



**Midwestern State University
Gordon T. & Ellen West College of Education**

EDBE 4303 370 - Second Language Acquisition

Syllabus

Fall 2020

Hybrid

Professor Information

Kelly Medellin, PhD

Office is located in BH 216 Office Hours

Office Telephone: 397- 6265 E-mail: kelly.medellin@msutexas.edu

Cell Number 940-867-2594

Office Hours: Monday and Wednesday 10:00 am-12:00 pm, Tuesday 10:00-11:00 am

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Required Reading

Freeman, D. E. & Freeman, Y. S. (2001) (2nd ed.). *Between Worlds: Access to Second Language Acquisition*. Portsmouth, NH: Heinemann.

Course/Catalog Description

EDBE 4303 Second Language Acquisition: Established principles and recent developments in second language acquisition and their educational applications

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

- Students will learn the theoretical basis of language and language acquisition competencies.
- Students will learn the components of language in general.
- Students will learn cognates and false cognates in both languages.
- Students will acquire linguistic knowledge of the production of sounds in English and Spanish.
- Students will explore the levels of L2 Proficiency.
- Students will understand the interdependence of L1 and L2.
- Students will learn personality factors that affect L2 acquisition.
- Students will be exposed to language variation and modification.
- Students will understand the stages of language development.
- Students will use first- and second-language acquisition strategies to promote students' English language development.
- Students will be exposed to formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs.
- Students will understand how to use standards-based procedures with ESL students.
- Students will learn about family and community involvement trends that contribute to an effective English learning environment.

Bilingual Education Supplemental

Domain I-Bilingual Education

Competency 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).

The beginning teacher:

A. Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.

B. Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.

C. Demonstrates knowledge of stages of first- and second-language development and theories/models of first- and second-language development (e.g., behaviorist, cognitive) and understands the instructional implications of these stages and theories/models.

D. Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies and materials for teaching L1 and L2.

E. Understands the interrelatedness and interdependence of first- and second-language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).

F. Knows and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum, including providing focused, targeted and systematic second language acquisition instruction to English-language learners (ELLs) in Grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening, speaking, reading and/or writing in accordance with the English Language Proficiency Standards (ELPS).

G. Understands cognitive, linguistic, social and affective factors affecting second-language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students' language development in L2.

Assessment

Students will demonstrate mastery of these standards by their participation in class, double entry reflective journals, research, and the completion of a teaching demonstration and a final paper.

Assignments

1. Student Engagement and Chapter Assignments 10%

You are expected to read assignments and modules, and to actively participate in group discussions and complete all work for each module.

2. Reading Summary/Reflection Paper 20%

You must respond to the *Meeting the Needs of Second Language Learners* textbook (available on PDF in D2L) in a summary paper. The paper must contain the key ideas of the chapters read for that evenings readings, what was square with

my thinking, something that related to your own ideas, something pointed out to me, new that you learned and something still circling in my head, that you have a question about.

3. ELL Portfolio 40%

You will prepare a portfolio demonstrating your knowledge of ESL methods and your ability to plan appropriate instruction for CLD students. Your portfolio should contain the following items:

Part I: English Language Proficiency Standards

Part II: Instructional Strategies for English Language Learners

Part III: Sheltered Instruction Observation Protocol Lesson Plan

Part IV: Instructional Strategy Modeling and Reflection

4. Testimonios Essay & Presentation 30 %

You will write and submit a 5 page double-spaced essay about your life story as it relates to the course readings. Your presentation will be online with a voiceover. You must incorporate some form of technology and are encouraged to share a cultural artifact(s) as well.

Grading Procedures

A	90 - 100%	Work is outstanding and exemplary
B	80 - 89%	Work that is above the minimum requirements
C	70 - 79%	Work that meets expected level of performance for most students
D	60 - 69%	Work that falls short of minimum criteria
F	59% or below	Work that falls well below the expected level of performance for most students

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

Other Class Policies

- Disability Support - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are

entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

- Academic Honesty Policy - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- Professionalism Policy - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook
- Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information

regarding campus carry, please refer to the University's webpage at:
[Campus Carry](#)

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

References

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

Thomas, W. P., Collier, V. P., & Center for Research on Education, Diversity & Excellence. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Washington, DC: Center for Research on Education, Diversity & Excellence.

[Reading Rockets Evidence Based Practices](#)

[High Leverage Practices](#)

[ELL strategies-best-practices](#)