



BESL 3301-03 LANGUAGE ACQUISITION THEORY FOR SECOND LANGUAGE LEARNERS FALL 2017

BESL 3301 is a required course for EC-6 and 4-8 Certifications.

College of Education: Department of Language, Literacy and Special Populations

Instructor: Gabriel Carrillo

Email: gxc002@shsu.edu

Available: Before/after class or by appointment

Class Location: The Woodlands Center 345

Class Day & Time: Thursday from 5:30-8:20PM

Class Date Range: August 23rd–December 7th

****Best Form of Communication:** Remind (see last page)

Course Format: This course meets face-to-face for 3 hours per week and includes interactive technology, lectures, discussions, group and individual projects. The format for learning and interaction may include viewing audio-visual presentations, researching online, independent work, small group projects, demonstrations, and presentations. Group work may be completed during the established hours or after class. Project papers, discussion, group work, reflective response, and activities are required.

Course Description: This course examines language acquisition theories and philosophies related to learning a second language from early childhood to adult. The course also examines the history, rationale, political, community and global perspectives of bilingual education and English as a second language programs. Emphasis is placed on the principles and implementation of how children learn a language or languages, and how educators can develop academic programs and curriculum plans incorporating local, state, and national policies. Credit 3.

Textbook: Herrera, S.G. & Murry, K.G. (2011). *Mastering ESL/EFL Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students* (3rd ed.). Boston, MA: Allyn and Bacon **ISBN:** 9780133594973

Course Objectives: Students will demonstrate understanding, knowledge and skills related to the following:

1. Concept of bilingualism.
2. First / second language acquisition and principles.
3. Federal / state legislation and policy
4. Program designs and role of academic excellence.
5. Fundamental language subsystems, concepts and terminology
6. Cognitive theory, intelligence and learning styles and learning a second language.
7. Curriculum selection to integrate literacy and content area disciplines with program design.
8. Politics and community involvement; educators, family, and community as advocates

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends)

Important: Learning fundamental principles, generalizations, or theories.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](http://tea.state.tx.us)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of

Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed here:

<http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/documents/course-matrices/BESL%203301%20matrix.pdf>

STUDENT SYLLABUS GUIDELINES: Please see www.shsu.edu/syllabus

SHSU Academic Policy Manual -- Students

- [Procedures in Cases of Academic Dishonesty #810213](#)
- [Students with Disabilities Policy #811006](#)
- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

COURSE REQUIREMENTS

Time Requirement: For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism Policy: Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during class time. This includes not using cell phones and other mobile devices during discussions and lectures, listening to each other with due respect, and following all the rules and guidelines established for the class.

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to

disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

Cell Phone Policy: The use by students of electronic devices that perform the function of a telephone or text messenger during class-time is prohibited. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course. Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty ([see student code of conduct](#)).

Attendance: Punctual and regular attendance is expected. **Each absence after the first one will result in the deduction of 30 points from final grade.** In case of an emergency, please contact the professor. Students **MUST** be present to receive credit for in class assignments. Students **MUST** sign-in at every class meeting to be counted present. **Students MUST be present on scheduled days to receive credit for in-class assignments, historical timeline, quizzes, midterm, and final exam.**

Format for Course Documents: All assignments outside of class must be computer-generated, double-spaced, use a 12 point Arial or Times New Roman font, APA style and proofread to be error free. All papers need to be uploaded on Blackboard to the designated dropbox.

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*

Late Assignments: Please pay special attention to observe the due dates for each of the assignments. **Late assignments will receive a 15 point deduction per late day.** If the assignment is no longer accepted on Blackboard, it cannot be submitted and a zero will be given.

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

Course Evaluation

Course Assignments	Points	A = 93 – 100 % (930-1000) B = 85 – 92 % (850-929) C = 77 – 84 % (770--849) D = 70 – 76 % (700-769) F = below 69 % (000-699)
1. Five Quizzes	150	
2. Four In-Class Assignments	100	
3. Historical/Personal Timeline Presentation	50	
4. Book Share (Report & Presentation)	100	
5. Journal Article Reaction Paper	100	
6. Language Acquisition Interview	100	
7. SIOP (Lesson Plan & Presentation)	200	
8. Midterm & Final Exam	200	
TOTAL POINTS	1000	

Assignment Descriptions

Each assignment has a folder on Blackboard (BB) with assignment GUIDELINES and RUBRICS.

Quizzes 150 pts: Individual: There will be five quizzes (30 pts each) during the semester to ensure that you are completing the assigned readings. You will not know which weeks the quizzes will be given. The format will be true/false & multiple choice and each quiz will focus on the reading assigned for the day. No make-up quizzes will be given. If you are absent, please see me immediately for a make-up assignment. **You may only make-up ONE quiz.**

Four In-class assignments 100pts: Groups of Two: The purpose of these assignments is to familiarize you with parts of the SIOP. Assignment 1: Higher Order Thinking Questions; Assignment 2: Content and Language Objectives; Assignment 3: Appropriate Visuals for ELLs; Assignment 4: Building Background Activities. More information will be given in class. **If possible, please bring a laptop to class on these days since these assignments will be submitted on BB.**

Historical/Personal Timeline Presentation 50 pts: Individual: Students will develop a **VISUAL** historical and personal timeline of 10-15 events related to second language learning in the U.S. (**at least FOUR historical events**). The timeline will be presented in class. More guidance will be given by the instructor.

Book Share Report 50 pts: Individual: Every student will find ONE children's book that is related to language. After reading the entire book, you will write a book report including a summary of the story, your reflection (why you like this book) and critical analysis of the book. There is a list of book suggestions on BB.

Book Share Presentation 50 pts: Groups of Two: With a partner, you will decide which of the two books to use for the class presentation. Together you will design a **listening/speaking activity** and share the book and activity with the class.

Journal Article Reaction Paper 100 pts: Individual: The purpose of this assignment is to get you reading professional journals. Students will select an article from a professional journal in the field of second language acquisition and/or the teaching of English as a second language. (There is an Article Database on BB that you may use.) The reaction paper should be approximately 2-3 double-spaced pages in length. The paper should include a short summary of the article (about one paragraph), followed by your reaction to the article. Please use APA format when citing the article and **include in-text citation**.

Language Interview 100 pts: Individual OR Groups of Two: The purpose of this assignment is to provide you with the opportunity to understand the experiences of second language learners. You will interview someone who speaks a language other than English. The interview report will begin with section describing (giving a background personal profile of) the interviewee and why this person is qualified as a "language expert." **Your interview report needs to focus on the experiences your interviewee has had in regards to acquiring/learning a second language.** What are the advantages or disadvantages they might have faced when acquiring/learning a second language. You may format your report like an interview written in magazines/newspapers/other publications or you may paraphrase in paragraph form.

SIOP Lesson Plan & Presentation 200 pts: Groups of Two: Students will develop a SIOP lesson for an intermediate stage of second language acquisition. The lesson will include a game, five authentic pictures, a graphic organizer, and literature (riddle, story, rhyme, folklore, prose, etc.) The written lesson plan will include the following elements: content objective (TEK); language objective (ELP Standard), a detailed description of the lesson, and copies of the materials (100 pts). The students will select a section of the lesson to present (**teach**) to the class (100 pts). Professional dress is required.

Midterm Exam 100 pts: Individual: The midterm exam (**chapters 1-5**) will cover materials from glossary of terms, theoretical concepts, textbook, and discussion materials. See review posted on BB.

Final Exam 100 pts: Individual: The final exam is **comprehensive** and will focus primarily on the application of course concepts. See review posted on BB.

TENTATIVE CLASS SCHEDULE

Date	Topic	Reading assigned	Assignments due
08/24	Introduction to the class, Higher Order Thinking Questions		In-class Assignment 1
08/31	School Closed Due to Weather		
09/07	Linguistic Diversity	Ch. 1	Historical/Personal Timeline
09/14	Cognitive and Academic Issues, Content & Language Objectives	Ch. 2 Pages: 232-237, 276, 279, 324, 330-333	*Individual Book Report In-class Assignment 2
09/21	Linguistic Issues	Ch. 3	Book Share Presentations
09/28	Effective Programs for ELLs Accommodation Readiness	Ch. 4 Ch. 5	*Journal Article Reaction Paper Book Share Presentations
10/05	Appropriate Visuals for ELLs, Midterm Exam	Pages: 247, 280-281	In-class Assignment 3
10/12	Instructional Methodology	Ch. 6	*Speaking In Tongues Assignment
10/19	Sheltered Instruction, Building Background Activities	Ch. 8 Pages: 242, 288-291, 309	In-class Assignment 4
10/26	Content-based Instruction & CALLA	Ch. 7 & Ch. 9	*Language Interview
11/02	Professional Standards	Ch. 10	
11/09	Lesson Plan Workday		*SIOP Written Lesson Plan
11/16	SIOP Lesson Presentations		
11/23	Thanksgiving Week – No Class		
11/30	Final Exam		

*Due at 5:30 PM on Blackboard

BLACKBOARD: The class schedule and syllabus are subject to change; please check Blackboard Announcement regularly for any updated information.



Mr. Carrillo would like you to join Remind for updates about BESL 3301.

Remind is a free app that lets you communicate with your teachers – right from your phone.

Get the free Remind app

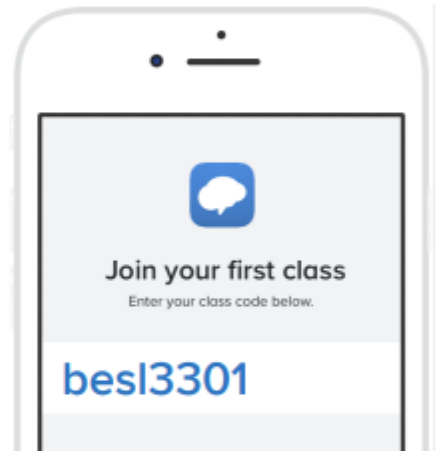
1. Download the Remind app from



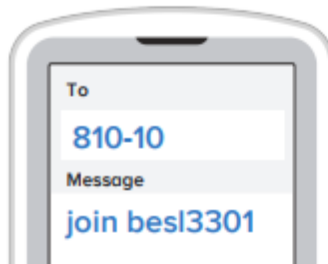
or



2. Sign up for an account and enter the code **besl3301** to join BESL 3301.



Or, sign up for text updates



Text **810-10** with the words "**join besl3301**" to get updates from Mr. Carrillo via text message.

Having trouble with 810-10?
Try texting the words "join besl3301" to (512) 270-3548.