

Syllabus

EDBL 3315-Second Language Acquisition and Literacy for English Learners

Course description

This course focuses on the language learning and acquisition theories for first and second language learning. In addition, this course will stress the literacy development theories, lesson planning, oral language development, and the implications of learning second language methodology.

Course instructor

Name: Hsiao-ping Wu, Professor

Program: Bilingual Education and ESL Program

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Department of Educator and Leadership Preparation

College of Education and Human Development

Course objectives

Students will be able to

1. Identify principles of second language acquisition in classroom setting
2. Outline the historical development of ESL teaching methods
3. Explain how theory informs teaching methods
4. Learn the literacy pedagogy for English Learners (ELs)
5. Demonstrate the strategies for all content-area instruction through communicative language teaching
Integration of technology in lessons and activities

Required texts

Lightbown, P. & Spada, N. (2021). How languages are learned (5th ed.). *Oxford University Press*. ISBN-13: 978-0194406291

Richards, J. C. & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. (3rd. ed.). Cambridge University Press.

Standards

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

ISTE Standards for Educators: The ISTE Standards are a framework that guides educators, leaders and coaches in using technology to create high-impact, sustainable, scalable and equitable learning experiences.

2.1 Learner: Educators continually improve their practice by learning from and with others, and exploring proven and promising practices that leverage technology to improve student learning.

2.2 Leader: Educators seek opportunities for leadership to support student empowerment and success and to improve teaching and learning.

2.3 Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.

2.4 Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

2.5 Designer: Educators design authentic, learner-driven activities and opportunities that use technology to accommodate learner variability.

2.6 Facilitator: Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

2.7 Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Reference: ISTE Standards © 2024 4.02, ISTE (International Society for Technology in Education), iste.org.

Assignments and projects

Attendance

This course is an online asynchronous course; therefore, students can work at their own pace before each deadline listed on the course timeline. There is no attendance requirement.

Mini-reflective essay (35%)

You are expected to complete different mini-reflective essays (7 total) on the Blackboard discussion board (300-500 words) weekly. See tab of “Reading reflective essays”. The reflective essay must be completed before each deadline. Your weekly reflective essays will cover key points from reading, and provide citation based on APA7th format. Please see grading rubrics posted on the Blackboard. Readings are from two required textbooks.

Digital Linguistic Toolbox (20%)

The purpose of this digital linguistic toolbox is to prepare future teacher candidates to be familiar with knowledge and terms to articulate linguistics concepts to English learners. The linguistic terms will be identified by the instructors, and you will use a PowerPoint file, or Canva, or any platform to create one slide for each term. Each term should be defined and provided examples.

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 texts in class and be able to integrate technology into creating classroom material. The video will include the following elements.

- ❖ 20 minutes (max)
- ❖ An introduction to the book: Why did you select this book?
- ❖ A digital culturally relevant story telling:
 - Demonstrating the teacher-talk
 - Demonstrate 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 (25%)

Each student will review at least **three** articles on the topics of second language acquisition and literacy development. In a 3-5 page long, double-spaced paper in APA 7th 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

A Excellent, 90-100

B Good, 80-89

C Average, 70-79

D Passing, 60-69

F Failure, below 60

Course timelines

Date	Modules	Topics	Required readings or assignments
1/20		Course Introduction and Syllabus Overview	Syllabus Agreement Submission: See Blackboard
1/27	Module 1	First language learning in the early childhood	Reading reflection 1 Chapter 1- (Lightbown & Spada)
2/3	Module 2	Explaining second language learning Socio-cultural/social interactional, comprehensible input hypothesis theories.	Reading reflection 2: Required readings: Chapter 4 - (Lightbown & Spada) The audiolingual Method (chapter 4 -Richards & Rodgers) Total Physical Response (chapter 1-Richards & Rodgers)
2/10	Module 3	Individual differences in SLA Factors	Reading reflection 3 Chapter 3 - (Lightbown & Spada) Communicative language teaching (chapter 5-Richards & Rodgers) Competency based language teaching (chapter 8-Richards & Rodgers) Cooperative language learning (chapter 13-Richards & Rodgers)
2/17	Module 4	Interlanguage/Learner language Cross-linguistic influences	Reading reflection 4 Chapter 2 - (Lightbown & Spada)
2/24	Module 5	What teachers need to know about language and introduction of subfields of linguistics	Reading reflection 5 Fillmore and Snow (2000): This reading is posted on the Blackboard Due on: See Blackboard
3/3		Digital linguistic toolbox project time!	You will complete 99 linguistic terms to look for definitions, and examples.
3/10		Spring break 2026!	
3/17		Digital linguistic toolbox working time and submission	Deadline to submit linguistic toolbox: March 23, 11:59 p.m.
3/24	Module 6	Promoting academic language development in listening and speaking (Oracy)	Reading reflection 6 Readings are posted on the Blackboard
3/31	Module 7	Promoting academic language development in reading and writing (Literacy)	Reading reflection 7 Readings are posted on the Blackboard & Content-based instruction and content and language integrated learning (chapter 6-Richards & Rodgers) Task-based language teaching (chapter 9-Richards & Rodgers)
4/7	Module 8	Culture and culturally relevant pedagogy on English Learners	Reading reflection 8 (See additional readings on the Blackboard) Just Read! No reflection submission needed
4/14	Module 9	Parental and community involvement	Reading reflection 9 Just Read! No reflection submission needed
4/21	Module 10	Technology-enhanced teaching and learning ISTE Technology Standards	Reading discussion 10 Just Read! No reflection submission needed See additional reading on the Blackboard.
4/28		Final project planning time	
5/11	Project Due: <i>Video of reading a culturally relevant book</i>		
5/11	Project Due: <i>Final Project Due: Literature Review submission (No extension will be offered)</i>		

Important Policies and Resources

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

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, 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 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 Madla 120.

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. For more information on SCC services visit <http://tamusa.edu/studentcounseling>. Crisis support is available 24/7 by calling the SCC at 210-784-1331.

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

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 Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

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 by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (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.

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://www.tamusa.edu/academics>.

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 submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@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 with an opportunity to make up any examination, study, or course 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.

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, equal 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 and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status.

Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University’s Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu. 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 based on sex, 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 victim 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, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university’s Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

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 (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, 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.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

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, gender identity, gender expression, and pregnancy/parenting 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 students' 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, and University Catalog, and to comply with them, as well as with 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 a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

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. Conduct that infringes on the rights of another individual will not be tolerated.