

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**ALD 325: Second Language Acquisition, Unique #09020**  
**SZB 440A, Thursday, 9:00am-12:00pm**  
**Fall 2018**

**Instructor:** Mitch Ingram

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## **DESCRIPCIÓN DEL CURSO**

El propósito de este curso es que el/la estudiante pueda comprender las complejidades de la adquisición de una segunda lengua y desarrollar un entendimiento de las implicaciones de la diversidad cultural y lingüística de las escuelas. El/la estudiante será capaz de analizar y evaluar la pertinencia de específicas prácticas instruccionales dedicadas a la adquisición de segunda lengua fundadas en los principios teórico-prácticos de este campo de estudio. Al finalizar este curso, el/la estudiante estará equipad@ con una consciencia más clara de las necesidades y realidades de sus futuros estudiantes, un entendimiento básico de las teorías de adquisición de una segunda lengua, y ganarán cierta perspectiva sobre la optimización de los procesos de aprendizaje de la lengua.

**Course Prerequisite:** PSY 301: Introduction to Psychology

## **REQUIRED TEXTS**

Freeman, D.E. & Freeman, Y.S. (2011) *Between Worlds: Access to Second Language Acquisition*. (3<sup>rd</sup> Ed.) Portsmouth, NH: Heinemann. 978-0325030883

Cary, Steven (2007). *Working with English Language Learners: Answers to Teachers' Top Ten Questions*, 2<sup>nd</sup> Edition. Portsmouth, NH: Heinemann. 978-0325009858

~~Zwiers, J. (2008). *Building Academic Language: Essential Practices for Content Classrooms*, 1<sup>st</sup> Edition. Jossey-Bass. ISBN: 9780787987619 (No hay de qué!:.^)~~

\* Additional required readings will be posted on Canvas

## **COURSE REQUIREMENTS**

- Come to class. Documentation must be provided for excused absences. If you are absent, you are responsible for information covered in the class, so be sure to get notes from another student.
- Engage in positive and meaningful dialogue concerning the course subject matter.

- Come prepared to discuss the readings and do in-class activities based on the readings.
- All written work submitted must:
  - Be prepared using 12 point font, double spacing, and Times New Roman print style
  - Include your name, course number/name, date, and assignment title at the top of the first page.
  - Use APA writing style for any references (see Canvas for Taylor and Francis quick reference to APA style).
  - Be ON TIME. Late or incomplete assignments without instructor consent will not earn full credit.
  - Plus and minus grades will be given for this course.
- **Lenguaje de instrucción:** Esta clase se conducirá de una forma bilingüe. Durante las clases las actividades/discusiones se realizarán en ambos idiomas con un mayor énfasis en el lenguaje en que los estudiantes necesitan mayor desarrollo. Se espera que complete trabajos escritos en ambos idiomas y que ambos tengan el mismo nivel de calidad con el propósito de desarrollar su identidad profesional bilingüe.

The grading scale will be: A (93-100%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D (60-69%), F (<60%).

## GRADING CRITERIA

ACTIVITY	ACTIVITY
Class participation and attendance	10%
3 Discussion Questions	10%
Plan for Language Self-Improvement	20%
Short Unit and Lesson Plan	20%
Mid-Term Take Home Exam	15%
Final Take Home Exam	20%
Presentation of Learning	5%
Total 100%	Total 100%

- 1) **Class participation and attendance (10%):** Please note that attendance and participation both in class and online are factored into your final grade. Regular attendance and participation is required. One class absence is acceptable; each subsequent class absence will result in a 3-point reduction of the final grade. If you absolutely have to miss a class session, talk to me before about your plans for keeping up with the coursework and compensating—not eliminating—the absence. You are responsible for contacting a class member so that you are prepared for the next class session. When you come to class, please sign in on the attendance sheet. Tardies will also lower your final grade for this class.

- 2) **3 Discussion Questions (DF1, DF2, and DF3) (10%):** Answer three discussion forum questions and post comments to other classmates' discussion questions. Questions are not prepared in advance and will be created based on classroom discussion and student input. The discussion questions will be posted following a class. Everyone must respond to a question by the following class. Your initial response to the question should be brief (2-3 well developed paragraphs or 150-300 words) and can be written in Spanish, English or both. Responses will begin the following week and can be shorter, informal and in any language. You must respond to a minimum of four people.
- 3) **Plan for Language Self-Improvement (20%):** Bilingual teachers provide language models, input, and feedback to their students in two languages. Diagnose your language ability in English and Spanish. What can you and can't you do in each of your languages? Be specific. Where do you have difficulty using either of your languages? In what areas do you need improvement and why? What are you going to do to improve your language ability? Support your plan for improvement with second language acquisition experiences. List both experiences and a timeline. Submit your plan on 9/22. Submit your activity log and reflections on 12/01.
- 4) **Short Unit and Lesson Plan (20%):** In groups of 4, design a short unit (a series of at least 4 lessons on a topic). Your unit needs to integrate at least 2 content areas, but could cross several content areas. The short unit should be in Spanish and English or just Spanish. In your unit, you will make modifications and accommodations to address the needs of your learners based on principles of working with second language learners. Each member of the group will then choose 1 lesson in the short unit to develop in-depth. You can still collaborate and work-together, but you will be graded on your individual lesson. You will provide a 1 page written analysis of the lesson in terms of how your instruction supports bilingual language acquisition and biliteracy development, referring to theories we have learned and readings/discussions we have shared. More details including lesson plan formats will follow.
- 5) **Mid-Term Take Home Exam (15%):** You will be given 1 week to write a 3 page teaching philosophy discussing principles or beliefs that will guide your teaching for your chosen teaching context.
- 6) **Final Take Home Exam (20%):** You will be provided with statements in second language acquisition. For example, bilingual dual-language programs like mine are remedial programs for students who do not speak English. You will analyze and express your views regarding each statement.
- 7) **Presentation of Learning (5%):** On the last day of class, you will present what you have learned over the course of the semester. This can be done in any medium (i.e. video, poem, dance, power-point, short story, interactive lesson) and should last no longer than 5 minutes. Grades are based on completion.

## UNIVERSITY POLICIES

- **Course Drop Dates**

University policy on course drop dates states:

“A student may not drop a course after the twelfth class day in the long session except for good cause (e.g., health or serious personal problems, or a demonstrated need to work more hours). A graduate student seeking to drop a class after the twelfth class day should go to the department offering the course.”

- **Religious Holidays**

University policy on holy days states:

“A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.”

- **Accommodations**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

- **Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

- **Academic Integrity**

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic integrity will be strictly enforced. For further information, please visit Student Judicial Services Web site (<http://deanofstudents.utexas.edu/sjs>) or call 471-2841 for the official university policies and procedures on scholastic dishonesty.

- **Note from the Center for the Core Curriculum**

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization. (In our case, Latinos and Immigrant

communities.)

## TENTATIVE CALENDAR

Based on students' needs, the instructor may change some of the information outlined below. Any changes to this calendar will be notified to the students in class and through Canvas.

Date	Topic	Reading	Assignment Due
8/30	I. Introduction Course overview Film: American Tongues		
9/6	II. Knowing Our English-Learning Students	Freeman & Freeman (F&F), Ch. 1, 2	
9/13	II. Knowing Our English-Learning Students - The Immigrant Experience Film: Letters from the other side	Suarez-Orozco & Suarez-Orozco (S&S), Ch. 4	<b>DF1:</b> starts on 9/14; first post due by 9/20; comment posts due by 9/27
9/20	III. Assessing Ourselves and Students	Cary (C), Ch. 1, 2 Zwiers (Z), Ch. 9 (Skim over references to previous chapters)	
9/27	IV. Teaching Our Students	F&F, Ch. 3 C, Ch. 3, 4, 5 (I will assign Cary chapters to groups. Skim all chapters, but read carefully your group's assigned chapter)	<b>Plan for Language Self-Improvement:</b> Submit (part 1)
10/3 (Wed.) ***** iMeet in SZB 442!	V. Acquiring Language - The background information Film: Acquiring the human language	F&F, Ch. 4 Z, Ch. 2	<b>DF2:</b> starts on 10/5; first post due by 10/11; comment posts due by 10/18
10/10 (Wed.) ***** iMeet in SZB 442!	V. Acquiring Language -Theories and Models First and Second Language Acquisition	F&F, Ch. 5 Z, Ch. 3 Horwitz (2008) Walqui (2006)	Mid Term Exam Handed Out
10/18	VI. Teaching in Bilingual Classrooms -Teaching in bilingual classrooms - The SIOP Model - Dual Language	F&F, Ch. 6 Gomez et al. (2005) Martin Beltran (2010)	
10/25	VI. Teaching in Bilingual	F&F, Ch. 6	<b>Submit Mid Term</b>

	Classrooms Continued	Gomez et al. (2005) Martin Beltran (2010)	<b>Exam</b>
10/31 (Wed.) ***** ¡Meet in SZB 442!	VII. Developing our Students' Academic Language -Building content-area academic language	Z, Ch. 4,5	
11/8	VII. Developing our Students' Academic Language -Building academic language for reading and writing	Z, Ch. 7,8 C, Ch. 6	<b>DF3:</b> starts on 11/08; first post due by 11/14; comment posts due by 11/21
11/15	VIII. Intercultural Orientation and Minimizing communication conflicts Film: Speaking in Tongues or So They May Speak	F&F, Ch. 7 C, Ch. 10	<b>Present Group Short Unit</b>  <b>Final take home exam provided; due 12/7</b>
11/22	(^:*** ¡Feliz día de acción de gracias!-NO CLASS*** :^)		
11/29	Individual conferences with students; sign ups; TBA		
12/5 (Wed.) ***** ¡Meet in SZB 442!	Presentations of Learning	¡Último día de clase!	<b>Submit Individual Lesson Plan</b>  <b>Plan for Language Self-Improvement:</b> Submit your activity log and reflections (part 2)