

University of North Texas at Dallas
Spring 2016
SYLLABUS for Distance Learning

LING 4030D.021: Acquisition of ESL Methods (3 Hrs)			
Department of	Linguistics	School of	Education
Instructor Name:	Dr. Katie Welch		
Office Location:	UNT Dallas, DAL1 260		
Office Phone:	(972) 338-1318 (office); 972-863-2796 (cell)		
Email Address:	katie.welch@untdallas.edu		
Office Hours (in-person):	Mon 10 a.m. – noon & 12:30-2:30; Tues 10:00 a.m. – Noon; Wed 12:30 – 2:30 p.m. (or by appointment)		
Office Hours (virtual)	Thursday: 10 a.m. - noon		
Classroom Location:	DAL1 208 and Online		
Class Meeting Days & Times:	Tuesday 8:30 – 9:50 a.m. (Hybrid)		
Course Catalog Description:	Study of language acquisition, development, production and comprehension focusing on the application of current research findings to the context of learning and teaching English as a second language and Spanish in bilingual and dual language programs.		
Prerequisites:	LING3060		
Required Text:	Selected readings and handouts posted on Blackboard Learn		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com		
Course Goals or Overview:	The goals of this course are as follows - The goal of this course is for students to understand how learners acquire their second language while maintaining their first. They will be expected to interpret relevant SLA ¹ research in ways that will benefit them as teachers working with bilingual populations. In this light, the research in this area should become an essential point of reference for those involved in educational activities and pedagogies that facilitate the language learning process.		
Learning Objectives/Outcomes:	At the end of this course, students will be able to:		
1	Identify typical and atypical development of first language acquisition		
2	Demonstrate an understanding of the major theoretical positions regarding how children learn their native languages		
3	Identify how and why ELLs make SL errors and evaluate correction strategies		
4	Identify typical and atypical development of second language acquisition		
5	Demonstrate an understanding of the central concepts and theories of SLA		
6	Define the individual factors that can influence SL processing		
7	Evaluate the role of language teaching methodologies in SLA processes		
8	Select approaches that provide opportunities for different performance modes during language instruction		
9	Develop and present a lesson plan based on established language teaching methodologies		
10	Link language learning concepts with their prior experiences and the experiences of others		
INTASC Standards	The Interstate Teacher Assessment and Support Consortium (INTASC) standards as they relate to the study of language		

¹ SLA stands for “Second Language Acquisition”

#1 Knowledge of Subject (Subject Matter)	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
#2 Learning and Human Development (Student Learning)	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
#3 Adapting Instruction (Diverse Learners)	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
#4 Strategies (Instructional Strategies)	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
#5 Motivation and Management (Learning Environment)	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
#6 Communication Skills (Communication)	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
#7 Planning (Planning Instruction)	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
#8 Assessment	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
#9 Commitment (Reflection and Professional Development)	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
#10 Partnerships (Collaboration, Ethics, and Relationships)	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.











ELA Standards	Generalist EC-6: STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA)
Standard I: Oral Language.	Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
Standard II: Phonological and Phonemic Awareness	Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
Standard III: Alphabetic Principle	Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
Standard V. Word Analysis and Decoding	Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
Standard IX: Writing Conventions	Teachers understand how young students use writing conventions and how to help students develop those conventions.
Standard XI. Research and Inquiry Skills	Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.











“The Big 6” NIET Rubric












Throughout the course, we will be referencing “The Big 6” Indicators that are part of the National Institute for Excellence in Teaching (NIET) rubric. This is the rubric that is used to evaluate UNT-D teacher candidates when they begin student teaching. Because this is a “flipped” classroom, the face-to-face sessions are designed to be heavily student-centered. Throughout the semester, we will be not only conducting our class in a student-centered way but will also be building a case for why student-centered instruction is effective. We will specifically be looking at the **Activities & Materials (A&M)** and **Academic Feedback (AF)** Indicators and will highlight the student-centered descriptors located therein. As we evaluate various ESL methods, students will be asked to assess the strengths and weaknesses of these methods through the lens of the A&M and AF indicators. We will also simulate some of the mechanics of a pre- and post-conference, and students will be asked to reflect on a prepared ESL lesson (both theirs and another student’s) using the reinforcement and refinement nomenclature.

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

	Date	Topic(s)	Graded Assignments	Standards and Competencies
Week 1				
	Tues, Aug 23 In-Class Session #1	Overview of LING 4030		
	Online Session #1	Basic Language Acquisition Vocabulary Student-Centered Instruction	Journal <i>Due: Mon Aug 29 @ noon</i>	INTASC 1,2 ELA 1,2,3 TPI-US 2.1 (ELLs)
Week 2				
	Tues, Aug 30 In-Class Session #2	SLA: Initial Thoughts	HW1: QCQ <i>Due: Beginning of Class</i>	INTASC 1,2 ELA 1,2,3 TPI-US 2.1.9 (ELLs)
	Online Session #2	Stages of L1 Development		TPI-US 2.1.1 (Oral Language Development)
Week 3				
	Tues, Sep 6 In-Class Session #3	Morphological Development	HW2: QCQ <i>Due: Beginning of Class</i>	INTASC 4,6,7,8 ELA 5 TPI-US 2.1.1 & 2.1.5 (Oral Language Development & Morphology)
	Online Session #3	Behaviorism		TPI-US 2.1.1 (Oral Language Development) TPI-US 2.2 (Academic Feedback)
Week 4				
	Tues, Sep 13 In-Class Session #4	Syntactic Development	HW3: QCQ <i>Due: Beginning of Class</i>	INTASC 1,2,4,5,7,8 ELA 5 TPI-US 2.1.6 (Syntax)
	Online Session #4	Nativism	Journal <i>Due: Mon Sep 19 @ noon</i>	TPI-US 2.1.1 (Oral Language Development) TPI-US 2.2 (Academic Feedback)
Week 5				
	Tues, Sep 20 In-Class Session #5	Poverty of the Stimulus <i>FakeBook Project Assigned</i>	HW4: QCQ <i>Due: Beginning of Class</i>	INTASC 1,3,4,5,7,8 ELA 5 TPI-US 2.1.1 (Oral Language Development)
	Online Session #5	Interactionism		TPI-US 2.1.1 (Oral Language Development) TPI-US 2.2 (Academic Feedback)
Week 6				

	Tues, Sep 27 In-Class Session #6	Weigh the Evidence	HW5: QCQ <i>Due: Beginning of Class</i>	INTASC 1,3,4,5,7,8 ELA 5 TPI-US 2.2 (Academic Feedback) TPI-US 2.1.1 (Oral Language Development)
	Online Session #6	Debate Prep	Quiz <i>Due: Mon Oct 3 @ noon</i>	TPI-US 2.2 (Academic Feedback) TPI-US 2.1.1 (Oral Language Development)
Week 7				
	Tues, Oct 4 In-Class Session #7	Theories Debate	In-Class Debate	INTASC 1,3,4,5,7,8 ELA 5 TPI-US 2.3 (Connections to Practice)
	Online Session #7	Reflection on FLA/Connection to SLA	Journal <i>Due: Mon Oct 10 @ noon</i>	INTASC 1,2 ELA 1,2,3 TPI-US 2.2 (Differentiation)
Week 8				
	Tues, Oct 11 In-Class Session #8	Grammar Translation		INTASC 1,2 ELA 1,2,3 TPI-US 2.2 (Differentiation) TPI-US 2.3 (Connections to Practice)
	Online Session #8	Stages of L2 Acquisition	FakeBook Project <i>Due: Mon Oct 16 @ noon</i>	INTASC 1,2 ELA 1,2,3 TPI-US 2.2 (Differentiation)
Week 9				
	Tues, Oct 18 In-Class Session #9	Audiolingualism	HW6: QCQ <i>Due: Beginning of Class</i>	INTASC 3,4,5,6,7,8 ELA 5,9 TPI-US 2.2 (Differentiation) TPI-US 2.3 (Connections to Practice)
	Online Session #9	Essay/Interview		INTASC 3,4,5,6,7,8 ELA 5,9
Week 10				
	Tues, Oct 25 In-Class Session #10	Error Correction	HW7: Rubric <i>Due: Beginning of Class</i>	INTASC 3,4,5,6,7,8 ELA 5,9 TPI-US 2.2 (Differentiation) TPI-US 2.3 (Connections to Practice)
	Online Session #10	Krashen's Monitor Model		INTASC 3,4,5,6,7,8 ELA 5,9 TPI-US 2..3 (Fluency)
Week 11				

	Tues, Nov 1 In-Class Session #11	Total Physical Response	HW8: QCQ <i>Due: Beginning of Class</i>	TPI-US 2.2 (Differentiation) TPI-US 2.3 (Connections to Practice)
	Online Session #11	Cummins BICS/CALP		TPI-US 2.2 (Differentiation)
Week 12				
	Tues, Nov 8 In-Class Session #12	Communicative Language Teaching	HW9: QCQ <i>Due: Beginning of Class</i>	INTASC 2,7,8 ELA 5,9 TPI-US 2.3 (Connections to Practice)
	Online Session #12	Teaching Demos Prep /Eclectic Approach	Quiz <i>Due: Mon Nov 14 @ noon</i>	INTASC 2,7,8/ELA 5,9 TPI-US 2.3 (Connections to Practice)
Week 13				
	Tues, Nov 15 In-Class Session #13	Lesson Planning/Pre-Conference	HW10: QCQ <i>Due: Beginning of Class</i>	INTASC 3,4,5,6,7,8 ELA 5,9 TPI-US 2.3 (Connections to Practice)
	Online Session #13	Demo Prep	Lesson Plan Due <i>Due: Mon Nov 21 @ noon</i>	TPI-US 2.3 (Connections to Practice)
Week 14				
	Tues, Nov 22 In-Class Session #14	Teaching Demos (Groups 1, 2, 3, 4)		No Class
	Online Session #14	Teaching Demos Reflection	Journal <i>Due: Mon Nov 28 @ noon</i>	INTASC 3,4,5,6,7,8 ELA 5,9 TPI-US 2.2 (Differentiation) TPI-US 2.3 (Connections to Practice)
Week 15				
	Tues, Nov 29 In-Class Session #15	Teaching Demos (Groups 5, 6, 7, 8)		INTASC 3,4,5,6,7,8 ELA 5,9 TPI-US 2.3 (Connections to Practice)
	Online Session #15	Teaching Demos Reflection	Journal <i>Due: Mon Dec 5 @ noon</i>	TPI-US 2.3 (Connections to Practice)
Week 16				
	Tues, Dec 13 Final Exam Week In-Class Session #16	ELL Interview Round Table Discussion	ELL Interview Essay <i>Due: Tues Dec 13 @ 8:30 a.m.</i>	INTASC 1,3,4,5,8 ELA 5 TPI-US 2.3 (Connections to Practice)

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. **Quizzes:** online assessment designed to measure knowledge of course content
2. **Homework:** Homework includes QCQs (Quote-Comment-Question) worksheets as well as other guided reading worksheets
3. **Journal Entries:** create an online journal entry in which you reflect on course content and/or in-class experiences
4. **Fakebook Project:** create a fake facebook profile for a language acquisition theorist and have your theorist interact with other theorists regarding FLA issues (Group Project)
5. **Debate:** represent a specific language acquisition theory in an informal in-class debate (Group Project)
6. **Teaching Demonstration:** create an hour long lesson plan focusing on one of the teaching techniques, demonstrate 15-20 minutes of the plan (Group Project)
7. **ELL Interview Essay**– interview an ELL and write a two-to-three page synthesis and reflection paper of your experience; share experiences at Round Table discussion

Grading Matrix:

Instrument	Weight
Quizzes (2 x 100 pts)	200 pts
Homework (8 x 25 pts) <i>10 assigned; 2 lowest dropped</i>	200 pts
Journal Entries (5 x 40 pts)	200 pts
FakeBook Project (1 x 75 pts)	75 pts
Debate (1 x 75 pts)	75 pts
Teaching Demonstration (1 x 100 pts)	100 pts
ELL Interview Essay (1 x 150 pts)	150 pts
Total:	1000 pts

Grade Determination

- A = 900 pts or better**
- B = 800 – 899 pts**
- C = 700 – 799 pts**
- D = 600 – 699 pts**
- F = less than 600 pts**

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy:

Exams and quizzes should be taken as scheduled. All graded assignments should be turned in on the due date indicated in the course schedule. If you are unable to complete a graded assignment by the deadline indicated, the following scenarios are applicable:

1. Students may contact me at least 24 hours prior to the scheduled deadline to make other arrangements. With prior approval from instructor, there will be no penalty assessed for late work.
2. All non-approved late assignments will be penalized one letter grade per day late.
 - a. 10 minutes – 24 hours late: highest grade assessed is a B
 - b. 24 to 36 hours late: highest grade assessed is a C
 - c. 36 to 48 hours late: highest grade assessed is a D
3. All non-approved late assignments turned in more than 48 hours late will receive a zero (0). Students concerned about a late assignment grade are encouraged to make an appointment with me to discuss the situation during office hours. Alternative assignments may be available on a case-by-case basis.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the

reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks)).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/public/articleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html