BIEM 4345 LANGUAGE ACQUISITION AND DEVELOPMENT

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Office hours: T & W 10:00-1:00
Office location: ECDC 232

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. LEARNING OBJECTIVES

Students enrolled in BIEM 4345 will:

- demonstrated knowledge of basic linguistic concepts and major language components.
- demonstrate knowledge of the stages of first- and second language development theories, concepts and theories of language acquisition and the interrelatedness of first and second language acquisition.
- apply knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate methods, strategies and materials for teaching L1 and L2

IV. 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).

V. COURSE TOPICS

The major topics to be considered are the following:

- Attributes of language
- Language universals
- Language subsystems
- Child language acquisition theories
- Some descriptions of child language development
- Factors influencing linguistic diversity and aspects of linguistic socialization
- Processes of simultaneous bilingualism and sequential bilingualism
- Important characteristics of English language learners
- Psychological (social-emotional) factors in second language acquisition
- Psychological (cognitive) factors in second language acquisition
- Sociocultural factors in second language acquisition

VI. MAJOR COURSE REQUIREMENTS

- Weekly reading reflection assignments – 25%
  - demonstrated knowledge of basic linguistic concepts and major language components, the stages of first- and second language development theories, concepts and theories of language acquisition and the interrelatedness of first and second language acquisition as reviewed in required course readings.
- Content application assignments – 30%
  - Practical classroom application of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate methods, strategies and materials for teaching L1 and L2.
- Test I, II, III – 30% (10% each)
- Final Exam – 10%
- Class participation – 5%
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

VII. REQUIRED READINGS


Supplemental readings will be provided electronically via Blackboard

VIII. 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.

IX. TExES COMPETENCIES

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

**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:

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

(F) 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.

(I) how to create an effective bilingual and multicultural learning environment

(J) Knows how to create a learning environment that addresses bilingual students’ affective, linguistic and cognitive needs.

**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) 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).

(E) 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.

**X. COURSE SCHEDULE AND POLICIES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
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<tbody>
<tr>
<td>1/14/19</td>
<td>Introduction to course topics and assignments</td>
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<tr>
<td></td>
<td><strong>Module 1: Foundations of Language</strong></td>
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<td>1/28/19</td>
<td>Language Systems:</td>
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<td>Date</td>
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<tr>
<td>2/4/19</td>
<td>Structures of English, Patterns and Conventions:</td>
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<td>• phonology, morphology, syntax, lexicon, semantics, discourse and</td>
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<td>pragmatics</td>
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<td>2/11/19</td>
<td>Linguistic Concepts:</td>
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<td>• language variation/change, dialects, register</td>
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<td>2/18/19</td>
<td>Function and Register of Language:</td>
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<td>• social vs. academic language</td>
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<td>• modification of academic instructional material</td>
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<td>2/25/19</td>
<td>TEST I</td>
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<td>3/4/19</td>
<td>L1 &amp; L2 Language Development Theory:</td>
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<td>• Behaviorist vs. Cognitive theory</td>
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<td>3/18/19</td>
<td>Language Theories and Concepts:</td>
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<td>• First language acquisition</td>
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<td>• Second language acquisition</td>
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<td>3/25/19</td>
<td>TEST II</td>
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<td>4/1/19</td>
<td>Interrelatedness and Interdependence of L1 &amp; L2:</td>
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<td>• Interrelatedness of first language acquisition and second</td>
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<td>language acquisition</td>
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<td>4/8/19</td>
<td>Common Language Errors &amp; External Factors:</td>
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<td>• idioms, L1 interference, syntax, phonology/morphology</td>
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<td>• background, academic history, self-esteem, motivation, school/home</td>
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<td>community</td>
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<td>4/15/19</td>
<td>TEST III</td>
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<td>4/22/19</td>
<td>Theory and Research Based Methods and Strategies to Promote</td>
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<td>FLA &amp; SLA</td>
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<td>4/29/19</td>
<td>Methods of Teaching ESL</td>
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<td>• Targeted SLA</td>
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<td>• Language across the curriculum</td>
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<td>TBA</td>
<td>Final Exam: TEST IV</td>
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Class attendance is essential due to the nature of this course. Acceptance of late-work and make-up of missed tests will be at the discretion of the professor.
Attendance
Attendance is essential due to the nature of this course. Two absences will be permitted; the third will result in the deduction of a letter grade from the final letter grade.

Late-Work
Late work will be accepted only 48 hours after the original due date and be subject to a 10 point penalty. Students may submit a maximum of two assignments late for this course.

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 5, 2019 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*