



BESL 3301-03 SECOND LANGUAGE ACQUISITION

SPRING 2018

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

College of Education

Department of Language, Literacy and Special Populations

Instructor: Jill Pagels

jsp018@shsu.edu

Office hours: Wednesday (TWC) 3 pm-5pm and by appointment

Day and time the class meets: Wednesday 5:30 pm – 8:20 pm

Location of class: TWC 351

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.

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

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

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 fundamental principles, generalizations, or theories.

Course Requirements:

LATE ASSIGNMENT POLICY: Please pay special attention to the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates, ask a classmate to submit for you or contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment:**

1. Up to 24 hours-5% of the total assessed points are deducted.
2. 25-72 hours-10% of the total assessed points are deducted.
3. By the next class meeting 15% of the total points assessed are deducted.
4. Any other late assignment may not be accepted. Each case is handled separately.

EXPECTATIONS:

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. **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.**

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.

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

Historical Timeline 50 pts.: Individual - 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.

Listening and speaking activity 50pts: You and a partner will develop a 10-15 minute listening and speaking to present to the class. We will present one or two per class period throughout the semester. More guidance will be given by instructor.

Journal Article Reaction paper 100 pts.: 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 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. Guidelines and rubric are located in the Journal Article Reaction folder under Course Documents.

Four In class SIOP assignments: 25 pts each = 100 pts. - The purpose of these assignments are 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. Guidelines are located in the 3 SIOP Subcomponent folder under the Assignments.

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.)

Mini lesson 200 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 Standard), a detailed description of the lesson, and copies of the materials. (100 pts.) The mini lesson will be presented to the class (100 pts.). Professional dress is required.

Midterm exam 100 pts: The exam covers materials from glossary of terms, theoretical concepts, textbook and discussion materials. The format is multiple choice. The midterm will be taken in class.

Final exam 100 pts.: The final exam is comprehensive and focuses primarily on the application of course concepts. The format is multiple choice and short answer. The final exam will be taken on BB.

Quizzes 150 pts: There are five quizzes during the semester to ensure that you are completing the assigned readings and language corner activities. The format is true /false. (30 pts. each; 30 x 5 = 150 pts.)

Course Evaluation:	Points
• Timeline	50
• Listening/speaking activity	50
• Journal Article Review	100
• Four In-class assignments	100
• Language corner activities	150
• SIOP lesson	100
• SIOP Presentation	100
• Midterm	100
• Final Exam	100
• 5 Quizzes	150

Total Points 1000

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

Note The instructor reserves the right to alter (add, delete and/or modify) the syllabus to meet the

individual needs of the students.

CLASS SCHEDULE

Date	Topic	Reading assigned	Assignments due
1/24	Introduction to the class Language concepts Language corner - Syntax		
1/31	Sociocultural issues	Ch. 1	In class SIOP assignment 1 Language exercise 1
2/07	Cognitive and academic issues Language corner - Parts of speech	Ch. 2	Quiz 1 Historical Timeline
2/14	Linguistic Issues Language corner – Phonology	Ch. 3	In class SIOP assignment 2 Language exercise 2
2/21	Effective programs for ELLs Language corner – Verb tenses/phrasal verbs and review for exam	Ch. 4	Quiz 2 Journal Article Reaction paper
2/28	Accommodation readiness Language corner - Grammar terms Review for exam	Ch. 5	Language exercise 3
3/07	Midterm Exam		Exam
3/14	SPRING BREAK		
3/21	Instructional methodology	Ch. 6	Quiz 3
3/28	SIOP model		In class SIOP assignment 3
4/4	Sheltered instruction Language corner - Language corner – Semantics, lexicon and idioms	Ch. 8	Quiz 4 In class SIOP assignment 4
4/11	CALLA Language corner – Morphology	Ch. 9	SIOP Lesson Quiz 5 Language exercise 4
4/18	SIOP presentations		
4/25	SIOP presentations		
5/2	TEExES testing schedule Review for Exam		Language exercise 5
	Online final exam –		

BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard Announcement regularly for any updated information.

Bibliography:

- August, D. & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Brisk, M. (2010). Learning English as a second language. In M. Shatz & L. C. Wilkinson (Eds.), *The education of English language learners: Research to practice* (pp.152–173). New York: Guilford Press.
- Coleman, R., & Goldenberg, C. (2012). The common core challenge for English language learners. *Principal Leadership*, pp. 46-51.
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, 1-33.
- Echevarria, J., Richards-Tutor, C., Canges, R., & Francis, D. (2011). Using the SIOP Model to promote the acquisition of language and science concepts with English learners. *Bilingual Research Journal*, 34 (3), 334-351.
- Echevarria, J., Richards-Tutor, C., Chinn, V., & Ratleff, P. (2011). Did they get it? The role of fidelity in teaching English learners. *Journal of Adolescent and Adult Literacy*, 54 (6) 425-434.
- Echevarria, J., & Short, D. (2010). Programs and practices for effective sheltered content instruction. In *California Department of Education (Ed.). Improving education for English learners: Research-based approaches*. (p. 250-321). Sacramento, CA: CDE Press. [Download](#)
- Echevarria, J., & Short, D. (2011). *The SIOP® Model: A professional development framework for comprehensive schoolwide intervention*. Washington, DC: Center for Research on the Educational Achievement and Teaching of English Language Learners. [Download](#)
- Echevarria, J., Vogt, M. E., & Short, D. (2013). *Making content comprehensible for English learners: The SIOP® Model* (4th ed.). Boston, MA: Allyn & Bacon.
- Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: An instructional model for English language learners. *Journal of Educational Research*, 99(4), 195-210.
- Echevarria, J., Short, D., Richards-Tutor, C., & Himmel, J. (2014). Using the SIOP Model as a professional development framework for comprehensive schoolwide intervention. In J. Echevarria, S. Vaughn, & D. Francis (Eds.), *English learners in content area classes: Teaching for achievement in the middle grades*. Boston: Pearson.
- Echevarria, J., & Vogt, M. E. (2010). Using the SIOP Model to improve literacy for English learners. *New England Reading Association Journal*, 46 (1), 8-15.
- Guarino, A.J., Echevarria, J., Short, D., Schick, J.E., Forbes, S., & Rueda, R. (2001). The Sheltered Instruction Observation Protocol. *Journal of Research in Education*, 11(1), 138–140.
- Himmel, J., Short, D.J., Richards, C., & Echevarria, J. (2009). *Using the SIOP Model to improve middle school science instruction*. Washington, DC: Center for Research on the Educational Achievement and Teaching of English Language Learners. [Download](#)
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. New York, NY: Longman.

- Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.
- Krashen, S. (1992). *Fundamentals of language education*. Torrance, CA: Laredo Press.
- Krashen, S. (1984). *Writing: Research, theory, and applications*. Torrance, CA: Laredo Press.
- Lessow-Hurley, J. (2010). *The foundations of dual language instruction*. White Plains, NY: Longman Publishers.
- Loewen, S. (2015). *Instructed second language acquisition*. New York, NY: Routledge.
- Ovando, C. & Collier, V. (2009). *Bilingual and ESL classrooms: Teaching in multicultural contexts*. Boston, Massachusetts: McGraw-Hill.
- McIntyre, E., Kyle, D., Chen, C., Muñoz, M. & Beldon, S. (2010). *Teacher learning and ELL reading achievement in sheltered instruction classrooms: Linking professional development to student development*, *Literacy Research and Instruction*, 49(4), 334-351.
- Short, D., Echevarria, J., & Richards-Tutor, C. (2011). *Research on academic literacy development in sheltered instruction classrooms*. *Language Teaching Research*, 15(3), 363-380
- Short, D., Fidelman, C., & Louguit, M. (2012). *Developing academic language in English language learners through sheltered instruction*. *TESOL Quarterly*, 46(2), 333-360.
- Short, D., Fidelman, C., Louguit, M. (2012). *Developing Academic Language in English Language Learners Through Sheltered Instruction*. Center for Applied Linguistics: Washington, DC, United States. *TESOL QUARTERLY*, 46(2), June 2012.
- Vogt, ME. (2012). *English learners: Developing their literate lives*. In R. M. Bean & A. S. Dagen (Eds.), *Best practice of literacy leaders: Keys to school improvement* (pp. 248-260). New York: The Guilford Press.