

The College of Education and Behavioral Sciences
School of Education
Houston Baptist University

Course Syllabus
EDBI 4305 Second Language Acquisition
Spring 2014

COURSE DESCRIPTION

This course helps to introduce students to theories of second language acquisition; comparison of first and second language acquisition; second language acquisition in children and adults and in the bilingual child. Also included in the course is an introduction to sociolinguistic considerations and assessment of language dominance and proficiency. Student learning will focus on acquisition of English as a second language.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Prerequisites: None

DATE AND TIME OF CLASS MEETINGS: Monday, Wednesday 2:00-3:15PM

ROOM NUMBER Hinton 115

INSTRUCTOR INFORMATION

Name/Title: Elizabeth (Polly) Trevino, Ph.D.

E-mail: etrevino@hbu.edu

Office Phone: 281-649-3020

Office Location: Hinton 347

Office Hours: M/W 11:00AM-1:00PM, T 1:30-6:30PM

Other times (including online/virtual office hours) are available by appointment.

LEARNING RESOURCES

Course Text(s):

Required Textbook:

Lightbown, P. & Spada, N. (2013). *How Languages Are Learned* (4th ed.). Oxford: Oxford University Press. ISBN 0194541266.

Selected scholarly articles available from the HBU Moody Library (posted or linked on Blackboard)

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students to acquire knowledge of language acquisition and development, along with awareness, sensitivity, and compassion for English language learners. This course is taught in a Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service to others.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will prepare learners to function as knowledgeable and effective teachers of English language learners. The course will (a) provide students with the knowledge and theory of language and language acquisition that is necessary for teaching English learners; (b) include opportunities to apply language acquisition knowledge to an authentic second language learning case; and (c) promote students' cross-cultural awareness and ability to interact in a diverse and global Christian community.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Understand fundamental linguistics concepts, such as phonology, morphology, syntax, semantics, and pragmatics, and analyze language samples based on this knowledge.
2. Explain, compare, and contrast first- (L1) and second- language (L2) acquisition/development.
3. Identify and discuss the effects of individual differences on language learning.
4. Identify and explain current theories of second-language acquisition and bilingualism in children and adults.
5. Demonstrate awareness of sociolinguistic considerations that affect language learning and language use (e.g., language variation, registers and styles).
6. Understand and use second language assessment procedures and instruments to assess second language learners.
7. Define culture, discuss the relationship between language and culture, and demonstrate awareness of culture in the second language classroom.
8. Use knowledge of linguistics, language acquisition, individual differences, sociolinguistics, assessment, and culture to create an effective second-language learning environment for English language learners.

9. Conduct, write, and present a case study project, in which the student (a) analyzes and evaluates an English learner's language acquisition and (b) synthesizes the learner's case with course learning and research.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines, TEKS, and ELPS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following **TExES ESL Supplemental** and **Bilingual Supplemental** Competencies are addressed in part or in full in this course:

- ESL 001** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- ESL 002** The ESL teacher understands the processes of first (L1) and second (L2) language acquisition and the interrelatedness of L1 & L2 development.
- ESL 004** The ESL teacher understands how to promote students' communicative language development in English.
- ESL 005** The ESL teacher understands how to promote students' literacy development in English.
- ESL 007** The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.
- ESL 009** The ESL teacher understands factors that affect ESL student's learning and implements strategies for creating an effective multicultural and multilingual learning environment.
- BIL 001** The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.
- BIL 002** The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

E-1. Structured Language Teaching: Phonology

- A. Discuss the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Overview of language and linguistics
2. First language acquisition
3. Second language (L2) acquisition (SLA) and development
4. Individual differences in SLA
5. SLA Theories
6. L2 Assessment
7. SLA and culture
8. L2 classroom instruction

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Lecture, explanation, and readings
2. In-class and online discussion
3. Student presentations
4. Cooperative learning activities
5. Project-based learning: Case study
6. Homework and project assignments which require reading, research, summarizing of information and reflection.

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
<i>Midterm Exam</i>	1,2,3,5	PPR Domains I, II, III, IV IDA E-1.A ESL Sup 001, 002, 004, 009 Bil Sup 001, 002	15%
<i>Final Exam</i>	4,5,6,7,8	PPR Domains I, II, III, IV ESL Sup 002, 004, 005, 007, 009 Bil Sup 001, 002	15%
<i>Case Study Paper & Presentation</i>	1,2,3,4,5,6,7,8,9	PPR Domains I, II, III, IV ESL Sup 001, 002, 004, 005, 007, 009 Bil Sup 001, 002	30%
<i>Reading Quizzes (Average of quiz grades)</i>	1,2,3,4,5,6,7,8	PPR Domains I, II, III, IV	15%

with lowest score dropped)		ESL Sup 001, 002, 004, 005, 007, 009 Bil Sup 001, 002	
<i>Assignments (In-class & Homework)</i> ³	1,2,3,4,5,6,7,8	PPR Domains I, II, III, IV ESL Sup 001, 002, 004, 005, 007, 009 Bil Sup 001, 002	25%

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TExES competencies (listed previously).

³ Each of these will result in a 1-100 score and an average of these scores will be determined. This average will count 25% of the final grade.

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies. In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 7 absences occur, the course grade will be “F” no matter what test and paper scores might be.

Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work (except reading quizzes) will only be accepted before the next class session (with a 20% grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in no more than one week after the student returns to class. No work will be accepted after the last day of class. Reading quizzes cannot be made up or submitted late unless there is proper documentation of an excused absence.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Elizabeth (Polly) Trevino

December 11, 2013

Instructor's Signature

Date

**EDBI 4305 Second Language Acquisition
TENTATIVE SCHEDULE**

	Class Date	Topics	Readings Due ^{***}	Assignments/Projects Due ^{***}
Week 1	W 1/22	Introduce Course & Review Syllabus What is language?		
	M 1/27	Language & Thought	TBD	HW1: Syllabus Quiz Reading Quiz
Week 2	W 1/29	Use in the US Bilingualism	TBD	HW2: Research-LOTE in the US (Census data)
	M 2/3	Intro to Linguistics	TBD	Reading Quiz
Week 3	W 2/5	L1 Acquisition	Ch. 1	
	M 2/10	L1 Acquisition	Ch. 1	Reading Quiz
Week 4	W 2/12	L2 Development	Ch. 2	HW3: L1 Acquisition
	M 2/17	L2 Development	Ch. 2	Reading Quiz
Week 5	W 2/19	Individual Differences	Ch. 3	
	M 2/24	Individual Differences	Ch. 3	Reading Quiz
Week 6	W 2/26	Individual Differences	TBD	
	M 3/3	L2 Acquisition Theories	Ch. 4	HW4: Individual Differences
Week 7	W 3/5	L2 Acquisition Theories	Ch. 4	Reading Quiz
	M 3/10 W 3/12	Spring Break NO CLASS MEETINGS		
Week 8	M 3/17	L2 Acquisition Theories	TBD	
	W 3/19	Midterm Exam		Midterm Exam today
Week 9	M 3/24	L2 Assessment	TBD	Reading Quiz
	W 3/26	L2 Assessment	TBD	HW5: L2 Acq Theories
Week 10	M 3/31	L2 Assessment	TBD	Reading Quiz
	W 4/2	L2 & Culture	TBD	

Week 11	M 4/7	L2 & Culture	TBD	
	W 4/9	L2 & Culture	TBD	Reading Quiz HW6: L2 & Culture
Week 12	M 4/14	L2 Classroom and Instruction	Ch. 5	Reading Quiz
	W 4/16	L2 Classroom and Instruction Case Study Due	Ch. 5	Case Study Due
Week 13	M 4/21	Case Study Presentations		Case Study Presentations, Group 1
	W 4/23	Case Study Presentations		Case Study Presentations, Group 2
Week 14	M 4/28	L2 Classroom and Instruction	Ch. 6	HW7: L2 Instruction
	W 4/30	L2 Classroom and Instruction	Ch. 6	Reading Quiz
Week 15	M 5/5	Lecture Topic TBD	TBD	
	W 5/7	Course Review		
Final Exam Date/Time TBA				

*** Readings and Assignments are due on the date listed. For example, HW1: Syllabus Quiz should be submitted on Bb by the beginning of class on 1/27/2014.

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2q1vuF3qlz1NjEWFEMtxaBMvC	
I, II, III	3. Child Development	A variety of theories for child development.	Readings, lectures, in-class activities, quizzes, midterm exam
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	5. Learning Theories	A variety of learning theories	
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	7. Content TEKS		
I, II, IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	In-class activities, readings, quizzes, case study, final exam
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elp.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	Readings, lectures, in-class activities, homework, quizzes & exams, portfolio
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/stantest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Case Study Research, homework, quizzes
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	
IV	17. Certification Test Preparatio (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	ESL/Bil Ed test frameworks presented on Class 1; Quizzes include questions in TExES format.

TAC §228.35 & H.B. 2012 Requirements

I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS; the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.: the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

ASSIGNMENT DESCRIPTIONS AND RUBRICS

Exams. A midterm and a final exam will be given. Exams will include selected-response items (e.g., multiple-choice, matching) and constructed-response items (e.g., short answer, essay). Constructed-response items will be scored according to clarity, accuracy, relevance, and completeness.

Case Study of a Second Language Learner. Conduct a **case study** describing the language acquisition development of a second language learner (either an adult or child English learner). All case study subjects (or their guardians, if minors) must sign a consent form to participate in the project. A local charter school has agreed to host HBU students who would like to tutor ELLs for this project. Alternatively, you may use an acquaintance who is a non-native speaker of English and would like to practice his/her English skills.

You will need to meet with your learner for conversation or tutoring for at least 8 times (45 min-1 hr per session). What you do during the sessions will depend on the learner's needs. Possibilities include: being a conversation partner to help him/her develop conversational English, providing tutoring in English language skills or academic/content knowledge, or similar. For each meeting, you will write reflective field notes documenting your meeting and observations of the learner's language acquisition. Occasionally, there will be specific assignments or tasks that you will ask the learner to complete.

The final product will be a **research paper** (8-10 pages) documenting the English learner's progress in language development. The paper will include: (a) a personal, cultural, linguistic, and academic biography of the learner; (b) informal language samples; (c) oral language assessments; and (d) discussion, explanation, and analysis of the learner's language acquisition using appropriate references (minimum 5 references, textbook can be a reference). Use APA style to document citations and references. Each student will present his/her case study to the class in a formal 5-7 minute presentation. Complete project instructions and grading rubric will be available on Blackboard and discussed in class. Exemplar papers will be provided.

Reading Quizzes. Please complete all readings before class begins so that you can participate fully in the class discussion and conversation. Reading Quizzes will be given at the beginning of class on designated days. *Tardy students will not be allowed to make*

up the Reading Quiz. Reading quiz make-ups are only allowed with appropriate documentation of an excused absence (e.g., doctor's note or university-sponsored activity). 11 quizzes will be given; your lowest quiz grade will be dropped. Your average quiz score (w/lowest score dropped) will be 15% of your course grade. Quiz questions will be selected-response (e.g., multiple-choice, matching, etc.) and short answer. Some quiz questions will be written in the format of TExES exam questions.

Assignments (In-Class & Homework). Assignments are formative assessments to prepare you for exams and your final project. You will have both in-class and homework assignments. In-class assignments include cooperative learning activities or informal group presentations. Grading criteria vary by assignment. Homework assignments are assigned and due on designated dates. Generally, you will submit homework on Blackboard. Grading criteria vary by homework assignment; criteria will be specified on each Blackboard assignment. Each assignment will result in a 1-100 score and an average of these scores will be determined. This average will count for 25% of the final grade.