

IND-1188A: 50 Diversity Strategies for Second Language Learners for Teachers

Course Syllabus

- **Instructor: Dr. Maryam Torbati**
- **Number of Credits/Units: 3 Semester Credits/Units**
- **Format: Online Self-Paced Course**
- **You will have 3 months from your date of registration to complete the course.**

Course Overview:

This course seeks to introduce participants to the field of language acquisition and includes 50 teaching strategies. The central aim of this field is to understand how all children acquire their first language so effortlessly, and in such a short period of time. The first part of the course will set the stage by surveying the research methods and theoretical models used in the field. Secondly, the acquisition of language structures and how the brain functions will be detailed including: patterning in the mind, mental grammar, and international mental grammar. Finally, how to help second language learners to learn the second language for mastery and how to build on bilingualism is covered. The acquisition material will concentrate on the normal first language acquisition of English. Some coverage of typical language development and how it is related to Common Core will be provided

Course Objectives:

By the end of the course, students will be able to:

1. Identify factors influencing patterns in the mind
2. Describe the language process
3. Identify major issues in current research and theory
4. Discuss problems and challenges in current research and theory
5. Describe how 50 strategies would work
6. Summarize the important studies and basic ideas of research studies
7. Formulate questions about aspects of second language
8. Analyze second language learner data from multiple perspectives
9. Create appropriate materials to assess language proficiency
10. Relate second language learning to Common core standards

Textbook:

No textbook required. Reading materials will be provided by the instructor.

Educational Standards

The CA **ELD Standards** are aligned to the CA **CCSS for ELA/Literacy** as they amplify (magnify and **make clear**) areas of **English language development** that are crucial for academic learning. The **standards** emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. This course addresses the standards in the following ways:

- Making connections to brain research examining issues with second language learners, and situations that occur within your own classrooms. (Content standard, curriculum standard, and ELD support).
- Apply the knowledge and skills you have already mastered to the 50 strategies. (Content retention & curriculum expansion).
- Analyzing the details of second language theories. (This is aligned with college and work expectations).
- Applying cooperative and collaborative learning techniques to 50 strategies (this Includes rigorous content and application of knowledge through high-order skills).
- Assessing value of strategies (This is Evidence-Based “Assessment”).
- Define & synthesize how CCSS standards are compatible to SLE (creating a comparing & contrasting critical thinking activity).

Takeaways – What this course gives you:

- The language domain and broad statement of what an English learner is expected to understand
- The minimum academic path necessary to achieve proficiency for each language domain
- The skill level at which an English language learner can access the core curriculum for each language domain
- A focused description of what an English language learner is expected to know and able to do in English at the end of the instruction

- A description of the English language skill level skill at which an English language learner can success instruction
- An observable student action used to judge learning

Assignments

Assignment 1.1 Reflection and Goals

Reflect on your past experience with Second Language Learning and describe your future goals for Second Language Learning.

Assignment 2.1: Readings/videos to acquaint you with Second Language Learning

This assignment will help you to understand and reflect on what you have read about and viewed and how you can transfer this knowledge to your classroom.

Assignment 3.1: Second Language Learning Pre-Planning

Produce creative 50 Diversity Strategies for Second Language Learners activities.

Assignment 4.1 & 4.2: Lesson Plan and Presentation

Create a detailed, multi-paged, 3-Day lesson plan for applying the 50 Diversity Strategies for Second Language Learners concepts in your classroom. Create a 10-slide *PowerPoint* project based on the course readings, to present to an audience of peers.

Forum Posting

Share your experience with other course participants