

EDUC 6311  
Advanced Studies in Language Acquisition and Literacy  
Summer I, 2016

Dr. Gina L. Stocks  
Office A118  
(830) 279-3031  
[gstocks@sulross.edu](mailto:gstocks@sulross.edu)

Textbook  
Power, B., & Hubbard, R. (2002). *Language development: A reader for teachers*. 2<sup>nd</sup> Edition.  
Columbus, OH: Merrill.

Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland: MA.  
Stenhouse.

### Course Description

This course is designed to address advanced understandings of language acquisition and literacy development with emphasis on theories of psycholinguistics and sociolinguistics and their implications for first and second language learning. This course will also address the critical role of environment, adult interaction, and peer interaction on increased language acquisition.

### Objectives

Throughout and upon completion of this course, students will:

- demonstrate a working knowledge and thorough understanding of emergent literacy and language acquisition
- identify and explain the individual growth systems that affect language acquisition
- describe how the environment, the classroom, and society assist and support literacy development
- communicate major theories of language acquisition, reading, cognition and learning

### Standards

This course addresses the following standards with regard to the Reading Specialist Certification:

#### **Standard I**

Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

#### **Standard II**

Assessment and Instruction: The reading specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

#### **Standard III**

Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and secondary language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

### ***Standard IV***

Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

### Attendance and Class Contribution

Attendance is very important for the successful completion of this course. In a split-web course format it is a requirement to attend each class meeting (one absence will be an automatic letter grade difference). Please come to class prepared to discuss the readings that have been assigned, share your observations, reflections, and relevant experiences. Much of your out of class time will be spent reading. Depending on your background knowledge you may need to go over some of the readings several times. Graduate students are expected to perform at a level that demonstrates thought and application rather than an ability to “*regurgitate text on a literal level*”. Look for opportunities to make connections between course content and your personal and professional experiences.

### Course Format

This class is scheduled as a split-web course. Split-web courses include face-to-face meetings, as well as online instruction. Correspondence throughout this course will be communicated via email, Blackboard, class meetings, and individual conferences. Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is critical to your success. Graduate level coursework is not limited to accuracy, but should also reflect personal growth, effort, and commitment. Course credit will reflect progress demonstrated by preparedness, contribution to class sessions, adhering to deadlines, and assignment completion.

### Reading Responses

You will have varied opportunities for responding to the readings related to language acquisition and use.

#### Readings Report: **WEEKLY BLACKBOARD ASSIGNMENTS**

You will be asked to complete reading reports for assigned readings. Though you will be relaying pertinent information about the article composition, it is necessary for you to **react** to the text in order to receive credit. I am looking for your personal thoughts on the topics, connections to other readings, your own teaching or literacy experiences, questions, etc. Read the assigned articles for each week, located on the course schedule, and use the report form to briefly summarize main points of articles. **Write a personal reflection of your reaction to each article.**

#### Written Response: **WEEKLY IN CLASS ASSIGNMENTS**

In addition to the weekly reading reports, you will also be writing each week in response to assigned readings. The course schedule denotes which readings will be for reports and which will be for in class written responses. You will be using your text when completing these writings so make notes while reading.

### Readings Discussions: **WEEKLY IN CLASS ASSIGNMENTS**

We will be using the Peter Johnston text as a basis for in class discussions each meeting. I will allot a particular time period during our class that you will be asked to read/refresh the material. Having your text marked for discussion is imperative for your active participation. After our reading I will request that someone lead our discussion. I would suggest taking note of not only content, but vocabulary that Johnston introduces as well. Credit for discussions will be based on a scored rubric that you can find posted in Blackboard.

### Theory Presentation: **END OF COURSE PROJECT**

Each student will research learning theory as it relates to language acquisition, cognition and reading. This presentation will provide theoretical rationale for instructional decision making and practices.

**Note:** All written assignments must be double-spaced; word processed; written in APA style; and free of mechanics, usage, and grammatical and spelling errors.

#### Grade Calculations:

Reading Reports 4 @ 10 points each	40 points
Written Responses 4 @ 15 points each	60 points
Reading Discussions 4 @ 10 points each	40 points
Language/Learning Theory Presentation	25 points

*A: 148+, B: 147-132, C:131-115, D: 114-107, F:< 107*

A – A work exhibits excellent work that demonstrates not only a clear understanding of the material but also a superior ability to utilize that material in the assignment submitted. All criteria are met. The student’s work goes beyond the task and contains additional, unexpected or outstanding features.

B – B work represents solid work that demonstrates a good understanding of the material under study and utilizes material well in assignments submitted. The student meets the assignment criteria, with few errors or omissions.

C – C work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. The work meets the minimum assignment criteria.

D – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

#### **Academic Integrity**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not

limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

*Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.*

<i>Date</i>	<i>Topic</i>	<i>Assignment</i>
6/6/16	Welcome, Introductions, Class Format, Standards Peter Johnston Discussion Chapter 1	
6/10/16	Power & Hubbard: Relevant Models of Language (p49)	Reading Report Due 6/10 @ 10 pm
6/13/16	Discussion: An Unexpected Lesson in Language (Power & Hubbard, p119) Johnston Chapters 2 & 3 Written Response	
6/17/16	Power & Hubbard: A lot of Talk About Nothing, Crawling on the Bones of What We Know (p74-88)	Reading Report Due 6/17 @ 10 pm
6/20/16	Discussion: Myths About Acquiring a Second Language (Power & Hubbard, p62) Johnston Chapter 4 & 5 Written Response	
6/24/16	Power & Hubbard: Do Teachers Communicate with Their Students As If They Were Dogs? Teacher Research Extension: "You Talk Too Much" (p91-96)	Reading Report Due 6/24 @ 10 pm
6/27/16	Discussion: A Love of Words (Power & Hubbard, p104) Johnston Chapter 6 & 7 Written Response	
7/1/16	Power & Hubbard: Silencing in Public Schools (p195)	Reading Report Due 7/1 @ 10 pm
7/6/16	Reading Research Theory Presentations Discussion: It Begins at the Beginning & A Love of Language, A Love of Research, and a Love of Teaching: A Conversation with Deborah Tannen (p206-214) Johnston Chapter 8 Written Response	

\*Shading denotes in class meetings.