Sam Houston™
STATE UNIVERSITY

BESL 3301-04   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:	Prof. Dr. Abdelilah Salim Sehlaoui
	TEC 102B
	P.O. Box 2119/SHSU
	Huntsville, Texas 77341
	936-294-3969
	asehlaoui@shsu.edu

Office hours: Wednesday – 11 am – 3 pm and by appointment

Day and time the class meets: Wednesday 8:00 am – 10:50 am

Location of class: TEC 131

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.

Required Textbook: 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 required. **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: Please be reminded that Commitment to Professionalism and Ethical Standards is required. Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during class time.

Some highlights of these dispositions follow:

- **Attitudes:** Students are expected to maintain a professional and courteous attitude toward professors/instructors, other students, and course content. It is important to communicate with professors/instructors and peers in a professional manner.
- **Behavior:** Students are expected to demonstrate behavior consistent with a professional attitude both in traditional classroom settings and online classes.
- **Responsibility:** In order to do quality work as a student, a reasonable amount of time and commitment is required. When you enroll in a course, it is your responsibility to meet the expectations of the course. Weigh your time carefully when determining if your personal and professional responsibilities allow you the time commitment it takes to be successful.

NOTE: To view what constitutes plagiarism, please see the following websites:

- Avoiding Plagiarism, Mastering the Art of Scholarship
  http://sja.ucdavis.edu/files/plagiarism.pdf
- Plagiarism: What It is and How to Recognize and Avoid It
  http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

All assignments are to be completed and submitted to the instructor during the specified class periods and as instructed. **LATE ASSIGNMENTS ARE NOT ACCEPTED. SUBMISSION VIA EMAIL IS NOT AN OPTION IN THIS CLASS. ALL ASSIGNMENTS AND QUIZZES MUST BE COMPLETED VIA**

BLACKBOARD ON OR BEFORE 11:59PM ON THE DAY THEY ARE DUE. DO NOT WAIT TILL THE LAST MINUTE TO SUBMIT YOUR ASSIGNMENTS. When you have a page limit on assignments, it means **no less or more than that page limit**. It is always double-spaced using a 12 inch font size. Otherwise, you are NOT meeting the assignment requirement. APA style must be following closely in your work.

Regular access to a computer with internet connection service during the duration of this course is REQUIRED. Not having access is NOT an excuse. It is your responsibility to secure such access.

Course Requirements and Assessment Description

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. The purpose of the assignment is to understand the historical progression of the education of English language learners (ELLs). You will create a timeline of ten to fifteen (total) personal and historical events, for example, six historical and five personal. Historical events can include legislation, court cases, events, etc. Personal events may include the first time you had a friend who spoke another language, visited another country, tried to learn a language, etc. The format of the timeline is open. It could be a PPT, a poster, handout, etc. You will be presenting it to your classmates at your table so they must be able to see it. You only include bullet points on the timeline, like "dated Sergio" or "Plyer vs. Doe." However, you will need to explain the event at your table. You need to bring a copy of the rubric to class. You will be graded by your classmates in the categories listed in the attached document on Blackboard, under Week 3.

SIOP Classroom Observation/Video Viewing Activity (100 Points)
1. View the video clip shared with you under Week 3 Module "Mrs. Amin". Be patient! The first 38 seconds are silent! ☺
2. After viewing Mrs. Amin's clip, write a brief critique (no more or less than one page).
3. Select a SIOP Lesson from the clips suggested on BB and complete a SIOP Observation Form with your comments citing lesson strengths and areas that need improvement.
4. Submit your paper and completed SIOP form under Week 6, on Blackboard.

Journal Article Critical Reaction paper 100 pts.: The purpose of this assignment is to read professional journals articles critically. 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. A database of articles is available on BB under Week 5 Module. 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. More guidelines and a rubric are located under Week 5 Module. Submit your paper under Week Five Homework Assignment on Blackboard. This is DUE on February 11th before 11:59PM.

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 on Blackboard in the SIOP Subcomponent under each week when the assignment is due (see Course Schedule below).

Language 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 below under Course Schedule (30 pts. each; 30 x 5 = 150pts.). These exercises are not timed and you may use any resources you need. We are using the test function on BB in order for it to be automatically graded. Most of the questions have been taken from the following book:
Folse, K. (2016). *Keys to teaching grammar to English language learners: A practical handbook.* Ann Arbor, MI: University of Michigan Press.

Mini lesson 200 pts: Groups of Two Students will develop a SIOP mini-lesson for an intermediate and lower 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). Your SIOP Lesson Plan must be submitted via Blackboard under Week 11 Module. It is **DUE on April 1st**. The mini lesson will be presented to the class (100 pts.). Professional dress is required.

Midterm Exam 100 pts: The exam covers materials from Weeks 1-7 and covers key glossary of terms, theoretical concepts, textbook and discussion materials. The format is multiple choice, True/False, and matching. The midterm will be taken on Blackboard.

Final Exam 100 pts.: The final exam is comprehensive and focuses primarily on the application of course concepts. The format is multiple choice, True/False, and matching. The final exam will be taken on Blackboard.

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. The quizzes are completed on BB (30 pts. each; 30 x 5 = 150 pts.) These tests provide experience with concepts and are intended to measure content knowledge. You must complete each test before its DUE Date and TIME. The tests are open on Friday and close on Sunday before 11:59PM on the week they are due as listed on the Course Schedule below . You can access these tests ONLY ONCE. Backtracking is NOT allowed. Your quiz will automatically be scored and will provide you with immediate feedback. There will be no re-takes of these tests. Check the course outline below for due dates of these tests that will become available at 6:00am on Friday and will become unavailable after 11:59PM of the due date. SO, DO NOT WAIT TILL THE LAST MINUTE TO COMPLETE YOUR TESTS.

Course Evaluation	Points
Timeline	50
SIOP Classroom Observation and Video-viewing Activity	100
Journal Article Review	100
Four In-class SIOP Assignments and Critique Sessions	100
Language Corner Exercise via Blackboard	150
SIOP lesson	100
SIOP Presentation	100
Midterm	100
Final Exam	100
4 Quizzes	100
Total Points	1000

Evaluation Scale in %
	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
1/17 Week 1	**Introductions and Course Overview, Language System, SIOP Model, Instructional Objectives Writing and Assessment CCCCC in-class Activity**		**Language Exercise 1, Due 1/20/18 before 11:59PM**
1/24 Week 2	**Multidimensional Foundation Socio-cultural Conceptual Framework Language Corner: Syntax CCCCC in-class Activity**	**Ch. 1 Handouts**	**In class SIOP Assignment 1: HOT Question Writing (Critique Session)**
1/31 Week 3	**Cognitive and Academic Dimensions Error Correction, First and Second Language Acquisition Language corner - Parts of Speech**	**Ch. 2 Handouts**	**Quiz 1 Due 1/28 before 11:59PM Historical Timeline: Due today before 11:59PM**
2/7 Week 4	**Linguistic Dimensions of Methods for CLD Students, Questions by Stage of Development, Recommendations for Accommodations, SIOP Model, Where Do I Start? CCCCC in-class Activity Language corner – Phonology**	**Ch. 3 Handouts**	**In class SIOP Assignment 2: Objective Writing (Critique Session)** **Language Exercise 2, Due 2/10/18 before 11:59PM**
2/14 Week 5	**Changing Perspectives in Platform Development for Instructional Methods Morphology: Verb tenses/phrasal verbs**	**Ch. 4 Handouts**	**Quiz 2 Due 2/11/18 before 11:59PM Journal Article Reaction paper: Due 2/11/18 before 11:59PM**
2/21 Week 6	**Accommodation Readiness Language corner - Grammar Terms Review for exam CCCCC in-class Activity**	**Ch. 5 Handouts**	**Language exercise 3, Due 3/3/18 before 11:59PM Video-viewing Critique Due 2/18/18 before 11:59PM**
2/28 Week 7	**Complete your Midterm Exam on Blackboard I will be presenting at the National Association of Bilingual Education in New Mexico from 2/28/18 to 3/4/18**		**Complete your Midterm Exam on Blackboard Due today before 11:59PM**
3/7 Week 8	**Instructional Methodology Examples of ESOL Objectives with Modifications ELs Speech Samples Words and Meanings**	**Ch. 6 Handouts**	**In class SIOP Assignment 3: Adaptations/Use of Visuals and Graphic Organizers (Critique Session) DUE 3/18/18 Quiz 3 Due 3/4/18 before 11:59PM**
3/12 to 3/16	**Enjoy your Spring Break!**		

3/21 Week 9	Sheltered Instruction: Examples from the classroom	Ch. 8 Handouts	In class SIOP Assignment 4: Building Background (Critique Session)
3/28 Week 10	CALLA Language corner - Language corner – Semantics, lexicon and idioms	Ch. 9 Handouts	Quiz 4 Due 3/25/18 before 11:59PM
4/4 Week 11	Vocabulary Teaching Language corner – Morphology CCCCC in-class Activity	Handouts	SIOP Lesson Plan Due April 1st Quiz 5 Due 4/1/18 before 11:59PM
4/11 Week 12	SIOP Lesson presentations		Language Exercise 4, Due 4/14/18 before 11:59PM
4/18 Week 13	SIOP Lesson presentations		
4/25 Week 14	Critical Professional Self-Development CCCCC Activity Review for Exam		Language Exercise 5, Due 4/28/18 before 11:59PM
5/7 Week 15	Study for your Final Exam		Online Final Exam – Due by 11:59PM on 5/7/2018

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

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