School of Education
Theories of Second Language Acquisition
EDUC-5314
Spring 2017

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                                  kat613@yahoo.com

Class Textbooks:


University of St. Thomas Core Values through the Social Justice Teachings of the Catholic Church

Subsidiarity

Educational institutions should be organized and governed 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 right 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.
Foundational Beliefs

1. Those doing **MOST** of the work, also do **MOST** of the learning
2. We cannot get better, if we are not willing to take a **RISK**
3. Learning does NOT occur in a vacuum
4. Reflective practices, allow for the most growth

Course Description

This course, designed for teachers of English Language Learners (ELL), in both Bilingual and ESL settings, will introduce theories of second language acquisition, current research and methodology pertaining to language acquisition, linguistic diversity and relevant contemporary issues that impact the academic achievement of second language learners.

Course Objectives

By the end of the course, the University of St. Thomas student will:

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 how sociolinguistic, psycholinguistic, linguistic, and cognitive factors can 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, language proficiency, diagnosing problem areas that produce interference in L2 learning, and prescribing activities according to language development theories.

Competencies covered on the Bilingual Generalist TExES Examination:

**Domain I**

- The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
- The bilingual education teacher knows the process of first- and second-language acquisition and development.
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
- The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

Competencies covered on the ESL TExES Examination:

- English as a Second Language Standard I: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
• English as a Second Language 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.

• English as a Second Language Standard IV: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

• English as a Second Language Standard V: The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

• English as a Second Language 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.

Domain III Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement

• English as a Second Language Standard II:
  o The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

• English as a Second Language Standard VII:
  o The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Technology Integration

• It is expected that all students routinely use the Internet to extend their knowledge of class content and gather ideas for their semester project(s). In addition, all students are required to communicate by email, complete papers using a word processing program (e.g., Microsoft Word) and routinely reference the Quest and Blackboard Vista Platforms.

• Since this class is an online class, Blackboard will be the course platform. Blackboard is an online course system that provides a framework and tools for instructors to put course material and activities online.

• Registered students are loaded into Blackboard Vista courses from the registration system.

• All course announcements, the course syllabus, assignments, student/professor communication, PowerPoint presentations, required article readings, etc. will be posted onto the Blackboard Platform.

• It is expected that students use the Blackboard site at least every week perform classroom work and to inform themselves of weekly course information and post assignments. Please see class schedule and note that students are responsible for learning how to access and use Blackboard. If students require assistance with accessing or logging on to Blackboard they should reference the student help information below.
• For technical problems (log in and error messages), please email myStThomhelp@stthom.edu and provide the following information: name, student ID, date of birth, and a description of the problem. Phone 713-525-6900.

Course Requirements

1. **Attendance through Discussions and responses-20%** Attendance includes postings on Blackboard.

2. **Blackboard Assignments- 25%** Blackboard assignments can be based on current reading assignments, modules, and/or any other material from the course. There will be 5 Blackboard assignments that count 5 points each.

3. **Case Study-25%** -Select an ELL who has or is in the process of learning English (at any level and at any age) to interview, in order to compose a comprehensive case study that depicts, in detail, the process and progress of his/hers English Language Development. The main target is to explain your ELL’s language acquisition process. Once the interview is completed, please submit the following in an 8-10 page paper in APA format that covers the topics below:
   a. Background information on your ELL for both context and meaning.
   b. Using the TELPAS rubrics for Listening and Speaking assess language proficiency.
   c. Include a one-page free hand writing sample of your interviewee (scan and PDF).
   d. Include a glossary of important terminology that will add meaning for the reader and to operational define terms (10 terms minimum).
   e. Have your subject diagnose a problem area and explain what steps, strategies, or processes they use or used to address it, and what the outcome was.
   f. Include a thorough analysis and discussion of your ELL’s language acquisition process. This discussion and analysis will be based on your readings of assigned texts and at least three relevant articles from experts in the field. Please consult with the professor about the final selection of articles.
   g. You may include material from lectures, and/or your classmates’ discussions and if so, include them in your reference list.
   h. Project will be due February 27, 2012 at 8 PM through BlackBoard.

4. **Midterm-15%** Comprehensive online examination of material covered to date.

5. **Final-15%** Comprehensive online examination on all material covered in course.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>85-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-84</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>75-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-74</td>
</tr>
</tbody>
</table>

Course Guidelines and Expectations

**Academic Dishonesty**
Academic dishonesty seriously undermines the teaching-learning process for which the University exists. Faculty are responsible for ensuring that high ethical standards prevail in all academic matters and for initiating the process, according to the guidelines, that deals with cases of alleged academic dishonesty. Academic dishonesty includes, but is not limited to:

• Cheating on an exam or test, for example, by copying from another's paper or by using unauthorized materials before or during the test;
• Plagiarism, which represents as one's own the work of another, whether published or not, without acknowledging the precise source;
• Knowing participation 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.

The penalty for an incident of academic dishonesty is, at the discretion of the instructor, either a mark of zero for the work in question or the grade of “F” for the course. For complete procedure consult University of St. Thomas Undergraduate Student Handbook, page 13.

**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 handicap”. If you have a documented disability that may affect 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 Debbie Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

**Attendance:**
A student may be administratively withdrawn from a class, if he or she misses two consecutive classes or three classes within a regular semester.

**Classrooms Disruptions and Discussions**
Classrooms disruptions are handled at the discretion of the professor. However, please be mindful of your classmates and be the student you would expect in your own class.

**Late Assignments and Presentations**
• Assignments and presentations are due at the beginning of the class session on the designated date in order to receive full credit.

• Late assignments will not be accepted without the professor’s prior approval. In rare circumstances, late assignments may be accepted for a deducted grade of twenty percent of the assignment’s total value. In the event that a student is unable to submit an assignment or present on the date due, or prior to that date, it is the responsibility of the student to contact the professor to determine if the assignment can be submitted late.

• Late assignments that are accepted will only be accepted two days after the assigned due date. In the case of an emergency, the instructor should be notified before class, in order for a student to receive no deductions for a late assignment.

• Assignments may be e-mailed to the instructor, as long as prior arrangements have been made.

**Library**
Librarians are standing by to help these students. Students can ask a librarian service, they can visit, email, chat, text or phone librarians seven days a week. The details are on the home page: [http://www.stthom.edu/library](http://www.stthom.edu/library).
# Proposed Instructional Calendar

<table>
<thead>
<tr>
<th>START DATE AND CLOSING DATES</th>
<th>LECTURE CONTENT/ FOCUS</th>
<th>WORK TO COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19-22</td>
<td>Course overview, introductions and university core values activity.</td>
<td>Complete Orientation</td>
</tr>
<tr>
<td>January 23-29</td>
<td>What is Bilingualism? Ch. 1, Baker</td>
<td>Module 1 and Module 2</td>
</tr>
<tr>
<td>January 30- February 5</td>
<td>Language Assessment Ch. 2, Baker</td>
<td>Module 3</td>
</tr>
<tr>
<td>February 6-12</td>
<td>Societal Bilingualism Ch. 3 and pg. 67-70 in Ch. 4, Baker</td>
<td>Module 4</td>
</tr>
<tr>
<td>February 13-19</td>
<td>Second Language Acquisition and Learning Ch. 5, Baker</td>
<td>Module 5</td>
</tr>
<tr>
<td>February 20-26</td>
<td>Second Language Acquisition Sequential Ch. 6, Baker</td>
<td>Module 6</td>
</tr>
<tr>
<td><strong>February 27-March 5</strong></td>
<td>Midterm of covered material to date</td>
<td>Module 7</td>
</tr>
<tr>
<td>March 6-12</td>
<td>Cognition and Bilingualism Ch. 7, Baker</td>
<td>Module 8</td>
</tr>
<tr>
<td>March 13-19</td>
<td>Spring Break</td>
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<tr>
<td>March 20-26</td>
<td>Cognition and Language: Cummins Ch. 8, Baker</td>
<td>Module 9</td>
</tr>
<tr>
<td>March 27-April 2</td>
<td>Historical Foundations Ch. 9 &amp; 10, Baker</td>
<td>Module 10</td>
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<tr>
<td>April 3-9</td>
<td>Programs and Research Ch. 11 &amp; 12, Baker</td>
<td>Module 11</td>
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<tr>
<td>April 10-16</td>
<td>Literacy and Second Language Learners Ch. 14, Baker</td>
<td>Module 12</td>
</tr>
<tr>
<td>April 17-23</td>
<td>Solutions and the Future Ch. 17, Baker</td>
<td>Module 13</td>
</tr>
<tr>
<td>April 24-30</td>
<td><strong>Case-study Due Sunday April 30 at midnight.</strong></td>
<td>Module 14</td>
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<tr>
<td><strong>May 1-7</strong></td>
<td>Final</td>
<td>Module 14</td>
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Note: This course syllabus is tentative upon distribution and may be changed to meet the needs of the students or by the professor for the good of the entire class.