

SYLLABUS ED 3329/5329
ED 3329/5329 Methodology of Second Language Teaching
SRSU RGC Department of Education

SUMMER 2 2014

PROFESSOR:

Fernando Quiz, PhD

ASSOCIATE PROFESSOR OF EDUCATION

Office # 208 Del Rio Faculty Office Building

Office Hours: 4:45pm -5:45pm Monday-Thursday;

Friday by appointment

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CLASS MEETING Location & Time

SRSU/RGC Del Rio, TX

Room #104

5:00-8:45 Monday & Wednesday

REQUIRED TEXT:

1. (1989). Brown, H. D. PRINCIPLES of LANGUAGE LEARNING and TEACHING, (5th ed.) Pearson-Longman: White Plains, NY. ISBN#: 0-13-199128-0
2. TEXES Bilingual Supplement Study Guide (obtain your free copy at: www.texas.ets.org)

INSTRUCTIONAL OBJECTIVES:

1. Techniques of teaching Spanish or English as a second language.
2. A review of the methods and material used in teaching the Bilingual Child
3. An overview of methods and techniques for teaching social studies, science, and mathematics in Spanish to the bilingual child.
4. To obtain the knowledge and skills to meet the unique needs of special student populations.
5. To prepare for the Texas Examination of Educator Standards (TEXES).

6. Understand the process and psychology of first and second language acquisition and development and applies this knowledge to promote student language proficiency.
 - Understand and utilize effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL).
 - Demonstrate knowledge of major language components, such as phonetics, phonology, morphology, syntactic features, semantics, and pragmatics and applies this knowledge to address students' language development needs.

7. Understand the foundations of Bilingual Education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the Bilingual Education Program.
 - Utilize the knowledge of various bilingual education models to make appropriate instructional decisions
 - Select appropriate instructional strategies and materials in relation to the specific Bilingual program models.

8. Obtain comprehensive knowledge of content area instruction in the First and Second Language and use this knowledge to promote Bilingual Students academic achievement across the curriculum.
 - Create authentic and purposeful learning activities and experiences in both the first and second language that promote students' development of cognitive academic language proficiency (CALP).
 - Create concept-area concept and skills as defined in the Texas Essential Knowledge and Skills (TEKS) of the statewide curriculum.
 - Understand the foundations of English-language vocabulary, grammar, syntax, and English mechanic necessary to comprehend content-based instruction and accelerated learning of English in accordance with English Language Proficiency Standards (ELPS).

COURSE REQUIREMENTS:

1. Regular class attendance is expected. More than two (2) absences will result in being dropped from the course, or the lowering of the final grade. If a true emergency arises, please contact me and bring your attending physician's note explaining the illness (this does not excuse a student from handing in late work). Daily attendance will be taken. **Class starts on time.** Being tardy disrupts the flow of class. Two tardies/early departures equal one absence. Late assignments will be honored only in cases of emergency through arrangements with the professor.
2. There will be four (4) objective exams. (10% each exam; 40% total) **ED 5329:** Will conduct two chapter presentations, with accompanying handouts.
3. **Chapter Quizzes.** (50%)
4. **Competency Identification.** This class activity will entail the students matching the TEXES Bilingual Supplement Competencies with the Bilingual Theory found in the Textbook. (5%)
5. **Class Participation, Attendance** (5%)

POSSIBLE POINTS:

4 Exams (10% each)	40%
Quizzes	50%
Competency activity	5%
Class Participation	5%
Total	100%

GRADING SCALE:

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% and below

Incomplete grades will be given only with a doctor's signed notification.

ACTIVITIES AND READINGS

July 10 Intro., Syllabus, Chapter one
July 15 Chapter two
July 17 Exam #1 (1, 2), Chapter 3, Chapter 4
July 22 **Ind.Study,Download your TEXES Guide, Study for #2**
July 24 Exam #2 (3,4,5), Chapter 5
July 29 Chapter 6, Chapter 7
July 31 Exam #3 (6,7), Chapter 8
Aug 4 Chapter 9, Chapter 10
Aug 6 Competency ID Activity
Aug 13 **Final Exam (#4), (ch. 8,9,10)**

NON-DISCRIMINATION STATEMENT

No person shall be excluded from participation in, denied the benefits of, or be subject to Discrimination under any program or activity sponsored by SRSURGC on any basis Prohibited by applicable law, including, but not limited to, race, color, national origin, religion, sex, age, or disability.

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**If you really, really want to get on my
BAD Side, Ignore the Following
Direction.**

**WIRELESS OR CELL PHONES, PAGERS, BEEPERS, HEADPHONES ARE
STRICTLY PROHIBITED IN CLASS!!!**