



Note: The syllabus is not a binding legal contract. The instructor may modify it when the student is given reasonable notice of the modification, particularly when the modification is done to rectify an error that would disadvantage the student.

Seminar in Language Awareness (Online Course)

EDU 5201/6201-90 • Fall 2015 • 1 semester credit

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CATALOG COURSE DESCRIPTION:

The purpose of this course is to examine issues related to the language awareness within the context of classroom settings. The field practicum and this seminar course will assist teachers in advancing their awareness of language development for (K-12 grade level) students with a specific focus on first and second language acquisition within the context of diverse classroom settings. By participating in the seminar and field teaching practicum, students will experience the applications of theories of language acquisition with a specific emphasis on literacy and content area instruction.

Offered as credit/no credit. This course must be taken concurrently with a Field Practicum course.

TEACHER PREPARATION FRAMEWORK:

A professional teacher is reflective and responsive, attends to research, and builds relationships among diverse people, ideas, and perspectives.

Textbook: There is no required textbook for this course.

LEARNING OBJECTIVES

By the end of this course, students will have:

- Explored current issues relative to language awareness pedagogy.
- Applied theories of language acquisition with a specific emphasis on literacy and content area instruction.
- Integrated culturally relevant content to build on learners' background knowledge.
- Developed methods for assisting student with learning and assessing learning experiences based on theories of first and second language acquisition in teaching literacy.
- Used technology to collaborate and organize skills.

By the end of the course the student will have addressed the language considerations for English Language Learners in the Utah Effective Teaching standards as described in Standards indicators:

- 2a-e: The teacher understands individual learner differences and cultural and linguistic diversity.
- 4e: Supports students in learning and using academic language accurately and meaningfully.
- 5c: Adjusts assessment methods and makes appropriate accommodations for English language learners.
- 7a: Understands and practices a range of culturally and linguistically appropriate instructional strategies.

TEACHING AND LEARNING METHODS:

Course assignments will allow you to demonstrate mastery of inquiry and reflections on teaching through an understanding of theories of first and second language acquisition, teaching literacy, and linkages to content area subjects. You will engage in Student Conversations with two students with whom you work as a means of advancing your awareness of their language development. You will exhibit your own understanding of language acquisition through the creation of a lesson plan used in your field practicum with links to theories of first and second language acquisition in teaching literacy and integration plans for content area subjects that include language considerations. Reflections of your observations and activities relating to language acquisition/awareness, pedagogy and assessment demonstrate your understanding of language acquisition, and how ELLs' cultural backgrounds are being used as a foundation for language learning. An ePortfolio of your work will provide a platform where you reveal course-based assignments that demonstrate your professional efforts, progress, and achievements in language awareness as they are manifest in classroom teaching.

COURSE STRUCTURE AND SEQUENCE

The course structure is based on a philosophy of self-directed learning. **This course will be using the University of Utah Learning Management System (LMS) Instructure Canvas.** This online course has been designed in an *asynchronous* format to provide students with flexibility in managing their own learning. *Asynchronous* means that there is no scheduled course time that students must be present online. Requirements for the course have been established on a weekly basis and students may fulfill these requirements at their convenience during the week **by the due date specified**. In order to have sufficient time for interaction and feedback specific requirements must be completed at preset intervals. **You cannot put off completing assignments until the end of the course just because the course is online.** Students electing to take online courses must demonstrate a high level of initiative, autonomy and ability to work independently. Time management and organizational skills are essential to the successful completion of an online course.

Late assignments will be accepted up to one week, but points could be deducted. Excessive typographical, grammatical, and spelling errors detract from your work and will be reflected in your grade. To promote effective time management, no late assignments will be given full credit unless prior arrangements have been made with the instructor.

The course content is organized into weekly modules. Each Module directly affects your successful completion of the course. For each Module there will be a list of the item(s) to complete for each week. **All assignments for the course are due by 11:59pm on Saturdays.** You may work ahead and turn assignments in any time before due date. Links for assignments, readings and activities can be found directly in each module. Please review due dates associated with each module. A schedule of assignments can be found in the Syllabus tab on the left-hand side menu in Canvas.

COMPETENCIES will be assessed for this course through online course assessments through reflections/discussions of current research, student conversations, diversity practices, journaling and readings examining ways of developing as an educator, suggestions, and contributing feedback, and an ePortfolio using the Canvas Portfolio feature or another platform of your choice.

COURSE REQUIREMENTS

- A. All class assignments should be submitted **on or before** the due date (see Canvas assignments). It is very important that you complete assignments on time as we move through the semester because some assignments build on each other.

The following is a description of the assignments that will be completed as part of this course:

1. Introductory Activity

Create and share with your peers an introductory/ice breaker activity to introduce yourself and your students to each other. This may be an activity that you have already used, one you have seen, or a combination/adaptation of your experience. Be sure your activity includes some aspect that would specifically address and would include ELL students and that the activity is culturally relevant to foster positive interrelationships among your students.

2. Student Demographics - Class Chart

Learn about demographics of the students in your class. Collect data on the ESL level of your ESL students, and for all students in your classroom including their reading level, race and ethnicity. Some students may have more than one race or ethnicity. It is vital that you learn about your students' backgrounds to be able to provide the necessary supports for equitable instruction.

3. Student Conversations Summaries.

Converse with two diverse students in your field practicum class. These conversations should inquire about students' funds of knowledge and cultural background and reflect how you will use this learning in your field practicum experience. **The two conversations should be with students who are from different cultural, linguistic, or ethnic community backgrounds.** (Do not use your students' actual names in your summary.)

4. Hour Log

For each visit to your field practicum classroom in which you are directly involved with language development, you will update a timesheet indicating your time with ELLs. You are expected to complete a minimum of **60 field hours** with students learning English over the semester. (USOE requirement) These 60 hours are in conjunction with your current Field Practicum.

5. Journal

For a six-week period, write a **weekly** ½ page journal entry for each week's time involving language development. This journaling will include language awareness comments about your daily interactions and teaching in your field work, diversity strategies for assisting and assessing ELLs' learning, reflections to show your understanding of first and second language acquisition, how ELLs' cultural background is being used as a foundation for language learning and empowerment, and how the diversity strategies have developed. **The journaling of each week needs to be submitted no later than Saturday of that week.** (Starts in October - See schedule in Canvas for each journal entry details and due dates.)

6. Diversity Practices

Select actual practices you'll employ in your classroom to address learner linguistic and cultural diversity through second language acquisition processes from the linguistic and cultural theories you have studied.

7. Culturally Relevant Reading

Read a culturally relevant article and describe the impact on your teaching perspective.

8. Lesson Plan with Literacy Linkages and Content Area language considerations

Incorporate tools of language development into planning and instruction for English language learners, and support development of English proficiency. Include one lesson plan where you have identified content and language objectives, academic vocabulary, adaptations/modifications and assessment strategies. You may use a lesson plan that you have previously written with the addition of language development, cultural and linguistic appropriate instructional strategies and appropriate accommodations for English Language Learners.

9. Experience-Advice

In connection with language acquisition/awareness, describe one notable instance where you learned from your field practicum students, had an epiphany, or a piece of advice that you could give us that would provide guidance in future classrooms.

10. Learning Differences Rationale/Reflection teaching to satisfy ELLs needs.

A rationale/reflection of your ability to demonstrate Utah Effective Teaching Standard 2: Learning Differences identifying how to satisfy ELL's needs from your own teaching.

11. ePortfolio

A portfolio is a purposeful collection of work that exhibits one's professional efforts, progress, and achievements in one or more areas. A portfolio demonstrates mastery of skills of inquiry and provides an opportunity to express an understanding of specific topics. At the end of this course your portfolio will showcase artifacts that reflect knowledge of the application of language and linguistics, as they are manifest in classroom teaching through the following artifacts:

- English Language Learners' Differences Rationale/Reflection
- Diversity plan practices
- Lesson Plan with Literacy Linkages and Content Area language Self-reflection Teaching to satisfy ELLs needs

You may use the ePortfolio feature in Canvas or another product to create the place where you display your artifacts and discuss the significance and experiences of language awareness.

EVALUATION

A Credit/No Credit grade will be given for this course and be determined by completion of all assignments/journals/ePortfolio which include, but are not limited to: collaborating with your peers and course instructor, communicating, offering suggestions, and contributing feedback and examining ways of developing as an educator, completing assignments in a timely fashion, displaying evolving attitudes towards teaching and learning, developing assignments that are of high quality, being open to suggestions, seeking advice when needed, sharing ideas with others, recognizing diversity in others' perspectives. In addition credit/non-credit will be based on the completion of the minimum 60 hours of field work in conjunction with your field practicum.

Assignments must be submitted and completed at a passing level. Grades will be based upon the successful completion of the following:

Syllabus quiz – 10 points
Introductory activity – 10 points
Cultural Responsive Reading/Response – 10 points
Initial Field Hours Log – 5 points
Diversity Practices – 15 points
Student Demographics – 10 points
Student Conversations - 15 points
Journal – 60 points
Initial ePortfolio – 10 points
Literacy Linkages and Content Area language considerations in a lesson plan – 20 points
Learning Differences Rationale/Reflection – 20 points
Experience/Advice – 5 points
Final ePortfolio – 10 points

Total = 200 points

200-188 = A

187-180 = A- CREDIT

*Note, as per department policy, you need a grade of 90% or better for course credit.

**Note that as a Teacher Candidate in the College of Education must adhere to Utah Professional Practices Advisory Committee's (UPPAC) standards as well as university, district, and departmental policies regarding professional and ethical behavior. A detailed discussion of criteria in these areas is available in the Teacher Candidate Handbook (reviewed in the fall), in the university's class schedule, and will be discussed throughout your student teaching experience.

MEDIA/SOFTWARE/TECHNOLOGY REQUIREMENTS: Access to the University **Instructure Canvas** system, Microsoft Word.

ONLINE GUIDELINES

There are unique responsibilities that come with taking a course that has an online component. In an online course, the workload is purposely distributed across the semester so that you can receive continuous formative feedback since you will not see the instructor in a face-to-face class each week. You must stay on top of deadlines and complete your work on time so that you can engage with your students and reflect on your experiences in a timely manner. The course content is posted for the semester, so that you can work ahead if you know you have commitments in the future or will be out of town. Since we are not meeting F2F one hour a week as in a traditional course, you are expected to use that equivalent time as well as additional out of class study time for assignments.

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in an online course in a manner that enhances your experience. Repeated equipment failures will not be an acceptable excuse for late or absent assignments. Utilize campus lab computers around campus to make sure you adhere to deadlines if you are having technical issues and need to complete work. Do not wait until 11:58 pm to begin posting your assignments on the due dates, work submitted after the Saturday 11:59 pm deadlines may receive reduced credit.

Classroom equivalency: Online communications, including e-mail, discussions, and wikipages are equivalent to the classroom and are subject to the Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in a discussion.
- Off-color language is never appropriate.
- Using angry or abusive language is called "flaming", and is not acceptable.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks????.
- Online communications, including messages in Instructure Canvas, are University property and subject to GRAMA regulations. Privacy regarding University mail and Canvas messaging communications must not be assumed unless mutually agreed upon in advance.
- As with assignments, instructors are required to respond to e-mails in a "reasonable" amount of time. Note that email content may be shared with the class when there are valid teaching/learning reasons for doing so and unless mutual privacy agreements for the communications have been previously made.

COMMUNICATION POLICIES

Announcements. The announcement feature in Instructure Canvas will be used for "broadcast" messages intended for everyone enrolled in the course. If there is an announcement you will see it when you log into Instructure Canvas. In most cases the announcement feature is used as an alternative communication method so you will also receive the same message via the Instructure Canvas Inbox message system. If the LMS is down, I will email directly to your external email address.

Email. The primary methods of instructor-to-student communication for the semester will be via course Inbox messages and external email using your official university e-mail account. Students will be able to access peer students from Canvas Inbox course messages as well. In cases where Instructure Canvas is down I will use your official university e-mail account to alert you to issues and problems.

Just because this course is in an online format does not mean you cannot have face-to-face interaction with the instructor. Contact me via phone 801-554-2445 or make an appointment if you feel a need to talk face to face. Students should check for new Inbox messages in their Canvas Message area and also check on a regular basis their external provided email.

Response from instructor. Unless otherwise noted, students may expect a response from the instructor within 48 hours. In most cases I will try to reply as soon as I can and sooner than 48 hours. If you have not heard from me in 48 hours feel free to send me a reminder email or call or text.

TECHNOLOGY HELP

Resources for technology related questions include:

Phone Support

Campus IT Help Desk: 801-581-4000 for computer and browser technical issues

Email: helpdesk@utah.edu

UOnline-TACC-IMS

Phone: 801-585-5959 M-F, 8am-5pm

Email: classhelp@utah.edu

In Canvas: Help tab at top right, select problem. It is best if you are on the page showing the error message before you select the Help tab.

ACADEMIC HONESTY

You must do your own original work in this course. Wherever the ideas or words of others appear in your own work, they must be properly cited. Failure to make clear the sources of any outside material you incorporate in your work constitutes plagiarism, which is against university standards. Plagiarized material submitted for assignments will not be tolerated and may result in failure of the course and potential dismissal from the University of Utah.

It is required that you are aware of the University of Utah policies as you will be held accountable to University of Utah standards. Please read the [University of Utah Code of Student Rights and Responsibilities](#), which states in part, "In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating." Instructors also have responsibilities to students and you can find information about [instructor responsibilities here](#).

ADA STATEMENT

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. (www.hr.utah.edu/oeo/ada/guide/faculty/)

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

IMPORTANT DATES

First Day of class Monday, August 24, 2015

ASSIGNMENTS DUE: Saturdays, 11:59pm

Last Day to Drop (Delete) Classes: Friday, September 4, 2015

Fall Break: Sunday-Sunday, October 11-18, 2015

Last Day to Withdraw: Friday, October 23, 2015

Classes End: Thursday, December 10, 2015

All course assignments due: Saturday, December 12, 2015

Final Exam Period: Monday-Friday, December 14-18, 2015

Grades Available: Tuesday, December 29, 2015

EDU 5201/6201-090 Course Assignments and Due Date

Week/Date	Assignments
#1 8/24-8/29	<ul style="list-style-type: none">• Read the Syllabus• Syllabus Quiz• Cultural Adjustment
#2 8/30-9/5	<ul style="list-style-type: none">• Introductory activity
#3 9/6-9/12	<ul style="list-style-type: none">• Hour log - weekly during field work – update every Saturday• Culturally Responsive Reading/Response
#4 9/13-9/19	<ul style="list-style-type: none">• Diversity Practices
#5 9/20-9/26	<ul style="list-style-type: none">• Student Demographics – Class Chart
#6 9/27-10/3	<ul style="list-style-type: none">• Student Conversations
#7 10/4-10/10	<ul style="list-style-type: none">• Hour Log• Weekly Journal #1
10/11-10/18	<ul style="list-style-type: none">• Fall Break
#8 10/19-10/24	<ul style="list-style-type: none">• Hour Log• Weekly Journal #2• Initial ePortfolio
#9 10/25-10/31	<ul style="list-style-type: none">• Hour Log• Weekly Journal #3
#10 11/1-11/7	<ul style="list-style-type: none">• View 4 min Video• Hour Log• Weekly Journal #4
#11 11/8-11/14	<ul style="list-style-type: none">• Hour Log• Weekly Journal #5
#12 11/15-11/21	<ul style="list-style-type: none">• Hour Log• Weekly Journal #6
#13-14 11/22-12/5	<ul style="list-style-type: none">• Literacy Linkages and Content Area language considerations• Experience/Advice
#15 12/6-12/12	<ul style="list-style-type: none">• Learning Differences Reflection/Rationale• ePortfolio

All EDU 5201/6201 assignments are submitted online through Canvas.