# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course or program](#Proposal) | **T**ESL 402 **Applications of Second Language Acquisition Theory** | | |  |
| [Replacing](#3znysh7) |  | | |
| A.2. [Proposal type](#type) | **Course Creation** | | |
| A.3. [Originator](#Originator) | **Sarah Hesson**  **Jane Yedlin** | [Home department](#home_dept) | **Educational Studies, TESL Program** | |
| A.4. [Context and Rationale](#Rationale) | TESL 402 examines research and theory in second language acquisition and bilingualism. The course explores instructional, individual, group, linguistic, and contextual variables affecting emergent bilingual students’ learning of language and academic content.  **Context:**  **This course was created as part of the major revision to all undergraduate programs in the Feinstein School of Education and Human Development (FSEHD). This course will be a restricted elective for students in the following programs:**  Art Education B.S.  Music in Music Education B.M.  Health Education B.S.  Physical Education B.S.  Secondary Education B.A., Majors: Biology, Chemistry, General Science, History, Mathematics, Physics, and Social Studies  Technology Education B.S., Concentration: Teaching  World Languages Education B.A., Teaching Concentrations: French, Portuguese, Spanish  **Rationale**  In recognition of the state’s numerically and geographically expanding population of school-aged English Language learners (ELLs) and in the context of the college’s education programs’ redesign, it is a priority for all undergraduate teaching candidates to prepare to work effectively with ELLs.  This course is the second course in a two-course series on teaching ELLs. The first course (TESL 401) will be required for candidates in all applicable programs.  Individual students will decide with the help of their advisors whether or not to follow TESL 401with this second course (TESL 402) in the TESL endorsement sequence.Teacher candidates who take both TESL 401 and TESL 402 may count these courses towards ESL certification. | | | |

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| A.5. [Student impact](#student_impact) | Positive impact is expected as candidates will gain linguistic and pedagogical knowledge to deepen their understanding and increase their efficacy as teachers of English learners and bilingual youth. Candidates who are themselves bilingual are likely to gain increased insight into their own development. Teacher candidates who take both TESL 401 and TESL 402 may count these courses towards ESL certification.  They would need five additional courses: TESL 549, TESL 541, TESL 551, TESL 507, TESL 553, and a passing score on praxis exam (5362). | | |
| A.6. [Impact on other programs](#impact) | **Undergraduate teaching candidates in the following programs may take this restricted elective course after taking the prerequisite course TESL 401: Concurrent enrollment in a practicum course or student teaching is recommended.**  Art Education B.S.  Music in Music Education B.M.  Health Education B.S.  Physical Education B.S.  Secondary Education B.A., Majors: Biology, Chemistry, General Science, History, Mathematics, Physics, and Social Studies  Technology Education B.S., Concentration: Teaching  World Languages Education B.A., Teaching Concentrations: French, Portuguese, Spanish | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | There will be a need to hire additional TESL faculty to teach new undergraduate TESL courses. | |
| [*Library*:](#library) | No additional library resources will be needed | |
| [*Technology*](#technology) | No additional technological resources will be needed | |
| [*Facilities*](#facilities): | No additional facilities will be needed | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#bookmark14) | **n/a** |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
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| B.1. [Course prefix and number](#cours_title) |  | **TESL 402** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Applications of Second Language Acquisition Theory** |
| B.4. [Course description](#description) |  | **Students examine theories and research relating to second-language acquisition, which are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and language teaching.** |
| B.5. [Prerequisite(s)](#prereqs) |  | TESL 401 |
| B.6. [Offered](#Offered) |  | **Fall | Spring** |
| B.7. [Contact hours](#contacthours) |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Fieldwork | | Lecture | Seminar | Small group |** |
| B.12.[Categories](#required) |  | **Restricted elective |** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers**  **Projects |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
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| 1. Describe the processes second language acquisition as well as delineate the major theories of language acquisition and learning. | FSEHD Advanced Competencies  Knowledge: 1. Domain-Specific Knowledge, 2. Information Literacy, 3. Contextual Perspective; RIPTS 2, 3, 4.  TESOL Standards: 1.a. Language as a System | Reading Response Papers  Language Learning Biography  Classroom Observation report |
| 2. Explain the factors that influence language acquisition, including the biological, neurological, cognitive, affective, linguistic, and personality characteristics of learners and those related to the learning conditions (sociocultural and educational factors). | FSEHD Advanced Competencies:  Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; RIPTS 2, 3, 4]  TESOL Standards: 1.b. Language Acquisition and Development | Reading Response Papers  Language Learning Biography  Language Memoirs Project |
| 3. Define key terms, concepts and issues related to second language acquisition (e.g. social language, academic language, communicative competence, cross-linguistic transfer,translanguaging, language variety, speech community, etc.) | FSEHD Advanced Competencies:  Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; RIPTS 2, 3, 4  TESOL Standards: 1.b. Language Acquisition and Development, 2. Culture as it affects student learning | Reading Response Papers  Language Memoirs Project  Language Learning Biography |

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| 4. Analyze the research literature on second language learning through the production of a second language learning biography for a case study student. In the biography, candidates will reflect upon and explain the particular student’s second language learning experience using the various theories of second language acquisition and major concepts studied in the course. | FSEHD Advanced Competencies:  Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making, 2. Technology Use, 3. Diversity of Practice; RIPTS 2, 3, 4  TESOL Standards: 1.b. Language Acquisition and Development, | Timeline of SLA  Memoir Project |
| 5. Identify learning principles for developing effective instruction that supports second language development. | FSEHD Advanced Competencies  Knowledge: 1. Domain-Specific Knowledge; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making, 3. Diversity of Practice; RIPTS 2, 4  TESOL Standards: 1.b. Language Acquisition and Development, | Reading Response Papers  Classroom Observation |
| 6. Refute widely-held myths and erroneous beliefs about second language learning and second language learners. | FSEHD Advanced Competencies:  : Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; RIPTS 2, 3, 4  TESOL Standards | Reading Response Papers  Positionality Statement |
| 7. Understand the components of the language system (phonology, morphology, syntax, semantics, pragmatics) as well as discourse varieties, aspects of social and academic language, and apply this knowledge in analyzing the instructional needs of ESL students. | FSEHD Advanced Competencies  Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making, 3. Diversity of Practice; RIPTS 2, 3, 4  TESOL Standards1.a. Language as a System 1.b Language Acquisition and Development, | Language Learning Biography  Classroom Observation  Memoir Project  Reading Response |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| **Topic 1 Advantages of bilingualism**   1. Cognitive flexibility 2. Metalinguistic awareness 3. Global citizenship 4. Professional, educational, and social opportunities   **Topic 2 Component Systems of Language**   1. Phonology 2. Morphology 3. Lexicon & Semantics 4. Syntax 5. Pragmatics     **Topic 3 Language Variation**   1. Speech communities 2. Dialects 3. Language registers 4. Language change 5. Creoles and pidgin languages 6. Description of home languages of emergent bilinguals in RI 7. Contrastive analysis and Language “distance”     **Topic 4 Communicative Competence**   1. Language functions and speech acts 2. Translanguaging 3. Instructional implications     **Topic 5 Theories of first and second language acquisition and bilingualism**   1. Innatist theories 2. Behaviorist theories 3. Social-Interactionist theories 4. Cognitive theories 5. Bilingual first language acquisition (Concurrent bilingual acquisition) 6. Sequential acquisition 7. Dynamic bilingualism 8. Instructional methods influenced by L-1 and L-2 acquisition theories   **Topic 6 Factors that influence language acquisition**   1. Cognitive factors 2. Neurological factors 3. Sociocultural factors 4. Linguistic factors (Cross linguistic transfer, Cross linguistic interference & fossilization) 5. Learning conditions: Opportunity to learn 6. Instructional implications   **Topic 7 Individual differences in sequential 2nd language acquisition**   1. Age of exposure 2. Motivation and affective elements 3. Personality variables 4. Identity construction 5. Instructional implications     **Topic 8 Acquisition of Discourse Varieties**   1. Definitions of discourse and discourse competence 2. The Influences and expressions of culture on discourse 3. Discourse and Identity 4. Social and academic discourses 5. Instructional implications   **Topic 9 Cross linguistic and cross-cultural issues**   1. Cross-linguistic Transfer and Interference 2. Using all of one’s resources: Translanguaging 3. Instructional implications   **Topic 10 Developing Literacy in a second language**   1. Challenges of reading for emergent bilinguals 2. Transfer of skills from L-1 to L-2 reading 3. Challenges of Writing for emergent bilinguals 4. Transfer of skills from L-1 to L-2 writing 5. Translanguaging and writing 6. Instructional implications |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

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| Name | Position/affiliation | [Signature](#bookmark46) | Date |
| Robin Kirkwood Auld | Chair, HPE |  |  |
| Lesley Bogad | Chair, Educational Studies Department (Secondary Ed., Tech Ed. World Languages Ed., Middle Level Programs) |  |  |
| Douglas Bosch | Chair, Art, (Art Education) |  |  |
| Ian Greitzer | Chair Music (Music Education) |  |  |
| Earl Simson | Dean of Arts and Sciences |  |  |
| Julie Horwitz and/or  Gerri August | FSEHD Co-Deans |  |  |

##### D.2. [Acknowledgements](#vx1227): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| Name | Position/affiliation | [Signature](#bookmark46) | Date |
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