



SYLLABUS TEMPLATE

Course Number Course Name	EDBE 416 Second Language Acquisition
Credit Value (Breakdown of theory and lab credits)	3 Theory
Catalog Course Description	This course explores theories of both first and second language acquisition. It will also examine the relationship between language use and language development in the home, school and community. An emphasis will be placed on developing an understanding of language acquisition and bilingualism in a classroom environment. Prerequisites: SPAN 101 and 102. (Cross-listed with EDTE 416) (3, 3T+0L)
Student Learning Outcome of the Course	<ol style="list-style-type: none"> 1. Expand understanding of the culturally and linguistically diverse (CDL) student. 2. Expand understanding of effective program models for CDL students; CALLA Method of Instruction and Sheltered Method of Instruction (SDIE & SIOP). 3. Develop an understanding of cognitive academic language learning in the bilingual/ESL classroom. 4. Expand understanding of learning strategies. 5. Expand understanding of teaching strategies. 6. Expand knowledge on the use of technology in the bilingual/ESL classroom. 7. Identify, describe and analyze criteria for selecting or creating appropriate and bias free instructional materials for English language development in “content” areas. 8. Develop an understanding of appropriate alternative assessment instruments (portfolios, authentic assessments) in the bilingual/ESL classroom. 9. Expand understanding of reflective practice as a means to improve student achievement and professional growth.
College-Wide Student Learning Outcomes	<p>EDBE 416 learning objectives align with the following NNMC College Wide Goal:</p> <p>Communication Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.</p> <p>Critical Thought Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.</p> <p>Cultural Competence Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.</p> <p>Information Literacy</p>

NORTHERN NEW MEXICO COLLEGE



	<p>Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.</p>
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