



BESL 3301-07 LANGUAGE ACQUISITION THEORY FOR SECOND LANGUAGE LEARNERS

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

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Office hours: Monday – 8-9 am; Thursday – 12 am – 3 pm; Friday 9 am – 2 pm and by appointment

Day and time the class meets: ONLINE

Location of class: ONLINE

Class Format: BESL 3301 Language Acquisition Theory for Second Language Learners is an online course. Class sessions will include a combination of online discussions, assignments, quizzes and exams. This course will also utilize BlackBoard for communication, information sharing, assignment submission, and assessments.

Since this is an online course, **please be sure to check your SHSU email daily.**

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:

- ❖ 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

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

Course Requirements:

LATE ASSIGNMENT POLICY: Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates, ask your 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:

Student Attendance for BESL 3301 Online: Lack of active and timely participation in online discussions or in assignments constitutes an absence from class. Absences from class will result in a grade penalty. **More than two** absences from online discussions will result in a grade deduction for every absence thereafter. Excused absences are permitted for emergencies or illnesses, but are excused at the discretion of the instructor unless otherwise stated.

Active Participation: All members of this class are responsible for the learning that occurs. In this course you are expected to share personal views and experiences (as you are comfortable) in online discussions. It is critical that you stay current with readings and assignments. You are required to read all of the assigned materials and respond weekly. In addition, you are required to respond to postings and submit all assignments on time.

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 online.

Field Experiences: A minimum of 10 hours of field observations must take place in bilingual classrooms.

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 is 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/>

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

FORMAT FOR COURSE DOCUMENTS: All assignments must be double-spaced, using a 12 point Arial or Times New Roman font. Please put your name on all assignments uploaded.

All about me: 20 pts.: Write a short introduction of yourself on BB. Please follow the instruction on BB. Respond to at least two other classmates self-introductions.

Three SIOP subcomponent assignments: 30 pts each 30 x 3= 90 pts. - The purpose of these assignments is to familiarize you with parts of the SIOP, a method for teaching English language learners. Assignment 1: Higher Order Thinking Questions; Assignment 2: Content and Language Objectives; Assignment 3: Appropriate Visuals for ELLs. Guidelines and assignment dropboxes are located in the SIOP Subcomponent folder under the Assignments tab.

Discussions and discussion responses; 15 pts each 6 x 15 = 90 pts. - There are six discussions online. You must complete one initial post and two responses to classmates in order to receive credit. Specific guidelines are provided on the discussion board which is located in the Weekly Unit folders.

SIOP lesson 100 pts: Solo or Groups of Two: You will develop a SIOP mini-lesson for an intermediate stage of second language acquisition. You may work alone or with a partner. However, if you work together, both must upload the lesson to BB with both names on it. 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. Guidelines and assignment drop box are located in the Mini-lesson folder under the Assignments tab.

Speaking in Tongues assignment 30 pts.: This assignment deals dual language programs and involves viewing the video, *Speaking in tongues*. Students will watch the video and respond to the prompts online. Guidelines and assignment drop box are located in the Speaking in Tongues folder under the Assignments tab.

Language corner exercises 30 pts. each; 30 x 4 = 120pts.: There are four language corner exercises throughout the semester. These exercises are designed to reinforce basic language concepts. Language corner exercises are located in the Weekly Unit folders. More information is available on BB.

Speaking / listening activity for English language learners 100 pts.: The listening and speaking skills of ELLs are often neglected in the classroom. The purpose of this activity is to provide you with practice developing the speaking and listening skills of your ELLs. This assignment is due by the midterm, but can be done at any time before. Guidelines and assignment dropbox are located in the Listening/Speaking Activity folder under the Assignments tab.

Midterm exam 100 pts: The exam will cover materials from glossary of terms, theoretical concepts, textbook and discussion materials. The format is multiple choice.

Final exam 100 pts. The final exam is comprehensive and will focus primarily on the application of course concepts. The format is multiple choice and short answer.

Quizzes 20 pts. each; 20 x 5 = 100pts: There will be five quizzes during the semester to ensure that you are completing the assigned readings. The format will be true/false and each quiz will focus on the reading assigned for the day.

Lesson Reflection 100 pts.: The purpose of this assignment is to engage you in reflecting on an entire lesson from start to finish. This assignment is due at the end of the semester, but it can be completed any time after the midterm. (100 pts.)

TK20 Log 50 pts: The State of Texas requires that SHSU keeps a record of all teacher candidates' field experience hours. In this class, you must do 10 hours of field experience in a bilingual classroom. It is your responsibility to log those hours on TK20. Additional information regarding TK20 is available at: <https://tk20.shsu.edu/> Guidelines can be found under the Assignments tab in the TK20 Log folder.

Course Evaluation:	Points
• All about me	20
• Six Online Discussions	90
• Three SIOP subcomponent assignments	90
• Four language exercises	120
• SIOP lesson	100
• Speaking in tongues assignment	30
• Listening/speaking activity	100
• Midterm	100
• Final Exam	100
• Quizzes	100
• Lesson reflection assignment	100
• TK20 Log	50
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

Assignments in red, Discussions in purple, Quizzes and exams in blue

Date	Topic	Reading assigned	Assignments due
Week 1 1/17-1/21	Introduction to the class		All about me – self introduction
Week 2 1/22-1/28	Understanding Language		Language exercise 1
Week 3 1/29-2/4	Sociocultural issues	Ch. 1	Discussion 1
Week 4 2/5-2/11	Cognitive and academic issues	Ch. 2	SIOP subcomponent assignment 1 – higher order questions Quiz 1
Week 5 2/12-2/18	Linguistic issues	Ch. 3	Language exercise 2 Discussion 2
Week 6 2/19-2/25	Effective programs for ELLs	Ch. 4	SIOP subcomponent 2 – content and language objectives Quiz 2
Week 7 2/26-3/4	Accommodation Readiness	Ch. 5	Discussion 3
Week 8 3/5-3/11	Midterm Exam		Midterm Exam Listening/speaking activity

Week 9 3/12-3/18	SPRINGBREAK – no class		
Week 10 3/19/- 3/25	Instructional Methodology	Ch. 6	SIOP subcomponent 3 – visuals for ELLs Quiz 3
Week 11 3/26- 4/1	Content based instruction	Ch. 7	Language exercise 3 Discussion 4
Week 12 4/2-4/8	Sheltered instruction	Ch. 8	Quiz 4
Week 13 4/9-4/15	SIOP Model		Language exercise 4
Week 14 4/16-4/22	CALLA	Ch. 9	Discussion 5 Quiz 5
Week 15 4/23-4/29	Dual language instruction	<i>Speaking in Tongues</i> video	<i>Speaking in Tongues</i> assignment SIOP lesson
Week 16 4/30-5/4	TEExES testing information Final exam		Final exam (due May 8) Discussion 6 (due May 4) Lesson reflection assignment (due May 4) TK 20 Log

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

Student Guidelines

University Policies

- 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](#)

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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.