THEORIES OF LANGUAGE ACQUISITION  
EDUC 5314  
Online: 10 weeks  
Dr. Maria Cristina Cruz-Wiley  
School of Education  
Telephone Number: (281) 814-3263  
Electronic Mail: cruzmc@stthom.edu

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<th>Section</th>
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<td>Prerequisites</td>
<td>None</td>
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| **Course Description** | This course, designed for administrators and 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.  
**Nature of this course:** A course designed to provide comprehension of important theories, research, and programs to teachers who have second language learners (ELLs) in their classrooms.  
**This course does not:** 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. |  |
| **Course Competencies and Objectives** | By the end of the course, the student will be able:  
1. To identify theoretical and pedagogical principles relevant to the education of language minority students.  
2. To cover TExES competencies for Bilingual Education and ESL set by the State Board of Educator Certification. (See below)  
3. To survey theories of second language acquisition.  
4. To understand sociolinguistic, psycholinguistic, linguistic, and cognitive factors that interfere with the second language acquisition process.  
5. To review traditional and innovative trends in L2 methods.  
6. To demonstrate an understanding of language acquisition in the LEP student by applying knowledge of language assessment, |  |
| **TexES ESL Standards For Educator Preparation** | **ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS**  
**Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.  
**Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.  
**Standard III.** The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ 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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<tr>
<td><strong>Please purchase and use immediately</strong></td>
<td>Available at University of St. Thomas bookstore and online at various sites</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 ID and Password assigned when admitted to 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 incorporates Blackboard as a course management tool. 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 access your St. Thomas email. **Please check your St. Thomas e-mail on a daily basis since the professor may communicate important information via Blackboard and your Stthom 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
2. Blackboard Help: 713-525-3153

### 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 July 30, and Completion of a final examination as scheduled on August 4.

#### Project and Assignments

All postings, assignments, quiz, and papers are turned in electronically 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:*
1. Cheating on an examination or test, for example, by copying from another’s paper or by using unauthorized materials before or during the test;
2. 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.
3. Knowingly participating in the academic dishonesty of another student even though one’s own work is not directly affected.
4. 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.*

**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 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 all modules containing the course content. Modules will require that students read the assigned chapters in Baker, read the contents of the module in their entirety, view videos, lectures, and respond to questions or items. In addition, students will access the Discussion Board section and respond to postings for each module as directed. Following, students will access a quiz and three reflection items located in the Documents section and complete as directed. Finally, students will complete a Case Study as outlined in the Orientation Module.

**Access to Professor:**

If needed, and 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:**

1. Comprehension of the material evidenced by completion of all postings and discussion board items, interacting with at least two colleagues and the professor during the course of the module on a weekly basis. Completion of a biographical note and jpeg picture: by the end of Module 1.

2. Completion of a quiz over the Introductory Module and Module 2: by Sunday, June 12.

3. Completion of 3 reflections over reading material in Modules 4, 5, & 8. **Reflection 1:** Reflection of sociolinguistic processes that cause language revitalization, maintenance, or language loss in different societies. *(June 19)* **Reflection 2:** Course materials have addressed the importance of having the "right" type of motivation towards language learning, maintaining a "low" affective filter in the classroom, as well as incorporating learning methods that rely on the principles that promote "acquiring" vs. "learning" a language (see Krashen lecture). Keeping these factors in mind, please discuss why, in your opinion, methods used to teach languages in classrooms may not yield the best results. In simple terms, why are we not successful at learning languages in the U.S.? You may use anecdotal information as support. *(July 10)* **Reflection 3:** There is a distinction between (a) teaching language (e.g. foreign language); (b) teaching about a language (e.g. language awareness); and (c) teaching through a language (e.g. content-based instruction [CBI]). Which approach do you feel would be most effective in K-12 instruction? Why do you feel this way? *(July 17)*

4. Completion of a case study (complete explanation in course overview) Project is due at the end of Module 10.

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**Examinations**

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<th>Examinations</th>
<th>Midterm Exam: Thursday, June 30</th>
<th>Final Exam: Thursday, August 4</th>
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<tr>
<td>Given the above projects, assignments, and tests, our grading distribution will be as follows:</td>
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**Grading**

1. Postings and discussion board items: 20%
2. Quiz 10%
3. Reflections: 10%
4. Biographical note and photo: 5%
5. Case Study Paper: 20%
6. Case Study PowerPoint: 5%
7. Midterm Examination: 15%
8. Final Examination: 15%

**Grade Distributions**

<table>
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<tr>
<th>Grading System:</th>
<th>A 95-100 points</th>
<th>B+ 88-89 points</th>
<th>B- 80-83 points</th>
<th>C 74-77 points</th>
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<tr>
<td>A- 90-94 points</td>
<td>B 84-87 points</td>
<td>C+ 78-79 points</td>
<td>C- 70-73 points</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** *(Note: please read modules for complete listing of assignments)*

**Week 1**

**Topic:** Overview and Language

**Procedures:** Read and complete all activities in the Overview module by Thursday of Week 1. Complete entire Introductory module by Sunday of Week 1: View video and answer
Questions in Journal, view video clips.

**Assignments due:** Questions 1-5. Discussion Board Postings 0.1, 0.2, and Introductions

**Readings:** Monograph: 1. What is Language? (found in Introductory Module, pages 1-15) 2. All documents included in Overview and Introductory Modules.

### Week 2

**Topic:** Bilingualism  
**Procedures:** A. Complete all of Module 2 by Sunday of Week 2.

**Assignments due:** Postings 2.1, 2.2, and 2.3 by Sunday, Week 2. Quiz by Sunday **June 12** (week 2).

**Readings:** Baker, chapter 1 and 2

### Week 3

**Topic:** Language Assessment  
**Procedures:** Complete all of Module 3 by Sunday of Week 3. Identify subject for case study and conduct first interview.  
Reflection #1 due by Sunday Week 3 (**June 19**).

**Assignments due:** Discussion Board postings **3.1, 3.2, and 3.3** due by Sunday, Week 3  
**Readings:** Baker, chapter 3, and 4

### Week 4

**Topic:** Second Language Acquisition and Learning  
**Procedures:** Complete all of Module 4; complete Discussion Board postings over Module 4 (4.1, 4.2, and 4.3) by Sunday week 4. Send bibliographic citations (following APA style) of 3 to 5 articles, books, book chapters, Baker, etc., that you will use in the research component of your final project (i.e. case study). The 3 to 5 citations sent this week will indicate academic sources to consult prior to beginning the case study research project. Your final project at the end of July, however, may have more than 3 to 5 sources.

**Assignments due:** Complete discussion board and citations as described above.  
**Readings:** Chapter 5 and 6

### Week 5

**Topic:** Second Language Acquisition: Sequential  
**Procedures:** Complete all of Module 5; complete Discussion Board postings over Module 5. Write Reflection #2 by Sunday week 6.

**Assignments Due:** Complete items on discussion board. Complete second reflection as described in Module 5 (**by July 10**).  
**Readings:** Chapter 7.

**MIDTERM**  
**Topic:** Midterm Review and Exam in Module 7.  
**Procedures:** Read and study the midterm review  
**Assignments Due:** Take your Midterm Exam on **Thursday, June 30**

### Week 6

**Topic:** Bilingualism and Cognition  
**Procedures:** Complete all of Module 6; complete Discussion Board 6.1-6.2 by Sunday of Week 6.

**Assignments Due:** Complete items on discussion board.  
**Read:** Chapter 8 and 9

### Week 7

**Topic:** Cognition and Language: Cummins
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<tr>
<th>Week 8</th>
<th>Topic: Historical Foundations</th>
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<tr>
<td>Procedures: Complete all of Module 8; complete Discussion Board items by Sunday, week 8 (8.1 and 8.2). Conduct interview #2 with your respondent and e-mail summary by Sunday, week 8.</td>
<td>Assignments Due: Interview #2 summary.</td>
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<td>Read: Baker, Chapter 12 – 14</td>
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<tr>
<th>Week 9</th>
<th>Topic: Programs and Research</th>
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<tr>
<td>Procedures: Complete all of Module 9; complete Discussion Board items by Sunday, week 9 (9.1).</td>
<td>Assignments Due: complete Discussion Board as specified and work on case study.</td>
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<td>Read: Baker, Chapter 15-17</td>
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<tr>
<th>Week 10</th>
<th>Topic: Solutions</th>
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<tr>
<td>Procedures: Complete all activities in Module 10 by Sunday, week 10. Complete the online professor evaluation from the UST link provided.</td>
<td>Assignments Due: Case Study is due by midnight on Saturday, July 30. No postings are due this week.</td>
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<th>FINAL EXAM</th>
<th>Topic: Review Activities</th>
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<td>Procedures: Read and study your final review sheet and take the final exam. Catch up on Discussion Board postings and responses to classmates. Catch up on reading assignments. Take the final exam which will be available on Blackboard.</td>
<td>Assignments Due: Take the final exam on Thursday, August 4</td>
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<tr>
<td>Read: Review sheet</td>
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