Prerequisites: Admission to Graduate School or undergraduate overlap student

Section I. Course Description:
This course provides an introduction to the essential theories and concepts of language acquisition for English language learners, with an emphasis on applying theory to the public classroom setting for grades PK-12.

Section II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
PLO 1 - Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments. (Assessed in ELED 5342).
   PLO 1 Assessment – Candidates lead a discussion board topic identifying and evaluating two language acquisition theorists (ELED 5342 Discussion Board 6).

PLO 2 – Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing content instruction, including classroom organization, resources, and integrating language skills for the ESL/Bilingual student.

PLO 3 - Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups that support ESL/Bilingual students’ cultural identities, language and literacy development, and content area achievement.

PLO 4 - Candidates understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL/Bilingual programs.

PLO 5 Candidates demonstrate knowledge of and reflect upon advances in the ESL/Bilingual field and public policy providing support and advocating for ESL/Bilingual students and their families while working collaboratively to improve the learning environment.

PLO 6 Candidates demonstrate knowledge of ESL/Bilingual program components through mastery of the TExES exam.

   SLO 1 - Candidates analyze language acquisition theorists and identify key concepts of first and second language acquisition (Assessed in ELED 5342).
   SLO 1 - Assessment – Quiz 2 on language acquisition and theorists (ELED 5342)
   SLO 2 – Candidates plan instruction for ESL students and then adapt aspects of the lesson based on Beginning, Intermediate, Advanced, and Advanced High language acquisition levels.
   SLO 3 – Candidates address instructional aspects of listening, speaking, reading, and writing for effective practices through activity assignments.
   SLO 4 – Candidates examine differentiated instructional approaches that empower English language learners.
   SLO 5 Candidates examine cultural diversity aspects related to English language learners (Assessed in ELED 5342).
   SLO 5 Assessment – Candidates create their own definition of cultural diversity as it relates to ELLs (ELED 5342 Discussion Board 9).
   SLO 6 – Candidates scrutinize all aspects of the Texas system for formal assessment of the ESL student.
   SLO 7 – Candidates investigate several resources related to informal assessment of ESL students.
   SLO 8 – Candidates demonstrate an understanding of performance level descriptors and language acquisition of the English language learner.
   SLO 9 – Candidates peruse current public policy impact on ESL instruction.
SLO 10 – Candidates investigate public opinions, legal requirements, and politics of language acquisition and then advocate for or against public policy that impacts either classroom instruction or assessment of the ESL student (Assessed in ELED 5342).

SLO 10 Assessment – Candidates write a paper discussing a public policy impacting classroom instruction or assessment of ELLs (ELED 5342 – Activity One).

Section III. Course Assignments, Activities, Instructional Strategies, and Use of Technology:

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. This course is completely web-based on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

In face-to-face courses there are readings, group discussions, assignments, and assessments to help in the delivery and understanding of the content. The online community will include the same components.

Each of the assignments is designed to reinforce the shared vision and purpose of the SFASU College of Education. The assignments, readings, and activities will help build knowledge, skills, and dispositions important to the College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review the SFASU College of Education’s Conceptual Framework: http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

ASSIGNMENTS

DISCUSSIONS (9 X 20 = 180 points)

*To enhance learning in this course, discussions may be altered or added as the need arises.

DROPBOX ESSAYS (3 X 30 = 90 points)

In depth reflections on various reading assignments.

TEXAS EDUCATOR CERTIFICATION TEST BASED ON TEXTBOOK (50 points)

PUBLIC POLICY PAPER (80 points)

Communicate your knowledge of a topic presented in the course through a scholarly written assignment that connects with information gained through course readings. This paper must adhere to APA guidelines. More information about the paper is available within the D2L course. A grading rubric can be found at the end of the syllabus. This assignment will be graded based on content and execution. Correct spelling and the use of Standard English is expected; please proofread for mechanical errors prior to submitting. Writing should be of the quality expected of a graduate student; the instructor reserves the right to request that assignments be resubmitted if they do not meet this expectation. You may contact the AARC for writing assistance if needed. Please note that this assignment must be submitted both to D2L and to LiveText.
FINAL EXAM (80 points)

Section IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Discussion board posts @ 25 each</td>
<td>225 points</td>
</tr>
<tr>
<td>3 Dropbox Essays @ 20 points</td>
<td>60 points</td>
</tr>
<tr>
<td>Policy Paper</td>
<td>85 points</td>
</tr>
<tr>
<td>Test</td>
<td>50 points</td>
</tr>
<tr>
<td>Final exam</td>
<td>80 points</td>
</tr>
<tr>
<td><strong>Total points available in class</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

90-100% = A  
89-80% points = B  
79-70% points = C  
69% or less = F

Professionalism—see Professionalism section for more details.

- All course work (including but not limited to discussion board postings, activities, quizzes, and tests) must be completed and submitted on time.
- Missed work may result in a grade of zero.
- Plan ahead – work ahead of deadlines so that you have a ‘buffer’ in the event of computer issues or other difficulties. A computer issue does not constitute an extenuating circumstance.
- Professional tone and the use of Standard English is expected in all communication (including but not limited to discussion postings and emails).

This is an online course. Candidates will be completing individual assignments that may be intended for discussion postings, for assessment by the instructor, or used for self-assessment. All students will be using the communication tool, taking quizzes, gaining instruction, reading for information, and completing assignments in D2L on a daily basis; therefore, it is vital that candidates possess proficiency in computer skills. Familiarity with/ability to navigate D2L and computer availability/internet access is needed daily and is a MUST for the course.

Section V. Readings:

Required Textbooks


978-1635304800
COURSE REQUIREMENTS

1) 9 Discussions
2) 3 DropBox essays
3) Policy Paper
4) Test
5) Final Exam

All course work as listed above must be completed. Failure to complete course work will result in a grade of zero for the assignment. Candidates are expected to log in to D2L and complete assigned readings and course work on a daily basis.

Tentative Course Timeline Summer 2021 5342 .501

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 17</td>
<td>None</td>
<td>Discussion #1</td>
</tr>
<tr>
<td>May 18</td>
<td>Ewing Video 1</td>
<td>Discussion #2</td>
</tr>
<tr>
<td>May 19</td>
<td>Ewing Video 2</td>
<td>Dropbox #1</td>
</tr>
<tr>
<td>May 20</td>
<td>TExES ESL pp. 1-34</td>
<td>TExES ESL 175-182</td>
</tr>
<tr>
<td>May 21</td>
<td>TExES ESL pp. 1-34</td>
<td>Discussion #3</td>
</tr>
<tr>
<td>May 24</td>
<td>TExES ESL pp. 35-68</td>
<td>TExES ESL 183-196</td>
</tr>
<tr>
<td>May 25</td>
<td>TExES ESL pp. 69-104</td>
<td>TExES ESL 197-210</td>
</tr>
<tr>
<td>May 26</td>
<td>TExES ESL pp. 105-130</td>
<td>TExES ESL 211-224</td>
</tr>
<tr>
<td>May 27</td>
<td>TExES ESL pp. 131-152</td>
<td>TExES ESL 225-234</td>
</tr>
<tr>
<td>May 28</td>
<td>TExES ESL pp. 153-171</td>
<td>TExES ESL 235-243</td>
</tr>
<tr>
<td>June 1</td>
<td>Review for Test</td>
<td>Review for Test</td>
</tr>
<tr>
<td>June 2</td>
<td>Review for Test</td>
<td>Test based on Texas Education Certification Program (154)</td>
</tr>
<tr>
<td>June 3</td>
<td>Ewing Video 3</td>
<td>Discussion #5</td>
</tr>
<tr>
<td>June 4</td>
<td>Gay Chapter 1</td>
<td>Discussion #6</td>
</tr>
<tr>
<td>June 7</td>
<td>Gay Chapter 2</td>
<td>Plan for Paper</td>
</tr>
<tr>
<td>June 8</td>
<td>Gay Chapter 3</td>
<td>Discussion #7</td>
</tr>
<tr>
<td>June 9</td>
<td>Gay Chapter 4</td>
<td>Discussion #8</td>
</tr>
<tr>
<td>June 10</td>
<td>None</td>
<td>Work on Paper</td>
</tr>
<tr>
<td>June 11</td>
<td>None</td>
<td>Work on Paper</td>
</tr>
<tr>
<td>June 14</td>
<td>None</td>
<td>Work on Paper</td>
</tr>
<tr>
<td>June 15</td>
<td>None</td>
<td>Work on Paper</td>
</tr>
<tr>
<td>June 16</td>
<td>None</td>
<td>Paper Due-Dropbox &amp; LiveText</td>
</tr>
<tr>
<td>June 17</td>
<td>Gay Chapter 5</td>
<td>None</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>June 18</td>
<td>Gay Chapter 6</td>
<td>Dropbox #3</td>
</tr>
<tr>
<td>June 21</td>
<td>Gay Chapter 7</td>
<td>None</td>
</tr>
<tr>
<td>June 22</td>
<td>Course Reflection</td>
<td>Discussion #9</td>
</tr>
<tr>
<td>June 23</td>
<td>Review for Final</td>
<td>Review for Final</td>
</tr>
<tr>
<td>June 24</td>
<td>Review for Final</td>
<td>Review for Final</td>
</tr>
<tr>
<td>June 25</td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Section VI. Course Evaluations:**
Near the conclusion of each semester, students in the College of Education ELEDctronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the College of Education faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed ELEDctronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Section VII. Student Ethics and Other Policy Information:**

**Attendance**
An online course can be monitored by a tracking device. It is important for candidates to log on and check D2L daily. Coursework is considered late if not turned in by the due date and will earn a grade of zero. Please be aware that in addition to simply logging on, you are expected to participate in online discussions, complete course readings, and complete course work (e.g., assignments, quizzes, etc.). Evidence of daily participation, by submission of discussions, assignments, or quizzes, in an online class is vital to your success in this course. The professor may post announcements to the course homepage, send email announcements via D2L, and communicate in other ways within the course; it is your responsibility to log on daily to ensure that you do not miss important information regarding the course.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Integrity**
In an online course integrity is of utmost importance. This course is designed to educate you and help you in your understanding of English language learners. In order to learn the material YOU, and YOU alone, should complete the reading, assignments, discussions, quizzes, etc.

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

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic integrity.asp](http://www.sfasu.edu/policies/academic integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**

Classroom behavior (including online behavior) should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including ELEDctronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Section VIII. Other RELEDvant Course Information:**

**Assignment Policy** Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date shown in the course timeline. Late work receives zero (0) points. Additionally, 3 or more missing assignments (which includes but is not limited to discussion board postings, quizzes, activities, and tests) will result in the candidate’s final course grade being reduced by one letter grade. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Written work in which the use of the English language is not at an acceptable level for a graduate student will be returned as unacceptable and a zero assigned. Communicate with the professor BEFORE, not after, problems occur.

**Professionalism** — Each candidate is expected to fully participate in the course and to demonstrate professionalism in demeanor and attitude. *Candidates demonstrate professionalism by:*

- logging into D2L daily;
- reading the course outline/syllabus and following directions for assignments;
• reading each assigned reading by the stated due date;
• completing ALL COURSEWORK by the due date and doing so independently (late work does not receive credit);
• participating intelligently in all online discussions (e.g., providing evidence of deep thought, mastery of content knowledge, and academic discourse);
• displaying an attitude of respect for classmates and professor (e.g., refraining from the use of “text talk,” typing in all capitals, etc.);
• ensuring that written work is free of spelling, grammatical, and other errors and adheres to APA format and Standard English;
• becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit: http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html

Nondiscrimination—“No person shall, on the basis of race, color, religion, sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in, or be denied the benefits of, employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005)

Work Policies—

• Late Work— Late work receives no credit unless there is prior approval from the instructor.
• Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.
• “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after it is received from the instructor. Edited work resubmitted without the original work will not be accepted.

Students must submit all assignments in the requested format found in the assignments. Refer to Section III of the course syllabus for additional information.

LiveText

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.