BIEM 4345 LANGUAGE ACQUISITION AND DEVELOPMENT

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I. COURSE DESCRIPTION

A study of language acquisition and development with special reference to implications for monolingual and bilingual learners.

II. RATIONALE

BIEM 4345 is a required course for the Bilingual Education Supplemental certificate.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies for teachers covered in this course follow.

Learner-Centered Knowledge. The teacher possesses and draws on a rich knowledge base of content . . . to provide relevant and meaningful learning experiences for all students.

Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.

IV. STUDENT LEARNING OUTCOMES

Students in the Bilingual Education Supplemental certificate program will:

• demonstrate a depth of knowledge of bilingual education;
  (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student learning outcome.)
• demonstrate a depth of speaking ability in Spanish;
  (BIEM 4355 and BIEM 4356 are linked to this student learning outcome.)
• effectively apply the competencies of a bilingual education teacher in their student teaching experience.
  (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student learning outcome.)
V. TExES COMPETENCIES

The Bilingual Education Supplemental Field 164 TExES program competencies covered in this course follow.

DOMAIN I - BILINGUAL EDUCATION

Competency 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.

The beginning teacher:

- Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.

- Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

- Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.

- Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.

- Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, . . .

- Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, . . .).
• Knows how to create a learning environment that addresses bilingual students’ affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, . . .).

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:

• 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.

• 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.

• 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.

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

• 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.

VI. COURSE OBJECTIVES AND OUTCOMES

This course is designed to provide students with knowledge about: (1) fundamental aspects associated with language, (2) theories of child language acquisition, (3) some descriptions of child language development, (4) factors which influence linguistic
diversity, (5) aspects of linguistic socialization, (6) defining bilingualism, (7) a person’s use of bilingualism, (8) simultaneous bilingualism processes, (9) sequential bilingualism processes, (10) important characteristics of English language learners, (11) psychological (social-emotional) factors in second language acquisition, (12) psychological (cognitive) factors in second language acquisition, and (13) sociocultural factors in second language acquisition.

The Bilingual Education Supplemental Field 164 TExES program objectives for this course follow: (1) understand the foundations of bilingual education and the concepts of bilingualism and biculturalism in order to create an effective learning environment for students in the bilingual education program (V. 001) and (2) understand processes of first- and second-language acquisition and development in order to promote students’ language proficiency in their L1 and L2 (V. 002).

VII. COURSE TOPICS

The major topics to be considered are the following:

X Species-specific definition of language
X Attributes of language
X Language universals
X Language subsystems
X Child language acquisition theories
X Some descriptions of child language development
X Factors influencing linguistic diversity and aspects of linguistic socialization
X Defining bilingualism and an individual’s use of bilingualism
X Processes of simultaneous bilingualism and sequential bilingualism
X Important characteristics of English language learners
X Psychological (social-emotional) factors in second language acquisition
X Psychological (cognitive) factors in second language acquisition
X Sociocultural factors in second language acquisition

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

X Lecture/discussion approach
X Readings study questions
X In-class DVDs

IX. EVALUATION AND GRADE ASSIGNMENT
The final grade will be based on the following:

<table>
<thead>
<tr>
<th>Test</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Test I</td>
<td>30%</td>
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<tr>
<td>Test II</td>
<td>30%</td>
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<tr>
<td>Test III</td>
<td>30%</td>
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<tr>
<td>VHS and DVD Assignments</td>
<td>10%</td>
</tr>
</tbody>
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The letter grade equivalent for the cumulative percentage points earned follows:

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- Below 60% = F

X. COURSE SCHEDULE AND POLICIES

The weekly schedule for this course follows.

Jan. 23: Provide a synopsis of the course and discuss the library assignments
Lecture on the fundamental aspects associated with language (human language defined, language attributes, linguistic universals)
Thomas & Tchudi - The nature of language, pp. 31-44

Jan. 30: Finish the lecture on the fundamental aspects associated with language (linguistic competence and performance, language subsystems)
Gleason - The structure of language: Learning the system, pp. 6-9
P106 .H85 (Part 1) Discovering the human language “Colorless green ideas” (55 minutes)

Feb. 6: Lecture on theories of child language acquisition (behavioral approach, linguistic approach)
Parker & Riley - Nativism and empiricism, pp. 229-231
P106 .H85 (Part 2) Acquiring the human language “Playing the language game” (55 minutes)

Feb. 13: Finish the lecture on theories of child language acquisition (cognitive approach, sociocultural theory, social interaction approach)
Pérez & Torres-Guzmán - Piaget’s theory of cognitive development, pp. 29-32; Vygotsky’s language/thought relationship, pp. 32-33
Bohannon & Bonvillian - Social interaction approach, pp. 180-182; Social interactive language learning, pp. 182-184

Review for Test 1
Feb. 20: Test I

Feb. 27: Lecture on some descriptions of child language development
Moskowitz - The acquisition of language, pp. 6-30

Lecture on factors which influence linguistic diversity and discuss aspects of linguistic socialization (communicative competence, language functions)
Peñalosa - Factors stimulating change, pp. 32-34; Linguistic socialization, pp. 41-42; Acquisition of communicative competence, pp. 50-51
Pinnell - Ways to look at the functions of children’s language, pp. 110-117

Mar. 6: Finish the linguistic socialization lecture (speech styles and registers)

Lecture on defining bilingualism and a person’s use of bilingualism
Hamayan & Damico - Developing and using a second language, pp. 40-47

Lecture on simultaneous bilingualism (child’s awareness of two languages, stages of simultaneous linguistic development, “developmental” linguistic findings of simultaneous bilingualism)
Kessler - Language acquisition in bilingual children, pp. 26-42

Mar. 13: Spring Break

Mar. 20: Lecture on sequential bilingualism (studies of children acquiring a second language in a natural milieu, developmental features, a theoretical framework for second language acquisition [Krashen’s Monitor Model])
Kessler - Language acquisition in bilingual children, pp. 42-54
Díaz-Rico - Krashen’s Monitor Model, pp. 58-59

Mar. 27: Finish the lecture on sequential bilingualism (Ventriglia’s taxonomy of second language learners’ learning style strategies and motivational style strategies, learners’ errors in second language acquisition)
"Comprehensible input: Making meaning, fluency and accuracy"
(12 minutes)

Lecture on important characteristics of English language learners
Cloud, Genesee & Hamayan - Getting to know your English language learners, pp. 20-31

Review for Test 2

Apr. 3: Test II
Apr. 10:  Lecture on psychological (social-emotional) factors in second language acquisition (self-esteem, risk-taking, motivation, anxiety level, attitudes of the learner, empathy, extroversion, introversion)
Richard-Amato - The affective domain, pp. 152-157
Brown - Affective factors in second language acquisition, pp. 143-162

Lecture on psychological (cognitive) factors in second language acquisition (CALP [Cummins’ two-dimensional model of communicative proficiency])

Apr. 17:  Continue the lecture on psychological (cognitive) factors in second language acquisition (CALP [SUP and CUP models of bilingualism, interdependence hypothesis, the iceberg analogy], age, strategies)
Baker - Cognitive theories of bilingualism and the curriculum, pp. 164-167

Apr. 24:  Finish the lecture on psychological (cognitive) factors in second language acquisition (learning style, types of bilingualism and related cognitive effects)
Brown - Learning styles, pp. 111-120
Baker - The thresholds theory, pp. 167-169

May 1:  Lecture on sociocultural factors in second language acquisition (concepts of cultural contact, stages of acculturation, differential value systems, differential status of languages and dialects)
Brown - Acculturation and culture shock, pp. 187-188; Social distance, pp. 188-189
Nieto & Bode - Linguistic diversity in U.S. classrooms, pp. 210-211; 221-222; 226-227

Review for Test 3

May 8:  Test III

Class attendance is essential due to the nature of this course. Make-up exams require professor approval.

XI. TEXTBOOK

BIEM 4345 course packs are required for the course.
XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 7, 2017 is the last day to drop a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred Method for Scholarly Citations
The 6th edition of the Publication manual of the American Psychological Association is the preferred method for citations within papers.

Classroom/Professional Behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward University faculty and staff members. Specific rules and information are available in the TAMU-CC student handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.
These documents are accessible through the University Rules website at http://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***
The *Americans with Disabilities Act* is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event and classes could not be held on campus of Texas A&M University-Corpus Christi, this course would continue through the use of email and/or Blackboard. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (e.g., emails, websites, Blackboard) will be operational within two days of the closing of the physical campus. Students need to make certain that the course instructor has a primary and secondary means of contacting each student.

*Required by SACS