### THEORIES OF LANGUAGE ACQUISITION
**EDUC 5314**
May 26th – August 8th, 2015
Dr. Gloria E. Gómez
School of Education
Cell: 832-573-3182
Calls accepted Monday-Friday 4:30-6PM
After hours: texts
Electronic Mail: gomezg@stthom.edu

<table>
<thead>
<tr>
<th>Section</th>
<th>Prerequisites</th>
<th>None</th>
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This course, designed for teachers of English Language Learners (ELL), in various settings: Mainstream (general education), ESL, or Bilingual instructional settings will introduce theories of second language acquisition and current research and methodology related to language acquisition, linguistic diversity and relevant contemporary issues that impact the academic achievement of second language learners. The content delivered in this course has been designed to meet competencies tested by the Educator Preparation TExES program, but more importantly, to assist new teachers in developing basic understanding of issues surrounding instruction of English Language Learners (ELL) students enrolled in Houston- area schools. <strong>Nature of this course:</strong> A course designed to provide comprehension of important theories, research, and programs to teachers who have second language learners (ELLs) in their classrooms. <strong>This course does not:</strong> Provide methods, strategies or techniques utilized to teach ELLs in the classroom. If interested in a more in depth study of these areas, the School of Education provides 3 additional courses leading to ESL Certification (strongly recommended) as well as an MEd. in either TESOL or Dual Language Instruction.</td>
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<td><strong>Course Competencies and Objectives</strong></td>
<td>By the end of the course, the student will be able:</td>
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<tr>
<td>1.</td>
<td>To identify theoretical and pedagogical principles relevant to the education of language minority students.</td>
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<td>2.</td>
<td>To cover TExES competencies for Bilingual Education and ESL set by the State Board of Educator Certification. (See below)</td>
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<td>3.</td>
<td>To survey theories of second language acquisition.</td>
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<td>4.</td>
<td>To understand socio linguistic, psycholinguistic, linguistic, and cognitive factors that interfere with the second language acquisition process.</td>
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<td>5.</td>
<td>To review traditional and innovative trends in L2 methods.</td>
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<td>6.</td>
<td>To demonstrate an understanding of language acquisition in the LEP student by applying knowledge of language assessment,</td>
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<tr>
<td><strong>TexES ESL Standards For Educator Preparation</strong></td>
<td>ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS</td>
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<tr>
<td><strong>Standard I.</strong></td>
<td>The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</td>
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<td><strong>Standard II.</strong></td>
<td>The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.</td>
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<td><strong>Standard III.</strong></td>
<td>The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’</td>
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language development in English.

**Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

**Standard V.** The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

**Standard VI.** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

**Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

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<td>Optional text: needed to conduct research and write a thesis</td>
<td>American Psychological Association (2009). <em>Publication Manual of the APA.</em></td>
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**Online Course Requirements**

This course will incorporate Blackboard as a course management tool. Blackboard may be accessed through the UST website using the I.D and Password assigned when admitted to the course. Once the course is active, you will be able to click on the course title that appears as a choice once you are fully registered. In this course, components of Blackboard that will be used on a regular basis include the Announcement Board, Course Documents, Course Tools, and Discussion Board. Course material will appear under the Course Documents tool bar; postings, under Discussion Board; daily announcements will be visible under Announcements. The Tools section includes your e-mail options, the class roster, and your grades.

Please note that you will need to set up and access your St. Thomas email account on a daily basis since the professor may communicate important information both via Blackboard and your Sthom e-mail address.

This course will incorporate Blackboard as a course management tool. Components of Blackboard that will be used on a regular basis include the Announcement Course Documents, My grades, and Discussion Board.

Please check your St. Thomas e-mail on a daily basis since the professor may communicate important information via Blackboard and your Sthom e-mail. All e-mail correspondence will be through your MYSThom account and electronic communication system.

Please note that UST Tech Support has designed a Blackboard tutorial and support center that may be accessed through the program.

For additional Tech Support, please contact the following numbers:

1. UST Technology Help Desk: 713-525-6900
## Course Requirements:

### Attendance
Perfect attendance is expected and required. For an online course, attendance is defined as participation. In this course, class participation includes accessing materials beginning on Monday of each week, completion of all postings and questions under Discussion Board as indicated next to the item, completion of a quiz and reflections in course documents by the deadline indicated, completion of all steps required for drafting your paper, and submission of final case study by. Completion of a final examination as scheduled on

### Project and Assignments
All postings, assignments, quiz, and papers are turned in electronically (or in class) when due and as indicated.

### Professional Standards of Behavior:

#### Americans with Disabilities Act:
The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your Performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

#### Academic Dishonesty.

**Academic dishonesty includes, but is not limited to:**
- Cheating on an examination or test, for example, by copying from another's paper or by using unauthorized materials before or during the test;
- Plagiarism, which means representing as one's own work the work of another person, or using the same paper for another course, whether published or not, without acknowledging the precise source.
- Knowingly participating in the academic dishonesty of another student even though one's own work is not directly affected.
- Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

**Note:** The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of an "F" for the course. For the complete procedure consult University of St. Thomas Undergraduate Student Handbook, pages 29-32 or University of St. Thomas Catalog.

### Social Justice Tenets
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.
While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

**Professional Standards for Students and Professor**

Students will be provided a statement in electronic format outlining the principles of professional behavior and academic integrity expected in the class. Students will forward the statement demonstrating agreement with policies back to professor prior to the second day of class. Professor will likewise forward a statement outlining professional behaviors that students may expect from professor.

**Class Methodology:**

After reading and discussing the class syllabus, students will access the Blackboard site and complete seven modules containing all course content. Modules will require that students read the assigned chapters in Baker, read the contents of the module in their entirety, view videos, and discuss the content in class. Students will take a midterm quiz, present Power Points in class, complete a Case Study as outlined in the module on Bb, as well as take the final exam at the end of the course.

**Access to Professor:**

If possible, it is strongly recommended that you make an appointment to visit with the professor in person. I am here to help you complete the class and look forward to meeting you and providing assistance. I will read all postings and reflections and suggest that in addition to the required online interactions with other students, students respond and interact with the professor online and on a regular basis. Deadlines were designed to assist you in completing the course, please contact me if you have any questions or concerns.

**Major Assignments:**

**Course Requirements**

1. Class participation as evidenced by discussion of postings, participating in discussions with fellow students, discussion of issues and readings. Completion of study questions and other assignments on time. (20% of the grade).

   Please see attached rubric for a description of grading criteria.

2. A case study documenting progress in language development of an ELL (English language learner). Subsequent to interview with a learner (preferably a student K-12, but may also be an adult L2 learner). (25% of the grade)

3. Presentation: Choose a topic, research, and put together a Power Point presentation to be sent to the professor as an attachment and posted to your discussion board. Presentations will be read and discussed by the class. (20% of the grade).

   **Topics for Group Power Point Presentations:**
   - Language loss, language planning, or revitalization. Choose a country or countries where this has occurred and prepare a report. Ireland, Spain, New Zealand, Wales, Canada, etc.
   - Brain theory and second language acquisition.
   - The politics of the English/only movement.
   - Pedagogies and practices in multilingual classrooms.
   - The consequences of Proposition 227 in California, Proposition 1 in Arizona, and the anti-bilingual law in Massachusetts.

4. Midterm Quiz: (15% of the grade).

5. Final Exam: (20% of the grade)

**Examinations**

Final Exam:

Given the above projects, assignments, and tests, our grading distribution will be as follows:
### Grading

1. Class discussions and reflections: 20%
2. Midterm Quiz: 15%
3. Class presentation: 20%
4. Case Study: 25%
5. Final Examination: 20%

### Grade Distributions

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>C-</td>
<td>69-73</td>
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**Note:** Any student receiving a grade of 79 or below on any assignment must schedule a mandatory conference with the professor.

### CALENDAR

#### Week 1

**Module Topic:** Language and Bilingualism; Measurement of Bilingualism

**Procedure:**
- Verify access to course and offline contents.
- Verify that your e-mail works properly.
- View Module 1 on Bb (under “Course Content”).
- View Power Points "Language" and “Bilingualism”.

**Assignments due:** Complete information sheet

**Readings:** Baker, chapters 1 & 2, chapter summaries, definitions, and key terms.

#### Week 2

**Module Topic:** Individual Bilingualism versus Societal Bilingualism

**Elements of Bilingual Program Models: Early vs. Late Bilingualism and Language Assessment**

**Procedures:**
- Complete Module 2 readings and view PowerPoint #1.

**Assignments due:** Complete required readings and choose a topic for the presentation.

**Readings:** Baker, chapters 3, 4 & 5 chapter summaries, definitions, and key terms.

#### Week 3

**Module Topic:** Bilingualism and Cognition: Krashen and Cummins

**Procedures:**
- Complete Module 2 readings and view Power Points #2 and #3. Read articles posted on Bb.

**Assignments due:** Midterm quiz

**Readings:** Baker, chapters 7 & 8, chapter summaries, definitions, and key terms.
<table>
<thead>
<tr>
<th>Week 4 Module</th>
<th>Topic: Effectiveness of Bilingual Education; Literacy and Biliteracy</th>
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<tbody>
<tr>
<td>Procedures:</td>
<td>Complete Module 6 readings and view Power Point #5.</td>
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<tr>
<td>Assignments Due:</td>
<td>Article – Reflections 1-2 pages.</td>
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<tr>
<td>Readings:</td>
<td>Baker, chapters 12 &amp; 13, sections from chapter 14.</td>
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<td>Presentations are due</td>
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<tr>
<th>Week 5 Module</th>
<th>Topic: Special Education and bilingualism; Bilingualism and the Modern World Review for the Final Exam</th>
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<tbody>
<tr>
<td>Procedures:</td>
<td>Complete readings for module 7 and view Power Point #6.</td>
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<tr>
<td>Assignments Due:</td>
<td>Case Study Paper due</td>
</tr>
<tr>
<td>Readings:</td>
<td>Chapters 15 &amp; 16, sections from chapter 17.</td>
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| Final Exam    | Review Exam Study Guide                                           |