

Language Development & Acquisition

EDUC 6329.783 - Spring A 2020



Basic Information

Name of the Instructor: Dr. Tomas Espinoza

Email: Espinoza_t@utpb.edu

Office Location: MB 3224

Virtual Office Hours: Mon/Wed 1:00-3:00; and/or by appointment.

Message Office Phone: (432) 552-2142

Course Dates: June 29 – Aug. 13, 2020

Course Credits: 3 hours

Location: This course is a web course and is conducted within CANVAS <http://utpb.instruct.com>

Note: The due date and times for the activities will adhere to the Central Time Zone

Course Catalog Description: This course focuses on the process of acquiring one's native and a second language including theories of psycholinguistics and sociolinguistics applied to the acquisition of one or more languages in early childhood and school learning.

Measurable Learning Outcomes: By the end of this course, you will be able to

1. Identify the process of acquiring the first and second language in a natural and educational settings.
2. Demonstrate knowledge of the different theories of language acquisition through the school years.
3. Characterize the psychological, sociological and political factors involved in the acquisition of language,
4. Identify language assessment instruments
5. Juxtapose current scholarly research with classroom practices and apply them effectively to teaching to promote and facilitate successful learning.

Course Prerequisites:

Admission to UTPB; admission to graduate studies; in addition to the College of Education requirements, students seeking teacher certification in Texas and in bilingual education as a part of the Master of Arts in Education/Bilingual/ESL must apply to the certification program and after completing the program, demonstrate proficiency in Spanish by passing the Texas Bilingual Target Language Proficiency Test (BTLPT).

Materials: The student should purchase the following:

1. **Required Textbook:** Turnbull Pence, K.L., and Justice, L.M., (2017) *Language Development from Theory to Practice 3rd edition*. Pearson Education, Inc. ISBN 0-13-707347-x.
2. Tape or digital recorder, cassette tapes or any other type of audio recording device that

enables you to acquire a good language sample from a young child and a limited English proficient individual. With the current technology available, there are many recording devices that may be used. High end cell phones may even be able to record at the level needed. You will need a recording device that has no background noise, is able to pick up all the 44 speech sounds in English and one that is easy to replay with frequent stops and backtracking. The recordings that you make will be submitted for grades and must be able to be used by the professor. Hence, common audio file formats must be used.

Recommended/Supplemental/Optional readings/books:

Richard-Amato, P.A., Making It Happen: From Interactive to Participatory Language Teaching-Theory and Practice, Pearson Education, Inc. 2003. ISBN 0-13-060193-4.

Gonzalez, V., Yawkey, T., Minaya-Rowe, L., English-As-A-Second Language (ESL) Teaching and Learning: Pre-K-12 Classroom Applications for Students' Academic Achievement and Development, Pearson Education, Inc. 2006. ISBN 0-205-39251-2.

Reference Text (Not Required but Helpful):

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author

***All Supplemental readings can be found at bookstores and other book selling companies. They can be purchase for your own reading and will serve as resources to address the needs of second language learners.**

Important Academic Dates:

UTPB Academic Calendar: [University Calendar](#)

Important Dates:

Summer B 2020	Date
First Class Day	June 29
Last day to add a course	July 1
Last day to Drop without creating an academic record	July 6
Last day to drop* a course or withdraw**	July 31
Last day of classes or final examinations	August 13

Course Overview:

Method of instruction: Online lectures, videos, discussions, research, audio, reading and group work, quizzes, a Mid-Term and a Final Exam. The course structure is divided into 4 modules; each module is scheduled for two weeks and includes the following topics:

Activity Descriptions:

- 1. Syllabus Quiz:** once you have read the syllabus, a quiz will be available for you to take. It will be timed, and you will take it only once. Points earned will be used as extra credit at the end of the semester as there will be no other opportunities for extra credit. To earn these points though, you **MUST** take the quiz on or before the due date. No points will be awarded for taking the quiz after the due date.
- 2. Self-Introduction** is another opportunity you will have to earn extra points. This opportunity is for you to get to know those in the course with you and perhaps pair up for group projects early on. Points will be granted if posting is done by due date.
- 3. Reading, Research and Discussion Board:** The course modules include discussion board activity. Topics and questions related to your assigned modules and readings will be presented on the modules CANVAS Board. You will be expected to respond to posted questions, topics, and/or participate in the module activities with colleagues. Beforehand, you should read the assigned textbook section and review the online lecture and related research. These projects and discussions are specific to the material in the module. You must read at least 7 other student's postings and respond to at least two other students in an intellectual and concise manner using your readings and research to support your responses; appropriate citations are expected and no less than 300 words per response for full credit consideration. Initial post and responses must be made by the closing date on the schedule to be considered for full credit. **WARNING:** Do NOT copy anything word for word from your sources or you may fail the course since this is considered academic dishonesty.
- 4. Journal Abstracts:** this assignment is a succinct summary of a longer piece of work, that is academic in nature, written in isolation from the main text. (Article/study should be less than 10 years old). Two articles should be focused on native language acquisition and two articles should be focused on second language acquisition. For this assignment, you will be identifying *professional educational journal articles* related to first and second language acquisition. In general, do not use educational newspapers, abbreviated reports, such as ERIC digest or other shortened forms of educational writings. Your articles should include research and citations. A good way to start a search is to go to the ERIC website and put in the topics that interest you about language acquisition. You will get a variety of topics. Those that are coded with EJ will be appropriate educational journals for the most part. You will write abstracts/summaries of these articles, followed by an application and opinion section. Your format will be: Reference, abstract, opinion/reflection section. Length will vary, but approximately two pages is average for a good abstract.
- 5. Mid-Term** (vocabulary) exam will be a 50-word quiz administered to determine understanding of vocabulary related to language development and acquisition (2pts each).
- 6. Final Exam** will be a Cumulative 30 questions from module and book readings; multiple choices. You will be required to download and use Respondus for each exam.

7. **Toolkit Language Assessment:** Working in groups of 2-4 students, each group will produce a language assessment toolkit of strategies to use during the linguistic analysis assignment. You will be given directions on this assignment in the module. In general, this assignment will help you learn some essentials of individual language assessment.
8. **Linguist Analysis (L1):** This activity is designed to give candidates an opportunity to conduct a linguistic analysis of an individual learning a first language. Typical ages represented in this language group fall between 18 months to 4 years of age. Each student will be required to record a 30-minute language session, and then to transcribe the recording, and finally to write a 6-8-page research-based language analysis, highlighting the stage of language development. Submission of recording may be required. When selecting a candidate for the language sample, it is best not to choose close friends or relatives as it will be difficult for you to be objective.
9. **Linguist Analysis (L2):** This activity is designed to give candidates an opportunity to conduct a linguistic analysis of an individual learning a second language. Typical ages represented in this language group vary (child or adult are both acceptable). Each student will be required to record a 30-minute language session, and then to transcribe the recording, and finally to write a 6-8-page research-based language analysis, highlighting the stage of language development. Submission of recording may be required. When selecting a candidate for the language sample, it is best not to choose close friends or relatives as it will be difficult for you to be objective.

Procedures for the Language Analyses Assignment:

1. Seek permission to record the child. (A parent permission form is provided for you at the end of the syllabus written in Spanish & English). The recordings will be used only for instructional purposes during this semester and identification of the subjects will not be given to other individuals. If you are recording an adult, seek his/her permission.
2. Converse with the candidate and record the interview. You may use any topic that is familiar and comfortable for the subject. It is advisable to record 45-60 minutes of conversation. You will need to select a 500 to 700-word language sample from the recording to transcribe, but you may find that you may need a larger sample. When conversing with the subject, ask questions that will require more than a one- or two-word response. For example, use a lead like "tell me about your family" instead of "how many sisters do you have?" Some good leads are: "tell me about...", "describe for me..." "I'd like to know more about.....," and "why don't you tell me the story of.....?" "Who is this?" ... "What is this?" what is your favorite food?" ... Why is this favorite movie? What is going on in this picture? Why is he/she happy? etc....
3. Provide a warmup period before the recorded conversation where you interact with the child and put him/her at ease. If necessary, you can bring others (such as the mother) into the conversation to get the child to speak more. During and after the conversation, be sure to check and see that your machine is/was recording, so you will not end up without a recorded sample. Try to keep your device away from the child to avoid the distraction.

4. Then, transcribe a 500 to 700-word sample from the recording device. Write what was said during the conversation WORD for WORD; what you said, and what the subject said. You will need to type this portion and number the lines of the transcription. Numbering each line will help you identify a specific section you may refer to in your analysis and will help me as your reader check for reference when reading your analysis. So, you will say something like “in line 14, we observe.....” Use phonetic spelling when necessary. For example, if a young child says, "a caw goed in de teet" for “A cat goes in the tree”, you would write it as you HEAR it – “a caw goed in de teet”.

Conversation Sample: [this is how your transcription should look like]

Well, the big cot she goed down de stireet and she find a shicken to walk and she	1
find a shicken to go with. De cot want to find meelk, but de shicken say no.	2
Dat start a fight. De shicken say she want corn and de cot, she want to derink	3
meelk. And de both want to eat purty soon so de cot she went runnin and de	4

5. Analyze the language sample and discuss the subject’s ability to speak English, the acquisition of various stages of language, where they are in their language development, as described in your assignment. Add your recommendations for further development of that person's language and support your work.

Sample excerpts of your analysis of the above passage might be:

Roberto has mastered some basic vocabulary in English and while he speaks without hesitation, several errors are noted in his speech. Roberto has not mastered the past tense, as can be evidenced in lines 1, 2 and 3 when "find" is used instead of "found" and "say" is used instead of "said." Overgeneralization of the verb "to say" in the third person past and present tense is noted in line one.....Phonetic errors are noted with sh substituted for ch as in line one "shicken is used for chicken" and

6. Complete your 1st and 2nd language analysis using the format below and include your tape recordings.
 - a) Introduction/Description of the subject/environment.
 - b) Transcription of language sample (500 to 700 words).
 - c) Analysis of sample with research/scholarship support: (L1) and (L2):
 - d) Recommendations for further development of the candidate’s language (based on class readings/lectures/research)
 - e) Opinions and conclusions

*(Note that CANVAS will allow for an electronic submission of the recording as an attachment to the assignment. If the recording is requested, you will then be able to submit the recording as well). Let your data and research drive the length of the paper. The paper should be written in APA style. Submit a word document (not a PDF and not google docs).

Overriding Concerns:

1. All submitted work for a grade in this course must be your original effort. The work cannot include:
 - Materials purchased or copied from a pre-made kit,
 - Worksheets downloaded from the internet
 - Another individual's work (to include but not limited to a current or former student, current or former classroom teacher)
 - Your own work completed for another class
 - Any other copyrighted material (copyrighted material used, if any – must be cited)
2. Papers not following the assignment will not be graded.
3. Length: Papers will lose five points for each quarter page of insufficient length when required.
4. In discussion form, no points will be granted if the criterion is not met.
5. Plagiarized papers will receive a grade of "0" and the writer will be referred to the Dean of Students for disciplinary action.
6. Papers containing more than 20 errors will receive a failing grade

Submission and Naming Convention of Course Activities:

All the course assessment activities will be submitted via assignment drop box. Keep in mind the following standards/practices for submission of assignments:

- a. All course assessment activity files that will be submitted to the instructor should be in MS Word (Note that PDF and Google Docs are problematic for submissions)
- b. Be sure to include a cover page and put your name and the names of all students in your group at the center of the cover page; title should be in the center as well as in the header of your paper; number pages.
- c. Assignments should NOT be submitted via e-mail. I will not accept them in that platform. All assignments must be uploaded into the course drop boxes.

****Keep in mind the following standards/practices for naming & submission of assignments. All course activity files that will be submitted to the instructor should be saved as and bear the name as follows:**

Assignment Name + First name + last name + course (EDUC 6329) + Date Example: Abstract Journal + Jane + Doe + EDUC 6329 + Date

All modules will open on the first day of class and will remain open so that you may have access to lectures, videos, etc.... This is done so that those of you who wish to go on to the next activity can do so without waiting on others to finish. It is highly encouraged though that you complete each module sequentially; meaning – **do not jump** to module 4 before completing module 3 since many of the activities from the modules include group work and you will not be able to complete alone. What **will close** are the links to the assignments by 11:59 two days **after** the due date. Please make sure you make note of due dates that are posted in the course calendar; posting late (after due date) will receive penalty. No work will be accepted after the second late date. It is to your advantage to

read the textbooks, online lecture/power point presentation before opening the module and/or completing any of the module's assessments. In any group activity, please make sure you read all students' posts and respond to them when asked to do so for full credit considerations.

****This is a highly intense and engaging course. You will be expected to collaborate with the reading, research material, and discuss experiences in 'teachable moments' at all times. You will be expected as well to respond, engage, collaborate, and participate in all activities.**

Course Assessments:

Course Activity	Points	% of Total Grade	Readings
MODULE 1			Chapter 1, 2 & 3 textbook
Syllabus Quiz	10	Extra Credit	
Self Intro	20	Extra Credit	
Group Discussions	75	5%	
MODULE 2			Chapter 4 & 5 textbook
Group Discussions	75	5%	
Toolkit Language Assessment	100	10%	
Mid-Term Exam	100	15%	
MODULE 3			Chapters 6 & 7 textbook
Group Discussions	75	5%	
Language Analysis of Native Speaker (L1)	200	20%	
Journal Abstracts (2)	50		Optional only for extra credit
MODULE 4			Chapters 8 & 9 textbook
Group Discussions	75	5%	
Language Analysis of Second Language Learner (L2)	200	20%	
Final Exam	100	15%	
	1000		

Grading Scale:

100 – 93%	930-1000	A
92 – 85%	850-919	B
84 – 77%	770-840	C
Below 76%	769	F *No grades of 'D' are given in graduate school

**Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

Communication, Grading & Feedback:

The professor will check e-mails and telephone messages at least 3 times a week and will return calls and emails to address student's questions within 72 hours (not to include weekends or holidays). The professor will be available to students during office hours and/or by appointment for those who cannot make office hour times. While most online students begin communication with the professor by email, it is often helpful to speak by phone, conference or in person. For this course, some optional conferences will be scheduled if necessary. If you wish to have phone contact, email me first with times available and your number. I will call you at the scheduled time.

All the course activities will be graded one week after the set due date, pending professor's workload; does not include weekends or holidays time considerations. It will be graded on the point value system adopted by the College of Education. You can check your grades by going to the Grade Book. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

Time Management:

A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. In a class such as this, 3 credit semester hours, it is expected that a you should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an 'A' in a class. It is important to develop a *time management plan* to be successful.

Policies:

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all messages postings in online discussion.
- Respond to the question directly.
- Reply to a minimum of two other student posts.
- Use a person's name in the body of your message when you are reply to their message.
- Avoid postings that are limited to "I agree" or "great idea", etc. if you agree (or disagree) state why by supporting your statement with concepts from your readings.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow Rules of Behavior (below).

Rules of Behavior:

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender,

race, or ethnicity.

- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list.
- Do not overuse acronyms like you would use in text messages. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long response.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

NOTE: If you do not adhere to the guidelines for any posting, you will lose the points and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

Make-Up/Late Submission Policy:

All course activities must be submitted before or on set due dates. If the student is unable to abide by the due dates, it is her/his responsibility to contact the instructor immediately; there is no guarantee that make-up work will be allowed. There may be a 10% deduction for each day of late submission of assignment. After 2 days late, assignment will not be accepted nor graded if submitted after. *There is no penalty for early submission but note that the instructor may not grade early submissions until after the due dates.

Academic Dishonesty/Plagiarism/Cheating:

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation: Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three every seven days. It is critical that you read all the lecture and assignment materials as well as all the public discussion materials. Your full participation on a weekly basis is not only a requirement; it is essential to your success in an online course. All students are expected to do the work assigned, notify the instructor when emergencies arise, and work with the instructor to ensure communication about special circumstances is clear.

Tracking: The learning management system has a tracking feature. Statistics are collected that quantifies how often and when students are active in the course and provides information as to when the student has accessed different pages of the course.

Absenteeism: All the course activities have set dates to be completed and submitted. After the due dates, the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact the instructor immediately in case of emergency medical situations, only with valid documented excuse.

Course Incomplete/Withdrawal/Grade Appeal:

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met **all** the following conditions:

- Complete 75% or more of the coursework,
- Earned (at the time of the incomplete request) a B or better average on all coursework,
- Submitted a valid, documented excuse for not being able to complete the course on time,
- And has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8-week session).

Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agree upon due date, the student's grade will revert to an "F" two semesters after the original "I" grade was submitted.

Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes,

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Accommodation for Students with Disabilities:

Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an instructor has received an official Letter of Accommodations (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243 /4901 E. University, Odessa, TX 79762
Voice Telephone: 432-552-4696
Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements:

This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses. Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB e-mail address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements: See [Technical Requirements](#).

Other Essentials to keep in mind for a successful online outcome: Become familiar with CANVAS and read thoroughly; doing so will help you navigate the course and address any frustrations you may experience in the beginning. The following should assist you in making this online transition a successful semester:

1. Basic computer literacy skills are necessary, a must. If you do not have them, you will find yourself learning those as you go along with learning the content of the course; however, navigating and constant engagement will give you the practice and comfort that will help you start out successfully.
2. Recognize that there is a difference between online learning and the traditional face-to-face classroom learning. In your online course, you will not see the Professor, nor will you see the students. Reminders of assignments due will not be given to you as in traditional classroom settings; you must engage with the content and read postings to track your assignment due dates and course expectations.
3. The myth that online learning is easier than learning in the traditional classroom is false. It will require diligence and commitment of your time to be successful. Organization and planning are essential.
4. There is time allotted for reviewing the layout of the course and getting familiar with the location of its content (syllabus, assignments, lectures, readings etc.). Take time to navigate the course and ask questions to have a successful beginning.
5. Most communication in this online course will be through Discussion Board and/or Email.

6. Be a weekly active participant in all online discussions. This is closely monitored for feedback and ongoing questions. It will be your responsibility to keep up with the course readings and assignments. Be organized and pre-plan for major projects.

7. Organization of your time is a must; procrastinating to submit your assigned work can easily turn into a bad habit that can jeopardize your grade. Keep in mind that most students find online courses more time consuming than traditional courses.

8. Communication will be ongoing. It is your responsibility to keep in touch with your professor. Do not assume everything is fine if you do not hear from the professor.

Online Student Authentication:

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ **at least two methods** of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies **the second method** of student authentication by any two of the following:

*Approved up to date photo identifications are passports, government issued identification, driver's licenses, and military ID from DOD; dual credit and early college high school students use school district identifications.

To Submit your Student Authentication:

Submission 1: A clear image of yourself in color

1. Well lit, and no shadows on your face or your ID that can obscure your image
2. Must be taken on the day you submit the photo to reflect your current appearance
3. Taken in full-face view directly facing the camera
4. With a neutral facial expression and both eyes open

Submission 2: A picture of your ID (can be a **UTPB ID** or **government issued ID**) with only your name and picture showing (meaning Picture ID card in which the ID number has been covered by taping over any numbers).

This submission of Identification is Non-graded but **mandatory** for on-line classes; **no Id, no grade**. *Any activity submitted will not be graded until ID's are received and reviewed.*

Identifications will be required for the following:

- Proctored exams using an approved photo ID*;
- Presenting an approved photo ID* through a web cam and video recorded

- proctoring during assessments (Respondus Monitor).
- Field or clinical experiences using an approved photo ID*.
- Synchronous or asynchronous video activities using an approved photo ID*

*A secondary method of verification (e.g. face-to-face proctoring at an off-campus site) may be required but usually comes with a fee which would be paid by the student.

For further information on UTPB's Distance Education Policy, please visit the [Distance Education Policy](#) page, which provides more information about the University's distance education policies, including rules regarding the protection of online students' privacy (SACSCOC FR 4.8.2).

Using LockDown Browser & Respondus Monitor for Online Exams:

This course requires the use of LockDown Browser and Monitor for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and Monitor.

Download and install [LockDown Browser](#).

To take an online test, open LockDown Browser which opens Canvas and navigate to the exam. (You cannot access the exam with a standard web browser.) When taking an online exam, follow these guidelines:

- Setup web cam for exams using Monitor.
- Ensure you are in a location where you won't be interrupted.
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Preparation for Computer Emergencies:

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call the instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365

OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files with saved date. If the server experiences unforeseen problems your course instructor will send an email.

End-of-Course Evaluation & Instructor Evaluation:

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last two weeks of class, there will be an announcement in CANVAS, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous, and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services:

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867

SERVICE	CONTACT
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights:

Information contained in this syllabus was to the best of the instructor's knowledge considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Professor's Commitment: I am committed to the vision of the College of Education to provide..."a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices." This means a commitment to the students' development of knowledge and skills that will result in excellence in the classroom setting. It is the goal of the instructor that the required competencies will be developed in a classroom that promotes mutual respect and compassion for all learners. I value you as a student, even if I have not met you and all of our contact is via online sources. I will maintain professionalism with you in a supportive environment. I will expect you to show professionalism in the development of your teaching career, while maximizing your learning. If you are experiencing difficulties at any, I ask that you communicate with me regarding the problem, so that we may resolve the issue together. Your success is my goal. Together, we can make this a great learning experience.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule:

Module 1	Assignment	Due Date	Points	% Grade
Topic: Developmental Timelines Reading Assignment: Chapters 1 & 2				
June 29 th – July 4 th	Syllabus Quiz	July 1 st	10	Extra Credit Opportunity
	Student Authentication	July 1 st	5	Extra Credit Opportunity
	AVID/Student Information Form	July 1 st	5	Extra Credit Opportunity
	Self-Introduction	July 4 th	10	Extra Credit Opportunity
	Group Discussions	Initial Post (1 st)	75	5%

		Responses by (5 th)		
Module 2				
Topic: Language Diversity and Differences				
Reading Assignment: Chapters 3, 4, & 5				
July 6 th – July 18 th	Group Discussions	Initial Post (8 th) Responses by (15 th)	75	5%
	Toolkit Language Assessment	July 11 th	100	10%
	Mid-Term Exam	July 18 th	100	15%
Module 3				
Topic: Research Paradigms				
Reading Assignment: Chapters 6 & 7				
July 20 th – August 1 st	Group Discussions	Initial Post (22 nd) Responses by (29 th)	75	5%
	Language Analysis of Native Speaker (L1)	July 25 th	200	20%
Journal Abstracts (2)	Optional	Extra Credit	50	
Module 4				
Topic: Theory to Practice				
Reading Assignment: Chapters 8 & 9				
August 3 rd – August 13 th h	Discussion Question	August 5 th	75	5%
	Language Analysis of Second Language Learner (L2)	August 8 th	200	20%
	Final Exam	August 12 th	100	15%

Grading Scale:

100 – 93%	930-1000	A
92 – 85%	850-919	B
84 – 77%	770-840	C
Below 76%	769	F *No grades of 'D' are given in graduate school

**Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

Forms for Class:

The following are terms you should become familiar with from the field. Additionally, The AVID and Student Information forms should be completed and submitted the first week of school; **AVID form MUST be signed.**

BICS – Basic Interpersonal Communication Skills (Cummins), achieved within 2-3 years.

Bilingual Education Act (Title VII) – 1968 federal education act to provide support (including financial) education programs for language minority students; the placement of language minority students in vocational tracks is prohibited by Title VII along with the office of Civil Rights.

CALPS – Cognitive Academic Language Proficiency Skills (Cummins) achieved within 4 – 7 years

ELL – English Language Learner

ESL – English as a Second Language

ExCET Examination for the Certification of Educators in Texas

HLS - Home Language Survey

L1 – Primary Language

L2 – Secondary Language

LEP – Limited English Proficient

LPAC – Language Proficiency Assessment Committee

Lau Vs. Nichols (1974) – U.S. Supreme Court ruling calling for an equitable curriculum for LEP students

SLA – Second Language Acquisition

TAAS – Texas Assessment of Academic Skills; standardized test administered to students in Texas; reading writing and math skills are tested

TAKS – Texas Assessment of Knowledge and Skills

TEA – Texas Education Agency; educational agency charged with state-level administrations of Texas public schools.

TEKS – Texas Essential knowledge and Skills

TEXES – Texas Examination of Educator Standards

Transitional Bilingual Education (TBE) program with a goal to learn English through the students L1; early exit TBE occurs after 3rd grade, late exit TBE occurs after 6th grade.

Two-Way Bilingual Education – bilingual education program where 50% of instruction is in English and 50% is L1 instruction. Academic performance is the primary goal, along with bilingual fluency (L1 and L2)

SBEC – State Board for Educator Certification

STUDENT INFORMATION FORM

THE FOLLOWING INFORMATION WILL REMAIN CONFIDENTIAL:

NAME: _____ DATE: _____

SEX: Male: _____ Female: _____

Student Id#: _____ who is your advisor? _____

ADDRESS: (LOCAL) (PERMANENT)

Home/cell Phone: _____ E-MAIL ADDRESS: _____

Are you currently teaching? Yes, _____ NO _____ if so, what grade level _____

what school? _____

EXPECTED YEAR OF GRADUATION: _____

TRANSFER STUDENT: No _____ Yes _____ (where from?) _____

FIELD OF STUDY: _____



AVID

To Whom It May Concern:

By printing and signing my name below, I give the faculty of the College of Education and College of Arts and Science of the University of Texas of the Permian Basin permission to use my class work and any digital media as appropriate, although without my name attached, as a part of their *AVID Postsecondary Teacher Preparation Initiative*.

Printed Name

Signature

Sample Syllabus

Date:

To Whom It May Concern:

The faculty of The University of Texas of the Permian Basin believes in the protection of the rights of all individuals, those directly involved in research conducted by the university and those indirectly involved in university projects.

During the summer 2020, the students enrolled in EDUC 6329, *Language Development and Acquisitions*, will be speaking to bilingual and monolingual children for the purpose of observing 'language processes in action'. The project is used for visualization of language process and the errors children make as they begin to structure their language.

As a part of this project, we are asking to record the voice of your child/children. The names of the children will not be identified and no information about the children will be supplied to any individual. Please note as well, that your willingness to participate can be withdrawn at any time.

Thank you for your consideration in this manner. If you have questions, please feel free to contact me as indicated below.

Signature of Parent/Guardian

(By signing, the parent/guardian attests that he/she is at least 18 years of age.)

Dr. Tomas Espinosa, Ph.D.

University Supervisor

College of Education

Contact # (432) 552-2142

e-mail: espinosa_t@utpb.edu

Fecha:

Estimado padre/madre:

La facultad de la Universidad de Tejas del Permian Basin cree en la protección de los derechos de todos los individuos, esos directamente implicados en la investigación conducida por la universidad y esos indirectamente implicados en proyectos de la universidad.

Durante el semestre del verano 2020 los estudiantes escritos en EDUC 6329, *El desarrollo de lenguaje y Adquisiciones*, conversarán con niño(a)s de idioma monolingüe y bilingüe con el fin de ver "procesos del idioma en acción". El proyecto se utiliza para la visualización del proceso del desarrollo del idioma y los errores que hacen los niños mientras comienzan a estructurar su lenguaje.

Como parte de este proyecto, estamos pidiendo grabar la voz de su niño/niña. Los nombres de los niños no serán identificados y no se proveerá ninguna información sobre los niños al individuo. También note por favor que esto es en su buena voluntad para participar y usted puede pedir retiro en cualquier momento que usted guste.

Gracias por su consideración de este proyecto. Si usted tiene preguntas, siéntase libre de ponerse en contacto conmigo al número (432) 552-2142 o por correo electrónico a espinosa_t@utpb.edu. Si no me encuentra, favor de dejar un mensaje y le devuelvo su llamada enseguida.

Firma del Padre/Guardián

(Su firma indica que usted como padre/
Guardián del Niño(a) tiene 18 años o más)

Dr. Tomas Espinosa, Ph.D.

Supervisor universitaria

colegio de educación
teléfono de contacto # (432) 552-2142
correo electrónico: espinosa_t@utpb.edu