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%
- 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:

\[
\begin{align*}
90\% - 100\% &= A \\
80\% - 89\% &= B \\
70\% - 79\% &= C \\
60\% - 69\% &= D \\
\text{Below 60\%} &= F
\end{align*}
\]
VII. **REQUIRED READINGS**


*Supplemental readings will be provided electronically via Blackboard*

VIII. **STATE ADOPTED PROFICIENCIES FOR TEACHERS:**
State-adopted proficiencies and standards covered in BIEM 4345 include the following:

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<tr>
<th>Course Module/Topics</th>
<th>Texas State Board of Educator Certification (SBEC) Standards</th>
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<td><strong>Module 1: Foundations of language</strong></td>
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<td>Linguistic concepts</td>
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<td><strong>Module 2: Language acquisition theory</strong></td>
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<td>L1 &amp; L2 language learning stages</td>
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<td><strong>Module 3: Factors effecting language acquisition</strong></td>
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<tr>
<td>Interrelatedness and interdependence of L1 &amp; L2</td>
<td>2 &amp; 3</td>
<td>II, III, IV</td>
</tr>
<tr>
<td>External factors &amp; language errors</td>
<td>1, 2, 4</td>
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<td><strong>Module 4: Supporting language acquisition in the classroom</strong></td>
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<tr>
<td>Second language learning in the classroom</td>
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<td>II, IV, V, IV</td>
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<tr>
<td>Language acquisition across the curriculum</td>
<td>2, 3, 5</td>
<td>II, IV, V, IV</td>
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</table>
Texas State Board of Educator Certification standards can be accessed at:
p_rloc=&p_tloc=&p_ploc=&p=1&p_tac=&ti=19&pt=2&ch=149&rl=1001

Texas State Board of Educator Certification English as a Second Language (ESL) Standards can be accessed at:
https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/
IX. COURSE POLICIES

Attendance
Consistent course interaction and regular, punctual attendance is required. Students are allowed two absences without penalty for the semester. Absences beyond the first will result in a 3.5-point deduction from the student’s final grade. Entrance to class more than 20 minutes late, without notification, will be counted as an absence. Acceptance of late-work and make-up of missed tests will be at the discretion of the professor.

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 one assignment 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 20, 2020 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 SAC
X. COURSE CALENDAR

* This is a preliminary course schedule that is subject to change

Module 1: Foundations of language

Week 1 & 2  Language systems & structures

Week 3  Linguistic concepts

Module 2: Language acquisition theory

Week 4 & 5  L1 & L2 language learning stages

Week 6 & 7  L1 & L2 language acquisition

Module 3: Factors affecting language acquisition

Week 8  Interrelatedness and interdependence of L1 & L2

Week 9 & 10  External factors & language errors

Module 4: Supporting language acquisition in the classroom

Week 11 & 12  Second language learning in the classroom

Week 12 & 13  Language acquisition across the curriculum

Week 15  Final Exam