

ENG 469 Syllabus Fall 2020

Instructor Contact

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Course Information

<i>Course Name</i>	Second Language Acquisition Theory
<i>Course ID & Section</i>	ENG 469 Section 700
<i>Credit Hours</i>	3
<i>Semester/Year</i>	Fall 2020
<i>Prerequisites</i>	ENG 104, 204, 302, or equivalent

Course Description

A study on theories, methods, and approaches for teaching English as a second or foreign language

Course Objectives

- To become familiar with theories, methods, and findings in the field of SLA
- To apply these findings to the classroom
- To develop the ability to read SLA research reports meaningfully
- To support students through the process of conducting and reporting on a research project that uses real data

Kentucky Teacher Performance Standards (KTPS)	
	ENG-469
Standard 1. Learner development Indicator d	X
Standard 2. Learning differences	
Standard 3. Learning environments	
Standard 4. Content knowledge Indicators a, l	x
Standard 5. Application of content	

Standard 6. Assessment	
Standard 7. Planning for instruction	
Standard 8. Instructional strategies	
Standard 9. Professional learning and ethical practice	
Standard 10. Leadership and collaboration	

TESOL P-K-12 Teacher Preparation Standards	
	ENG-469
STANDARD 1: KNOWLEDGE ABOUT LANGUAGE Indicator b, c	X
STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT	
STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION	
STANDARD 4: ASSESSMENT AND EVALUATION	
STANDARD 5: PROFESSIONALISM AND LEADERSHIP	

Required Text for All Students:

Lightbown, P. & Spada, N. (2013). *How languages are learned (4th edition)*. Oxford, UK: Oxford University Press

Recommended Texts

Mihalicek, V., & Wilson, C. (2011). *The language files: Materials for an introduction to language and linguistics (11th edition)*. Columbus, Oh: Ohio State University.

O'Grady, W., Archibald, J., Arnoff, M., & Rees-Miller, J. (2007). *Contemporary linguistics (7th ed.)*. New York, NY: Macmillan.

Additional Readings

Dulay, H., Burt, M., & Krashen, S. (1982). The Role of the first Language. *Language two*.

Ioup, G., Boustagoui, E., Tigi, M., & Moselle, M. (1994). Reexamining the Critical Period Hypothesis: A case of successful adult SLA in a naturalistic environment. *Studies in Second Language Acquisition*, 16, 73-98.

Kormos, J., Kiddle, T., & Csizér, K. (forthcoming). Systems of goals, attitudes, and self-related beliefs in second-language-learning motivation. *Applied Linguistics*, 33. doi: 10.1093/applin/amr019

Lessard-Clouston, M. (2007). SLA: What it offers to ESL/EFL teachers. Proceedings of the CATESOL State Conference 2007 (Ed. G. Anderson & M. Kline). Retrieved from <http://www.catesol.org>

Levis, J. M. (2009). Review of Muñoz (Ed.). (2006). Age and the rate of foreign language learning. *Canadian Modern Language Review*, 65, 505-507.

Nutta, J. (2012). Preparing all teachers to address the language and content needs of English learners in mainstream classroom. *Preparing every teacher to reach English learners: A practical guide for teacher educators*. (Ed. J.W. Nutta, K. Mokhtari, & C. Strebel) Cambridge, MA: Harvard Education Press

Pica, T. (2005) Second language acquisition research and applied linguistics. Handbook of research in second language teaching and learning (Ed. E. Hinkel). New York, NY: Routledge

Tarone, E. (2012). Interlanguage. *The Encyclopedia of Applied Linguistics*.

Grading Scale and Assignment Weights

Letter Grade	Points		Assignment	Percent of Final Grade
A	90 - 100		Module Activities	20%
B	80 - 89		Midterm Exam	25%
C	70 - 79		Final Exam	25%
D	60 - 69		Research Project	30%
F	59 and below			

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course). All cases of plagiarism or cheating will automatically be referred to the Office of Student Conduct. See the [WKU Academic Integrity](#) statement for further information. All student papers are checked for academic integrity through the SafeAssign program.

Military Policy

Students who are either reserve or active duty military personnel and are deployed during this course will need to show the professor their orders. Every effort will be made to help them complete the course via the Internet or mail.

Incompletes

When extenuating circumstances arise- for example, if a student in the military is deployed or if a student has a medical crisis towards the end of the semester- the student can request for an incomplete. This allows students to make up missing work in a later semester under conditions outlined in a 'contract' agreed upon by the student, the instructor, and any third-party as required based on the specific conditions leading to the incomplete. Incompletes are only an option for students who are in good standing (C or higher) in the course.

Resolving Complaints about Grades

The first step in resolving a complaint about a grade is for the student to attempt to resolve the problem directly with the instructor. See the Student Handbook for additional guidance, available at <http://www.wku.edu/handbook/>

ADA Accommodation

Western Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Title IX/Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

Face Coverings in the Classroom

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear masks while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face mask as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to masks must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

Important Dates

Classes begin- August 24

Drop/add ends- August 31

Last day to drop with a W- October 18

60% of the semester- October 25

Last day of face-to-face instruction- November 20

Final exams- December 7-11

Labor Day- university open for normal instruction

Election Day- November 3, university closed

Fall break- November 23-24, university closed

Thanksgiving break- November 25-27, university closed

Brief Description of Assignments and Due Dates

1. Activities, practice problems, discussion boards, and journals will accompany each module as a place for students to interact and reflect on course materials. Module activities are due each week on Friday at 5pm unless otherwise stated on Blackboard.
2. There will be a midterm and final exam. Each exam will consist of several essay questions that will allow students to demonstrate their mastery of course materials. The midterm is scheduled for the week of October 12. The final exam is due on Dec. 9.
3. Students will prepare a 10-12 page research paper. Students will revisit the literature review portion of this assignment in ENG 471, so students must keep a copy of the graded assignment. The research paper is due Nov. 13.

Detailed assignment descriptions and due dates are located in the web course. If there is a conflict between deadlines listed in the syllabus and on Blackboard, students should follow the dates on Blackboard.

Missing/Late Assignments

Fall of 2020 is a unique semester for all of us; it is reasonable to provide more flexibility in course deadlines than a typical semester. While our course is an online course, there may be more challenges or the increased risk of illness this semester.

I've indicated flexible deadlines on some assignments where missing the initial date will not disrupt class communication, discussion, or reflection. For these assignments, you'll see a suggested deadline and an absolute deadline. The absolute deadlines line up with the end of that module. This prevents students from falling too far behind.

Assignment deadlines are emphasized in each module cover page. If you are in doubt, please use the 'raise my hand' discussion board.

Overview of Course Modules/Course Schedule (not including finals week)

- Week 1: Understanding SLA as a discipline
- Week 2: Language learning in early childhood
- Week 3-4: Developmental stages and errors children make when acquiring the phonology, morphology, vocabulary, and syntax of their first language
- Week 5-6: Understanding the major research-based theories of second language acquisition: behaviorist, innatist, cognitive, constructivist, and sociocultural
- Week 7: Developmental stages of second language acquisition
- Week 8-9: Developmental errors children and adults make when acquiring the phonology, morphology, vocabulary, and syntax of their second language
- Week 10: Deeper understanding of age effects on second language learning

- Week 11: Individual differences in aptitude and motivation and how they affect rate of acquisition
- Week 12: Development of bilingualism and the difference between simultaneous and sequential bilingualism
- Week 13: Disseminating research
- One floating week to add flexibility or depth where needed