



THEORETICAL FOUNDATIONS OF BILINGUAL AND ESL EEND AND MSED-631

Template 2015 Section TMPL 4 Credits 07/22/2015 to 07/22/2115

Modified 01/13/2017

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

DESCRIPTION

Presents for the participants historical trends related to English language development and examines research and theories of first and second language acquisition. The rationale for English language acquisition programs and an introduction to instructional approaches to facilitate language development are also presented. This is a required course for the Illinois State Board of Education ESL Teacher Approval and recommended as the first course to be taken in the ESL certification program.

OBJECTIVES

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Candidates

Candidates will demonstrate understanding of theories underlining second language instructional methods and techniques. Candidates will analyze research findings and their relevance to instructional practices applicable to the English non-native classroom

Serving the Community

Candidates will articulate positive attitudes toward language minority Candidates and demonstrate the ability to interact with colleagues and community in a professional manner through exchanging (both listening and sharing) ideas, thoughts, experiences, and insights on the second language learning.

Finding Our Professional Selves

Candidates will demonstrate an enhanced understanding of their professional role as advocates of language minority Candidates.

OUTCOMES

Access to standards referenced in this section can be found at

<http://stfrancis.edu/real/syllabus> (<http://stfrancis.edu/real/syllabus>)

By the conclusion of the course, each participant will be able to do the following:

Domain 1. Language Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' develop language and literacy and achieve in the content areas. Describe neurological factors involved in language production (Yule, 1986), demonstrate knowledge and understanding of cognitive and affective factors affecting second language development. (Ausbel, 1964; Vygotsky, 1978). Enhance and continue to cultivate an attitude of professionalism by exhibiting the following behaviors: preparedness, neatness, organizational skills, poise, leadership, self-motivation, responsibility, promptness, professional curiosity, and proper oral and written communication skills. (TESOL/CAEP)

- Standard 1.a. Language as a System
- Standard 1.b. Language Acquisition and Development

Domain 3. Planning, Implementing, and Managing Instruction. Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. Candidates will build a theory-based understanding of native and second language development (Mace-Matluck, 1974; Collier, 1988; Pham, 1994) and evaluate components of second language program models (Roberts, 1995). (TESOL/CAEP)

- Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Domain 5. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices and work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families. Demonstrate the ability to interact with colleagues in a professional manner through exchanging (both listening and sharing) ideas, thoughts, experiences, and insights. (TESOL/CAEP)

- 5.a. ESL Research and History
- 5.b. Professional Development, Partnerships, and Advocacy

MATERIALS

RQD-Brown, H.D. (2014) Principles of Language Learning and Teaching (6th ed) Longman, Inc. NY. ISBN: 9780133041941

ASSIGNMENTS

Weekly Discussions and Activities

Respond to weekly discussion prompts directly related to assigned readings. Create one weekly activity that involves further investigation, evaluation, and application on the week's objectives.

Outcomes: TESOL/CAEP D.1, 3, 5

Standards: 1.a,b; 3.a; 5.a,b

Weekly Reflections

The weekly reflection is an opportunity for students to synthesize understandings and practice deep reflection as to how these topics impact your professional experiences and goals. Students are encouraged to share personal experiences, self-evaluate their progress, and address areas for future inquiry.

Outcomes: TESOL/CAEP D.5

Standards: 5.b

Final Capstone Project

Candidates will create an evaluative report that reviews an existing program that serves limited English proficient Candidates. The instructions and required elements for this project are located in Canvas.

Outcomes: TESOL/CAEP D.1, 5

Standards: 1.a,b; 5.a,b

COURSE POLICIES

A complete listing of policies for the College of Education at University of St. Francis can be found at <http://stfrancis.edu/real/syllabus> (<http://www.stfrancis.edu/real/syllabus>)

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing

INSTITUTIONAL POLICIES

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog. For the most current version of the catalog, please visit

<http://stfrancis.edu/academics/university-catalog> (<http://www.stfrancis.edu/academics/university-catalog>)

Academic Integrity

As a Catholic, Franciscan learning community, committed to the values of respect, compassion, service, and integrity, the University of St. Francis acknowledges academic freedom as a fundamental right. For academic freedom and Franciscan values to be maintained and shared, uncompromising honesty and responsibility are essential elements of community life.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in many ways, including instruction on the components of academic honesty, modeling the Franciscan values of respect and integrity, as well as abiding by university policies on penalties for cheating and plagiarism.

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged.

Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of academic integrity necessarily hinders the student's academic development, it cannot be tolerated under any circumstances.

The complete policy on Academic Integrity, including violations, sanctions, appeal process, etc. can be found in the university course catalog at

<http://stfrancis.edu/academics/university-catalog> (<http://www.stfrancis.edu/academics/university-catalog>)

Accommodations for Students with Disabilities (ADA)

It is the goal of the University of St. Francis that all courses be accessible and welcoming to all students, including those with disabilities that may impact learning. To this end, students with disabilities who require reasonable accommodations to fully participate in course activities or meet courses requirements are encouraged to contact the course instructor and the Office of Disability Services at the beginning of the course to discuss access issues. Please contact the Disability Coordinator, Sarah Alag at 815-740-3204 or salag@stfrancis.edu (<mailto:salag@stfrancis.edu>).

This contact with the Office of Disability Services should allow sufficient time to coordinate and provide accommodations. Each case will be reviewed on an individual basis.

Technology Support

The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including:

1. **24x7 Live Canvas Support.** If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select **Chat with Canvas Support** for a "live" text-based click-to-chat session, select **Report a Problem** to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline.

NOTE: Responses to Canvas' email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.

2. **Online Self-Service Help Resources.** A student user guide and other resources for solving issues related to Canvas can be found at <http://learnitnow.stfrancis.edu> (<http://learnitnow.stfrancis.edu>)

3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: <http://techsupport.stfrancis.edu> (<http://techsupport.stfrancis.edu>)
- Or visit them on the first floor of Marian Hall

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