
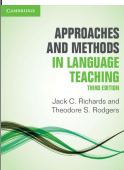


**EDBL 3315 Second language acquisition and Literacy development  
Online Asynchronous (OLCA) Course Syllabus – Fall 2024**

<b>Course Description</b>	This course is designed to give all prospective teachers background on and experience in providing effective instruction for English Learners. Regardless of your teaching program (i.e., generalist, bilingual, ESL, special ed, etc.) you will no doubt have ELs at some point in your classrooms, and you will be responsible for ensuring that these students are given opportunities to both learn English and have equal access to the core curriculum. This course will address multicultural considerations in understanding language acquisition and literacy development. The course will promote students’ awareness of the way in which culture interacts with language development in children from diverse backgrounds. Major learning theories in first and second language acquisition will be addressed, and teaching approaches will be introduced.
<b>Instructor</b>	Santos Gutierrez, Ph.D. Adjunct professor Bilingual Education and ESL Program Department of Educator and Leadership Preparation College of Education and Human Development
<b>Contact information</b>	<b>Phone:</b> (210) 478-1665 <b>E-mail:</b> sguetierr@tamusa.edu (the best way to contact me) <b><u>Please do not post messages on Blackboard</u></b> <b>Office: Via Zoom as needed</b>
<b>Office Hours</b>	Tuesdays 11:30-12:15 (In-person or virtual) - by appointment
<b>Course Objectives</b>	Students will be able to <ol style="list-style-type: none"> <li>1. Identify principles of second language acquisition in classroom setting</li> <li>2. Outline the historical development of ESL teaching methods</li> <li>3. Explain how theory informs teaching methods</li> <li>4. Learn the literacy pedagogy for English Learners (ELs)</li> <li>5. Demonstrate the strategies for all content-area instruction through communicative language teaching</li> <li>6. Integration of technology in lessons and activities</li> </ol>
<b>Texts:</b>	<div style="display: flex; align-items: flex-start;"> <div style="width: 150px;">   </div> <div style="padding-left: 10px;"> <p>Required textbooks</p> <p>Lightbown, P. &amp; Spada, N. (2013). <i>How languages are learned</i> (5th ed.). <i>Oxford University Press</i>. ISBN-13: 978-0194406291</p> <p>Richards, J.C &amp; Rodgers, T. S. (2014). <i>Approaches and methods in language teaching</i> (3rd ed.). Cambridge University Press. <i>Approaches and methods in language teaching</i> (3rd ed.). Cambridge University Press.</p> </div> </div>
<b>Assignments &amp; Projects (100 points)</b>	<p><b><u>Attendance (10%)</u></b></p> <p>This course is an online asynchronous course; therefore, students can work at their own pace before each deadline listed on the course timeline. The completion of each assigned before each deadline will be counted as the attendance.</p> <p><b><u>Mini-reflective essays (30 %)</u></b></p> <p>You are expected to complete different mini-reflective essays (10 total) on the Blackboard discussion board (300-500 words). See tab of “Reflective essays”. <b>The reflective essay must be completed before each deadline (see the deadline on the syllabus).</b> These reflective essays will cover key points from reading, and provide citation based on APA7th format.</p>

**Grading rubric:** Reading discussions will be scored as follows (All posting will be graded based on this scale)

- **3 Points:** The entry demonstrated understanding of text relevant details and specific text-based examples and citations that support of reader’s examples/position. At least one third of the entry discusses the application of concepts from course texts, with explicit citations (author and p.#) in the correct APA style. The length of posting is between 300-500 words to support your statement, argument, reflection in a comprehensive essay.
- **2 points:** The entry discussed the concepts from course texts without linking to application. The length of posting is between 300-500 words to support your statement, argument, reflection in a comprehensive essay.
- **1 point:** Some explicit connections are made to course texts, but the posting does not follow APA style, or the reflection is only based on personal experiences without having any literature to support.
- **0 points:** Irrelevant connection to ideas from course texts, or no journal is submitted, or it is shorter than 300 words.

**Collaborative Digital Linguistic Toolbox (10%)**

The purpose of this digital linguistic toolbox is to prepare future Bilingual/ESL educators to be familiar with knowledge and terms to articulate linguistics concepts to English learners. The linguistic terms will be identified by the instructors, and the whole class will work collaboratively to complete the toolbox. **Teams will be assigned.**

**Digital Storytelling (20%)**

You will create a video to read a culturally-relevant storybook to English learners. The project aims to prepare students who can select culturally relevant text in class and be able to integrate technology into creating classroom material. The video will include the following elements.

- ❖ 20 minutes (max)
- ❖ An introduction of the book: Why did you select this book?
- ❖ A digital culturally relevant story telling:
  - Demonstrating the teacher-talk
  - Demonstrating reading strategies for pre-reading, during and after reading.
- ❖ Conclusion and an open-ended reflection question after reading, or discuss what activities we can do after reading?

**Final Project: Literature Review on Second Language Acquisition and Literacy Development (30%)**

Each student will review **three** articles on the topics of second language acquisition and literacy development. These topics may be discussed in class, and you will select one specific topic that you are interested in exploring more. In a 3-5 page long, double-spaced paper in APA 7<sup>th</sup> style, you will have a cover page, the body of review (3-5 pages), and references pages are required. Please use different educational academic databases at A&M-SA library to search articles.

**Grading System**

Grade	Description
A	Excellent, 90-100.
B	Good, 80-89.
C	Average, 70-79.
D	Passing, 60-69.
F	Failure, below 60.
FN	Failure (Non-Attendance), below 60.

## Course Timeline

Date	Modules	Topics	Required readings/Assignment
Week 1 8/26	Intro	Course Introduction	Syllabus& Syllabus Agreement Submission <b>Due 8/31</b>
Week 2 9/1	<b>Module 1</b>	First language learning in the early childhood	Reading discussion 1 Chapter 1- (Lightbown & Spada) <b>Due: 9/7</b>
Week 3 9/8	<b>Module 2</b>	Explaining second language learning Socio-cultural/social interactional, comprehensible input hypothesis theories.	Reading discussion 2: <b>Required readings:</b> Chapter 4 - (Lightbown & Spada) <b>Readings on ESL methodologies</b> The audiolingual Method (chapter 4) Total Physical Response (chapter 15) <b>Due 9/14</b>
Week 4 9/15	<b>Module 3</b>	Individual differences in SLA Factors	Reading discussion 3 Chapter 3 - (Lightbown & Spada) <b>Readings on ESL methodologies</b> Communicative language teaching (chapter 5) Competency based language teaching (chapter 8) Cooperative language learning (chapter 13) <b>Due 9/21</b>
Week 5 9/22	<b>Module 4</b>	Interlanguage/Learner language • Cross-linguistic influences	Reading discussion 4 Chapter 2 -(Lightbown & Spada) <b>Due 9/28</b>
Week 6 9/29	<b>Module 5</b>	What teachers need to know about language and introduction of subfields of linguistics?	Reading discussion 5 Fillmore and Snow (2000): This reading is posted on the Blackboard. <b>Due 10/5</b>
Week 7 10/6	Project Due	Collaborative Digital Linguistic Toolbox	See more direction on Blackboard <b>Due 10/27</b>
Week 8 10/13	<b>Module 6</b>	Promoting academic language development in listening and speaking	Reading discussion 6 (See additional reading on the Blackboard) <b>Due 10/19</b>
Week 9 10/20	<b>Module 7</b>	Promoting academic language development in reading and writing Continued on the content-based and sheltered instruction	Reading discussion 7 (See additional reading on the Blackboard) <b>Readings on ESL methodologies</b> Content-based instruction and content and language integrated learning (chapter 6) Task-based language teaching (chapter 9) <b>Due 10/26</b>
Week 10 10/27	<b>Module 8</b>	Culturally relevant Pedagogy	Reading discussion 8 & 9 (See additional reading on the Blackboard) <b>Due 11/2</b>
Week 11 11/3	<b>Module 9</b>	Culture, parental, and community involvement on ELs	<b>Module 8 and 9 reflective essays will all be due on Due 11/9</b>

Week 12 11/10	<b>Module 10</b>	Technology-enhanced teaching and learning <ul style="list-style-type: none"> <li>• ISTE Technology Standards</li> </ul> Introducing the project of Digital storytelling	Reading discussion 10 See additional reading on the Blackboard. <b>Due 11/16</b>
Week 13 11/17		Project overview and guideline on Culturally relevant literature/book selection. Please identify a culturally relevant storybook to any grade level you would like to read to. Please see Blackboard for how to select appropriately.	
Week 14 11/24		Thanksgiving Week – Continue to work on assignments	
Week 15 12/1		Project overview and guideline on literature review in Second language acquisition and literacy development	
Week 16	<b>Projects Due Dec. 13th</b>	<b>Video of culturally relevant storytelling submission</b> <b>Final Project Due: Literature Review submission</b>	

#### IMPORTANT POLICIES AND RESOURCES

##### Academic Accommodations for Persons with Disabilities:

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dsupport@tamusa.edu](mailto:dsupport@tamusa.edu).

**Academic Learning Center:** The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

**Counseling/Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance). All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

**Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').** For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/uploadfile/folders/sdbowen23/pdf/pdf-635073426137928167-10.100.20.116.pdf>

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**Respect for Diversity:** We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving

students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victims advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

**Students' Rights and Responsibilities:** The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### ***Students' Rights***

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### ***Students' Responsibilities***

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

#### **Broader Use of Generative AI Permitted within Guidelines**

Use of AI tools, including Chat GPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.