

Understanding Culture in the Classroom - CIED 4403, Sec 901
Fall 2021
University of Arkansas

Class Time/Location: Online

Office Hours: appointment only via Zoom

Instructor: Kelsey Roth, kdroth@uark.edu

Catalog Description

This course provides pre-and in-service teachers the knowledge and skills necessary for educating ethnically and linguistically diverse students. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. It addresses issues for social justice education through understanding ways that children learn and communicate in their homes and communities. Students will examine how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public K-12 classrooms.

Course Objectives *(Based on Arkansas Teacher Competencies addressed in Culture)*

- 2.1 Demonstrates knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, affects the education of ELLs
- 2.2 Explains the ways cultural variables affect second-language acquisition and teaching
- 2.3 Applies knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs
- 2.4 Devises and implements methods to understand each ELLs' academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs
- 2.5 Devises and implements methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices
- 5.1 Implements effective collaboration strategies to plan ways to serve as a resource for ELL instruction and to support school personnel, ELLs and families
- 5.2 Applies knowledge of school, district, and governmental policies and legislation to support ELLs' educational rights
- 5.3 Self-assesses, reflects, and grows professionally in the field of English language learning and teaching
- 5.5 Uses a variety of strategies for consulting and communicating with ELL parents/guardians about each student's progress and needs

Required Materials

The following texts are required. Both print and digital versions will work, but they must be these specific editions.

- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice (3rd ed.)*. New York: Teachers College Record

- Au. W. (2014). *Rethinking multicultural education: Teaching for racial and cultural justice (2nd ed.)*. Rethinking Schools (www.rethinkingschools.org)

This is an online class so access to reliable internet, Zoom and Blackboard are required. There will be 4 synchronous sessions and your attendance is strongly recommended. Two options for the synchronous meetings will be provided, and the meetings will be conducted through Zoom (the link can be found on our class Blackboard page). The synchronous sessions will include lectures, discussions, and presentations of assignments.

Asynchronous time will include reading, writing, and occasionally responding virtually to classmates about the topics at hand. There may be other materials, such as podcasts, articles, websites, social media accounts, etc. used as resources to better understand culturally responsive teaching.

Course Assessments and Grading

1. Engagement, Attendance & Participation: Meaningful discussion is crucial to understanding anti-racism work, unconscious bias, and the other important topics covered in this course. Students should be prepared to contribute to discussions around their perceptions of assigned readings, listenings, etc. *There will be four synchronous sessions via Zoom. Two day/time options will be offered. Students should make every effort to attend the Zoom as this is the time for collaboration and direct instruction. If there are extenuating circumstances that impact your attendance, it is your responsibility to notify the instructor ASAP, and an alternative assignment will be given.* (15 pts., 15% of grade)
2. Reflection Papers/Assignments: Students will be asked to reflect on readings, discussions, podcasts, and speakers. The reflections will mostly be in the form of brief papers, but occasionally students will be asked to use different modes of communication to express their reflections. (30 points total, 30% of grade)
3. Cultural Experience: Students will step out of their own typical cultural environment by attending an event or gathering of another culture* (15 pts., 15% of grade)
4. Cultural Interview: Students will research a specific cultural group and interview an individual who identifies with that culture *(15 pts., 15% of grade)
5. Final Project: Students will be asked to synthesize the information from the course and develop an action plan for implementing culturally and linguistically responsive teaching in their classrooms. The project will include an analysis of the actions, attitudes, and beliefs required of culturally responsive educators, as well as a lesson plan, unit, or professional development (something to share with colleagues at a staff meeting, PLC, etc). All sources must be cited in order for students to use to continue their Anti-bias/Anti-Racism (ABAR), CRT work. (25 pts., 25% of grade)

*These assignments will be altered to ensure the safety of students during COVID-19.

Instructor Expectations

- Students will communicate orally and in writing
- Students will think critically and produce original work
- Students will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individual

Tentative Schedule

| Date | Topic | Assignments Due |
|------------------------|---|---|
| Week 1 8/23-8/29 | <ul style="list-style-type: none"> • Welcome, Syllabus • Our Beliefs & Cultures | <ul style="list-style-type: none"> • 10 Cultural Values Profile Reflection |
| Week 2 8/30-9/5 | <ul style="list-style-type: none"> • What is culture? | <ul style="list-style-type: none"> • My Culture Represented • What does culture mean to me? |
| Week 3 9/6-9/12 | <ul style="list-style-type: none"> • A Culturally Responsive Classroom Environment | <ul style="list-style-type: none"> • Reading responses • Diversifying Classroom Libraries |
| Week 4 9/13-9/19 | <ul style="list-style-type: none"> • Pedagogical Impacts of Culturally Responsive Teaching • Affective Filter | <ul style="list-style-type: none"> • Classroom Environment Checklist • Classroom Observation Reflection |
| Week 5 9/20-9/26 | <p style="text-align: center;">**Synchronous Learning**</p> <ul style="list-style-type: none"> • Effects of Implicit Bias | <ul style="list-style-type: none"> • Reflection/ Discussion |
| Week 6 9/27-10/3 | <ul style="list-style-type: none"> • Diversifying Curriculum • Learning from the lived experiences of culturally & linguistically diverse students | |
| Week 7 10/4-10/10 | <ul style="list-style-type: none"> • Culture & Language | <ul style="list-style-type: none"> • Cultural Interview |
| Week 8 10/11-10/17 | <ul style="list-style-type: none"> • Honoring Students' Cultures, Languages & Backgrounds • Stereotypes & Generalizations | |
| Week 9 10/18-10/24 | <p style="text-align: center;">**Synchronous Learning**</p> <ul style="list-style-type: none"> • Review Culture & Language • Share Cultural Interviews | <ul style="list-style-type: none"> • Reflection/Discussion |
| Week 10 10/25-10/31 | <ul style="list-style-type: none"> • Fall Break--Catch up on assignments | |
| Week 11 11/1-11/7 | <ul style="list-style-type: none"> • Broadening Perspectives- "Nice White Parents, Ep. 1 | <ul style="list-style-type: none"> • Cultural Experience |
| Week 12 | <ul style="list-style-type: none"> • CRT in Action | |

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| 11/8-11/14 | | |
| Week 13 11/15-11/21 | **Synchronous Learning** | <ul style="list-style-type: none"> Classroom Observation Reflection |
| Week 14 11/22-11/28 | <ul style="list-style-type: none"> Thanksgiving Break--Catch up on assignments | |
| Week 15 11/29-12/5 | <ul style="list-style-type: none"> Pulling it All Together | |
| Week 16 12/6-12/12 | **Synchronous Learning** <ul style="list-style-type: none"> Share Final Projects | <ul style="list-style-type: none"> Final Projects |

Course Management Software

The course is supported by Blackboard course management system. It will be used both to communicate with you and provide you with additional required readings. Every student will receive a Blackboard login and password with which you can access this course. The Blackboard URL is learn.uark.edu. You should access this page regularly for the latest announcements and course activities.

Accommodations for Students with Disabilities

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access contact (479) 575-3104 or visit <http://cea.uark.edu> for more information on registration procedures.

Academic Integrity

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's "Academic Integrity Policy" which may be found at provost.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Equal Treatment

The University faculty, administration, and staff are committed to providing an equal educational opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race,

religious commitment, sex, or sexual orientation in any of the activities conducted on this campus.

Inclement Weather Policy

In cases where the weather has caused hazardous driving conditions, the University may be closed and if such conditions prevail at 5am, the closure will be for the day. Announcements of the University's closing are given to the University's radio station (KUAF, 91.3) and other local radio and TV stations for broadcast. Closing information is also available through the UARK website, voicemail, or by dialing 479-575-7000.

Changes to the Syllabus

A syllabus is a tool to help you plan your time and track our progress. Every effort is made to ensure the syllabus is as complete as possible, but there may be occasions when changes are required. The instructor will announce and post any deviations from the syllabus.

COURSE OBJECTIVES:

All course objectives will be assessed by rubric, which appear at the end of this syllabus. With a minimum of 70% accuracy (a grade of C), students will demonstrate and apply an understanding of the following course criteria:

| OBJECTIVE | ASSIGNMENT/ PROJECT # where this objective is assessed | CORRELATION to Competencies for English as a Second Language Teachers, Grades K-12* |
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| important similarities and differences between first and second language development from birth to age 5; and age five to adulthood | Assignment #2 | 1.2; 1.5; 1.8 |
| the interplay of first language development and second language development | Assignment #5 Assignment #6 | 1.2; 1.3; 1.7; 1.8 |
| simultaneous bilingualism, additive bilingualism, and subtractive bilingualism | Assignment #6 | 1.2; 1.3; 1.8 |
| instructional principles and strategies to promote additive bilingualism | Assignment # Assignment #10 Project #2 | 1.2 |
| the stages of language development for second language learners | Project #1 Assignment #8 | 1. 1.3 |
| ELPA21 in Arkansas | Project #1 | 1.2 |
| the 3 basic principles that enhance English language learning | Assignment #9 Assignment #10 Project #2 | 1.1; 1.4; 1.6; 1.9 |
| basic strategies to simultaneously promote content learning and second language acquisition | Assignment #9 Assignment #10 Project #2 | 1.4 |
| current and historical theories and research in language acquisition as applied to ELLs | Assignment #3 Assignment #4 | 1.2 |

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| sociocultural, psychological, and political variables to facilitate the process of learning English | Assignment #5 Assignment #6 Assignment #7 Assignment #9 Project #2 | 1.4; 1.10 |
| the role of individual learner variables in the process of learning English | Assignment #5 Assignment #6 Assignment #7 Project #1 Project #2 | 1.2; 1.4; 1.10 |

* Competencies for English as a Second Language Teachers, Grades K-12

1.1 Acknowledges English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas

1.2 Explains second language acquisition theory and developmental process of language to set expectations for and facilitate language learning

1.3 Demonstrates knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English

1.4 Applies knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas

1.5 References IPA (the International Phonetic Alphabet) to explain similarities and differences in language phonology

1.6 Identifies concepts of World Englishes

1.7 Explains inconsistencies and irregularities of the English language

1.8 Analyzes the similarities and differences between first and second language acquisition and how learners' first language can affect their second-language production and reception

1.9 Explains how first-language literacy influences the development of English literacy

1.10 Considers that in addition to language, student performance may be affected by various factors (e.g., socioeconomic, physical, and emotional) and provides needed supports

TROUBLE SHOOTING THE TECHNOLOGY

Contact your course instructor for questions about the *content* of the class. For technology related questions, the BlackBoard experts are your resource. You can contact them from the course page: click "Student Links" on the menu listed down the left side of the page. "Blackboard Help" is the first option listed. Alternatively, you can call 479-575-2905 or email help.uark.edu

| Help Desk Hours | After Hours Support |
|------------------------------|-------------------------------|
| Mon-Thur: 7 a.m. to midnight | Call 479-575-2904 to alert |
| Fri: 7 a.m. to 5 p.m. | technical staff if Blackboard |
| Sat: 11 a.m. to 4 p.m. | Learn is not responding. |
| Sun: 3 p.m. to midnight | |

COURSE TIME EXPECTATIONS AND VIRTUAL CLASS MEETINGS

The course is designed with the expectation that students will spend an average of 4 hours per week working on assignments, readings, and projects *in addition to* a one-hour virtual class meeting. Students are asked to arrange their time to participate live in the virtual class meetings, but on the occasion when students are unable to attend live, they may review a recording of the session. Elements of required assignments will be based on the content of these sessions. Your course instructor will provide you with information on how to connect to these meetings before Virtual Class Meeting #1.

Virtual class meetings will be held on **Thursdays, at 5 pm**, beginning Thursday, January 20. Although your attendance is not a requirement, these virtual class sessions give you the opportunity to ask clarifying questions about course content and assignments. *There will be information shared in each virtual session to assist you in completing assignments.* These sessions will be recorded for you.

COURSE MATERIALS

You will need access to a computer and reliable internet service to complete this course. All the instructions you need to complete this course are included on this syllabus. Materials for the course can be accessed on the course **BlackBoard page (abbreviated as BB from now on) on the menu list to the left of the BB page under ‘Course Content’ then “Lessons”**. You can also access internet web links from your syllabus. They are provided lesson by lesson in the “Instructions and Assignments” column.

GETTING STARTED

Look at your course assignments on the table below. Assignment numbers and due dates for each appear in the left column. Assignments should be completed in the order they are listed and be submitted to your instructor by the due dates listed.

Find the instructions and assignments for WEEK #1 (in the right column of the row that corresponds to the assignment #). See that the first item listed is “VPP First Language Learning in Early Childhood”. **All the course content can be found on your BlackBoard (BB) course page in the ‘content’ folder.** Since the instructions for WEEK #1 say “VPP First Language Learning in Early Childhood” this means you go to the content folder under the “WEEK #1” tab and find the “VPP First Language Learning in Early Childhood” attachment. ‘VPP’ is a Voiced PowerPoint which can be accessed on PCs and Macs. You will have several VPPs in this course. Just follow the instructions on the opening slide. VPPs are informational presentations. All the readings, videos, websites, VPPs, etc, are attached in the corresponding week’s folder.

Also for WEEK #1 in the ‘instructions and assignments’ column, the next item listed is “ASSIGNMENT”. Assignments and projects need to be turned in to your instructor by the due dates listed on the syllabus. To turn in an assignment **click on the link provided on the BB page where the assignment is listed in the corresponding week’s folder.**

VIRTUAL CLASS MEETINGS

These meetings are scheduled every Thursday from 5 to 6 pm. These meetings are opportunities for you to ask questions and get clarification of content. In addition, tips and additional information to help you get higher scores on assignments will be share in the virtual meetings **If you cannot make those VIRTUAL CLASS MEETINGS live, don’t worry, they will be recorded. They’ll then be available to you later that very evening. You can listen to them at your convenience, although it’s advisable to do this before you submit that week’s assignment since tips and clarifications will be provided during these sessions.**

COURSE ASSIGNMENTS

| ASSIGNMENT # AND DUE DATE | CLASS TOPICS AND LESSON # | INSTRUCTIONS AND ASSIGNMENTS |
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| <p>WEEK 1 Jan 18-23</p> <p>ASSIGNMENT #1 is due by Sunday, January 23 at 12 midnight.</p> | <p>First language learning in early childhood</p> <p>Welcome and introduction to the course</p> <p>VIRTUAL CLASS MEETING #1</p> | <p>1. VPP First language learning in early childhood</p> <p>REVIEW THESE BEFORE VIRTUAL CLASS MEETING #1</p> <p>1. ONLINE DOCUMENT: FAQ Language Acquisition https://www.linguisticsociety.org/resource/faq-how-do-we-learn-language</p> <p>2. VIDEO: How do babies learn language? https://www.youtube.com/watch?v=lexHdKm3Zpg</p> <p>ASSIGNMENT #1 Discussion Board</p> <p>Introduce yourself to the class. Tell us where you teach or work, how long you have been working in education, what you teach and whom you teach, what program of study are you in at UArk, and how many courses you have taken. Also share with us any information you feel will help us get to know you better.</p> <p>This assignment is not graded BUT will gain you 5 BONUS point for posting one main thread introducing yourself AND replying to a minimum of 2 of your classmates' threads by Sunday, January 17.</p> <p>VIRTUAL CLASS MEETING #1 Thursday, January 20, 5 pm-6pm Topics: Intro to the course and first language learning in early childhood</p> |

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| <p>WEEK 2 Jan 24-30</p> <p>Assignment #2 due by 12 pm Sunday, January 30 (cannot be submitted before virtual class #2 meets)</p> | <p>First language learning in early childhood</p> <p>VIRTUAL CLASS MEETING #2</p> | <ol style="list-style-type: none"> 1. ONLINE DOCUMENT: How do children learn language? https://www.verywellfamily.com/how-do-children-learn-language-1449116 2. ONLINE DOCUMENT: Major stages of language acquisition https://englanglanguageacquisition.weebly.com/major-stages-of-language-acquisition.html 3. ONLINE DOCUMENT: Six stages of language development https://www.edubloxtutor.com/language-development/ 4. VIDEO: Talking twin babies https://www.youtube.com/watch?v=JmA2CIUvUY 5. VIDEO: Baby human to talk gestures https://www.youtube.com/watch?v=NyitkrD_WbQ 6. DOCUMENT on BB: Read and Sing and Talk to young children <p>VIRTUAL CLASS MEETING #2 Thursday, January 27, 5 pm-6pm Topic: First language learning in early childhood</p> <p>ASSIGNMENT #2: What information presented about how children learn their first language did you find surprising or especially interesting to you? What connections can you make between the information presented and your experience as a teacher and/or parent? (Maximum 1 page, single spaced, 1-inch margins)</p> |
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| <p>WEEK 3 Jan 31-Feb 6</p> <p>ASSIGNMENT #3 due Sunday, February 6</p> | <p>Theories of language acquisition</p> <p>VIRTUAL CLASS MEETING #3</p> | <ol style="list-style-type: none"> 1. SLIDE SHARE: first language acquisition https://www.slideshare.net/videoconferenciasutpl/explaining-first-language-acquisition 2. DOCUMENT ON BB 3 Theories of language acquisition 1. WEBPAGE with embedded videos: https://www.simplypsychology.org/language.html 3. DOCUMENT on BB: PINKER Ch 9 <p>VIRTUAL CLASS MEETING #3 Thursday, February 3, 5 pm-6pm Topic: Theories of language acquisition</p> <p>ASSIGNMENT #3: The three theories of first language acquisition are behaviorist, innatist, and interactionist. Using the information included in the materials for this task (as well as your own web search, if you wish), summarize each theory. (Maximum 1 page, single spaced, 1-inch margins – NOTE: the reason for the page restriction is to encourage you to synthesize the information.)</p> |
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WEEK 4
Feb 7-13

ASSIGNMENT #4
due Sunday,
February 13

Theories, myths, and realities of first language acquisition

VIRTUAL CLASS MEETING #4

READ

1. DOCUMENT on BB: PINKER pages 354 to 369
2. DOCUMENT on BB: Evans Ch 4

VIRTUAL CLASS MEETING #4

Thursday, February 10, 5 pm-6pm
Topic: Theories, myths, and realities of first language acquisition

ASSIGNMENT #4

Chomsky hypothesized that children have an innate ability to learn language – that they are “prewired” to do that. He suggests the presence of a language acquisition device that enables children to figure out the underlying rules of the language on their own, a hypothesis that has been highly questioned, as it is only a hypothesis and is not based on any actual research. You have read work by Pinker, another scientist who argues that language is innate – a type of “instinct” “pre-wired” in humans. As you can see from the title of Evans’ work, she sets out specifically to “debunk” both those ideas. She proposes that human language is related to other forms of animal communication and that humans learn their mother tongue by drawing on general properties and abilities of the human mind, rather than having an inborn ‘universal’ grammar ability. She also proposes that ultimately, human language reflects and draws upon the way humans interact with other humans.

You have only been assigned parts of Pinker’s and Evans’ work, so know there is much more to what they hypothesize. From what you know (or can research) about their and Chomsky’s work, create a triple Venn Diagram to illustrate summarizing points of each point of view, identifying their core similarities.

NOTE: as you’ll see on the scoring rubric for assignments, your grade will be based on how well your work reflects your understanding of the concepts.

VIRTUAL CLASS MEETING #4

Thursday, February 10, 5 to 6 pm **NOTE!!!** This session will be of great help to you in completing this week’s assignment!

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| <p>WEEK 5 Feb 14-20</p> <p>ASSIGNMENT #5 due Sunday, February 20</p> | <p>Krashen's Theory of Second Language Acquisition</p> <p>VIRTUAL CLASS MEETING #5 Krashen Hypotheses</p> | <ol style="list-style-type: none"> 1. VPP Krashen. 2. VIDEO 32 minutes, Foundations of language acquisition https://www.youtube.com/watch?v=Z20NVM870CY <p>VIRTUAL CLASS MEETING #5 Thursday, February 17, 5 to 6 pm Krashen Hypotheses</p> <p>ASSIGNMENT #5: After learning about Krashen's 5 hypotheses about language learning, consider and describe what practices YOU employ in your classroom to <i>lower students' affective filters</i>. Be sure to discuss what filter elements do you feel you are targeting in your practice and WHY you feel these are important. If you are not presently working in a classroom, <i>imagine you are</i>. (Maximum 2 pages, single spaced, 1-inch margins)</p> |
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| <p>WEEK 6 Feb 21-27</p> <p>ASSIGNMENT #6 is due Sunday, February 27</p> | <p>Bilingualism and stages of second language acquisition</p> <p>VIRTUAL CLASS MEETING #6</p> | <ol style="list-style-type: none"> 1. VPP English as a second language and bilingualism 2. DOCUMENT ON BB Tabor Stages (in early childhood) 3. DOCUMENT ON BB Sample Teacher Prompts for Each Stage of Second Language Acquisition 4. WEBPAGE Language acquisition: an Overview (Stages of Second Language Acquisition -- beyond early childhood) http://www.colorincolorado.org/article/language-acquisition-overview 5. How long does it take English learners to gain proficiency? (give pages 1-4 attention, as well as the 'conclusions' section, which begins on page 13) Kenji Hahta, Yuko Goto Butler & Daria Witt: Stanford University. https://web.stanford.edu/~hakuta/Publications/(2000)%20-%20HOW%20LONG%20DOES%20IT%20TAKE%20ENGLISH%20LEARNERS%20TO%20ATTAIN%20PR.pdf Here is a summary of that same study: https://www.lecturabooks.com/how-long-does-it-take-english-language-learners-to-acquire-english/ <p>VIRTUAL CLASS MEETING #6 Thursday, February 24, 5 to 6 pm Stages of second language acquisition: Tabor stages and beyond Practice identifying the stages</p> |
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| | | <p>ASSIGNMENT #6</p> <ol style="list-style-type: none"> 1. From now on, when someone asks you, “How long does it take an English language learner to gain proficiency in English?” what will your answer be? Be certain to cite your sources. 2. What impact does your answer have on what YOU teach? (Be sure to include information in your submission describing what ages and content you teach.) (Maximum 2 pages, single spaced, 1-inch margins) |
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| <p>WEEK 7 Feb 28-Mar 6</p> <p>ASSIGNMENT #7 is due Sunday, March 6</p> | <p>Myths of Second Language Acquisition</p> <p>VIRTUAL CLASS MEETING #7</p> | <ol style="list-style-type: none"> 1. ASCD PRE-RECORDED WEBINAR Myths of Second Language Acquisition starts at 2”30’ – (before that is an intro that doesn’t apply) Last 15 min is a q&a (1 hour total, so 45 min) http://www.ascd.org/professional-development/webinars/judie-haynes-webinar.aspx 2. VIDEO 4 min Why can’t adults learn like children? https://www.youtube.com/watch?v=Qh8QlfYLU00 3. DOCUMENT on BB: Myths of Second Language Acquisition This document will also be accessed during this week’s virtual meeting <p>VIRTUAL CLASS MEETING #7 Thursday, March 3, 5 to 6 pm Topic: Myths of SLA</p> <p>ASSIGNMENT #7 Choose 3 of the myths discussed this week that stood out to you. Research the myth on the internet to find out more about each. State the myth and debunk it. Give examples from your own teaching (or parenting) experience when possible and/or relate examples from the virtual class discussion. (Maximum 3 pages, single spaced, 1-inch margins)</p> |
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| <p>WEEK 8 March 7-13</p> <p>ASSIGNMENT #8 is due Sunday, March 13</p> | <p>ELPA 21</p> <p>VIRTUAL CLASS MEETING #8</p> | <ol style="list-style-type: none"> 1. WEBPAGE: ELPA21 home http://www.elpa21.org/ 2. WEBPAGE: English language proficiency (ELP) Standards resources http://www.elpa21.org/standards-initiatives/elp-standards 3. ONLILNE DOC: English language proficiency (ELP) Standards http://www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf <p>VIRTUAL CLASS MEETING #8 Thursday, March 10, 5 to 6 pm ELPA 21 How to find the information for the upcoming project</p> <p>PROJECT NOTE: Project #1 is due on March 20. You will USE YOUR PRACTICUM SCHOOL. If you don't presently work in a school, your instructor will give you an alternative assignment.</p> <p>ASSIGNMENT#8: WEB QUEST: ELPA21 Directions are on the document, attached to the BB page for this week.</p> |
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| <p>WEEK 9 March 14-20</p> <p>PROJECT #1 is due Sunday, March 20</p> | <p>Identifying the proficiency levels of ELLs in your classes</p> <p>VIRTUAL CLASS MEETING #9</p> | <p>PROJECT #1: Open document on BB 'PROJECT #1' and follow the directions. In this project, you will be directed to find information on the students you have in your classes who have been identified as ELL, identify what ELPA level they have been assigned, and complete a series of tasks related to this information.</p> <p>PROJECT NOTE: USE YOUR PRACTICUM SCHOOL. If you don't presently work in a school, your instructor will give you an alternative assignment.</p> <p>VIRTUAL CLASS MEETING #9 Thursday, March 17, 5 to 6 pm How to find the information for your project</p> |
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MARCH 22-28 SPRING BREAK

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| <p>WEEK 10 March 28-Apr 3</p> <p>ASSIGNMENT #9 is due Sunday, April 3</p> | <p>Promoting second language acquisition in the classroom</p> <p>VIRTUAL CLASS MEETING #10</p> | <ol style="list-style-type: none"> 1. DOCUMENT ON BB: 3 basic principles to enhance second language learning 2. WEB DOCUMENT Making content comprehensible in the content classroom https://www.region10.org/r10website/assets/File/ELL%20Strategies-Making%20Content%20Comprehensible.pdf 3. WEB DOCUMENT Teaching content through a second language http://carla.umn.edu/cobaltt/modules/strategies/met1994_2/teaching.pdf 4. VIDEO: What is comprehensible input? https://www.pinterest.es/pin/273734483573542454/ 5. DOCUMENT ON BB: Strategies to increase interaction in the classroom 6. VIDEO Interaction in the ESL classroom https://www.pinterest.es/pin/273734483573542463/ 7. WEBPAGE To Hot or Not? Higher order thinking for ELLs http://blog.tesol.org/to-hots-or-not-higher-order-thinking-for-ells/ 8. WEBPAGE Asking the right questions http://marinschools.org/ECE/Documents/2011_12%20Prof%20Dev/AskingRightQuestions.pdf 9. DOCUMENT ON BB: Teach the Text backward (strategy) 10. WEBPAGE Graphic organizers for content instruction http://www.everythingsl.net/inservices/graphic_organizers.php 11. DOCUMENT ON BB: From Text to Graphics and Back Again. <p>VIRTUAL CLASS MEETING #10 Thursday, March 31, 5 to 6 pm Basic Principles to Enhance Language Acquisition</p> <p>ASSIGNMENT #9: Open document on BB “Assignment 9 identify 3Ps” and follow the directions. In this assignment, you will view a series of recorded lessons and identify the 3 principles (presented in this lesson).</p> |
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| <p>WEEK 11 Apr 4 - 10</p> <p>ASSIGNMENT #10 is due Sunday, April 10</p> | <p>Promoting second language acquisition in the classroom</p> <p>VIRTUAL CLASS MEETING #11</p> | <ol style="list-style-type: none"> 1. SLIDE SHARE Instructional Strategies http://www2.sfasu.edu/enlace/SED%20372%20instructional%20strategies.pdf 2. WEB DOCUMENT Instructional Strategies that Facilitate Learning across Content Areas http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/section7.pdf 3. WEBPAGE Teaching strategies for ELLs http://www.supportrealteachers.org/strategies-for-english-language-learners.html 4. WEB DOCUMENT ELL Strategies http://orh.sweetwaterschools.org/files/2012/06/EL-SDAIE-Strategies.pdf <p>VIRTUAL CLASS MEETING #11 Thursday, March 7, 5 to 6 pm Identify 3 Principles</p> <p>ASSIGNMENT #10: Open document on BB “Assignment 10 identify 3Ps” and follow the directions. In this assignment, you will observe a lesson, identify 3Ps, and comment on the lesson as directed.</p> |
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| <p>WEEK 12 Apr 11-17</p> <p>YOU HAVE 2 WEEKS TO PREPARE AND SUBMIT PROJECT #2, due IN WEEK 13, by Sunday, April 24</p> | <p>Basic Principles & Strategies</p> <p>VIRTUAL CLASS MEETING #12</p> | <p>PROJECT #2: Open document on BB “PROJECT #2” and follow the directions. In this assignment, you will be directed to create, teach, record, and reflect on a lesson in your classroom applying 3Ps and a choice of strategies suggested in above resources. YOU WILL TEACH THIS LESSON IN YOUR PRACTICUM CLASS. If you are not presently teaching a practicum class, contact your instructor for an alternative assignment.</p> <ol style="list-style-type: none"> 1. WEBPAGE Strategy Cards (a collection of strategies to use with ELLs appears at the end of the document) http://ctf2point0.weebly.com/uploads/2/1/7/9/21794934/protocol_strategy_cards.pdf <p>VIRTUAL CLASS MEETING #12 Thursday, April 14, 5 to 6 pm The Project Strategies and how they meet the 3Ps</p> |
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| <p>WEEK 13 Apr 18-24</p> <p>PROJECT #2 is due by Sunday, April 24</p> | <p>Basic Principles & Strategies</p> <p>VIRTUAL CLASS MEETING #13</p> | <p>VIRTUAL CLASS MEETING #13 Thursday, April 21, 5 to 6 pm The Project</p> |
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| <p>WEEK 14 Apr 25-May 5</p> <p>ASSIGNMENT #11 is due by Sunday, April 25</p> <p>NOTE: This final assignment is worth double: 12 points!</p> | <p>Promoting second language acquisition in the classroom</p> | <p>VIRTUAL CLASS MEETING #14 Thursday, April 28, 5 to 6 pm Reviewing the project: how did your classmates meet the 3Ps? This is the last virtual class meeting!</p> <p>FINAL ASSIGNMENT #11</p> <ol style="list-style-type: none"> 1. List 3 pieces of new information you learned in the class AND tell how you will use that information in your future teaching. 2. How will you habitually lower the Affective Filter of all the students in your classroom in all your future classes? 3. What will you habitually do in your future classes to meet the 3 Basic Principles that were presented in this class? <p>(3 pages maximum, single spaced, 1" margins)</p> |
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GRADING

All assignments and projects will be scored by rubric. Rubrics follow and can be found on the BB page in the content folder under the “rubrics” tab. They also appear on the next two pages of this syllabus.

12 graded Assignments @ 6 possible points each = 72 points

2 Projects @ 14 possible points each = 28 points

You will note from the following rubrics that achieving “at expectations” on each criteria will work out to a “B” in the course. (See the rubric example posted on the Blackboard page for an example of a rubric completed for a “B” grade.) To achieve an “A”, you will have to exceed expectations, which is what an “A” means!

| Scoring Rubric for Assignments (6 total points on each) <i>Dr. Lynda Franco</i> | | | | |
|---|----------|------------|----------|------------|
| Directions: check one score to the right for each of the following criteria and total all. | 0 | 0.5 | | |
| Student assignment is submitted on time. | | | | |
| Expectation: • Assignment is submitted on time. | | | | |
| Student follows instructions given. | | | | |
| Expectation: • Assignment demonstrates a thoughtful attempt to follow directions/instructions (formatting, page limit...) • Assignment is complete. | | | | |
| Directions: check one score to the right for the following criteria and total all. | 0 | 1 | 2 | 2.5 |
| Student demonstrates thoughtful consideration of class material. | | | | |
| Expectations • Assignment demonstrates a clear understanding of course content. • Facts are accurate and justification of reasoning given reflects an accurate understating of course content. | | | | |
| 0 points= Not at all 1 point = below expectations 2 points = at expectations 2.5 points = exceeds expectations (facts given and justified refer to additional outside references or experiences) | | | | |
| Directions: check one score to the right for each of the following criteria and total all. | 0 | 1 | 2 | 2.5 |
| Student work references and connects to course materials. | | | | |
| Expectation: • Clear connections, references, and/or links to course materials are evident • Connections are evident between course materials and student's own teaching/life with supporting details, ideas, and concepts from the course materials. Specific real-life applications may be mentioned. | | | | |
| 0 points= Not at all 1 point = below expectations 2 points = at expectations 2.5 points = exceeds expectations (references made to additional outside references or experiences) | | | | |
| TOTAL SCORE | | | | |

Scoring Rubric for Projects (14 total points on each)

Dr. Lynda Franco

| Directions: check one score to the right for each of the following criteria and total all. | 0 | 1 | | | |
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| Student assignment is submitted on time. | | | | | |
| Expectation: • Assignment is submitted on time. | | | | | |
| Student follows instructions given. | | | | | |
| Expectation: • Assignment demonstrates a thoughtful attempt to follow directions/instructions (formatting, page limit...) • Assignment is complete. | | | | | |
| Directions: check one score to the right for the following criteria and total all. | 0 | 2 | 4 | 6 | |
| Student demonstrates thoughtful consideration of class material. | | | | | |
| Expectations • Assignment demonstrates a clear understanding of course content. • Facts are accurate and justification of reasoning given reflects an accurate understating of course content. | | | | | |
| 0 points= Not at all 2 points = Below expectations 4 points = at expectations 6 points = exceeds expectations | | | | | |
| Directions: check one score to the right for each of the following criteria and total all. | 0 | 2 | 4 | 6 | |
| Student work references and connects to course materials. | | | | | |
| Expectation: • Clear connections, references, and/or links to course materials are evident • Connections are evident between course materials and student’s own teaching/life with supporting details, ideas, and concepts from the course materials. Specific real-life applications may be mentioned. | | | | | |
| 0 points= Not at all 2 points = Below expectations 4 points = at expectations 6 points = exceeds expectations | | | | | |
| 14 points = A+ 11—13 points =A 8—10 points = B 6—7 points = C less than 5 points = D | TOTAL SCORE | | | | |

Late Work Policy

All work is due based on established and announced due dates by the scheduled time. If work is turned in late, points will be deducted as indicated on the scoring rubric, as long as the work is turned in no later than one week after the scheduled due date. Work will be accepted after one week; however, 50% of the assignment value will be deducted prior to assessment of the work. Work turned in later than Monday, April 26 will automatically receive a zero (0). Please contact the instructor for instructions if attempting to submit late work. This policy is in effect as an incentive to stay current with the assigned work. Like many courses, the work of one session is based on the understanding of the work of the previous session(s). Falling behind in work greatly reduces the chances of success at attempting later work.

Academic Honesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](#)' at honesty.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. I am committed to the principle of academic honesty, and I expect each student in my class to maintain a high standard of academic integrity. My commitment to you, the student, is to provide a learning environment that promotes academic honesty in and out of the classroom. I support the University of Arkansas policy concerning academic honesty that is described in the Student Handbook. Consequently, any student involved in an academically dishonest act will be given the penalties described in the Academic Integrity Policy and the action will be reported to the All University Judiciary.

All work that you submit must show your own ideas and current understanding. Assignments must be original work developed by you. Finding applicable materials on the Internet and claiming them as your own is not acceptable. You are welcome to get ideas from other sources and are encouraged to do so. However, you must revise the existing material significantly and cite your source. Contact me if you have any questions regarding this issue.

Computer Access Policy

This course is offered as an online course and it is assumed that you have the minimum system requirements to participate (see Minimum Requirements link on left in Blackboard). It is your responsibility to ensure that you can access all course materials, participate in discussions and upload or download materials and software used for this course. In addition, care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you contact me immediately so that proper assistance might be provided.

CAPS

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

Accommodations under the Americans with Disabilities Act

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

Equal Treatment for All

The UA "Catalog of Studies" reports that the Campus Council supports equal treatment for all. It "does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, when assigning seating within the classroom, when selecting groups for laboratory experiments, and when assigning student work. The University faculty, administration, and staff are committed to provide an equal educational opportunity to all students." Our class work will conform to the principle of equal treatment.



**UNIVERSITY OF ARKANSAS
COLLEGE OF EDUCATION AND HEALTH PROFESSIONS
COURSE SYLLABUS**

A. COURSE DESIGNATION:

Department, Number & Title: CIED 5953 Second Language Assessment

Credits: 3

Semester: Spring 2021

Instructional Mode: Online

Instructor: Alissa Blair, Ph.D.
Peabody Hall 119
479-575-5572
ab139@uark.edu
Office hours by appointment

B. CATALOGUE DESCRIPTION:

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces basic methods for testing, assessing and evaluating second language, especially ESL, learners for placement purposes and academic performance.

C. COURSE OBJECTIVES:

After completing this course, students will:

1. Describe and critically analyze historical foundations, current research issues, national and state policies, and current practices in the testing and assessment of emergent bilingual students.
2. Evaluate current implementation of national and state legal requirements for emergent bilingual students and families.
3. Describe the impact of linguistic and cultural factors on the assessment process of linguistically diverse students.
4. Critically analyze the results of standardized language proficiency and academic achievement tests and identify implications for placement and teaching purposes.
5. Defend the importance of accommodations and differentiation for assessments for

emergent bilingual students.

6. Investigate national and state requirements for reclassification and exit of emergent bilingual students from language support programs using state-mandated summative assessments.
7. Use various methods and techniques for assessing the cultural and linguistic knowledge, communicative capabilities, and cognitive competency of emergent bilingual students for placement and teaching purposes.
8. Apply course content to classroom practice through the implementation of formative assessments aligned to instructional purposes and tasks that further develop English skills across content curriculum.
9. Design, utilize, and critically analyze the results of classroom language and content-area assessments.
10. Plan for collaborating with multiple stakeholders using multiple sources of data and communication methods appropriate for families of emergent bilinguals.

2020 Competencies for Arkansas ESL, K-12

Standard 1: Language

- 1.3 Demonstrates knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English
- 1.10 Considers that in addition to language, student performance may be affected by various factors (e.g., socioeconomic, physical, and emotional) and provides needed supports

Standard 2: Culture

- 2.1 Demonstrates knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, affects the education of ELLs
- 2.4 Devises and implements methods to understand each ELLs' academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs

Standard 3: Planning, Implementing, and Maintaining Instruction

- 3.7 Adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.
- 3.11 Plans and modifies lessons for ELLs with learning disabilities or gifted services

Standard 4. Assessment

- 4.1 Applies knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests and make informed instructional decisions that support language learning
- 4.2 Utilizes assessment in the identification, placement, and exit from language-support
- 4.3 Designs classroom-based formative, summative, and diagnostic assessments based on language and content learning goals that are scaffolded for both English language and content assessment
- 4.4 Demonstrates knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments
- 4.5 Utilizes strategies for communicating assessment data to English learners and their parents/guardians
- 4.6 Advocates for ELLs who may be eligible for special education and/or gifted and talented services and provides feedback about assessment data

Standard 5. Professionalism

- 5.1 Implements effective collaboration strategies to plan ways to serve as a resource for ELL instruction and to support school personnel, ELLs and families

- 5.2 Applies knowledge of school, district, and governmental policies and legislation to support ELLs' educational rights
- 5.3 Self-assesses, reflects, and grows professionally in the field of English language learning and teaching
- 5.4 Differentiates between disabilities and typical language proficiency development
- 5.5 Uses a variety of strategies for consulting and communicating with ELL parents/guardians about each student's progress and needs

2018 Foundations of Reading Competencies—Awareness Level

1. Science of Reading

- 1.3 Exhibit awareness of reading assessment and instruction including
 - Formal and informal methods for assessing reading development
 - Multiple approaches to reading instruction

D. PERFORMANCE MEASURES:

Landmark Legislation and Current Policy Analysis (15 pts)

For this assignment you will analyze landmark legal cases and a recent policy impacting the education of emergent bilingual students. A list of the three landmark legal cases and options of recent policies will be provided. Guiding questions will be provided to aid in the organization and elaboration of your analysis. Be sure to identify and use at least three reputable resources (e.g., policy briefs, research articles, etc.) to aid in your analysis/understanding of the policies and their implications for educating emergent bilingual students. The target length is 2-3 double spaced type-written pages. **(Course objectives 1, 2, 3; Competencies 2, 4, 5)**

Case Study Installment #1: Program and Learner Context (15 pts)

For this ongoing assignment, you will develop a case study of a focal learner in multiple installments. The focal learner should be an emergent bilingual student in a class you teach. For Installment #1, you will describe the program and instructional context in which the student is enrolled as well as background information about the learner. The goal is to introduce the learner as well as to identify programmatic factors and other considerations that may influence the student's language development and academic progress. Guiding questions will be provided. The target length is 2-3 double spaced type-written pages. **(Course objectives 3, 4, 5; Competencies 1, 2, 3, 4, 5)**

Case Study Installment #2: ELP Score Interpretation (15 pts)

For this installment you will gather and interpret the student's most recent ELP assessment scores (ELPA 21 or other if an adult learner). You will also adapt/create and administer to the focal learner a short informal ELP assessment (see Figures 5.4, 5.5, 5.6, 5.8 from Herrera et al., 2019 for ideas). You will also analyze the student's results on this assessment to provide a more robust picture of the student's English language proficiency within the four domains. Based on your analysis of the results of both assessments, you will identify implications for instruction. **(Course objectives 4, 5, 6; Competencies 1, 2, 3, 4)**

Case Study Installment #3: Classroom Assessment Design (15 pts)

For this installment you must plan ahead. You will create/adapt and administer *two* different classroom assessments aligned to your instruction, each targeting a different domain (preferably speaking and writing) and language feature (use of a certain language function, technical

vocabulary, grammatical pattern, genre, etc.). You will analyze the focal learner’s performance on each of these assessments, identify areas of strength and areas for improvement, and identify implications for instruction. **(Course objectives 7, 8, 9; Competencies 1, 2, 3, 4)**

Final Case Study: All previous installments plus a Communication Plan (20 pts)

The final case study will involve compiling all previous installments plus a communication plan that outlines what information you would compile and use to convey the focal student’s progress and how would you convey it in a parent-friendly manner. The final case study should read as a free-standing document; all of the sections should flow together. Be sure to address instructor feedback on the installments while preparing the final draft. **(Course objectives 3, 4, 5, 6, 7, 8, 9, 10; Competencies 1, 2, 3, 4, 5)**

Class Participation (20 pts)

Your participation grade entails reading the assigned material, viewing assigned videos, and actively participating in synchronous and asynchronous learning tasks. Tasks that make up class participation points include Discussion Board Threads and VoiceThreads. These tasks are designed to prepare you to complete the course assignments; failure to complete assigned learning tasks in a timely manner will have a negative impact on your participation grade. Each Discussion Board Thread or VoiceThread may consist of relatively few points, but cumulatively make up 20% of your course grade. Failure to complete assigned learning tasks in a timely manner will have a negative impact on students’ assignments and participation grades. **(Course objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Competencies 1, 2, 3, 4, 5)**

Discussion Board Threads

You will post minimally 3 times for each Discussion Board Thread, one initial post consisting of approximately 250-500 words and responses to 2 classmates consisting of approximately 50-100 words each. To ensure everyone has time to read and respond to your post, you will post your initial post by Friday at 11:59 p.m. CST (midnight) and respond to two classmates by Sunday at 11:59 p.m. CST (midnight). The guiding questions will require you to think across the readings and synthesize information from multiple sources to craft a thoughtful initial post. Please prepare responses to each guiding question and enumerate (e.g., use “Question 1” and “Question 2” as headings).

VoiceThreads

VoiceThreads allow you to share your thoughts by recording a spoken message rather than posting a written message. Like Discussion Board Threads, you will have a specific prompt to respond to. There is no required minimum time as long as the questions are addressed fully, but there is a maximum time (5 min per VoiceThread), so outline your thoughts ahead of time. To ensure everyone has time to view and comment on your post, you will post your VoiceThread by Friday at 11:59 p.m. CST (midnight) and respond to two classmates by Sunday at 11:59 p.m. CST (midnight).

| Assignments | Points Awarded |
|--|-----------------------|
| Landmark Legislation and Current Policy Analysis | 15 |
| Case Study Installment #1: Program and Learner Context | 15 |
| Case Study Installment #2: ELP Score Interpretation | 15 |
| Case Study Installment #3: Classroom Assessment Design | 15 |

| | |
|--|-----|
| Final Case Study: All previous installments plus a communication plan | 20 |
| Class Participation (VoiceThreads #1, 2, 3, 4, 5; Discussion Board Threads #1, 2, 3, 4, 5) | 20 |
| Total points | 100 |

E. COMMUNICATION:

Students should be clear, open, and proactive in their communication. If you have a question or concern, reach out to the instructor immediately rather than waiting until too close to a deadline or after an issue worsens. Communication will primarily take place via Blackboard and email. You can expect an email response with 24 hours including on the weekend. For certain questions or issues, a meeting might be more helpful. Office hours are held via Zoom and scheduled by appointment based on the student and instructor availability. If you have any issues with Blackboard please direct your questions to the Blackboard Help Desk (bbhelp@uark.edu or 479-575-6804).

F. LEARNING FORMAT:

This entirely online class involves asynchronous and synchronous learning opportunities. To support asynchronous learning, we will use Blackboard to complete learning activities (e.g., readings, discussion board postings, etc.—for more information see Section M. Course Requirements). Periodically throughout the semester (4 times total), we will meet synchronously via Zoom in Blackboard (we will use a poll to determine the days/times). These class meetings will last approximately 1.5 hours (90 min). Note, if you are not able to attend a synchronous class meeting on a given week, there is no penalty. I will record the session and post it in Blackboard so you will be able to view it later.

G. HARDWARE/SOFTWARE REQUIREMENTS:

As this is an online course with synchronous and asynchronous learning opportunities, reliable computer equipment and connectivity is essential. A problem with your internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your internet connection while working on this course, it is your responsibility to find an alternative internet access point, such as a public library or Wi-Fi hotspot. For more assistance, refer to the Blackboard [Support Checklist](#).

H. ETTIQUETTE POLICY:

In this course we will primarily rely on written expression to engage with each other and course material. Professionalism and respect for each other is expected at all times. When posting comments on each other’s work maintain a professional tone and provide constructive feedback. Use terms like "I think" or "I believe" or "such and such would be better if" instead of "you should" or "you need to" "change such and such.” See the Student Handbook for more information. Discussion Forum postings and other assignments should follow standard mechanics of writing, spelling, punctuation, and grammar. Be sure to proofread your work before submitting. You are encouraged to prepare your Discussion Forum postings and other assignments in a Word Document first and then upload to Blackboard to help make sure you are

not timed out of the webpage or lose your work. Assignments should be [APA](#) formatted, 7th edition. Please include a title page (title of assignment, author name, name of institution, and date), running header, appropriate citations (author, date), and a reference page.

I. ACADEMIC INTEGRITY:

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

J. TITLE IX DISCRIMINATION AND/OR HARASSMENT (SEXUAL OR OTHER)

The University of Arkansas is committed to fostering an environment in which its students, faculty and staff are free from sexual misconduct (which includes sex-based discrimination, sexual harassment, sexual violence, relationship violence, and stalking) and other illegal discriminatory practices. These behaviors impede learning, living, and working conditions and, therefore, are not tolerated. The University has developed policies and procedures to ensure the safety and well-being of all members of the University community in compliance with applicable laws, including the following.

The [Office of Equal Opportunity and Compliance](#) guides, assists, and monitors the University community to encourage fair and equal treatment of all individuals in the processes that affect education and employment by enforcing all federal/state laws and regulations as well as university policies and procedures related to civil rights, equal employment opportunity, and non-discrimination.

[Title IX](#) is a federal law that prohibits any form of discrimination based on a person's gender. This specifically means that Title IX prohibits incidents such as: Sexual Assault/Misconduct, Sexual Harassment, Domestic/Dating Violence, Stalking, Discrimination based on pregnancy, and etc. Title IX requires that a university, once placed on notice, must review and respond to the incident(s).

K. SUPPORT FOR STUDENT MENTAL HEALTH:

[Counseling and Psychological Services](#) provides support and resources to students who are experiencing stressful or difficult situations that may be interfering with academic progress. These services include assistance with mental health and stress related to COVID-19 and racial violence, eating disorders, grief counseling, stress management, and mental well-being.

L. SPECIAL ASSISTANCE:

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you

have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

M. LATE WORK:

Assignments are due on the scheduled date. If in the event of illness or extenuating circumstances, email the instructor prior to the due date. All late work is otherwise subject to loss of points (10% off per assignment for assignments turned in within a week late, 20% off per assignment for assignments turned in within 2 weeks late, and so on).

N. GRADING SCALE:

The following system will be used to calculate a letter grade for the course based on the number of points accumulated:

90-100=A
80-89=B
70-79=C
60-69=C
Below 60=F

O. TEXTS:

Required textbooks:

Herrera, S. G., Murry, K. G., & Cabral, R. M. (2020). *Assessment of culturally and linguistically diverse students* (3rd ed). Pearson.

Other readings (available through hyperlinks or as PDFs in Blackboard):

Gottlieb, M. (2016). *Assessing English language learners: Bridges to educational equity: Connecting academic language proficiency to student achievement* (2nd ed). Corwin Press.

Ladson-Billings, G. (2007). Pushing past the achievement gap: An essay on the language of deficit. *The Journal of Negro Education*, 316-323.

López, A. A., Pooler, E., & Linqunti, R. (2016). Key issues and opportunities in the initial identification and classification of English learners. *ETS Research Report Series*, 2016(1), 1-10.

Mancilla, L., & Blair, A. (2019). Language alliance advocates: Families and educators united to support English learners. In H. A. Linville, & J. W. (Eds.), *Advocacy in English language teaching and learning* (pp. 98-109). Routledge.

Stein, J. C., Hetzel, J., & Beck, R. (2012). Twice exceptional? The plight of the gifted English learner. *Delta Kappa Gamma Bulletin*, 78(2), 36-41.

Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (3rd ed). Caslon.

P. COURSE SCHEDULE:

Weekly topics as well as all readings, learning tasks, and assignments are indicated below and available in Blackboard.

This calendar may change as needed during the term and will be communicated by the instructor in a timely fashion.

| Week | Lesson Topics Readings/Learning Tasks/Assignments |
|---|---|
| Focus 1: Current and Historical Education and Policy Context | |
| Week 1: Mon 1/11- Sun 1/17 | <p>Equity and Assessment</p> <ul style="list-style-type: none"> • View Week 1 video. • Read Herrera et al. (2020) Ch 1. [18 pgs] • VoiceThread #1: To introduce yourself share (i) your name, (ii) your current internship placement or teaching position and students, (iii) one thing you have learned in your previous courses about assessment that you have found valuable, (iv) based on your reading of Herrera et al. (2020) Ch 1, two considerations or factors that impact the assessment of emergent bilingual students that may not be considerations when assessing other students and why, and (v) one thing you would like to learn about assessing emergent bilingual students in this course (5-7 min total). Due Fri 1/15 at 11:59 p.m. CST (midnight). Listen to and comment on at least 2 classmates' VoiceThreads by Sun 1/17 at 11:59 p.m. CST (midnight). • Complete the Google Form survey about preferred days for occasional synchronous class meetings by Fri 1/15. |
| Week 2: Mon 1/18- Sun 1/24 | <p>Policy Context</p> <ul style="list-style-type: none"> • Read Wright (2019) Ch 4 pp. 69-86. [18 pgs] prior to synchronous meeting • Synchronous meeting via Zoom in Blackboard (date/time TBA). <ul style="list-style-type: none"> ○ Revisit Herrera et al. (2020) Ch 1. ○ Discuss Wright (2019) Ch 4. ○ Landmark Legislation and Current Policy Analysis instructions and prep. |
| Week 3: Mon 1/25- Sun 1/31 | <p>Landmark Legislation</p> <ul style="list-style-type: none"> • Read Wright (2019) Ch 4 pp. 87-90. [4 pgs] • View videos about landmark cases Plyler vs. Doe [2:01], Lau vs. Nichols [2:43], and Casteñada vs. Pickard [1:56]. |

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| | <ul style="list-style-type: none"> Review a timeline of federal policy. Review current immigration policies and issues impacting the education of emergent bilingual students. Landmark Legislation and Current Policy Analysis due via Blackboard by Sun 1/31 at 11:59 p.m. CST (midnight). |
| Focus 2: Issues in Content Assessment and Academic Achievement | |
| <p>Week 4: Mon 2/1- Sun 2/7</p> | <p>Content-area assessment</p> <ul style="list-style-type: none"> Read Herrera et al. (2020) Ch 6 pp. 172-175, 203-209. [11 pgs] Read Wright (2019) Ch 6 pp. 125-146. [22 pgs] Read Ladson-Billings (2007). [10 pgs] VoiceThread #2 due by Fri 2/5 at 11:59 p.m. CST (midnight). Listen to and comment on at least 2 classmates' VoiceThreads by Sun 2/7 at 11:59 p.m. CST (midnight). |
| <p>Week 5: Mon 2/8- Sun 2/14</p> | <p>Disproportionality of emergent bilingual students in special education and gifted programs</p> <ul style="list-style-type: none"> Read Herrera et al. (2020) Ch 8 pp. 172-175, 203-209. [21 pgs] View videos about “Opportunities and Challenges” and “Difference and Disability”. Read Stein et al. (2012). [6 pgs] Discussion Board Thread #1: In your initial post, respond to the guiding questions (250-500 words) by Fri 2/12 at 11:59 p.m. CST (midnight). Then read and respond to 2 classmates' initial posts (50-100 words each) by Sun 2/14 at 11:59 p.m. CST (midnight). |
| <p>Week 6: Mon 2/15- Sun 2/21</p> | <p>Program evaluation: Ensuring students' opportunity to learn</p> <ul style="list-style-type: none"> Read DOJ and DOE Guidance on equal and meaningful participation of emergent bilingual students in education programs prior to synchronous meeting. Read about standards for designing/evaluating appropriate education programs for emergent bilingual students prior to synchronous meeting Synchronous meeting via Zoom in Blackboard (date/time TBA). <ul style="list-style-type: none"> Revisit issues in the content assessment of emergent bilingual students, the opportunity gap/education debt, disproportionality of emergent bilingual students in special education/gifted education Discuss standards of program design and evaluation for emergent bilingual students based on landmark cases and research Case Study Installment #1 instructions and prep Case Study Installment #1: Program and Learner Context due via Blackboard by Sun 2/21 at 11:59 p.m. CST (midnight). |
| Focus 3: English Language Proficiency Standards and Assessments | |

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| <p>Week 7: Mon 2/22- Sun 2/28</p> | <p>English language proficiency standards and standardized assessments</p> <ul style="list-style-type: none"> • Read Herrera et al. (2020) Ch 5 pp. 121-167. [47 pgs] • Peruse ELAP 21 website the website of the standardized ELP assessment used in AR and other states. • Discussion Board Thread #2: In your initial post, respond to the guiding questions (250-500 words) by Fri 2/26 at 11:59 p.m. CST (midnight). Then read and respond to 2 classmates' initial posts (50-100 words each) by Sun 2/28 at 11:59 p.m. CST (midnight). |
| <p>Week 8: Mon 3/1- Sun 3/7</p> | <p>Identification, placement, monitoring, and exiting of services</p> <ul style="list-style-type: none"> • Read Herrera et al. (2020) Ch 5 pp. 168-170. [3 pgs] • Peruse Arkansas Department of Education website about emergent bilingual students and services; read about entry and exit procedures and home language survey. • Synchronous meeting via Zoom in Blackboard (date/time TBA). <ul style="list-style-type: none"> ○ Revisit issues in the content assessment of emergent bilingual students, the opportunity gap/education debt, disproportionality of emergent bilingual students in special education/gifted education ○ Explore identification, placement, monitoring, and existing of services in Arkansas and beyond ○ Review ELPA 21 standards and assessment resources here and here ○ ELPA 21 individual student report interpretation practice here (pp. 37-40) and here ○ Case Study Installment #2 instructions and prep |
| <p>Week 9: Mon 3/8- Sun 3/14</p> | <p>Interpreting ELP scores, implications for instruction</p> <ul style="list-style-type: none"> • Review ELPA standards and assessment resources here and here. • ELPA 21 individual student report interpretation practice here (pp. 37-40) and here. • Case Study Installment #2: ELP Score Interpretation due via Blackboard by Sun 3/14 at 11:59 p.m. CST (midnight). |
| <p>Focus 4: Classroom Assessment</p> | |
| <p>Week 10: Mon 3/15- Sun 3/21</p> | <p>Assessment to get to know students</p> <ul style="list-style-type: none"> • View video about Case Study Installment #3 Classroom Assessment Design to start preparing for this assignment • Read Herrera et al. (2020) Ch 3. [30 pgs] • VoiceThread #3 due by Fri 3/19 at 11:59 p.m. CST (midnight). Listen to and comment on at least 2 classmates' VoiceThreads by Sun 3/21 at 11:59 p.m. CST (midnight). |
| <p>Mon 3/22- Sun 3/28</p> | <p>FPS Spring Break—No new tasks assigned</p> |

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| <p>Week 11: Mon 3/29- Sun 4/4</p> | <p>Assessment types, assessing the domains of language proficiency</p> <ul style="list-style-type: none"> • Read Herrera et al. (2020) Ch 2. [27 pgs] • Read Herrera et al. (2020) Ch 6 pp. 176-203. [11 pgs] • Read selections from Gottlieb (2016) • Discussion Board Thread #3: In your initial post, respond to the guiding questions (250-500 words) by Fri 4/2 at 11:59 p.m. CST (midnight). Then read and respond to 2 classmates' initial posts (50-100 words each) by Sun 4/4 at 11:59 p.m. CST (midnight). |
| <p>Week 12: Mon 4/5- Sun 4/11</p> | <p>Designing classroom assessments</p> <ul style="list-style-type: none"> • Review Herrera et al. (2020) Ch 2. [27 pgs] • Review Herrera et al. (2020) Ch 6 pp. 176-203. [11 pgs] • Review Herrera et al. (2020) Ch 5 pp. 138-167 [30 pgs] • Review selection from Gottlieb (2016) • Synchronous meeting via Zoom in Blackboard (date/time TBA). <ul style="list-style-type: none"> ○ Revisit assessment types (comprehension checks, checklists, rubrics, self-evaluations, exit-tickets, tests/quizzes, portfolios, etc.) ○ Discuss alignment of assessment purpose and type ○ Discuss assessment of the domains (Gottlieb, 2016) ○ Case Study Installment #3 Q&A • Case Study Installment #3: Classroom Assessment Design due via Blackboard by Sun 4/11 at 11:59 p.m. CST (midnight). |
| <p>Focus 5: Grading, Reporting, and Data-Based Progress Monitoring</p> | |
| <p>Week 13: Mon 4/12- Sun 4/18</p> | <p>Considerations for grading emergent bilinguals</p> <ul style="list-style-type: none"> • Read selection from Gottlieb (2016) • View video by Alfie Kohn against grades • View video by Douglas Reeves in favor of grades (for more by Douglas Reeves start this video at min 1:32) • VoiceThread #4 due by Fri 4/16 at 11:59 p.m. CST (midnight). Listen to and comment on at least 2 classmates' VoiceThreads by Sun 4/18 at 11:59 p.m. CST (midnight). |
| <p>Week 14: Mon 4/19- Sun 4/25</p> | <p>Data-based progress monitoring and decision-making</p> <ul style="list-style-type: none"> • View Week 14 video (Final Case Study instructions) • Read Herrera et al. (2020) Ch 7. [22 pgs] • Discussion Board Thread #4: In your initial post, respond to the guiding questions (250-500 words) by Fri 4/23 at 11:59 p.m. CST (midnight). Then read and respond to 2 classmates' initial posts (50-100 words each) by Sun 4/25 at 11:59 p.m. CST (midnight). |
| <p>Week 15: Mon 4/26- Th 4/29</p> | <p>Communicating with families of emergent bilinguals</p> <ul style="list-style-type: none"> • Read Mancilla & Blair (2019) • Read Chapter 10 of the DOJ and DOE English Learner Toolkit about ensuring meaningful communication with families of emergent bilingual learners |

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| | <ul style="list-style-type: none"> • Read Colorín Colorado recommendations for communicating with families of emergent bilingual learners • Discussion Board Thread #5: In your initial post, respond to the guiding questions (250-500 words) by Wed 4/28 at 11:59 p.m. CST (midnight). Then read and respond to 2 classmates' initial posts (50-100 words each) by Th 4/29 at 11:59 p.m. CST (midnight). |
| <p>Final Exam Week: Mon 5/3- Fri 5/7</p> | <p>Pulling it all together</p> <ul style="list-style-type: none"> • Final Case Study due via Blackboard by Tue 5/4 at 11:59 p.m. CST (midnight). |

Q. DATE OF COURSE DEVELOPMENT/REVISION: December 2021

R. FACULTY AUTHOR(S): Alissa Blair



CIED 5943: Teaching People of Other Cultures

INSTRUCTOR INFORMATION

Shelly McKeever, Ed.S.

shellymc@uark.edu

Virtual office hours will be scheduled as needed.

The best way to contact me is via email but you can also text if needed. I generally respond to emails within 24 hours during the week. I do not always check emails on weekends or holidays, so it may be Monday or the day after the holiday before I respond to a weekend email. I will try to post grades for assignments within one week after the due date, though large assignments could take longer.

COURSE DESCRIPTION

The course focuses on cultural awareness, understanding cultural differences, and instruction methods for integrating second cultures, especially the culture of the United States, into the curriculum. This course will help teachers build a classroom environment of positive human relations while removing negative stereotypes and prejudices. It is designed to build a basis for understanding how culturally responsive teaching leverages students' linguistic and cultural backgrounds.

COURSE OBJECTIVES

Learners will be able to:

- A. Analyze personal cultural beliefs and values.
- B. Evaluate different stereotypes that exist in school communities and how they impact ELs
- C. Analyze strengths and challenges in their school for achieving a multi-culturally friendly environment for students, parents, and families.
- D. Discuss what makes a classroom culturally responsive and why it is important to CLD students.
- E. Identify specific aspects of different cultures that impact students' academic progress, and how to successfully deal with challenges.
- F. Analyze how cultural identity varies among students of the same culture.
- G. Develop a deep understanding of CLD students' backgrounds and apply that understanding to the classroom environment.
- H. Apply what you have learned about culturally responsive classrooms to ensure your CLD students are in a welcoming classroom where they feel supported to reach their learning potential.

COURSE MATERIALS

Required textbooks:

- A. [*Culturally Responsive Teaching for Multilingual Learners*](#)
- B. [*Unlocking English learners' potential: Strategies for making content accessible.*](#)

Required Readings:

- A. Resources, documents, articles, and instructor notes are included in the course and will be posted in Blackboard (BB).
- B. Access to a computer and reliable internet service to complete this course is necessary.



AR ESL COMPETENCIES

All course objectives will be assessed by rubric. With a minimum of 80% accuracy (a grade of B), students will demonstrate and apply an understanding of the following course criteria:

| # | K-12 AR ESL Competencies |
|------|--|
| 2.1 | Demonstrates knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, affects the education of ELLs |
| 2.2 | Explains the ways cultural variables affect second-language acquisition and teaching |
| 2.3 | Applies knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs |
| 2.4 | Devises and implements methods to understand each ELLs' academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs |
| 2.5 | Devises and implements methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices |
| 2.6 | Identifies and describes the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. Competencies for English Second Language Teachers, Grades K-12 2020 TESOL/CAEP = 2018 Teachers of English to Speakers of Other Languages/Council for the Accreditation of Educator Preparation. Praxis II (5362) = Praxis II: English to Speakers of Other Languages Revised 11/9/2020 culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general |
| 2.7 | Differentiates the difference between acculturation and assimilation |
| 2.8 | Discusses the implications of cultural stereotyping, cultural bias, and cultural bullying in the school setting |
| 2.9 | Explains and applies concepts about the interrelationship between language and culture |
| 2.10 | Explains and applies knowledge about the effects of racism, stereotyping and discrimination to teaching and learning |

PERFORMANCE MEASURES

Assignments, Discussion Boards (DB), and VoiceThreads (VT) all perform in different ways. They are all assignments for a grade. However, they look different and will be submitted in different ways.

All assignments should be completed in the order they are listed on the class schedule and be submitted to your instructor by the due dates listed. All assignments are listed by the week with instructions. If an item does not have a web link included you can find the content on your BlackBoard (BB) course page in the "Weekly Folders".

1. Instructions for Assignments



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- a. Access the assignment in the “Weekly Folders”. Review the instructions, due date, points possible, and download any files provided by your instructor. A rubric will be provided for scoring.
 - b. Please **DO NOT** choose “Write Submission” and type directly in the assignment. Complete all assignments in word and upload them. Unless instructed otherwise.
 - c. Select “Browse My Computer” to upload a file.
 - d. Drag files from your computer to the “hot spot” in the Attach Files area. If your browser allows, you can also drag a folder of files. The files will upload individually. If the browser does not allow you to submit your assignment after you upload a folder, select do not attach in the folder's row to remove it. You can drag the files individually and submit them again.
 - e. Students can use the file name or provide another name for the file.
 - f. Optionally, type Comments about your submission.
 - g. Select Submit. The Review Submission History page appears with information about your submitted assignment and a success message with a confirmation number. Copy and save this number as proof of your submission. For assignments with multiple attempts, you receive a different number for each submission.
 - h. **Students are expected to be able to differentiate the assignments for their grade level and/or content area to be applicable to their classroom.** This 8-week course is designed with the expectation that students will spend an average of 5-8 hours per week working on assignments, readings, and projects.
2. Instructions for Discussion Boards
 - a. Access the DB in the “Weekly Folders”. Review the instructions, due date, points possible, and download any files provided by your instructor. A rubric will be provided for scoring.
 - b. **Initial Discussion Board posts are required by Thursday prior to the date it is due.** Doing so allows students to have ample time to respond to others.
 - c. The DBs will be a “post first forum”. You will need to submit your initial post before you are able to review other responses.
 3. Instructions for VoiceThreads
 - a. For VT assignments that are worth points, I will set a certain number of required posts for the assignment. After you have posted the set required amount a submit button will appear for you to submit your assignment. **In order for me to view your posts you must hit the submit button otherwise your name will remain in the “Not Submitted” section and I will not be able to grade your work**

GRADING

All assignments and projects are listed in the class schedule. Assignments will be scored by rubric or checklist. Rubrics can be found in the “My Grades” section in BB. **All Assignments are required to be completed regardless of the student’s grade. You cannot opt out of an assignment because you do not need the points. All assignments, DBs, and VTs have a purpose.**

A= 90%-100%



B= 80%-89%
C= 70%-79%
D= 60%-69%
F= 59% or below

Grades of "I" are awarded for emergency situations ONLY as identified by the University Handbook. Hard copy documentation must be provided in such instances. Incomplete grades automatically turn into an "F" after a certain date. Consult the registrar's office for more information.

If you are unable to complete missing assignments and your grade changes to an "F", you will be responsible for paying back scholarship funds. Essentially, you will be responsible for paying full price for the course.

LATE WORK POLICY

All work is due based on established and announced due dates by the scheduled time. If work is turned in late, 10% of the assignment value will be deducted per day late prior to assessment of the work, as long as the work is turned in no later than one week after the scheduled due date. The highest grade on late work turned in after will be a 75%. Participation points are normally not available after the week has passed. Please contact the instructor if there is an emergency that merits an extension on the due date **PRIOR** to the due date. This policy is in effect as an incentive to stay current with the assigned work. Like many courses, the work of one session is based on the understanding of the work of the previous session(s). Falling behind in work greatly reduces the chances of success at attempting later work.

ACADEMIC HONESTY

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' at <https://honesty.uark.edu/policy/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

I am committed to the principle of academic honesty, and I expect each student in my class to maintain a high standard of academic integrity. My commitment to you, the student, is to provide a learning environment that promotes academic honesty in and out of the classroom. I support the University of Arkansas policy concerning academic honesty that is described in the Student Handbook. Consequently, any student involved in an academically dishonest act will be given the penalties described in the Academic Integrity Policy and the action will be reported to the All University Judiciary.

All work that you submit must show your own ideas and current understanding. Assignments must be original work developed by you. Finding applicable materials on the Internet and claiming them as your own is not acceptable. You are welcome to get ideas from other sources and are encouraged to do so. However, you must revise the existing material significantly and cite your source. Contact me if you have any questions regarding this issue.

COMPUTER ACCESS POLICY



This course is an online course and it is assumed that you have the minimum system requirements to participate (see Student Support link on BB menu). It is your responsibility to ensure that you can access all course materials, participate in discussions and upload or download materials and software used for this course. In addition, care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties make sure that you contact me immediately so that proper assistance might be provided.

TECHNICAL SUPPORT

Contact your course instructor for questions about the content of the class. For technology related questions, BB technical support is your resource. You can contact them from the course page: click "Student Support" on the menu. "Blackboard Help" is the first option listed. Alternatively, you can call 479-575-2905 or help.uark.edu.

UA COUNSELING & PSYCHOLOGICAL SERVICES (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

ACCOMMODATIONS

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact (479) 575-3104 or visit cea.uark.edu for more information on registration procedures).

EQUAL TREATMENT FOR ALL

The UA "Catalog of Studies" reports that the Campus Council supports equal treatment for all. It "does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, when assigning seating within the classroom, when selecting groups for laboratory experiments, and when assigning student work. The University faculty, administration, and staff are committed to providing an equal educational opportunity to all students." Our class work will conform to the principle of equal treatment.

SYLLABUS CHANGE

The instructor reserves the right to make necessary changes to this syllabus. If changes are made, advance notification will be given to the class.



**UNIVERSITY OF ARKANSAS
COLLEGE OF EDUCATION AND HEALTH PROFESSIONS
COURSE SYLLABUS**

A. COURSE DESIGNATION:

Department, Number & Title: CIED 5933: Second Language Methodologies

Credits: 3

Semester: Fall 2021

Instructional Mode: Online

Instructor: Alissa Blair, Ph.D.
119 Peabody Hall
Office phone: 479-575-5572
ab193@uark.edu
Office hours by appointment

B. CATALOGUE DESCRIPTION:

This is one of a series of four courses leading to Arkansas English as a Second Language (ESL) endorsement on your teaching license. The course introduces the basics in approaches, methodologies, techniques, and strategies for teaching second languages, especially ESL.

C. COURSE OBJECTIVES:

After completing this course, students will:

1. Explain relevant theories of language and learning applicable to teaching emergent bi-/multilingual learners.
2. Identify and explain theories and pedagogical practices aligned to assets-based and culturally responsive pedagogy for teaching emergent bi-/multilingual learners.
3. Identify classroom activities that engage emergent bi-/multilingual learners in developing language in and across the domains (speaking, listening, reading writing).
4. Explain and identify research-based pedagogical approaches and practices for teaching language and literacy in the content areas.
5. Design classroom activities that support multilingual learners to develop the academic language literacy skills and strategies needed for content-area learning.
6. Identify and incorporate scaffolding strategies into classroom activities and lessons to support language and content learning for emergent bi-/multilingual learners.

7. Identify and design classroom lessons and activities aligned to assets-based and culturally responsive pedagogy.
8. Create a standards-based lesson plan with language and content objectives and aligned assessments to engage students in challenging language-focused content-area learning.

2020 Competencies for Arkansas ESL, K-12

Competency 1: Language

- 1.3 Knowledge of rhetorical and discourse structures as applied to ESOL learning
- 1.7 Ability to recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English

Competency 2: Culture

- 2.1 Ability to understand and apply knowledge about cultural values and beliefs in the context of teaching and learning
- 2.5 Ability to understand and apply concepts about the interrelationship between language and culture

Competency 3: Planning, Implementing, and Maintaining Instruction

- 3.1 Ability to plan standards-based ESL and content instruction
- 3.2 Ability to create supportive, accepting classroom environments
- 3.3 Ability to plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge
- 3.5 Ability to plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives
- 3.6 Ability to organize learning around standards-based subject matter and language learning objectives
- 3.7 Ability to incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material
- 3.8 Ability to provide activities and materials that integrate listening, speaking, reading, and writing
- 3.9 Ability to develop students' listening skills for a variety of academic and social purposes
- 3.10 Ability to develop students' speaking skills for a variety of academic and social purposes
- 3.11 Ability to provide standards-based instruction that builds on students' oral English to support learning to read and write
- 3.12 Ability to provide standards-based reading instruction adapted to ELLs
- 3.13 Ability to provide standards-based writing instruction adapted to ELLs and to develop students' writing through a range of activities, from sentence formation to expository writing
- 3.14 Ability to select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials
- 3.15 Ability to select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1
- 3.16 Ability to employ a variety of materials for language learning, including books, visual aids, props, and realia as well as materials in students' L1
- 3.17 Ability to use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs

Competency 4. Assessment

- 4.3 Designs classroom-based formative, summative, and diagnostic assessments based on language and content learning goals that are scaffolded for both English language and content assessment

Competency 5. Professionalism

- 5.8 Ability to advocate for ELLs' academic, cultural, and social equity
5.10 Ability to serve as professional resource personnel in their educational communities

2018 Foundations of Reading Competencies—Awareness Level

1. Science of Reading

1.1 Exhibit awareness of foundational reading skills including

- Phonological and phonemic awareness
- Concepts of print and the alphabetic principle
- The role of phonics in promoting reading development
- Word analysis skills and strategies

1.2 Exhibit awareness of the development of reading comprehension including

- Vocabulary development
- Reading comprehension skills and strategies for imaginative/literary texts
- Reading comprehension skills and strategies for informational/expository texts

D. PERFORMANCE MEASURES:

Professional Blog and Peer Blog Feedback via Discussion Board (20 pts)

Over the course of the semester you will create a [professional blog](#) to disseminate information, resources, and recommendations for classroom teachers, administrators, or other stakeholders about a variety of topics in relation to serving emergent bi-/multilingual learners. Rather than generating new content, you will link to existing web resources (articles, videos) and provide brief descriptions (1-2 sentences per resource). The web resources should be organized by thematic tabs/categories (3-5 themes) pertinent to course and program topics and include approximately 3-5 resources per theme. **(Course objectives 1, 2, 3, 4; Competencies 1, 2, 3, 4, 5)**

Analysis of Online Teaching Video Part I (10 pts)

This assignment requires you to select a 15-20 minute content-focused lesson from the from [ATLAS](#), [The Teaching Channel](#), [Colorín Colorado](#), [The Massachusetts Department of Education](#), or similar website to closely observe the lesson with a focus on linguistic and cultural responsiveness. While observing the lesson you will complete the CRIOP and answer synthesizing questions provided by the instructor in a notes template. **(Course objectives 1, 2; Competencies 1, 2, 3, 4)**

Analysis of Online Teaching Video Part II (15 pts)

This assignment requires you use the same video as you viewed for Part I. This time you will observe the video with a focus on supporting language-based content instruction (the 6 Cs of Support). Using the provided protocol and synthesizing questions provided by the instructor in a notes template, the aim is to identify effective instructional practices (or missed opportunities) to scaffold language and content learning for emergent bi-/multilingual learners and to compare these noticings with those you identified while observing the lesson with a focus on cultural responsiveness. **(Course objectives 1, 3, 4, 6; Competencies 1, 2, 3, 4)**

Lesson Plan Project (20 pts)

The major assignment for the course is a standards-based, content-area, grade-level appropriate lesson plan incorporating strategies for scaffolding language development and content-area learning for emergent bi-/multilingual learners. This assignment is designed to synthesize and apply methods presented throughout the course. A planning template is provided which you will submit for formative peer and instructor feedback, make revisions, and then submit the final version. **(Course objectives 5, 6, 7, 8; Competencies 1, 2, 3, 4)**

Class Participation (30 pts)

Your participation grade entails reading the assigned material, viewing assigned videos, and actively participating in asynchronous learning tasks. Tasks that make up class participation points include the following: Discussion Board Threads, VoiceThreads, and Learning Logs. These tasks are designed to prepare you to complete the course assignments; failure to complete assigned learning tasks in a timely manner will have a negative impact on your participation grade. Each Discussion Board Thread or VoiceThread may consist of relatively few points, but cumulatively make up 30% of your course grade. Failure to complete assigned learning tasks in a timely manner will have a negative impact on students' assignments and participation grades. **(Course objectives 1, 2, 3, 4, 5, 6, 7, 8; Competencies 1, 2, 3, 4)**

Discussion Board Threads

You will post minimally 3 times for each Discussion Board Thread, one initial post consisting of approximately 250-500 words and responses to 2 classmates consisting of approximately 50-100 words each. To ensure everyone has time to read and respond to your post, you will post your initial post by Friday at 11:59 p.m. CDT and respond to two classmates by Sunday at 11:59 p.m. CDT. The guiding questions will require you to think across the readings and synthesize information from multiple sources to craft a thoughtful initial post. Please prepare responses to each guiding question and enumerate (e.g., use "Question 1" and "Question 2" as headings).

VoiceThreads

VoiceThreads allow you to share your thoughts by recording a spoken message rather than posting a written message. Like Discussion Board Threads, you will have a specific prompt to respond to. There is no required minimum time as long as the questions are addressed fully, but there is a maximum time (5 min per VoiceThread), so outline your thoughts ahead of time.

Learning Logs

Learning Logs are designed to encourage you to do close readings of the weekly readings/materials and to make connections to classroom practice. Please complete the provided template. The recommended length is 2 single-spaced pages for the week's readings/resources.

| Assignments | Points Awarded |
|--|-----------------------|
| Professional Blog and Peer Feedback via Discussion Board Threads #2, 5 | 20 |
| Analysis of Online Teaching Video Part I | 15 |
| Analysis of Online Teaching Video Part II | 15 |

| | |
|---|-----|
| Lesson Plan Project | 20 |
| Class Participation (Discussion Board Threads #1, 3, 4, 6 and VoiceThread #1, 2, 3, 4, 5—2 points each; Learning Logs #1, 2, 3—4 points each) | 30 |
| Total points | 100 |

E. COMMUNICATION:

Students should be clear, open, and proactive in their communication. If you have a question or concern, reach out to the instructor immediately rather than waiting until too close to a deadline or after an issue worsens. Communication will primarily take place via Blackboard and email. You can expect an email response with 24-36 hours including on the weekend. For certain questions or issues, a meeting might be more helpful. Office hours are held via Zoom and scheduled by appointment based on the student and instructor availability. If you have any issues with Blackboard please direct your questions to the Blackboard Help Desk (bbhelp@uark.edu or 479-575-6804).

F. LEARNING FORMAT:

This entirely online class involves asynchronous and synchronous learning opportunities. To support asynchronous learning, we will use Blackboard to complete learning activities (e.g., readings, discussion board postings, etc.—for more information see Section M. Course Requirements). At various times throughout the semester, we will meet synchronously via Zoom in Blackboard. These class meetings will last approximately 1 hour (60 min). Note, if you are not able to attend a synchronous class meeting on a given week, there is no penalty. I will record the session so you will be able to view it later.

G. HARDWARE/SOFTWARE REQUIREMENTS:

As this is an online course with synchronous and asynchronous learning opportunities, reliable computer equipment and connectivity is essential. A problem with your internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your internet connection while working on this course, it is your responsibility to find an alternative internet access point, such as a public library or Wi-Fi hotspot. For more assistance, refer to the Blackboard [Support Checklist](#).

H. ETTIQUETTE POLICY:

In this course we will primarily rely on written expression to engage with each other and course material. Professionalism and respect for each other is expected at all times. When posting comments on each other's work maintain a professional tone and provide constructive feedback. Use terms like "I think" or "I believe" or "such and such would be better if" instead of "you should" or "you need to" "change such and such." See the Student Handbook for more information. Discussion Forum postings and other assignments should follow standard mechanics of writing, spelling, punctuation, and grammar. Be sure to proofread your work before submitting. You are encouraged to prepare your Discussion Forum postings and other assignments in a Word Document first and then upload to Blackboard to help make sure you are

not timed out of the webpage or lose your work. Assignments should be [APA](#) formatted, 7th edition. Please include a title page (title of assignment, author name, name of institution, and date), running header, appropriate citations (author, date), and a reference page.

I. ACADEMIC INTEGRITY:

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

J. TITLE IX DISCRIMINATION AND/OR HARASSMENT (SEXUAL OR OTHER):

The University of Arkansas is committed to fostering an environment in which its students, faculty and staff are free from sexual misconduct (which includes sex-based discrimination, sexual harassment, sexual violence, relationship violence, and stalking) and other illegal discriminatory practices. These behaviors impede learning, living, and working conditions and, therefore, are not tolerated. The University has developed policies and procedures to ensure the safety and well-being of all members of the University community in compliance with applicable laws, including the following.

The [Office of Equal Opportunity and Compliance](#) guides, assists, and monitors the University community to encourage fair and equal treatment of all individuals in the processes that affect education and employment by enforcing all federal/state laws and regulations as well as university policies and procedures related to civil rights, equal employment opportunity, and non-discrimination.

[Title IX](#) is a federal law that prohibits any form of discrimination based on a person's gender. This specifically means that Title IX prohibits incidents such as: Sexual Assault/Misconduct, Sexual Harassment, Domestic/Dating Violence, Stalking, Discrimination based on pregnancy, and etc. Title IX requires that a university, once placed on notice, must review and respond to the incident(s).

K. SUPPORT FOR STUDENT MENTAL HEALTH:

[Counseling and Psychological Services](#) provides support and resources to students who are experiencing stressful or difficult situations that may be interfering with academic progress. These services include assistance with mental health and stress related to COVID-19 and racial violence, eating disorders, grief counseling, stress management, and mental well-being.

L. SPECIAL ASSISTANCE:

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you

have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

M. LATE WORK:

Assignments are due on the scheduled date. If in the event of illness or extenuating circumstances, email the instructor prior to the due date for an extension. All late work is otherwise subject to loss of points (10% off per assignment for assignments turned in within a week late, 20% off per assignment for assignments turned in within 2 weeks late, and so on).

N. GRADING SCALE:

The following system will be used to calculate a letter grade for the course based on the number of points accumulated:

90-100=A

80-89=B

70-79=C

60-69=C

Below 60=F

O. TEXTS:

Required textbooks:

Gibbons, P. (2015). *Scaffolding language, scaffolding learning* (2nd edition). Portsmouth, NH: Heinemann.

Other readings (available through hyperlinks or as PDFs in Blackboard):

de Jong, E. J., & Harper, C. A. (2004). Is ESL just good teaching. In *Creating teacher community: Selected papers from the Third International Conference on Language Teacher Education*. Minneapolis, MN: Center for Advanced Research on Language Acquisition (pp. 115-131).

de Oliveira, L. C. (2016). A language-based approach to content instruction (LACI) for English language learners: Examples from two elementary teachers. *International Multilingual Research Journal*, 10(3), 217-231.

García, O. (2009). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly*, 43(2), 322-326. doi:10.1002/j.1545-7249.2009.tb00172.x

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141. doi:10.1080/00405849209543534

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.

Powell, R., Cantrell, S. C., Malo-Juvera, V., & Correll, P. (2016). Operationalizing culturally responsive instruction: Preliminary findings of CRIOP research. *Teachers College Record*, 118(1), 1-46.

Souto-Manning, M. (2010). Teaching English learners: Building on cultural and linguistic strengths. *English Education*, 42(3), 248-262.

Woodard, R., Vaughan, A., & Machado, E. (2017). Exploring culturally sustaining writing pedagogy in urban classrooms. *Literacy Research: Theory, Method, and Practice*, 66(1), 215-231.

Zwiers, J., & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Stenhouse Publishers.

P. COURSE SCHEDULE:

Weekly topics as well as all readings, learning tasks, and assignments are indicated below and available in Blackboard. **This calendar is subject to change as needed.**

| Week | Topic(s) Readings/Learning Tasks/Assignments |
|---|--|
| Part I: Socially situated learning | |
| Week 1: Aug 23-29 7 days | <p>Introductions</p> <ul style="list-style-type: none"> • View the Week 1 course overview video and complete the syllabus scavenger hunt by Sunday at 11:59 p.m. CDT. • VoiceThread #1: Create and share one PowerPoint slide consisting of your name and 3-5 visuals/photos to introduce yourself. Use the voice function to share your current work/position, what population(s) of students you work with or hope to work with in the future, and why you selected the images to represent yourself (5 min max). Due Friday at 11:59 p.m. CDT. Listen to and comment on at least 2 classmates' responses by Sunday at 11:59 p.m. CDT. • Discussion Board Thread #1: In a quick write, describe your stance as an educator (250-500 words). You may use a combination of continuous text and bullet points as desired (think of this as a work in progress!). For examples, see here and here. Your quick write will be used to generate a class Word Cloud which will be posted in Blackboard to get a sense of who we are as a group of educators. Due Sunday at 11:59 p.m. CDT. |
| Week 2: Aug 30-Sept 5 7 days | <p>The importance of language in learning: Student talk, grouping strategies, and collaborative group activities</p> <ul style="list-style-type: none"> • Read Gibbons (2015) Ch 1, pp 11-15. [5 pgs] |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Read Gibbons (2015) Ch 2. [26 pgs] • Read Gibbons (2015) Ch 3. [30 pgs] • Synchronous meeting via Zoom in Blackboard (date/time TBA). <ul style="list-style-type: none"> ○ Topic overview and discussion of readings ○ Professional Blog assignment instructions ○ Collective analysis of professional blogs • Complete and submit Learning Log #1 for the assigned readings (should cover Gibbons Chapters 2 and 3) via Blackboard by Sunday at 11:59 p.m. CDT. |
| <p>Week 3: Sept 7-12 (Sept 6 Labor Day) 6 days</p> | <p>Unpacking student labels and teaching paradigms</p> <ul style="list-style-type: none"> • Read García (2009). [5 pgs] • Read de Jong and Harper (2004). [17 pgs] • VoiceThread #2: Respond to the guiding questions (5 min max) by Friday at 11:59 p.m. CDT. Listen to and comment on at least 2 classmates' responses by Sunday at 11:59 p.m. CDT. • Make the Professional Blog (round 1) live via link in Discussion Board Thread #2 by Friday at 11:59 p.m. • Discussion Board Thread #2: View two classmates' blogs and respond to blog entries/provide feedback by Sunday at 11:59 p.m. CDT. |
| Part II: Linguistically and culturally sustaining pedagogy | |
| <p>Week 4: Sept 13-19 7 days</p> | <p>Funds of knowledge: The foundation of an assets-based approach</p> <ul style="list-style-type: none"> • Video video about funds of knowledge. [2:17 min] • Read Moll et al. (1992). [10 pgs] • Read Souto-Manning (2010). [15 pgs] • Synchronous meeting via Zoom in Blackboard (date/time TBA). <ul style="list-style-type: none"> ○ Topic overview and discussion of readings ○ Analysis of Online Teaching Video Part I instructions • VoiceThread #3: Respond to the guiding questions (5 min max) by Friday at 11:59 p.m. CDT. Listen to and comment on at least 2 classmates' responses by Sunday at 11:59 p.m. CDT. |
| <p>Week 5: Sept 20-26 7 days</p> | <p>Culturally responsive pedagogy and culturally sustaining pedagogy: Contextual and definitional differences</p> <ul style="list-style-type: none"> • Read Paris (2012). [5 pgs] • Read Woodard et al. (2017). [17 pgs] • Read Powell et al. (2016) pp. 1-10. [9 pgs] • Skim the CRIOP. • Discussion Board Thread #3: In your initial post, respond to the guiding (250-500 words) by Friday at 11:59 p.m. CDT. Then read and respond to 2 classmates' initial posts (50-100 words each) by Sunday at 11:59 p.m. CDT. |
| <p>Week 6: Sept 27-Oct 3 7 days</p> | <p>Gauging culturally responsive/sustaining instruction</p> <ul style="list-style-type: none"> • Analysis of Online Teaching Video Part II due via Blackboard by Sunday at 11:59 p.m. CDT. |

| Part III: Scaffolding language development in and across the domains | |
|--|--|
| <p>Week 7: Oct 4-10 7 days</p> | <p>Understanding and scaffolding classroom-based language using the mode continuum</p> <ul style="list-style-type: none"> • View the Week 7 overview video. • Read Gibbons (2015) Ch 1 pp. 4-11. [8 pgs] • Read Gibbons (2015) Ch 4. [19 pgs] • Discussion Board Thread #4: In your initial post, respond to the guiding (250-500 words) by Friday at 11:59 p.m. CDT. Then read and respond to 2 classmates' initial posts (50-100 words each) by Sunday at 11:59 p.m. CDT. |
| <p>Week 8: Oct 11-17 7 days</p> | <p>Speaking and listening: Sustaining academic conversations</p> <ul style="list-style-type: none"> • Read Zwiers & Crawford (2011) Ch 2. [18 pgs] • Peruse the academic conversation placemat • Read Gibbons (2015) Ch 7. [24 pgs] • Complete and submit Learning Log #2 for the assigned readings (should cover Zwiers & Crawford and Gibbons Chapter 7) via Blackboard by Sunday at 11:59 p.m. CDT. |
| <p>Week 9: Oct 18-24 7 days</p> | <p>Reading and Writing</p> <ul style="list-style-type: none"> • Read Gibbons (2015) Ch 6. [48 pgs] • Read Gibbons (2015) Ch 5. [38 pgs] • Synchronous meeting via Zoom in Blackboard (date/time TBA). <ul style="list-style-type: none"> ○ Topic overview and discussion of readings ○ Analysis of Online Teaching Video Part II assignment instructions • Complete and submit Learning Log #3 for the assigned readings (should cover Gibbons Chapters 6 and 5) via Blackboard by Sunday at 11:59 p.m. CDT. |
| Part IV: Scaffolding content-area learning for emergent bi-/multilingual learners | |
| <p>Week 10: Oct 27-31 (Oct 25-26 Fall Break) 5 days</p> | <p>High challenge, high support classrooms</p> <ul style="list-style-type: none"> • View the short film Immersion. [3 min] • Read Gibbons (2015) Ch 1 pp. 15-19. [5 pgs] • View the video about scaffolding. [7 min] • Read de Oliveira (2016). [15 pgs] • VoiceThread #4: Respond to the guiding questions (5 min max) by Friday at 11:59 p.m. CDT. Listen to and comment on at least 2 classmates' responses by Sunday at 11:59 p.m. CDT. |
| <p>Week 11: Nov 1-7 7 days</p> | <p>6 Cs of Support</p> <ul style="list-style-type: none"> • Analysis of Online Teaching Video Part II due via Blackboard by Sunday at 11:59 p.m. CDT. |
| <p>Week 12: Nov 8-14 7 days</p> | <p>Teaching academic vocabulary, forms, and functions</p> <ul style="list-style-type: none"> • View Wk 11 overview video. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Make the Professional Blog (round 2) live via link in the Discussion Board by Friday at 11:59 p.m. CDT. • Discussion Board Thread #5: View two classmates' blogs and respond to blog entries/provide feedback by Sunday at 11:59 p.m. CDT. |
| <p>Week 13: Nov 15-21 7 days</p> | <p>Designing aligned language and content objectives Planning language-focused content-area lessons</p> <ul style="list-style-type: none"> • Read online articles and view videos • Peruse the Arkansas English Language Proficiency Standards • Read Gibbons (2015) Ch 8. [27 pgs] • Synchronous meeting via Zoom in Blackboard (date/time TBA). <ul style="list-style-type: none"> ○ Topic overview and discussion of readings ○ Aligning language and content objectives ○ Lesson Plan Project assignment instructions • Discussion Board Thread #6: Note initial ideas in Lesson Plan Template and post for peer feedback by Friday at 11:59 p.m. View two classmates' posts and constructive comments by Sunday at 11:59 p.m. CDT. |
| <p>Week 14: Nov 22-23 (Nov 24-26 Thanksgiving Holiday) 2 days</p> | <p>Plan ahead and work on final assignments.</p> |
| <p>Week 15: Nov 29- Dec 5 7 days</p> | <p>Pulling it all together: Culturally sustaining teaching and scaffolding language and content-area learning</p> <ul style="list-style-type: none"> • Submit the Lesson Plan Project template for instructor feedback via Blackboard by Friday at 11:59 p.m. CDT (or earlier). • Submit the link to your finalized Professional Blog (round 3) via Blackboard by Sunday at 11:59 p.m. CDT. |
| <p>Week 16: Dec 6-9 (Dec 10 Dead Day) 6 days</p> | <p>Closing reflection</p> <ul style="list-style-type: none"> • Revise the Lesson Plan Project based on instructor feedback. • Submit final Lesson Plan Project via Blackboard by Thursday at 11:59 p.m. CDT • VoiceThread #5: Revisit Discussion Board Thread #1 (your educator stance). Then create and post one PowerPoint slide consisting of your name and 3 visuals/photos to represent your learning throughout the course (beginning, middle, end). Use the voice function to explain why the images represent your learning (5 min max). Also, be sure to tell us what you thought about your original educator stance and what you would change/add to reflect your current thinking/stance. Due by Thursday at 11:59 p.m. CDT. |

Q. DATE OF COURSE DEVELOPMENT/REVISION: December 2021

R. FACULTY AUTHOR(S): Alissa Blair

Second Language Methodologies- CIED 4423, sec. 902

Fall 2021

University of Arkansas

Instructor: Courtney Bogle

Email: crbogle@uark.edu

Instructional Mode: Online, synchronous & asynchronous learning

Office Hours: By Appointment Only via Zoom

Catalogue Description

This course gives an introduction to different methods used to teach individuals a second language, with an emphasis on teaching English as a second language.

Course Objectives (*Based on Arkansas ESL Teacher Competencies*)

- 3.1** Designs culturally and linguistically relevant, supportive environments that promote ELLs' learning
- 3.2** Devises scaffolded instruction of language and literacies to support standards and curricular objects for ELLs in the content areas
- 3.3** Utilizes effective practices for teaching literacy to English- language learners
- 3.4** Promotes ELLs' acquisition of receptive and productive skills
- 3.5** Effectively integrates the four domains of language (i.e., speaking, listening, reading, and writing) into instruction
- 3.6** Instructs ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches
- 3.7** Adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.
- 3.8** Plans strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas
- 3.9** Uses and adapts relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, ELLs, and parents/guardians to foster student learning of language and literacies in the content area
- 3.10** Assesses and supports Students with Limited or Interrupted Formal Education (SLIFE), formerly known as Students with Interrupted Formal Education (SIFE)
- 3.11** Plans and modifies lessons for ELLs with learning disabilities or gifted services
- 5.1** Implements effective collaboration strategies to plan ways to serve as a resource for ELL instruction and to support school personnel, ELLs and families
- 5.2** Applies knowledge of school, district, and governmental policies and legislation to support ELLs' educational rights
- 5.3** Self-assesses, reflects, and grows professionally in the field of English language learning and teaching
- 5.4** Differentiates between disabilities and typical language proficiency development
- 5.5** Uses a variety of strategies for consulting and communicating with ELL parents/guardians about each student's progress and needs

Required Materials

- Staehr Fenner, D., Synder, S. (2017). *Unlocking English learners' potential*. Corwin: Sage Publishing
- Reliable computer equipment that will allow for synchronous and asynchronous learning on Blackboard that will include videos and voice threads

This is an online class so access to reliable internet, Zoom and Blackboard are required. There will be asynchronous requirements and synchronous learning opportunities. There will be four synchronous sessions offered throughout the semester, which will be conducted through Zoom (the link can be found on our class Blackboard page). The synchronous sessions will include lectures, discussions, and presentations of assignments. Students are highly encouraged to attend the synchronous Zoom session. An alternate assignment will be given if students are unable to attend.

Asynchronous time will include reading, writing, and occasionally responding virtually to classmates about the topics at hand. There may be other materials, such as podcasts, articles, websites, social media accounts, etc. used as resources to better understand culturally responsive teaching.

Course Assessments & Grading

1. Engagement and Participation: Meaningful discussion and collaboration are crucial to learning best practices around culturally and linguistically diverse learners. Students should be prepared to engage with their classmates around the topics covered in this course through discussion board threads and voice threads. *There will be four synchronous sessions via Zoom. Students should make every effort to attend the Zoom, as this is the time for collaboration and instructor direct instruction. If there are extenuating circumstances that impact your attendance or participation, it is your responsibility to notify the instructor and an alternative assignment will be given.*
2. Reflections and Discussions: Students will become familiar with research around English learners and will be expected to reflect on the readings, presentations, and application of the research through oral and written responses.
3. Analysis of Classroom Observations: Students will observe and analyze instructional moves and levels of learning for multilingual learners.
4. Instructional Application: Students will apply concepts covered in the course to curriculum and instructional plans and analyses.
5. Final Project: Students will plan a standards-based unit/lesson in which they analyze the final task of the unit or lesson by examining the cognitive and language demands of the task and planning for the appropriate supports for English learners.

| Assignments | Points Awarded |
|--|-----------------------|
| Engagement & Participation | 15 |
| Reflections and Discussions | 30 |
| Analysis of Classroom Observations (4 observations) | 20 |
| Instructional Application (3 lesson plans) | 15 |
| Final Project | 20 |
| Total points | 100 |

Instructor Expectations

- Students will communicate orally and in writing
- Students will think critically and produce original work
- Students will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals

Tentative Schedule- *Students should access Blackboard for more updated and detailed information regarding assignments and due dates. This schedule will be followed as closely as possible, but is subject to change based on the discretion of the instructor.*

***Assignments will be posted Sunday by midnight on Blackboard for each week and will be due the following Sunday by midnight**

| Date | Topic |
|----------------------|---|
| Week 1: 8/22-8/29 | <ul style="list-style-type: none"> ● Welcome & Introductions ● Our Experiences with Multilingual Learners |
| Week 2: 8/30-9/5 | <ul style="list-style-type: none"> ● Culturally Responsive Teaching (CRT) |
| Week 3: 9/6-9/12 | <ul style="list-style-type: none"> • Pedagogical impacts of CRT <ul style="list-style-type: none"> ○ Implicit bias ○ Expectations of ELs <p>Synchronous Zoom</p> |
| Week 4: 9/13-9/19 | <ul style="list-style-type: none"> • English Learners' Rights to Educational Equity <ul style="list-style-type: none"> ○ Federal laws |
| Week 5: 9/20-9/26 | <ul style="list-style-type: none"> • Explicit Language Instruction for Multilingual Learners <ul style="list-style-type: none"> ○ Dedicated vs. Integrated ELD |
| Week 6: 9/27-10/3 | <ul style="list-style-type: none"> ● Scaffolding Instruction for ELs |

| | |
|-------------------------|--|
| Week 7: 10/4-10/10 | <ul style="list-style-type: none"> ● The importance of Oral Language Development for ELs <ul style="list-style-type: none"> ○ Academic language + conversations ○ Structured Student Talk Routines ○ Affective filter |
| Week 8: 10/11-10/17 | <ul style="list-style-type: none"> ● Vocabulary Instruction for ELs <ul style="list-style-type: none"> ○ Academic language + tiered language |
| Week 9: 10/18-10/24 | <ul style="list-style-type: none"> ● Supporting ELs in reading <ul style="list-style-type: none"> ○ Building background knowledge |
| Week 10: 10/25-10/31 | <ul style="list-style-type: none"> ● Supporting ELs in writing <ul style="list-style-type: none"> ○ Vocabulary development of ELs |
| Week 11: 11/1-11/7 | <ul style="list-style-type: none"> ● Formative Assessment |
| Week 12: 11/8-11/14 | <ul style="list-style-type: none"> ● Intro to Task Analysis <ul style="list-style-type: none"> ○ Meaningful, culturally responsive tasks |
| Week 13: 11/15-11/21 | <ul style="list-style-type: none"> ● Task Analysis/Backward Design <ul style="list-style-type: none"> ○ Content and Language Objectives <ul style="list-style-type: none"> ▪ Language Functions ○ Sample Student Response <p>Synchronous Zoom</p> |
| 11/22-11/28 | THANKSGIVING BREAK |
| Week 14: 11/29-12/5 | <ul style="list-style-type: none"> ● Task Analysis/Backward Design continued <ul style="list-style-type: none"> ○ ELP standards ○ Implementing scaffolds/student talk/etc. |
| Week 15: 11/29-12/5 | <p>Final Project Presentations</p> <ul style="list-style-type: none"> ● Peer feedback <p>Synchronous Zoom</p> |
| Week 16: 12/6-12/12 | <ul style="list-style-type: none"> ● Final Reflections ● The implications of the course on your teaching and future students |

Accommodations for Students with Disabilities

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access contact (479) 575-3104 or visit <http://cea.uark.edu> for more information on registration procedures.

Academic Integrity

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic

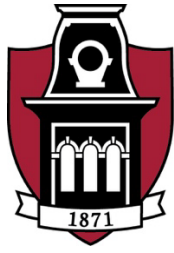
responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's "Academic Integrity Policy" which may be found at provost.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Equal Treatment

The University faculty, administration, and staff are committed to providing an equal educational opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus.

Changes to the Syllabus

A syllabus is a tool to help guide the pacing of the course. Every effort will be made to stick to the syllabus, but there may be circumstances that lead to changes in the schedule, assignments, or grading. There will be advance notice of any changes made to the syllabus.



UNIVERSITY OF ARKANSAS

CIED 5923 Second Language Acquisition Section 904 Project CONNECT

INSTRUCTOR INFORMATION:

Dr. Janet Penner-Williams

Email: jpenner@uark.edu

Virtual Office Hours: Available by appointment with Collaborate Ultra

The best way to contact me is via email. I generally respond to emails within 24 hours during the week. I do not always check emails on weekends or holidays, so it may be Monday or the day after the holiday before I respond to a weekend email. I will try to post grades for assignments within 1 week after the due date, though large assignments could take longer.

COURSE DESCRIPTION:

This is one of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces the basics in research and learning theories involved in the acquisition of second languages and cultures, particularly ESL.

PREREQUISITE(S):

Graduate Standing

COURSE OBJECTIVES:

All course objectives will be assessed by rubric, which appears at the end of this syllabus. With a minimum of 70% accuracy (a grade of C), students will demonstrate and apply an understanding of the following course criteria:

COURSE TIME EXPECTATIONS AND VIRTUAL CLASS MEETINGS

This course is designed with the expectation that students will spend an average of 6 hours per week working on assignments, readings, and projects in addition to a one-hour **virtual class meeting (VCM)**. Students are asked to arrange their time to participate live in the virtual class meetings, but on the occasion when students are unable to attend live, they may review a recording of the session. Elements of required assignments will be based on the content of these sessions. You need to review resources listed prior to the VCM. You may be asked to lead the discussion of a particular video clip or document. For each resource you review, write down one thing you learned and one thing you had a question about and be ready to share during the VCM. You will only be required to turn these in if you do not attend the VCM, but instead listen to the recording. Information on how to connect to these meetings before Virtual Class Meeting #1 will be posted in Bb.

TEXTBOOK: REQUIRED



Title **Essential Linguistics, Second Edition**

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Publisher Heinemann

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Binding Trade Paper

Type Print

Price \$38.75

Recommended

Description This textbook will be referenced. Buy it wherever you want (Heinemann was cheaper than Amazon when I looked). If you buy or rent it, email Alyson Ballew (ballew@uark.edu). She will add the cost to your scholarship. It is helpful for the Praxis test. We can also order ebook version for you instead of paper. Email Alyson for that also.

Competencies for AR ESL

All course objectives will be assessed by rubric, which appear with the assignment in Blackboard. Students will demonstrate and apply an understanding of the following course criteria at a proficient level:

1. Language (English Language Learners=ELLs)

TESOL/CAEP: Standard 1

1.1 Acknowledges English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas

1.2 Explains second language acquisition theory and developmental process of language to set expectations for and facilitate language learning

1.3 Demonstrates knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English

- 1.4 Applies knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs’ academic achievement across content areas
- 1.5 References IPA (the International Phonetic Alphabet) to explain similarities and differences in language phonology
- 1.6 Identifies concepts of World Englishes
- 1.7 Explains inconsistencies and irregularities of the English language
- 1.8 Analyzes the similarities and differences between first and second language acquisition and how learners’ first language can affect their second-language production and reception
- 1.9 Explains how first-language literacy influences the development of English literacy
- 1.10 Considers that in addition to language, student performance may be affected by various factors (e.g., socioeconomic, physical, and emotional) and provides needed supports

Assignments and Arkansas Competencies English Second Language Teachers.K-12

| Week | Assignment | No. | Competency |
|------|--|------|--|
| 1 | Why Teachers Need to Study Language Instructor Talk and student discussion | | |
| 2 | Read Chapter 2: First Language Acquisition Assignment: First Language Acquisition Discussion: Home language vs. School Language | 1.1 | Acknowledges English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas |
| 3 | Assignment: Stages of Second Language Acquisition Assignment Theories of Second Language – Learned or Acquired | 1.2 | Explains second language acquisition theory and developmental process of language to set expectations for and facilitate language learning |
| 4 | Assignment: Create a graphic showing similarities and differences between first and second language acquisition | 1.8a | Analyze similarities and differences between first and second language acquisition |
| 5-6 | Read Chapter 4 English Phonology Assignment: For each phoneme in English, find a minimal pair of words and transcribe the words into IPA. | 1.5 | References IPA (the International Phonetic Alphabet) to explain similarities and differences in language phonology |

| | | | |
|-------|---|------|---|
| 7 | Read chapter 5-6 on English phonology and English Orthography. Discuss why some phonics and spelling rules do not hold true more than 50% of the time and research on these irregularities. | 1.7 | Explain inconsistencies and irregularities of the English language |
| 8-9 | Field Project: Oral Language Interview & Identifying Language Proficiency Levels | 1.3 | Demonstrates knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English |
| 10 | Assignment Academic Vocabulary Cognates in Content Areas Instructor Talk on Syntax Read chapter 9-10 pp.230-287 on English syntax and its implications for teaching a second language. Syntax Application Assignment | 1.4 | Applies knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas |
| 11 | Language Transfer Issues in production and reception--application Assignment | 1.8b | How learners' first language can affect their second-language production and reception |
| 12 | Language Transfer Issues in literacy from first to second language. | 1.9 | Explains how first-language literacy influences the development of English literacy |
| 13 | Read and Discuss: Articles on World Englishes such as Bolton (2018) "World Englishes and Second Language Acquisitions" and Mair, (2013) "The World System of Englishes Accounting for transnational importance of mobile and mediated vernaculars." Discuss concepts presented in articles thru discussion board or voice thread. | 1.6 | Identifies concepts of World Englishes |
| 14-15 | Read articles and study ADE handbook on language proficiency issues vs. learning disability, socioeconomic, physical and emotional issues. Write or study case studies of ELs. | 1.10 | Considers that in addition to language, student performance may be affected by various factors (e.g., socioeconomic, physical, and emotional) and provides needed supports |

FOUNDATIONS OF READING COMPETENCIES—AWARENESS LEVEL

1.1 Exhibit awareness of foundational reading skills including

- Phonological and phonemic awareness
- Concepts of print and the alphabetic principle
- The role of phonics in promoting reading development
- Word analysis skills and strategies

Science of Reading Competencies for English Learners

- 1.1 The role of phonological processing in the reading development of individual students (e.g. English Language Learners)
- 4.1 Development of alphabetic knowledge in individual students (e.g. English Language Learners,
- 4.2 Development of phonics skills and fluency in individual students (e.g. English Language Learners,
- 4.3 Development of word analysis skills and fluency in individual students (e.g. English Language Learners)

COURSE MATERIALS

You will need access to a computer and reliable internet service to complete this course. All the instructions you need to complete this course are included on this syllabus. Materials for the course can be accessed on the course **Blackboard page (abbreviated as Bb from now on) on the menu list to the left of the Bb page under ‘Course Content’ then “Lessons”**. You can also access internet web links from your syllabus. They are provided lesson by lesson in the “Instructions and Assignments” column.

GETTING STARTED

Look at your course assignments on the table starting on the next page. Assignment numbers and due dates for each appear in the left column. Assignments should be completed in the order they are listed and be submitted to your instructor by the due dates listed.

Find the instructions and assignments for WEEK #1 (in the right column of the row that corresponds to the assignment #). See that the first item listed is “VPP Welcome and Introduction”. **Unless** a web link has been included in this column of your course assignment table, *the course content can be found on your Blackboard (Bb) course page in the ‘content’ folder*. Since the instructions for WEEK #1 say “VPP Welcome and Introduction” this means you go to the content folder under the “WEEK #1” tab and find the “VPP Welcome and Introduction” file. **VPP** is a **Voiced PowerPoint** which can be accessed on PCs and Macs. You will have several VPPs in this course. Just follow the instructions on the opening slide. VPPs are informational presentations.

Also, for WEEK #1 in the ‘instructions and assignments’ column, the next item listed is “ASSIGNMENT”. Assignments and projects need to be turned in to your instructor by the due dates listed on the syllabus. To turn in an assignment, click on the link provided on

the Bb page where the assignment is listed. As a header to every assignment submitted list your name, grade/subject level taught, school and district. Some of the assignments will require you to complete a chart, others will require you to write a paper. When the assignment calls for a paper, you may be given the option to submit a graphic organizer, a “sermon” or persuasive talk on the subject, a poem, a Powerpoint, a newspaper article or a television ad that gets your point across. Adding one of these creative components is one way to “exceed expectations” if you convey the necessary information this way.

HELP! Use the START HERE link on the left side black menu and read “For assistance with course content” and “Assistance with Blackboard”

GRADING

All assignments and projects will be scored by rubric. Rubrics follow and can be found on the BB page in the content folder under the “rubrics” tab.

GRADING SCALE

| Cutoff Percentage (Rounded) | Points | Grade Equivalent |
|------------------------------------|---------------|-------------------------|
| 90-100% of possible course points | = 90-100% | A |
| 80-89% of possible course points | = 80-89% | B |
| 70-79% of possible course points | = 70-79% | C |
| 60-69 of possible course points | = 60-69% | D |
| < 59% of possible course points | = < 59% | F |

Grades of "I" are awarded for emergency situations ONLY as identified by the University Handbook. Hard copy documentation must be provided in such instances. Incomplete grades automatically turn into an "F" midway through the next regular semester (fall or spring). Consult the registrar's office for more information.

RUBRICS

You will note from the following rubrics that achieving “at expectations” on each criterion will work out to a “B” in the course. (See the rubric example posted on the Blackboard page for an example of a rubric completed for a “B” grade.) To achieve an “A”, you will have to **exceed expectations**, which is what an “A” means!

RUBRIC for PROJECTS: Rubrics for projects are found in Blackboard where instructions for the project are given.

LATE WORK POLICY

All work is due based on established and announced due dates by the scheduled time. If work is turned in late, 10% of the assignment value will be deducted per day late prior to assessment of the work, as long as the work is turned in no later than one week after the scheduled due date. Work turned in after that will automatically receive a zero (0). Please contact the instructor if you have an emergency situation that merits an extension on the due date **PRIOR** to the due date. This policy is in effect as an incentive to stay current with the assigned work. Like many courses, the work of one session is based on the understanding of the work of the previous session(s). Falling behind in work greatly reduces the chances of success at attempting later work.

ACADEMIC HONESTY

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](#)' at honesty.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

I am committed to the principle of academic honesty, and I expect each student in my class to maintain a high standard of academic integrity. My commitment to you, the student, is to provide a learning environment that promotes academic honesty in and out of the classroom. I support the University of Arkansas policy concerning academic honesty that is described in the Student Handbook. Consequently, any student involved in an academically dishonest act will be given the penalties described in the Academic Integrity Policy and the action will be reported to the All University Judiciary.

All work that you submit must show your own ideas and current understanding. Assignments must be original work developed by you. Finding applicable materials on the Internet and claiming them as your own is not acceptable. You are welcome to get ideas from other sources and are encouraged to do so. However, you must revise the existing material significantly and cite your source. Contact me if you have any questions regarding this issue.

COMPUTER ACCESS POLICY

This course is offered as an online course and it is assumed that you have the minimum system requirements to participate (see Minimum Requirements link on left in Blackboard). It is your responsibility to ensure that you can access all course materials, participate in discussions and upload or download materials and software used for this course. In addition, care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the

minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you contact me immediately so that proper assistance might be provided.

TECHNICAL SUPPORT

Contact your course instructor for questions about the content of the class. For technology related questions, Blackboard technical support is your resource. You can contact them from the course page: click "Student Links" on the menu listed down the left side of the page. "Blackboard Help" is the first option listed. Alternatively, you can call 479-575-2905 or email help.uark.edu

CAPS

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

ACCOMMODATIONS UNDER THE AMERICANS WITH DISABILITIES ACT

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to plan for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

EQUAL TREATMENT FOR ALL

The UA "Catalog of Studies" reports that the Campus Council supports equal treatment for all. It "does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, when assigning seating within the classroom, when selecting groups for laboratory experiments, and when assigning student work. The University faculty, administration, and staff are committed to provide an equal educational opportunity to all students." Our class work will conform to the principle of equal treatment.