.

Typically, guidance is that students should plan to study, read, etc. for two hours outside of class for every hour in class.

If I can be of assistance, don't hesitate to contact me using the email or phone number below.

Instructor Contact Information

Name

Phone

Email

Preferred contact method

Best time to contact / Office hours

Instructor Email Response Policy

Any course related email sent to the instructor will have a response either by email, phone, or through the LMS within 48 hours.

Course Description and Credit Hours

(3 credit hours) This course will provide candidates with an understanding of English language acquisition and techniques to promote basic interpersonal communication and academic language proficiency.

Additional Course Information

The course includes explicit and systematic instruction based on Scientifically Based Reading Research, which includes: Phonemic Awareness, Phonics, Vocabulary Development, Reading Fluency (oral reading skills), and Reading Comprehension Strategies.

COURSE GOALS & KNOWLEDGE BASE:

The number of second language learners in K-12 schools has increased by dramatically over the past decade. The course provides a balance between the theoretical and practical dimensions of providing language and literacy development for students learning English. The importance of academic-content learning for success is addressed. The primary goal of the English Language Learning course is to expand the student's professional knowledge base by encouraging reflection and purposeful engagement in the course content. In addition, the course aims to provide the students with information, experiences, and reflections that will assist them in making wise decisions as they seek to meet the varied learning needs of English language learners.
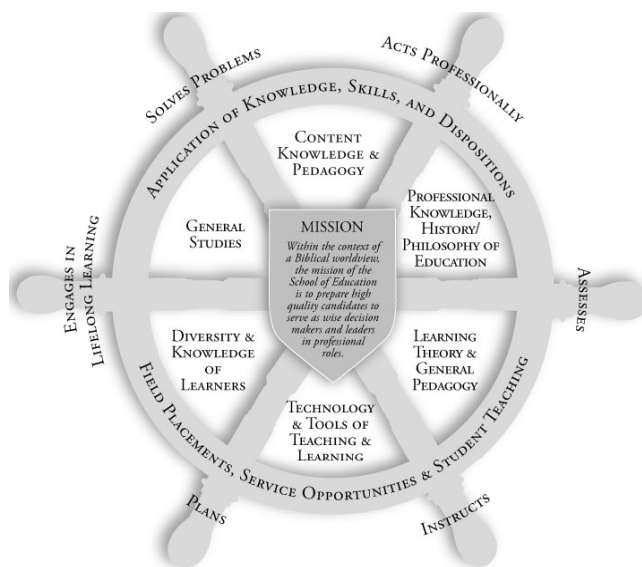
Good teaching requires the integration of an array of skills, knowledges, attitudes, and values. This course will address many components of the Bethel University Teacher Preparation Program Conceptual Framework:

   I.   Professional Knowledge
           a. History/Philosophy of ESL programs
           b. Diversity & Knowledge of Learners
           c. Learning Theory & General Pedagogy
  II.   Professional Performance
           a. Acts Professionally
           b. Solves Problems
           c. Engages in Life-Long Learning
 III.   Professional Disposition
           a. Values Lifelong Learning
           b. Values all People
           c. Values Professionalism
           d. Values a Life of Integrity

Course Objectives

Success in the course will be determined by the level at which you:

- Learn the process of second language acquisition.
  InTASC Principles # 1, 2, 3, 9 2
  Assessed by discussion group participation, article reviews, response journal
- Are able to distinguish between language competence and performance.
  InTASC Principles # 1, 2, 3
  Assessed by discussion group participation, content strategy presentation, case study
- Understand the social, economic, and educational factors that influence a person's learning of another language.
  InTASC Principles # 1, 2, 3
  Assessed by discussion group participation, case study
- Gain awareness of materials and instructional practices that assist English language learners in acquiring literacy skills and content knowledge.
  InTASC Principles # 4, 5, 6
  Assessed by discussion group participation, technology & article reviews, content strategy presentation, case study
- Able to organize instruction to meet the needs and learning styles of English language learners.
  InTASC Principles # 1, 2, 3, 4, 5, 6, 8
  Assessed by content strategy presentation, case study
- Understand the assessment procedures that monitor progress of English language learners and how the assessments inform instructional decisions.
  InTASC Principles # 7, 8 Assessed by class participation, case study
- Interpret and apply the components of a balanced and integrated literacy approach for developing instruction.
  InTASC: #4 Content Knowledge, #6 Assessment, #7 Planning for Instruction*
  Assessed by class activities, exams, fieldwork, response journal, lesson plans
- Examine the writing process and its function as a means of gaining literacy competency.
  InTASC: #4 Content Knowledge, #6 Assessment, #7 Planning for Instruction, #5 Application of Content
  Assessed by class activities, field experience, exams, lesson plans, debate
- Analyze guided and independent reading and writing activities for building literacy competencies and assessing progress.
  InTASC: #1 Learner Development, #2 Learner Differences, #3 Learning Environments, #5 Application of Content, #6 Assessment, #7 Planning for Instruction
  Assessed by class activities, field experience, lesson plans, response journal, exams, debate
- Recognize and evaluate issues of phonics instruction and handwriting instruction for developing readers and writers.
  InTASC: #1 Learner Development, #4 Content Knowledge, #5 Application of Content, #6 Assessment, #7 Planning for Instruction, #8 Instructional Strategies
  Assessed by class activities, phonics instruction and exams, handwriting instruction and exams, fieldwork, exams, lesson plans
- Explore whole-class and small-group word study, sorting, and building to increase knowledge of phonics and structure of words and patterns.

InTASC: #1 Learner Development, #2 Learner Differences, #3 Learner Environments, #4 Content Knowledge, #5 Application of Content, #6 Assessment, #7 Planning for Instruction, #8 Instructional Strategies
Assessed by class activities, exams, lesson plans, response journal, fieldwork

*InTASC - Interstate Teacher Assessment and Support Consortium

Required Textbook / Materials

Although the print resource information is provided, where available, you may choose to use e-texts.

- Fox, B. (2014). *Phonics and Word Study for the Teacher of Reading: Programmed for Self-Instruction,* 11th
- Edition). Boston, MA: Pearson Higher Ed.
- Freeman, D.E. and Freeman, Y.S. with Sandra Mercuri (2002). *Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Learners*. Portsmouth, NH: Heinemann.
- Tompkins, Gail E. *Literacy for the 21st Century*, 7th Edition. Pearson, 2017.
- WIDA Standards – posted and linked with the Canvas course modules.

OPTIONAL READING

- Freeman, D. E. & Freeman, Y. S. (2011). *Between Worlds: Access to Second Language Acquisition.* Portsmouth, NH: Heinemann.
- Haynes, Judie (2007). *Getting Started with English Language Learners: How Educators Can Meet the Challenge*. Alexandria, VA: ASCD.

You are required to produce all documents in APA style. Numerous online resources will meet your need; however, this text is recommended throughout the education program:

- Perrin, R. (2015). *Pocket guide to APA style*. Boston, MA: Houghton Mifflin.

Textbooks and other required course materials can be purchased from the online campus bookstore.

Course Requirements

Any online course activities assigned to the course are performed within Canvas.

Additional web sites and related web-based activities, if assigned, will be accessed through the course or through web links provided for web sites located outside the course.

Final Grade Calculation

Grade Distribution

Assignment	Weight
Participation, Discussion, & Homework	20%
Activity Presentations & Microteaching	30%
Examinations	30%
Reading Checks	20%
Total	**100%**

Grading Scale

Letter Grade	Percent
A	100% - 94%
A-	< 94% - 90%
B+	< 90% - 87%
B	< 87% - 84%
B-	< 84% - 80%
C+	< 80% - 77%
C	< 77% - 74%
C-	< 74% - 70%
D+	< 70% - 67%
D	< 67% - 64%
D-	< 64% - 60%
F	< 60% and below

Netiquette Policy

In an online course, almost all your interactions with other people will be through the internet. This netiquette policy applies to all your interactions with the instructor and your fellow students, and you are expected to follow the guidelines outlined below.

Respect other people and be willing to share your ideas and thoughts in a respectful way. Simply, respect others' views. You may disagree with someone, but do so graciously and constructively. Pause before writing emails or posts when you are angry, and reread what you wrote carefully before clicking 'send.' Treat others the way you wish to be treated—with respect.

Do not post or communicate offensive or hateful content. Bethel University does not permit discussions that are obscene, harassing, sexually explicit, or derogatory toward individuals or groups. These will be deleted, and repeat offenders may be barred from future participation.

Do not post or share personal information. Do not post or share information such as addresses, telephone numbers, etc., and do not post or share someone else's personal information.

Learning Activities and Tests

Online Discussion

Class Participation

In the event of classroom meeting cancelation due to a campus scheduled holiday or severe weather, the scheduled class session will continue online. The following requirements are for online discussions:

The student will submit an initial discussion post per discussion topic. This initial discussion is a minimum of 250 words. This initial discussion post must include a level of detail, analysis and reflection related to the discussion topic. The student is expected to cite references to support their opinion. Any use of references must be properly cited using APA format.

Each student is required to reply to a minimum of two student initial posts. The reply post is a minimum of 100 to 150 words. This post must include a level of detail, analysis and reflection.

To receive the minimum points possible for a weekly discussion requires each student to post their initial discussion response on the regular night of the class session and two student reply posts by day four of the session – unless otherwise directed by the professor.

Post / Response Guidelines

In an online classroom the majority of discussion among class members will take place in the discussion forum. Online discussion forums are designed to allow the class to engage in a healthy dialog on the lesson topic or question being presented. However, for the dialog to remain productive Bethel University requires each person to conduct themselves in a responsible manner by following the simple guidelines below. These help to maintain a collaborative and congenial environment by reminding us all that, when we communicate online, we are still engaging real people.

Stay on the discussion topic. Be respectful of participants and their time by staying on-topic and not commandeering a discussion with vague or unrelated comments. Contribute productive information when participating in a discussion by stating a complete and logical idea or concept. The goal in the discussion is to delve into a topic and "learn," so when you post a comment stay on topic and explain your point of view.

Access the discussions several times in the weekly sessions to remain current and active in the discussion.

Do not post copyrighted material without the expressed, documented permission of the copyright holder or following proper source citation of the information, just as you would when writing an essay or term paper. Cite a source if you use it.

Contact your instructor if you have any questions.

Weekly Assignments

[Include the titles and descriptions for weekly assignments, such as journals, response papers, chapter homework, etc.]

Major Assignments

[Include the titles and descriptions for major projects, such as research papers, presentations, multimedia projects, etc.]

Other Assignments

[Include the titles and descriptions for other assignments, such as extra credit opportunities, professional development, community work, etc.]

Bethel University Policies and Resources

To view all Bethel University policies and information, please review the Student Handbook.

Online Attendance

Online attendance is recorded each time that you log into the learning management system. The academic week is seven days for an online session and is based on the night the class normally meets (i.e. if the class meets on Monday night then the online session will be from Monday night through Sunday night of the following week). To receive full credit for attending online, you must login AND one of the following items must be completed as directed by the instructor:

- Submit an academic assignment.
- Submit a quiz or exam.
- Participate in a posted online academic discussion.

Note that the following actions will not count as attendance:

- Logging into class without active participation does not constitute attendance.
- Work done in a lab or other outside environment will not count toward online attendance.
- Assignments completed the week after the online assignment is due will not count toward attendance for the previous week.

Students are strongly encouraged to log into the course a minimum of three days during the week the course is "online" in order to understand the subject fully and to be successful in class.

An online absence is counted the same as an in-class absence.

Late or Make Up Work

It is important for students to submit work on time as scheduled in the class. This allows the instructor time to grade the material and provide feedback if necessary. Circumstances may

interfere with the ability to submit an assignment on time. However, as a student you agree to take the class and therefore agree to submit work on time.

Students are encouraged to work ahead to avoid late assignments. Please communicate with your professor promptly if you have extenuating circumstances that may contribute to a late assignment.

Assignments (excluding discussion questions) will be accepted late, subject to a 10% deduction off the earned grade per day late (24-hour period), for up to 3 days. No assignments will be accepted after 3 days. Discussion posts and responses that are not posted by the due date will receive 0 points and are not accepted past the due date.

All work must be completed and submitted by the end of Week 7 of the course. No work will be accepted after the last day of the course.

Class Cancelation / Weather Policy for Online Courses

In the advent of in-classroom meeting cancelation due to a campus scheduled holiday or severe weather, the online course schedule will be maintained. Campus closures do not affect the online course schedule.

Plagiarism

Any act of deceit, falsehood or stealing by unethically copying or using someone else's work in an academic situation is prohibited. A student found guilty of plagiarism will receive an "F" for that paper, assignment or exam. The professor will have an interview with the student and submit a written report to the Program Director or Coordinator for the area in which the student is enrolled. If a second offense should occur, the student will be required to appear before the professor, the director and the vice president for adult and graduate studies. At this point the student's continuation in the course and academic career are in jeopardy. Students are encouraged to refer to the Bethel Library's online help for proper citation.

Disability Services

The Americans with Disabilities Act (ADA) is a law that provides civil rights protection for people with disabilities. Bethel University is compliant with equal access laws and requests students with disabilities The Center for Academic Success (CAS) is located in the lower level of the Miller/Moore Academic Center.

If you have a disability, or think you have a disability, please make an appointment by calling Disability Services at the Center for Academic Success at (574) 807-7460 or (574) 807-7462 or email academicsucccess@betheluniversity.edu.

Bethel's website offers more detailed information under CAS. Please check out the Student Guide for Disability Services.

Information Technology Help Desk

The Help Desk is open Monday-Thursday from 7:30 a.m. - 6 p.m. and Friday, 7:30 a.m. - 5 p.m., during the fall and spring semesters, and 8 a.m. - 5 p.m. during the summer (starting May 1). Hours may vary on holidays and breaks.

Contact the Help Desk at helpdesk@betheluniversity.edu or by calling (574) 807-7777.

Library

Bethel's Bowen Library offers a range of resources and services, both online and physical, to all students enrolled at Bethel College. All online resources are available at the library website.

Almost all periodicals and journals are available online, and there is a wide selection of e-books available as well. Off-campus access to these resources requires an active Bethel login account. For assistance in locating information, librarians are available to answer questions via email (Ask a Librarian), phone, or in person during regular business hours. For physical resources, students are able to use the library catalog to locate books and resources that are held either by Bethel or any other library. Students may use the catalog to request books from another library and have them delivered to the Bowen Library.

Students may also go to any PALNI library or to Notre Dame or Holy Cross and check material out in person with a valid student ID. PALNI is a consortium of several academic libraries in Indiana of which Bethel is a member; some nearby member libraries include Saint Mary's, Associated Mennonite Biblical Seminary, Goshen, and Grace. In addition, physical books and journals, the Bowen Library provides study spaces, computers, and printers (included a web print station) to all students.

Syllabus Acknowledgment

Enrollment in this course is considered an acknowledgment that the student will review and follow the course syllabus and additional college policies as stated within the student handbook, college catalog and student information provided by the college through the campus website.

This syllabus is not a legal contract, but serves as a general outline for the semester. The professor reserves the right to make adjustments to the course as the need arises.