



## BESL 3301-08 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

**Instructor:** Jill Pagels  
[Jsp018@shsu.edu](mailto:Jsp018@shsu.edu)  
832-614-1268

**Office hours:** 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* (3<sup>rd</sup> 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, as well as prepare and “present” material in the online forum. 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 materials (papers) 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.

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

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

**All about me: 40 pts.:** Write a short introduction of yourself on BB (40 pts.). Please follow the instruction on BB. Respond to at least two other classmates self-introductions.

**Three SIOP subcomponent assignments: 30 pts each = 90 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. Guidelines and assignment dropbox is located in the 3 SIOP Subcomponent folder under the Assignments tab.

**Discussions and discussion responses; 25 pts each = 150 pts.** - There are six discussions online. You must complete one initial post and two responses to classmates in order to receive credit. (25 pts. x 6 each = 150 pts.). Specific guidelines are provided on the discussion board.

**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. The reaction paper should be approximately two -three 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, selection of articles, and assignment drop box are available on BB in the Journal Article Reaction paper folder under the Assignments tab.

**Mini lesson 100 pts: 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.

**Online video assignment 50 pts.:** This assignment deals with 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 Online Video folder under the Assignments tab.

**Language corner exercises 120 pts.:** 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. (30 pts. each; 30 x 4 = 120pts.)

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

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

**Quizzes 150 pts:** There will be five quizzes during the semester to ensure that you are completing the assigned readings. The format will be multiple choice and each quiz will focus on the reading assigned for the day. (30 pts. each; 30 x 5 = 150 pts.)

**Course Evaluation:**

- All about me

**Points**

40

• Six Online Discussions	150
• Journal Article Reaction Paper	100
• Three SIOP subcomponent assignments	90
• Four language exercises	120
• Mini lesson	100
• Online assignment	50
• Midterm	100
• Final Exam	100
• Quizzes	150

**Total Points      1000**

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

**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**

<b>Date</b>	<b>Topic</b>	<b>Reading assigned</b>	<b>Assignments due</b>
<b>Week 1 1/17-1/21</b>	<b>Introduction to the class</b>		<b>All about me – self introduction</b>
<b>Week 2 1/22-1/28</b>	<b>Understanding Language</b>		<b>Language exercise 1</b>
<b>Week 3 1/29-2/4</b>	<b>Sociocultural issues</b>	<b>Ch. 1</b>	<b>Discussion 1</b>
<b>Week 4 2/5-2/11</b>	<b>Cognitive and academic issues</b>	<b>Ch. 2</b>	<b>SIOP subcomponent assignment 1 – higher order questions</b> <b>Quiz 1</b>
<b>Week 5 2/12-2/18</b>	<b>Linguistic issues</b>	<b>Ch. 3</b>	<b>Language exercise 2</b> <b>Discussion 2</b>
<b>Week 6 2/19-2/25</b>	<b>Effective programs for ELLs</b>	<b>Ch. 4</b>	<b>SIOP subcomponent 2 – content and language objectives</b> <b>Quiz 2</b>
<b>Week 7 2/26-3/4</b>	<b>Accommodation Readiness</b>	<b>Ch. 5</b>	<b>Journal article reaction paper</b> <b>Discussion 3</b>
<b>Week 8 3/5-3/11</b>	<b>Midterm Exam</b>		<b>Midterm Exam</b>
<b>Week 9</b>	<b>SPRINGBREAK – no</b>		

3/12-3/18	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 mini lesson
Week 16 4/30-5/4	TEExES testing information Final exam		Final exam (due May 8) Discussion 6 (due May 4)

**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](#)
  - Technology during instruction: The use of phones, laptops, etc. is not permitted during class unless specifically needed for a particular activity.
  - Technology during exams: The use of phones, laptops, etc. is not permitted during quizzes and exams. 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 <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).
  - Technology in emergencies: Please inform the instructor of any circumstances that make it necessary for you to use your phone during class time.

- 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.

### **Bibliography:**

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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.