



**Course Name:** EDBE 4416 Second Language Acquisitions  
**Credit Hours:** 3

**Semester Taught:** Spring 2020  
**Time, and Place:** WEB/ Bb

**Instructor Information:**

Instructor: Dr. Sandra Rodriguez	Communication Information: sandra.rodriguez@nnmc.edu 505-747-2194	Office Hours: Monday- 1:00- 5:00 Tuesday- 9:00- 12:00
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**Required Text:**

Freeman, D. E. & Freeman, Y. S. (2011). *Between Worlds: Access to Second Language Acquisition* (3<sup>rd</sup> ed.) Heinemann. Portsmouth, NH ISBN: 9780325030883.

- Proctor, P. (2014) *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, OELA and What Works Review.  
[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english\\_learners\\_pg\\_040114.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf)
- NM Public Education Department (2016) *State of New Mexico Bilingual and Multicultural Report for the School Year 2015-2016*.

**Required Materials or Readings:** Online materials as assigned by instructor

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

**Catalog Course Description:** This course explores theories of both first and second language acquisition. It will also examine the relationship between language use and language development in the home, school and community. An emphasis will be placed on developing an understanding of language acquisition and bilingualism in a classroom environment. (3, 3T+0L)

**Course Objectives:**

1. Students will recognize, critique, and reflect on their understanding of the culturally and linguistically diverse (CDL) student, family and community.
2. Students will recognize, critique, and reflect on their understanding of the relationship between first and second language development.
3. Students will develop an understanding of the relationship between academic language development and the process by which students acquire language as mediated in the home environment, the community at large, and the school environment.
4. Students will develop an understanding of appropriate programs, strategies, curriculum and assessment to promote English language development.

**NM Teacher TESOL and Bilingual Competencies, Department of Teacher Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.**

**TESOL competencies as listed below.**



A. Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.

- (1) The teacher recognizes and accepts the home language as a valid system of communication.
- (2) The teacher knows the effects of cultural and socioeconomic variables on the students' general level of development and socialization.
- (3) The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.
- (4) The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students.

**DTE's Conceptual Framework** - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

Skills-

1. Utilization of technology-based tools to support student learning

Dispositions-

2. A belief that all students can learn
3. Ethical Behavior

**NNMC Student Learning Outcomes**

1. Demonstrate commitment to address cultural, social, and ethical responsibilities

**Assignment Descriptions/ Alignment:**

Assignment/Assessment	Course Objectives	TESOL Competencies	Knowledge, Skill or Disposition NNMC SLO	Point Value
Discussion Board- Blackboard participation- Activating background knowledge- Chapter discussion Personal stories	1-4	A-1, 2, 4 B- 1, 2, 3, 4, 5 E. 1, 2, 3, 4, 5, 6 F. 3, 4	K7, 8, S2, D3 SLO 2	6 @ 5 =30 pts.
The Reflective journal assignments are meant to provide you a space to think critically on your beliefs, perspectives, and practice. Please make sure you provide evidence for your statements. Your evidence can be your own personal experience, refer back to readings, etc.	1-4	B- 1, 2, 3, 4, 5 E. 1, 2, 3, 4, 5, 6	K7, 8, S2, D3 SLO 2	2@10 20 pts.
Section Quiz	1-4	A-1, 2, 4 B- 1, 2, 3, 4, 5	K7, 8, S2, D3	2@ 5 pts =10 pts



		E. 1, 2, 3, 4, 5, 6 F. 3, 4	SLO 2	
1 <sup>st</sup> Student project- Critical Analysis- 1 <sup>st</sup> or 2 <sup>nd</sup> Language Acquisition Theory Power point-10-13 slides	3, 4	E. 1, 2, 3, 4, 5, 6	K7, 8, S2, D3 SLO 2	1@ 10pts =10 pts.
Final project- Develop an annotated classroom library that will promote 2 <sup>nd</sup> language acquisition and encourage reading in a meaningful way.	1-4	A-1, 2, 4 B- 1, 2, 3, 4, 5 E. 1, 2, 3, 4, 5, 6 F. 3, 4	K7, 8, S2, D3 SLO 2	1@20pts =20 pts
<b>Total Points</b>				<b>100 pts</b>

<b>Date</b>	<b>Course Topics</b>	<b>Readings</b>	<b>Products Due</b>
Module 1/ Week 1 February 17 <sup>th</sup>	Introduction, course syllabus, assignments, Bb expectations		Weekly objective- Students will reflect on their understanding of 1 <sup>st</sup> and 2 <sup>nd</sup> language acquisition by identifying and critiquing their understanding through discussion. 1 <sup>st</sup> Threaded discussion
Module 2/ Week 2 February 24 <sup>th</sup>	The importance of knowing your students, the parents, and the community. Demographic Information- Rio Arriba, Northern New Mexico College	Chapter 1-Who Are Our English Learners	Weekly objectives= Students will reflect on their understanding of 1 <sup>st</sup> and 2 <sup>nd</sup> language acquisition by comparing and contrasting community and national demographic trends and engaging in discussion. 2 <sup>nd</sup> Threaded discussion
Module 3/ Week 3 March 2 <sup>nd</sup>	John Ogbu- Involuntary and Voluntary Immigrants A historical difference in understanding the challenges faced by recent immigrants and a conquered population	Chapter 2-What Factors Affect the School and Success of English Learners	Weekly objective- Students will examine factors affecting school success for CLD students by examining and defining key terms and research on CLD students 1# Quiz
Module 4/ Week 4 March 9 <sup>th</sup>	Focus- the teacher Current research Personal identity, values, and experiences	Chapter 3- What Influences How Teachers Teach	Weekly objective- Students will examine factors that influence teaching by reflecting critically on current research, their identity, values and experiences. 1 <sup>st</sup> Reflective journal-
<b>SPRING BREAK</b> March 15 <sup>th</sup> 23 <sup>rd</sup>			
Module 5/ Week 5 March 23 <sup>rd</sup>	Learning theories First language acquisition theories	Chapter 4- How Do People Learn and How Do They Acquire Language Noam Chomsky- YouTUBE	Weekly objective- students will examine learning theories and 1 <sup>st</sup> language acquisition theories by reading, viewing research and critiquing their understanding through discussion.



			3 <sup>rd</sup> Threaded discussion
Module 6/ Week 6 March 30 <sup>th</sup>	What are the most prevalent theories associated with first and second language acquisition?	Chapter 5 What Are the Principal Theories of First and Second Language Acquisition? <b>Stephen Krashen on Language Acquisition Part 1</b> <b>Stephen Krashen on Language Acquisition Part 2</b>	Weekly objective- Students will research and critically analyze 1 <sup>st</sup> or 2 <sup>nd</sup> language acquisition theories by developing a concise power point reading, viewing videos, and reflecting on their understanding. 1 <sup>st</sup> Student project- Critical Analysis- 1 <sup>st</sup> or 2 <sup>nd</sup> Language Acquisition Theory Power point-10-13 slides
Module 7/ Week 7 April 6 <sup>th</sup>	What are the most prevalent theories associated with models of bilingual education? What are the key criteria for successful models?	Chapter 6 What Are key Concepts, Theories and Models of Bilingual Education	Weekly objective- Students will reflect on their understanding of theories of bilingual education models by comparing and contrasting current research on national, community and state programs and engaging in discussion. 4 <sup>th</sup> Threaded discussion
Module 8/ Week 8 April 13 <sup>th</sup>	What is the difference between multicultural education and intercultural education?	Chapter 7 How Can Schools Develop an Intercultural Orientation?	Weekly objectives- Students will analyze the meaning of multicultural education and intercultural education by examining and defining the terms and how concept applies to bilingual education models #2 Quiz- Models of bilingual education
Module 9/ Week 9 April 20 <sup>th</sup>	How are levels of language development reflected in teaching?	Chapter 8 How Can We Teach Reading to Emergent Bilinguals Fairbairn, S. & Joes-Vo, S. (2010).	Weekly objective- Students will examine factors that influence teaching reading to CLD students by reflecting critically on current research and how that research applies to them a educators. #2 Reflective Journal
Module 10/ Week 10 April 27 <sup>th</sup>	What are strategies to teach academic language to CLD students?	Chapter 9 How Can Teachers Help ELLS Develop Academic Language?	Weekly objective- Students will reflect on their understanding of effective strategies for teaching academic language by comparing and contrasting current research, their current practice, and engaging in discussion. 5 <sup>th</sup> Threaded discussion
Module 11/ Week 11 May 4 <sup>th</sup>	Tying it altogether Develop an annotated classroom library that will promote 2 <sup>nd</sup> language acquisition and encourage reading in a meaningful way.	Tying it altogether Final Projects Due	Final project Develop an annotated classroom library that will promote 2 <sup>nd</sup> language acquisition and encourage reading in a meaningful way.



Module 12/ Week 12 May 11 <sup>th</sup>		Tying it altogether	6 <sup>th</sup> Threaded discussion
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**Assignment Descriptions:**

**Grading**

A+ 4.33 Outstanding

B+ 3.33 Above Average

C+ 2.33 Average, Passing

D+ 1.33 Below Passing

F 0.00 Not Passing

A 4.00 Outstanding

B 3.00 Above Average

C 2.00 Average, Passing

D 1.00 Below Passing

A- 3.67 Outstanding

B- 2.67 Above Average

C- 1.67 Average, Passing

D- 0.67 Below Passing

**Late Work:** Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-747-2152 or [v.trujillo@nmmc.edu](mailto:v.trujillo@nmmc.edu) to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

**NNMC Incomplete Policy:** The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

**Academic Ethics:** Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

