

BSL 333 LANGUAGE ACQUISITION THEORY FOR SECOND LANGUAGE LEARNERS

Department of Language, Literacy, and Special Populations
Bilingual Education/English as a Second Language (ESL)

Instructor. Helen Berg, *Assistant Professor*
Teacher Education Building Suite 123
Tel: 936-294-4633
e-mail: hxb001@shsu.edu
Office Hours. After Class and by appointment

Textbook/Readings:

Diaz-Rico, L. (2007). A course for teaching English Learners. Boston, MA: Allyn & Bacon (**Required**)

Required Materials. Internet Access, E-mail address,

Course Description. This course explores the principles of first and second language acquisition and learning and its impact on bilingualism to plan academic programs for English Language Learners (ELLs) or second language learners, especially limited English proficient speakers in Texas public schools. In addition, this course highlights the evolution, rationale, legislation, program orientation, philosophy, and goals of academic programs such as bilingual education and English as a second language programs to best serve second language learners. Emphasis is placed on the implementation and principles of how children learn a language and how educators can develop academic programs and curriculum plans incorporating local, state and national policies. *Texas Essential Knowledge and Skills, Texas Learner –Centered Proficiencies, Texas Examination for the Certification of Educators in Texas, and professional organization standards* are incorporated throughout this course. It is especially important that an atmosphere which facilitates the maximum opportunity for learning be present at all times.

Standards Matrix.

Objectives Learning Outcomes	Activities	Performance Assessment	Standards: State Standards <i>TESOL</i> <u>COE Framework</u>
Examines concept of bilingualism.	Course Lectures and Discussions Textbook Readings and Critique Cooperative group discussion. Develops personal philosophy	Position Reflection Rubric Objective Examination Chapter reflection rubric	ESL 1 —1-4k, 2.11 3. 1k,3,2k,3.5k, 4.1k, 4.3k,5. 1-2k. 6.3-5k, 7.1-2k. <i>TESOL all</i> (1); (3); (a); (IV); (V)
Identifies first / second language theory and principles.	Course Lectures and Discussions Textbook Readings and Critique Cooperative group discussion ESL lesson planning Develops position reflection	Research Digest and presentation Rubric Lesson plan rubric Objective Examination Philosophy Rubric	BEG I — III ESL 1. 1-4s, 4. 1-7s,7,2s <i>TESOL all</i> (1); (3); (a); (IV); (V)
Applies federal / state legislation and policy	Course Lectures and Discussions Textbook Readings and Critique Historical Timeline	Objective Examination Chapter reflection rubric Historical Timeline Rubric	BEG I – II <i>TESOL all</i> (1); (3); (a); (IV); (V)
Examines program designs and role to academic excellence.	Textbook Readings and Critique Researches on current issues Presents on current issues Cooperative group discussion	Chapter reflection rubric Research Digest and presentation Rubric Objective exam	BEG I . 11,111, <i>TESOL all</i> (1); (3); (a); (IV); (V)
Examines assessment and measurement tools impact of second language learning.	Researches on current issues – Textbook Readings ESL lesson planning	Research Article report Chapter reflection rubric Lesson plan rubric	ESL 1. 3. <i>TESOL all</i> (1); (3); (a); (IV); (V)
Investigates impact of cognitive theory, intelligence and learning styles on academic achievement and learning a second language.	Textbook Readings Develops position reflection Researches on current issues Presents on current issues Cooperative group discussion	Chapter reflection rubric Position reflection rubric Research Digest and presentation Rubric	BEG I – III <i>TESOL all</i> (1); (3); (a); (IV); (V)
Applies principles of second language learning	Textbook Readings ESL lesson planning	Chapter reflection rubric Lesson plan rubric	ESL 1.4-5k, 2.2-3k.

on transferability and impact on bilingualism.	Researches on current issues Presents on current issues	Research Digest and presentation Rubric	TESOL all (1); (3); (a); (IV); (V)
Applies second language learning theory to curriculum selection and process for incorporating literacy and content area disciplines into program design.	Review of state adopted textbooks Analysis of state and federal policies Cooperative group discussion Develops Historical timeline	Application of policies to real world problems. Historical timeline rubric	ESL 1-4k, 2.11 3. 1k,3,2k,3.5k, 4.1k, 4.3k TESOL all (1); (3); (a); (IV); (V)
Examines politics and community Involvement issues impacting bilingualism and academic success.	Cooperative Group Discussions Textbook Readings and Critique Research Digest Report Develops Historical timeline	Research Digest Rubric Historical timeline rubric Chapter reflection rubric	ESL all TESOL all (1); (3); (a); (IV); (V)
Investigates family, parents, and community advocacy groups.	Cooperative Group Discussion Research Article Report Historical timeline	Research Brief Rubric Historical timeline rubric	TESOL all (1); (3); (a); (IV); (V)

Web address for state standards: <http://www.sbec.state.tx.us>

Web address for TESOL ESL standards: <http://www.tesol.org>

Web link for Conceptual Framework: <http://www.shsu.edu/~edu>

Note: Plan to make time to use the **Sam Houston Writing Center**, located in Wilson 114, for consultation on your written assignments. Writing tutors will work with you one on one to help you generate a draft, organize a draft, or revise a draft of any assignment. You can just drop by to work with a tutor or call 936-294-3680 or email: wctr@shsu.edu

Course Format. Course format includes interactive technology, lectures, discussions, group and individual projects. Field observations will be scheduled during class time.

Course Content.

- ❖ Concept of bilingualism.
- ❖ First / second language theory and principles.
- ❖ Federal / state legislation and policy
- ❖ Program designs and role of academic excellence.
- ❖ Assessment and measurement tools impact on second language learning.
- ❖ Cognitive theory, intelligence and learning styles on academic achievement and learning a second language.
- ❖ Transferability and impact on bilingualism.
- ❖ Curriculum selection and process to integrate literacy and content area disciplines with program design.
- ❖ Politics and community impact on bilingualism and academic success.
- ❖ Family, parent and community as advocates and
- ❖ Others

Course Requirements

Position Reflection. The *Position Reflection* involves a self-analysis of one's own attitude and philosophy on language usage and its impact on teaching second language learners. This reflection describes a position on beliefs on how to teach second language learners. Write your position as indicated in 1-2 pages, incorporate a minimum of three citations from select readings and research article (one from a journal or Internet article) to support your position. (Total 80 points)

Research Digest . The research digest will be an opportunity to investigate/report on current pre-selected topics in the field.

Research Digest. Select a pre-approved topic and write a one –(two sides)- page synthesis on the topic. Support your topic with citation references from at least three research articles after 1995 on current issues related to the language acquisition and/or planning programs for second language learners (In addition to the research based articles you may use Internet cites or other sources). In addition to writing the brief, the student will need to prepare a power point presentation to be presented in class. Bring a final quality hardcopy handout for each colleague, and PowerPoint presentation to ensure consideration for total possible points. (60 points report, 15 points presentation, 15 points handout - total 80 points)

Mini lessons. Student will develop three mini-lessons-one per second language acquisition (beginning, intermediate, and advance) stage. Each lesson will include a game, five authentic pictures, graphic organizer, and literature (riddle, story, rhymes, folklore, prose, etc). The lesson plan will include: a written lesson plan describing the goal, objectives, and activities. Directions to the game should also be attached. The instructor will provide a format.

Chapter Reaction: Create at least three summarizing statements that **re-state** what you feel are the most important objectives in the chapter and write a personal reaction to the chapter. You will be responsible for sharing your 3 statements within your group which may change weekly. Then, you will also be responsible for class participation about one or more of your statements. You must be prepared to explain why you chose your chapter objective(s). Five chapter reactions and statements will be turned in at the end of class. The student will not be allowed to turn in reactions if they are absent from the class.

Historical Timeline: Students will work in groups to develop a VISUAL historical timeline and handout of events related to second language learners in the U.S. The timeline will be presented in class. More guidance will be given by the instructor.

Objective examination. Examinations will cover materials from glossary of terms, textbook and discussion materials, and other subject matter from class to prepare learners for state-mandated certification examination. The instructor may give weekly tests if needed in order to assure that the students are maintaining the assigned readings.

Participation / Attendance. An absence is neither Excused nor Unexcused. An absence of three hours or more will affect participation grade. Tardies and early departures of 10 minutes will affect grade. Professional attitude, presentation preparation, and group cooperation will be incorporated. Cell phones and pagers must be turned off during course lectures, and site visitations to maintain professionalism and limit interruptions. If students are absent from class, they are responsible for obtaining material discussed in class from other classmates. There are no makeups or points awarded for work or tests missed because of absence.

Extra Credit. • Conference Participation and Reflection Report. Conference Participation and Reflection Report involves knowledge gained from attendance and participation at a Conference. Attendance will be documented with the Certificate of Attendance. Conference Reflection Report. Involves a written synthesis of the presentations attended and observations during the conference. Conference report should (1) synthesize topics, (2) integrate literature to support position, (3) analyze topics and participation on how **to** ‘real instructional settings’, and (4) adhere to format criteria (five pages, a separate page for citation references (minimum of five support citations from readings — using no more than 2 Internet citations) and cover page. Attach with report, (1) completed Certificate of Attendance form for course credit and (2) conference program (10 points)

Course Evaluation:

	Points
• Position Reflection	50
• Research article report & presentation	90
• Mini-lessons	100
• Historical Timeline	80
• Chapter summary/reflective journal	100
• Objective Test	50
• Participation and Attendance	30

Total points: 500

Evaluation.	93 - 100=	A
	85 – 92 =	B
	77 – 84 =	C
	70 – 76 =	D
	Below 70.0 =	F

Expectations. Attention should be given to the course calendar on due dates for readings, class discussions, field visitations, projects, and tests related to each assignment. Professionalism and adherence to timelines are imperative. IF an unforeseen emergency arises to hinder your course obligations, you should contact me immediately to discuss an alternative if allowed. For each field visitation, punctuality and professional dress are imperative as a representative of our University. Substitutions or makeups are only accepted for emergency medical reason for missed trips. Course assignments should be edited, typed, and carefully proofread. Course assignments will be graded for both content (60%) and style (40%) using an evaluation rubric. Professionally presented assignment indicates commitment. Late assignments will be accepted with a deduction of 10 points per day. IF you need assistance in any assignment, I encourage you to make an appointment or communicate via email with me, or visit the campus-writing center, attend study skills sessions at your convenience. Remember all, questions are ‘good’ questions.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

SPECIAL COURSE FORMAT SITUATIONS.

Students with a physical impairment, which affects their academic performance, are expected to arrange with the instructor for appropriate strategies to be considered to ensure that participation and achievement opportunities are not impaired.

Note The instructor reserves the right to alter (add, delete and/or modify) the syllabus to meet the individual needs of the students.

Recommended Journals and Readings. Language Learning, The Canadian Modern Language Review, Education Leadership TESOL Quarterly, Child Development, Journal of Psycholinguistic Research, Applied Linguistics, International Review of Applied Linguistics, The Modern Language Journal, National Association for Bilingual Education Journal, Modern Language Association Journal, Harvard Educational Review, First Language, and Review of Educational Research.

World Wide Web Sites.

- National Clearinghouse for English Language Acquisition www.ncele.gwu.edu
- Desegregation Assistance Center www.idra.org/dac-scc
- Southwest Educational Development Laboratory www.sedl.org
- Intercultural Development Research Association www.idra.org
- Texas Education Agency www.tea.state.tx.us
- U.S. Department of Education www.ed.gov
- Urban Education Web www.eric.web.tc.columbia.edu
- Center for Applied Linguistics www.cal.ptg