| **PROFESSOR:** |  |
| --- | --- |
| **OFFICE LOCATION:** |  |
| **OFFICE HOURS:** |  |
| **PHONE NUMBER:** |  |
| **E-MAIL:** |  |
| **SEMESTER:** |  |
| **DELIVERY METHOD:** |  |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## TSL 4080 Second Language Acquisitions and Culture (I) (3 Credits)

This course is designed to prepare teacher candidates with the foundational knowledge of applied linguistics and cross-cultural communication so that they can effectively teach English Language Learners (ELLs) and culturally and linguistically diverse (CLD) students in K-12 settings. The course will provide teacher candidates with an overview of the history of U.S. language policy, legislation and The Florida Consent Decree. Teacher candidates will examine cultural and cross-cultural communication with regard to ELL students and stakeholders. Teacher candidates will also study language principles, the structure of the English language, the nature of first (L1) and second (L2) language acquisition, major L1 and L2 acquisition theories and effective strategies for promoting language development in K-12 settings. This course requires fifteen (15) hours of field experience in a K-12 classroom setting.

## PREREQUISITES FOR THIS COURSE:

Admission into the Bachelor of Science in Education program or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

* Language history, policies and legislation
* ESOL/Bilingual Program Models
* The Florida Consent Decree
* Cross-Cultural Communication:
* Stages of culture shock
* Levels of cultural adaptation
* Cultures in comparison
* The culture of US schools
* Culture in the curriculum
* Stereotypes vs. Generalizations
* Sociocultural issues
* Applied Linguistics:
* Phonology, Morphology, Syntax, Semantics, Discourse, Pragmatics
* L1 Acquisition, L2 Acquisition
* Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP)
* The Input Hypothesis, The Acquisition/Learning Hypothesis, The Natural Order Hypothesis, The Affective Filter Hypothesis, The Monitor Hypothesis,
* Linguistic transfer, Linguistic Interference, Interlanguage
* Dialect diversity

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

1. General Education Competencies and Course Outcomes
2. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

* General Education Competency: Visualize
  + Course Outcomes or Objectives Supporting the General Education Competency Selected:
  + The teacher candidate will analyze culturally responsive instruction with the variety of cultures present in Florida schools.
  + The teacher candidate will theorize the ways in which family roles, relationships, and expectations can vary across cultures and influence student learning.
  + The teacher candidate will distinguish between stereotypes and generalization in regards to cultural and linguistic diversity.

1. Other Course Objectives/Standards

* The teacher candidate will analyze the history and evolution of legislation and policy for English Language Learners (ELLs) in the United States and apply it to current practice in K-12 settings.
* The teacher candidate will apply the five sections of the Florida Consent Decree (LULAC, et. Al vs. State Board of Education, 1990) to teaching and learning in K-12 settings.
* The teacher candidate will employ techniques to facilitate cross-cultural communication in the K-12 classroom and with parents.
* The teacher candidate will apply the major theories of first and second language development to the teaching and learning of ELLs.
* The teacher candidate will distinguish between the differences of basic interpersonal communicative language (BICS) and cognitive, academic language proficiency (CALP) and the relevance of these for the education of ELLs.
* The teacher candidate will analyze and describe the role of phonology, morphology, syntax, semantics, and pragmatics in second language acquisition.
* The teacher candidate will analyze and describe how the subsystems of language can vary across languages.
* The teacher candidate will analyze linguistic transfer and interference and explain how it manifests in L2 development.
* The teacher candidate will differentiate between speech and language disorders and distinguish them from linguistic and cultural differences in ELLs.

**SPECIFIC COURSE COMPETENCIES:**

**Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC - Florida Subject Area Competencies and Skills**

**FEAP - Florida Educator Accomplished Practices**

**PEC - Professional Education Competencies**

**ESOL T.S. - Florida Teacher Standards for ESOL Endorsement**

**ESOL K-12 - English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

| COURSE | FSAC | FEAP/PEC | READING | ESOL T.S. | ESOL K-12 |
| --- | --- | --- | --- | --- | --- |
| TSL 4080 Second Language Acquisitions & Culture |  | 2d, 2h, 2i, 3b, 3e, 3h, 3i, 5b | 1.A.6, 1.A.9, 1.C.1, 1.C.2, 1.C.4, 1.C.5, 1.G.3, 1.C.4, 1.C.5, 1.D.4, 1.G.2, 1.G.3, 2.A.2, 2.B.3, 2.C.3, 2.D.2, 2.G.1. 2.G.5, 3.9, 4.2, 4.3, 4.8 | 1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e, 1.1.f, 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.e, 2.2.a, 2.2.b, 2.2.c, 2.2.d, 2.3.b, 2.3.c, 2.3.d, 2.3.e, 3.1.b, 3.1.c | 1, 2, 3, 4, 5, 6, 8, 9, 11 |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu). Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

**Exams**

The teacher candidates will take three exams to demonstrate mastery of the course content. Exam one will focus on the evolution of legislation and policy for ELLs, The Florida Consent Decree, ESOL/Bilingual program models, and cross-cultural communication. Exam two will focus on the subsystems of language, applied linguistics, and dialect diversity. Exam three will focus on L1 and L2 acquisition, related theories and implications for instruction.

**Cultural Ethnography Project and Presentation**

The purpose of this project is to learn more about a particular ELL group represented in Florida’s schools and to prepare an ethnography from which the teacher candidates’ classmates can learn more about culturally and linguistically diverse students. The teacher candidates will conduct a series of ethnographic interviews with members of a chosen cultural group. Based on the issues that emerge from the interviews, the teacher candidates will create an ethnographic presentation. Also, the teacher candidates will work with the cultural informants to make judgments about accuracy and relevance of the information gathered through research. Each group will present their final project to the class.

**Cultural Self Reflection Paper**

The purpose of this assignment is for teacher candidates to examine themselves as “cultural beings,” and understand the many layers of culture. The teacher candidates will complete a multicultural awareness quiz and then write a 1 – 2 page self reflection paper on what they have learned about themselves as culture beings and their personal beliefs and how they will apply this information as future teachers of diverse learners.

**Applied Linguistics Packet Activities**

The teacher candidates will engage in a series of applied linguistics activities to develop an understanding about the structure of language of both the English language and other languages (may include but not limited to Korean, Spanish, Tagalog, German, Dutch, and French). The packet includes activities that examine phonology (phonemes, allophones, the International Phonetic alphabet, homophones, homographs, stress/intonation/pitch across languages), morphology (roots, prefixes, suffixes, inflectional morphemes, derivational morphemes, lexical morphemes, bound morphemes), semantics (idioms, phrasal verbs, issues of translation, discourse, pragmatics, synonyms, antonyms, cognates, false cognates), and syntax (SVO pattern in English, canonical sentence structures across languages, embedded clauses).

**ELL Language Artifact Analysis**

The purpose of this assignment is for the teacher candidates to apply the knowledge of phonology, morphology, syntax and semantics to understanding the “errors” (interference) made by English language learners (ELLs). Teacher candidates will also gain a better understanding of the language patterns of English and a main language spoken by ELLs in Florida’s schools. Finally, teacher candidates will understand that making errors is a natural part of the language learning process. The teacher candidates will analyze a language artifact of a speaker of Spanish or a speaker of Haitian Kreyól and then locate “errors” in pronunciation, word parts, word usage, and grammar. These errors will be recorded in a chart provided by the professor. Using a Spanish language or Haitian Kreyól reference guide, the teacher candidates will distinguish which errors are due to linguistic interference. The teacher candidates will also assess the English language production skills of one of the interviewees on a Student Oral Language Observation Matrix (SOLOM). The candidates will record the scores on a chart provided by the professor and write a rationale for the comprehension, fluency, vocabulary, pronunciation and grammar scores. Finally, the teacher candidates will describe three meaning-based activities to help the ELLs learn the correct English forms for three errors discovered in the analysis.

## ATTENDANCE POLICY:

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade. Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

1. **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.
2. **Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.  
     
   The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:** All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they are not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***. For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Field Experience:** Field experience is ***active field experience participation*** (not observation). Teacher candidates will work with the Field Experience Coordinator for placement with a mentor teacher. Mentor teachers will complete an ungraded mid-semester checkpoint as well as a final evaluation. It is strongly suggested that the hours be spread throughout the semester so that mentor teachers can more accurately assess a teacher candidate’s strengths/needs prior to completing the final evaluation. For more information regarding field experience, including the evaluation rubric, please refer to FSW’s field experience handbook.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

* 1 day late = 10% grade reduction of task
* 2-6 days late = 20% grade reduction of task
* 7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.