# THEORIES OF LANGUAGE ACQUISITION

**EDUC 5314 KB87**

On line: 10 weeks-Summer 2017

*Dr. Magalys Pérez*

School of Education

Adjunct Faculty

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<table>
<thead>
<tr>
<th>Section</th>
<th>Prerequisites</th>
<th>Description</th>
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</table>
| **Course Description**                       | None          | ✓ 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 teachers in developing basic understanding of issues surrounding instruction of 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. |

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<thead>
<tr>
<th>Course Competencies and Objectives</th>
<th>By the end of the course, the student will be able:</th>
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<tbody>
<tr>
<td></td>
<td>1. To identify theoretical and pedagogical principles relevant to the education of language minority students.</td>
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<td>2. 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. To survey theories of second language acquisition.</td>
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<td>4. To understand sociolinguistic, psycholinguistic, linguistic, and cognitive factors that interfere with the second language acquisition process.</td>
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<td>5. To review traditional and innovative trends in L2 methods.</td>
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<td>6. To demonstrate an understanding of language acquisition in the LEP student by applying knowledge of language assessment,</td>
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<tr>
<th>TexES ESL Standards</th>
<th>ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS</th>
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<tbody>
<tr>
<td></td>
<td>• <strong>Standard 1.</strong> The ESL teacher understands fundamental language concepts**</td>
</tr>
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</table>
| **For Educator Preparation** | 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. |
| --- | --- |
| **Social justice teaching of the Roman Catholic Church** | The University of St. Thomas (UST), dedicated to educating leaders of faith and character, is a private institution committed to the liberal arts and to the religious, ethical, and intellectual tradition of Roman Catholic higher education. The content and goals of this course are consistent with three tenets of Roman Catholic social justice teaching that informs the programs of the school of Education (SOE):  
1. **Subsidiarity:** Educational institutions should be organized and governed to the extent possible by the community being served; education should only be controlled at higher levels of society when it cannot be effectively done at a local level.  
2. **Dignity and rights of children:** Children possess full human dignity and are bearers of rights that should be recognized and upheld in the educational process.  
3. **People have a right to an education:** For the good of society, all people have a responsibility to contribute to and foster education. |
Available at University of St. Thomas bookstore and online at various sites |
<table>
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<tr>
<th>Optional text: needed to conduct research and write a paper</th>
<th>American Psychological Association (2009). <em>Publication Manual of the APA.</em></th>
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<tbody>
<tr>
<td><strong>Online Course Requirements</strong></td>
<td><strong>Important Considerations</strong></td>
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<tr>
<td>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. 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 daily since the professor may communicate important information, both via Blackboard and your Stthom 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. Check your St. Thomas e-mail often 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. 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: 713-942-5969</td>
<td></td>
</tr>
<tr>
<td><strong>Course Requirements:</strong> Attendance</td>
<td>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 Tuesday, May 30, 2017 (first week of school) (After the initial week of school, materials will be accessed 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 papers, submission of Final Case Study, and Completion of a final examination as scheduled on 8/3/17.</td>
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</table>
### Project and Assignments

All postings, assignments, quiz, and papers are turned in electronically when due and as indicated. **Contact instructor electronically or by text when unable to submit on Blackboard.**

### 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 fourteen 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, 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. Reflection items need to contain credible research as reference to support the points the student makes. APA style must be used. Reflections should be more than one page. They need to contain at least two references.

Then, students will conduct a Mini-Case Study which will require them to write a paper. This is outlined in the Orientation and Second Module.

Finally, students will complete a Final Exam.

| Access to Professor: | If possible, it is strongly recommended that you make an appointment to visit with the professor individually. 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.

Remember, once you turn a document into Blackboard, there will be no revisions or retakes. Make sure you always follow the rubric, point by point, to any assignment because it is used as the assessment guideline for the instructor. I am here to help you complete the class and look forward to meeting you and providing assistance.

My contact information is perezmw@stthom.edu
You may contact me at (832) 928-8121 if you have any questions or concerns. Please, if you contact me by text, make contacts -Text/Phone between 9:00 A.M. to 6:00 P.M.-Central Time |

<table>
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<tr>
<th>Major Assignments: Course Requirements</th>
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<tr>
<td>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 Initial Personal Essay and jpeg picture by 6/4/17: by the end of Module 1. You must include your picture with the document you submit. Prompt- Think back from the time you were a child to now, how has growing up in a bilingual or monolingual home environment influenced who you are and what you do in your personal and professional adult life?</td>
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<td>2. Completion of a quiz over the Introductory Module and Module 2: by Sunday, June 4th, at Midnight-Central Time.</td>
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<td>3. Completion of 3 reflections over reading material in Modules 4, 6, &amp; 9. Module 4-Reflection #1: by Sunday, June 25th, at Midnight, Central time Module 6-Reflection #2; by Sunday, July 2nd, at Midnight, Central time</td>
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### Module 9-Reflection #3: by Sunday, July 9th, at Midnight., Central time

4. Completion of a Mid-Term Exam by Modules 6 and 7.
5. Completion of Mini-Case Study Paper (Complete explanation in course overview) Project is due at the end of Module 12.

6. Completion of a Final Exam: 8/5/17

<table>
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<tr>
<th>Examinations</th>
<th>Quiz:</th>
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<tbody>
<tr>
<td>Midterm Exam: 7/2/17</td>
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<tr>
<td>Final Exam: 8/5/17</td>
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Given the above projects, assignments, and tests, our grading distribution will be as follows:

**Grading**

1. Postings and discussion board items: 20%
2. Quiz and reflections: 20%
3. Mini-Case Study: 20%
4. Midterm Examination: 15%
5. Initial Personal Essay and personal photo: 5%
6. Final Examination: 20%

**Grade Distributions**

**Grading System:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100 points</td>
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<tr>
<td>A-</td>
<td>90-94 points</td>
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<tr>
<td>B+</td>
<td>88-89 points</td>
</tr>
<tr>
<td>B</td>
<td>80-83 points</td>
</tr>
<tr>
<td>B-</td>
<td>74-77 points</td>
</tr>
<tr>
<td>C+</td>
<td>78-79 points</td>
</tr>
<tr>
<td>C</td>
<td>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.

**Note regarding Tentative Class Schedule below**

The instructor reserves the right to make changes to the modules until Sunday at midnight. In case any information on the modules is changed, it is your responsibility to check the modules regularly. Sometimes changes might have to be made because “stuff” happens.

**CAALENDAR (Note: Please, read modules for complete listing of assignments.)**

**APA Style**

All Discussion Board postings, Reflections, Mini-Case Study Drafts, and Final Mini-Case Study Paper will be submitted using APA style format. Please, make sure you are familiar with APA style. All these documents will require citations and supporting evidence from established research studies.

**Week1 (5/30/17 to 6/5/17)**

**Topic:** Overview and Language - Module 1

**Procedures:**

1. Read and complete all activities in the Overview Module by Sunday of Week 1 (6/4/17).
2. Complete entire Introductory Module by Sunday of Week 1: view video
3. Write Initial Personal Essay and illustrate it with a personal photo or jpeg picture. **The submission of a personal photo is required. Copy and paste it at the beginning or at the end of a Microsoft word document.**


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**Assignments due:**

1. **Initial Personal Essay with photo (APA style)** - The submission of a personal photo is required. Copy and paste it at the beginning or at the end of a Microsoft word document. **Prompt:** Think back from the time you were a child to now; how has growing up in a bilingual or monolingual home environment influenced who you are and what you do in your personal and professional adult life? - **due by Sunday, June 4th, at Midnight-This must be submitted on the Blackboard Online.**

2. Answer Questions 1-5 - **due by Sunday, June 4th, at Midnight-This must be submitted on the Blackboard Online.**

3. **Read:** Monograph: 1. What is Language? (found in Introductory Module, pages 1-13) 2. All documents included in Overview and Introductory Modules.

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**Week 2 (6/5/17 to 6/11/17)**


**Procedures:**

1. Complete all of Module 2 (Chapter 1) and complete all of Module 3 (Chapter 2) by Sunday of Week 2.

2. Complete Quiz found inside Module 2.

1. Discussion Board postings 2.1, 2.2, 2.3, and 3.1 by Sunday of Week 2 (6/11/17) (respond to at least one classmates’ posting, for each posting).

3. Identify subject for Mini-Case Study and read the instructions under Module 3. Identify a subject/participant for your mini-case study. Your subject/participant can be your neighbor, your neighbor's child, your hairdresser, your nail salon manicurist, or someone in a nursing home; the person you select must be limited English proficient or bilingual (a second language learner). An individual that has experienced and experiences being a second language learner. Once you read all the instructions for completing the study, and identify your participant, make sure you get some
type of consent form from him/her. Reassure all stakeholders that his/her identity will not be revealed. You will assign a fictitious name to the participant. The following link show you some ideas to write up your own consent form. [http://www.mtu.edu/research/administration/integrity-compliance/review-boards/human-subjects/consent_forms.html](http://www.mtu.edu/research/administration/integrity-compliance/review-boards/human-subjects/consent_forms.html)

4. Review SOLOM (STUDENT ORAL LANGUAGE OBSERVATION MATRIX).

5. Re-read the instructions for your final "Mini-Case Study" Project and look over the documents associated with this study.

### Assignments due:

1. Discussion Board postings 2.1, 2.2, 2.3, and 3.1 (respond to at least one classmates’ posting, for each posting) (due by Sunday, June 11th, at Midnight-Central Time - This must be submitted on the Blackboard Online.

2. Complete Quiz found inside Module 2 - due by Sunday, June 11th, at Midnight-Central Time - This must be submitted on the Blackboard Online.

3. Identify subject for Mini-Case Study and read the instructions for the Mini-Case Study found under Module 2. Consider the age of the participant and begin to think on your approach for the interview. Complete all necessary procedures to have access to your participant.

4. Review SOLOM (STUDENT ORAL LANGUAGE OBSERVATION MATRIX) and the instructions for the Mini-Case Study under module 2.

5. Read: Baker, Chapter 1 and Chapter 2

### Week 3 (6/12/17 to 6/18/17)

**Finish Topic:** Language Assessment - Module 3, Baker Chapter 2

**Topic:** Societal Bilingualism - Module 4, Baker Chapters 3 and 4

**Procedures:**

1. Complete all of Module 4 (Chapters 3 and 4) by Sunday of Week 3 (6/18/17).

2. Finish discussion Board posting 3.2 from Module 3 (Chapter 2) (respond to at least one classmates’ posting).

3. Complete discussion Board postings 4.1, and 4.2 (Chapters 3 and 4) (respond to at least one classmates’ posting, for each posting).

2. Conduct Interview #1 for Mini-Case Study.
Assignments due:

1. **Conduct First Interview** (Forward a brief update on your interview including the following information: (Forward update on your interview including the following information: follow the format provided to you in the submission page.
   A) an introduction in which you state the point of your analysis: why errors/features are worth looking at; what they can tell us; what you hope to demonstrate, etc. and
   B) a brief description of your participant, including his/her language background; how you found your participant; what you had your participant do; how your interaction with the participant went, etc.)- due by Sunday, June 18th, at Midnight-This must be submitted on the Blackboard Online. Follow format on the BB for this assignment. (What can you conclude about the level of language acquisition of your participant? In what ways would it be possible to assist your participant if you were his/ her teacher? How do current theories of language acquisition learned in class shed light on your participant’s language acquisition process?)-due by Sunday, June 18th, at Midnight-Central Time-This must be submitted on the Blackboard Online.

2. Finish discussion Board postings 3.2 from Module 3 (Chapter 2) (respond to at least one classmates’ posting)- due by Sunday, June 18th, at Midnight-Central Time- This must be submitted on the Blackboard Online.

3. Discussion Board postings 4.1 and 4.2 (Chapters 3 and 4)(respond to at least one classmates’ posting, for each posting)-due by Sunday, June 18th, at Midnight-Central Time-This must be submitted on the Blackboard Online.

4. **Read:** Baker-Chapter 3 and 4

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**Procedures:**

1. Complete **Reflection 1** on Diglossia from Module 4 (Chapters 3 and 4) by Sunday of Week 4 (6/25/17). - write a one page or more reflection on the topic explained in the module. **Reflection items need to contain at least two credible sources as reference to support the points the student makes. APA style must be used. Reflections should be more than one page. They need to contain at least two references.**

2. Complete all of Module 5 (Chapters 5) by Sunday of Week 4.
3. Complete Discussion Board postings 5.1 and 5.2 (respond to at least one classmates’ posting, for each posting) Code switching.

4. Complete bibliographic citations

Assignments due:
1. **Complete Reflection #1** - due by Sunday, June 25th, at Midnight-Central Time-This must be submitted on the Blackboard Online.

**Prompt for Reflection #1**
Experts use the term "bilingualism", when referring to an individual’s use of two languages. However to refer to a community’s use of two languages, we need to use the term "diglossia" (pages 67-70). This represents the sociolinguistic perspective employed by Baker to explain language use, growth, and loss in the community.

Taking into account Baker’s definition, discuss one of the four types of diglossia keeping a specific community in mind. For instance, the Spanish-speaking community in Miami, Florida represents diglossia and bilingualism at the same time since Spanish is used both in the home and public domain and most Spanish-speakers can use both interchangeably to conduct business and interact with family.

2. **Send** bibliographic citations (following APA style) of 5 to 7 articles, books, book chapters, Baker, etc., that you will use in the research component of your Mini-Case Study. The 5 to 7 citations sent this week will indicate academic sources to consult prior to beginning the analysis of the Mini-Case Study. Your Final Mini-Case Study needs to have 7-10 or more references/sources--due by Sunday, June 25th, at Midnight-Central Time-This must be submitted on the Blackboard Online.

3. Complete Discussion Board posting 5.1 and 5.2 (respond to at least one classmates’ posting, for each posting) Code switching- due by Sunday, June 25th, at Midnight-Central Time-This must be submitted on the Blackboard Online.

4. **Read:** Baker-Chapter 5

| Week 5 (6/26/17 to 7/2/17) | **Topic:** Second Language Acquisition: Sequential-Module 6, Baker Chapter 6  
Topic: Midterm Review and Midterm Exam-Module 7  
Topic: Bilingualism and Cognition-Module 8, Baker Chapter 7 |

**Procedures:**
1. Complete all of Module 6 (Chapters 6), Module 7, and Module 8 (Chapter 7) by Sunday of Week 5 (7/2/17).
4. Complete Discussion Board Postings 6.1, 6.2, and 8.1 (respond to at least one classmates’ posting, for each posting).

2. Write Reflection #2.

3. Read and Study Mid-Term Review Questions.

4. Complete Mid-Term Exam.

Assignments due:
1. Complete Discussion Board posting Complete Discussion Board Postings 6.1, 6.2, and 8.1 (respond to at least one classmates’ posting, for each posting)- due by Sunday, July 2nd, at Midnight-Central Time-This must be submitted on the Blackboard Online.

1. Complete Reflection #2 - due by Sunday, July 2nd, at Midnight-Central Time-This must be submitted on the Blackboard Online. Reflection items need to contain credible research as reference to support the points the student makes. APA style must be used. Reflections should be more than one page. They need to contain at least two references.

Prompt for Reflection #2
In Module 5, SLA and Learning, Part 1, and in Module 6, SLA and Learning, Part 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.

2. Read and study Mid-Term Review Questions-Take Midterm Exam--due by Sunday, July 2nd, at Midnight-Central Time-This must be submitted on the Blackboard Online.

3. Read: Baker-Chapter 6 and Chapter 7

### Procedures:

1. Complete all of Module 9 (Chapters 8) by Sunday of Week 6 (7/9/17).

2. Conduct and transcribe Interview #2 for Mini-Case Study.

3. Complete Discussion Board items 8.2, 9.1, and 9.2 (respond to at least one classmates’ posting, for each posting).

4. Write reflection #3.

### Assignments Due:

1. **Conduct and Transcribe Second Interview** - (Forward update on your interview including the following information: follow the format provided to you in the submission page. The following are points you should include: a language development analysis, including anything you feel worthy of mention regarding your informant’s performance, including both “errors” and ways s/he was able to compensate for lack of proficiency to communicate his/her message successfully. Use specific examples. Refer back to lines of the transcript (hence the advantage of numbering the lines in your transcript!) when appropriate to support the points you are making - due by Sunday, July 9th, at Midnight-Central Time -This must be submitted on the Blackboard Online.

2. **Complete Reflection #3** - due by Sunday, July 9th, at Midnight-Central Time -This must be submitted on the Blackboard Online.-This must be submitted on the Blackboard Online. Reflection items need to contain credible research as reference to support the points the student makes. APA style must be used. Reflections should be more than one page. They need to contain at least two references.

### Prompt for Reflection #3

After reading Baker Ch. 7 and Baker Ch. 8, you may suspect that being proficient in a second language has been linked to a number of cognitive and linguistic advantages. Nevertheless, Cummins does place limits on these cognitive benefits by linking these cognitive advantages to the students’ attainment of academic proficiency in their L1. Using your personal and professional experiences, reflect on Cummins’ Common Underlying Proficiency and the Threshold Theory. How would the CUP model and the Thresholds Theory help you understand your own students’ linguistic proficiency in the classroom?

6. Complete Discussion Board posting 8.2, 9.1 and 9.2 (respond to at least one classmates’ posting, for each posting).- Sunday, July 9th, at Midnight-Central Time -This must be submitted on the Blackboard Online.
<table>
<thead>
<tr>
<th>Week 7 (7/10/17 to 7/16/17)</th>
<th><strong>Topic:</strong> Historical Foundations- Module 10, Baker Chapters 9-10</th>
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<tr>
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<td><strong>Procedures:</strong></td>
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<td></td>
<td>7. Complete all of Module 10 (Chapters 9 and 10) by Sunday of Week 7 (7/16/17).</td>
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<td>8. Complete Discussion Board posting 10 (respond to at least one classmates’ posting).</td>
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<td></td>
<td>1. Synthesize information from Interview 1 and Interview 2. Submit First Draft of Mini-Case Study Paper</td>
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<td><strong>Assignments Due:</strong></td>
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<td>1. <strong>First Draft Mini-Case Study Paper-Synthesize what you have found in Interview 1 and Interview 2—Follow the rubric.</strong> Your information should already have the correct format if you have been following the format provided in the submission screen for interview one and interview two. (What can you conclude about the level of language acquisition of your participant? In what ways would it be possible to assist your participant if you were his/her teacher? How do current theories of language acquisition learned in class shed light on your participant’s language acquisition process? Make sure you follow APA style to write this document. Submit your Case Study, including Appendices with two transcriptions, two SOLOM scale ratings—due by Sunday, July 16\textsuperscript{th}, at Midnight-Central Time—This must be submitted on the Blackboard Online.</td>
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<td>2. Complete Discussion Board posting 10 (respond to at least one classmates’ posting)—<strong>Sunday, July 16\textsuperscript{th}, at Midnight-Central Time—This must be submitted on the Blackboard Online.</strong></td>
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<td>3. <strong>Read:</strong> Baker-Chapter 9 and Chapter 10</td>
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<tr>
<th>Week 8 (7/17/17 to 7/23/17)</th>
<th><strong>Topic:</strong> Programs and Research- Module 11, Baker Chapters 11-12</th>
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<td><strong>Procedures:</strong></td>
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<td></td>
<td>9. Complete Discussion Board posting 11 (respond to at least one classmates’ posting).</td>
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### Assignments Due:

1. **Complete Discussion Board posting 11** (respond to at least one classmates’ posting). *(It is more involved than usual, so be sure to allow yourself sufficient time to complete it appropriately)* (don’t forget to (respond to at least one classmates’ posting). - due by Sunday, July 23rd, at Midnight-Central Time - This must be submitted on the Blackboard Online.

2. **Revise Mini-Case Study Paper as you get it from the instructor**

   **Read**: Baker - Chapter 11 and Chapter 12

### Week 9  
(7/24/17 to 7/30/17)

**Topic: Literacy** - Module 12, Chapter 14  
**Topic: Solutions** - Module 13, Chapter 17

### Procedures:

1. Complete all of Module 12 by Sunday of Week 9 (7/30/17).

2. Complete Discussion Board postings 12.1 and 12.2 (respond to at least one classmates’ posting, for each posting).

3. Complete all activities in Module 13 by Sunday of Week 13 (No postings).

4. Complete the online professor evaluation from the UST link provided on the BB.

5. Submit Final Version of Mini-Case Study.

### Assignments Due:

1. **Complete Discussion Board posting 12.1 and 12.2.** (respond to at least one classmates’ posting, for each posting) - **due by Sunday, July 30th, at Midnight-Central Time** - *This must be submitted on the Blackboard Online.*

2. Submit Final Version of Mini-Case Study. - **due by Sunday, July 30th, at Midnight-Central Time** - *This must be submitted on the Blackboard Online.*

3. **Complete the online professor evaluation** from the UST link provided on the BB.

4. **Read**: Baker  Chapter 14 and Chapter 17

### Week 10  
(7/31/17- 8/5/17)

**Topic: Review Activities** - Module 14

### Procedures:
1. **Complete Final Exam Review Sheet.**

2. **Catch up on reading assignments.**

3. **No new postings for Module 14**

4. **Take the final exam which will be available on Blackboard Online**

**Assignments Due:**

1. **Take the final exam** on the date specified- **due by Saturday, August 5th, at Midnight-Central Time**- **This must be submitted on the Blackboard Online.** The Exam will be available from Friday, August 4th to Saturday, August 5th at 11:59 P.M.-Central Time. Just keep in mind that once you begin to take the exam, you will have to do it in one sitting. After you enter the exam electronically, you may not close the test file before you are ready to submit it.

2. **Read:** Review sheet