BESL 3301 LANGUAGE ACQUISITION THEORY FOR SECOND LANGUAGE LEARNERS
FALL 2016

BESL 3301 is a required course for EC-6 and 4-8 Certification.
College of Education
Department of Language, Literacy and Special Populations

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Office hours: Fridays 10 am – 3 pm (SHSU main campus)

Day and time the class meets: Wednesdays 8:00-10:50 am

Location of class: Huntsville Elementary

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. Prerequisite: BESL 2301. Credit 3.

Textbook: Herrera, S.G. & Murry, K.G. (2016). *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically diverse (CLD) students* (3rd ed.). Boston, MA: Allyn and Bacon
Spanish/English Dictionary

Course Objectives: The following objectives will be met during this course.
 The teacher candidates will:
  - Examine the concept of bilingualism.
  - Identify first / second language theory and principles.
  - Describe federal / state legislation and policy
  - Examine program designs and role to academic excellence.
  - Determine assessment and measurement tools for second language learning.
  - Apply second language learning theory to curriculum selection and process for incorporating literacy and content area disciplines into program design.
  - Debate politics and community involvement issues impacting bilingualism and academic success.

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

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 to apply course material (to improved thinking, problem-solving

and decisions); Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course/Instructor Requirements:

Course Format: This course meets 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.

Field Experiences: A minimum of 20 hours of field observations will take place as a class to visit bilingual programs. Faculty will arrange for students' prescheduled observation trips. Anecdotal records will be taken on the observation/teachings and monitored by faculty prior to preparation of a final summary report. Prearrangements should be made for carpooling and/or individual transportation with your colleagues for the prescheduled dates and times. **Punctuality and professional dress for each site visit are imperative as a representative of our University**. Cell phones must be turned off at all times while you are in the building. Field experience hours acquired as a part of this course must be documented through Tk20 Time Logs. For time log help, please visit youtu.be/YBgasmvWrJc

TK20 Account required for this course: TK20 Account is required for this course. TK20 I an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding TK20 is available at: https://tk20.shsu.edu/

Course Outline

Assignments

Each assignment has a folder on BB with assignment guidelines and rubrics.

Book Share 100 pts: **Individual and Groups of Two** Each individual group member will find ONE of your favorite children's books that is related to language. Write a 1-2 page Book Report including summary of the story, your reflection (why you like this book) and critical analysis of the book **(50 pts.).** Then with your partner, you will decide which of the books to use for the class presentation. With your partner, you will design a **LISTENING OR SPEAKING** activity and share the book and activity with the class **(50 pts).**

Language corner exercises 150 pts.: There are five language corner exercises throughout the semester. These exercises are designed to reinforce basic language concepts. Language corner exercises are completed on BB. Due dates are listed on the syllabus (30 pts. each; 30 x 5 = 150pts.)

Historical Timeline: Groups - Students will develop a VISUAL historical and personal timeline and handout of 10-15 historical and personal 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. **(50 pts).**

Four In-class assignments: Individual. The purpose of these assignments are to familiarize you with parts of the SIOP. Assignment 1: Content and Language Objectives; 2. Building Background Activities 3: Appropriate Visuals for ELLs; 4. Higher Order Thinking Questions. The order of the assignments may change; more information will be given in class. (**100 pts).**

Journal Article Reaction paper: 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. You may find a cache of articles on BB in the Journal Article Reaction Paper folder. The reaction paper should be approximately two double-spaced pages in length. The paper should include a very short summary of the article (about one paragraph), followed your reaction to the article. Please use APA format when citing the article. (**100 pts).**

Digital Story Presentation/Narrative: Individual Students will prepare a digital story based on a meaningful personal experience as we illustrate and highlight the funds of knowledge of a particular family member. The digital story will be 3-5 minutes in length and composed of a mix of images, video, music and text, with the narrative written and spoken by the author. **(80 pts).** Watch and respond in-depth to at least 2 other digital stories from peers. **(20 pts)**

Mini lesson 100 pts: Groups of Two Students will develop a SIOP mini-lesson for an intermediate stage of second language acquisition. Each lesson will include a game, five authentic pictures, 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 Standards), a detailed description of the lesson, and copies of the materials. **(100 pts.)**

Civic Engagement: BESL 3301 is an ACE course. In this course, you will not only learn knowledge and skills in regards to teaching, but also actively use them to make a difference in your community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen. In addition to your field experience hours, students will engage in scholarly civic activities (ACE) for up to 10 hours throughout the semester. More guidance will be given by the instructor.

ACE Reflection: Students will be asked to participate in a civic activity this semester. This activity will require a total of 10 hours of your participation outside of the classroom. A signed and completed log sheet will be submitted with a 1-2 page reflection on the experience. **(25 points)**

Midterm exam 100 pts: Individual The exam will cover materials from glossary of terms, theoretical concepts, textbook and discussion materials. **Have a scantron for exam. (BESL 3301)**

Final exam 100 pts. Individual The final exam is comprehensive and will focus primarily on the application of course concepts. (TESL 4303)

Quizzes 150 pts: Individual There will be five quizzes 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 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 your makeup assignment. (30 pts. each; 30 x 5 = 150 pts.) (BESL 3301)

Grades

	Points
Book Share	100
Four in class Assignments	100
Journal Article	100
Historical Timeline	50
Language Corner	150
Mini lesson	100
Digital Story	100
ACE reflection	25
Midterm Exam	100
Quizzes	150
Online assignment	25
Total Points	**1000**

Evaluation Scale

93-100	A
85-92	B
77-84	C
70-76	D
Below 70	F

Class Schedule

Date	Topic	Reading assigned	Assignments due
8/23	Introduction to the class	Ch. 1	
8/30	Multidimensional foundations	Ch. 2	Individual Book Report
9/6	Cognitive and academic issues	Ch. 3	In-class assignment 1
9/13	Linguistic issues		Historical Timeline
9/20	Understanding language	Ch. 4	In-class assignment 2
9/27	Effective programs for ELLs	Ch. 5	Journal article due
10/4	Accommodation readiness		
10/11	Midterm exam		Exam
10/18	Instructional methodology	Ch. 6	In-class assignment 3
10/25	Sheltered instruction	Ch. 8	In-class assignment 4
11/1	SIOP Model	Ch. 9	
11/8	CALLA		Mini-lesson due
11/15	Professional standards for teachers Review for exam	Ch. 10	Digital Story
11/23	Thanksgiving		
11/29	Exam		

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
    - Procedures in Cases of Academic Dishonesty #810213
    - Students with Disabilities #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
    - Technology during instruction: Students are allowed to use IPad, laptops and/or other devices for **academic** purposes during class time.
    - Technology during exams: No electronics may be used during exams unless specified by the instructor.
    - Technology in emergencies: Students may use their electronics as needed.
- 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.

Attendance Policy: Punctual and regular attendance is expected. **Each absence after the first one will result in the deduction of 3 percentage points from final grade.** Two tardies and /or early departures are equivalent to an absence. In case of an emergency, please contact the professor. Students **MUST** be present to receive credit for in class assignments. Please see me after class if you come in late so I can change the attendance roster. **It will be counted as an absence if you FORGET to let me know.**

Course Expectations

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.

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 should be stapled and include a copy of the rubric. Have your name and course number (single-spaced) on the top right corner of the first page.

Note: Plan to make time to use the **Sam Houston Writing Cente**r, 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

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Download

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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). 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.

Matrix

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment **TS**—Texas Educator Standards/Competencies **DDP**—Diversity and Disposition Proficiencies **CF**—Conceptual Framework Indicator **TESOL** – Teachers of English to Speakers of Other Languages **NETS** – ISTE NETS Technology Standards
Examines concept of bilingualism.	Course lectures Textbook readings Cooperative group discussion Language interview	Language interview rubric Objective exams Quizzes	**TS -ESL** 1 —1-4k, 2.11 3. lk,3,2k,3.5k, 4.1k, *4.3k,5.* 1-2k. *6.3-5k,* 7.1-2k. **DDP**- 6, 5 **CF** – 1, 3 **TESOL –** 1.a, 1.b **NETS** - 3
Identifies first / second language theory and principles.	Course lectures Textbook readings Cooperative group discussion Language interview Journal article reaction paper	Language interview rubric Objective exams Quizzes, journal article reaction paper rubric	**TS - ESL** I, III, V **DDP** 1, 6, 5 **CF** - 1 **TESOL** – 1.a, 1.b, 2 **NETS** 3

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Applies federal / state legislation and policy	Course lectures Cooperative discussions Textbook readings	Objective exams	**TS-ESL** II, VII **DDP** – 1, 6 **CF** - 1 **TESOL** – 5.a, 5.b **NETS** – 3
Examines program designs and role to academic excellence.	Textbook readings Research on current issues Journal article reaction paper Cooperative group discussion	Objective exams Quizzes, journal article reaction paper rubric	**TS-ESL** III, VI, VII **DDP** – 1, 5, 6, 8, 10 **CF** – 1, 3 **TESOL** – 3.a, 3.b, 3.c **NETS** – 5
Examines assessment and measurement tools impact of second language learning.	Research on current issues Textbook readings Mini lesson	Mini lesson rubric Objective exams	**TS - ESL** VI **DDP** – 7 **CF** – 4 **TESOL –** 4.a, 4.b, 4.c **NETS** – 1, 3
Investigates impact of cognitive theory, intelligence and learning styles on academic achievement and learning a second language.	Textbook readings Journal article reaction paper Research on current issues Cooperative group discussion Mini lesson	Quizzes Mini lesson rubric Objective exam Journal reaction paper rubric	**TS –ESL** III, V **DDP** –1, 2, 5, 6, 9 **CF –** 1 **TESOL** – 3.a, 3.b **NETS** – 1, 3
Applies principles of second language learning on transferability and impact on bilingualism.	Textbook readings Research on current issues Mini-lesson	Mini-lesson rubric Quizzes In-class assignment rubric	**TS -ESL** III, IV, **DDP** –8, 9, 10 **CF** - 1 **TESOL**- 1.b, 3.a **NETS** – 1, 3
Applies second language learning theory to curriculum selection and process for incorporating literacy and content area disciplines into program design.	Analysis of state and federal policies Cooperative group discussion Mini-lesson Book share In-class assignments	Mini-lesson rubric Book share rubric In-class assignment rubric	**TS- ESL** III, IV, V **DDP** 8, 9, 10 **CF** – 1, 2 **TESOL** – 3.a, 3.b, 3.c **NETS** – 1, 3
Examines politics and community involvement issues impacting bilingualism and academic success.	Cooperative group discussions Textbook readings Language interview In-class assignments	Language interview rubric Objective exams	**TS - ESL** V,VII **DDP** 1, 5, 6 **CF** - 1 **TESOL** – 5.a, 5.b **NETS** – 5

NCATE Unit Standards http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4
State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp
Web address for **TESOL standards**: http://www.tesol.org
Web link on *Educator Preparation Services* site for **Conceptual Framework**: http://www.shsu.edu/~edu_edprep/