INSTRUCTOR INFORMATION

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Office hours: Thursdays 2:15-3:15pm and by appointment

DEPARTMENT MISSION

Through coursework, experience abroad, and other cultural encounters, the Department of Modern Languages cultivates communicative skills and cultural awareness that prepare students at Western Kentucky University to be more knowledgeable and sensitive citizens of the local, regional and global communities. The Department’s purpose is to deliver high-quality language instruction based on nationally-recognized standards, and to contribute actively to cross-disciplinary international initiatives on campus. Our programs are designed to graduate majors and minors whose language skills provide them with enhanced opportunities for careers at the regional, national, and international levels and/or preparation for advanced study in language, literature, and culture.

COURSE MATERIALS

Required Textbooks:


Graduate Students Only Must Purchase:


Additional Readings:

Available at Blackboard
COURSE PURPOSE
MLNG410/410G introduces students to the field of second language acquisition (SLA) and the underlying principles that provide the foundation for effective language teaching at all grade levels. Through readings, critical analysis, discussions and other activities, students will gain insight into their own beliefs and assumptions about language acquisition and demonstrate their understanding of theories that underlie contemporary SLA research. Students will discover approaches to language teaching that promote successful language acquisition and exit the course with the ability to relate language acquisition theory and research to teaching and learning in the K-12 language classroom.

LEARNING OUTCOMES
1. To develop an understanding of how second languages are acquired.
2. To develop an understanding of factors influencing the development of second language proficiency and communicative competence(ies).
3. To become familiar with theories, methods, and findings that underlie contemporary SLA research.
4. To develop an appreciation for the breadth of the field in terms of individual, social, psychological, and educational variables.
5. To develop the critical skills necessary…
   o to evaluate and interpret new theories in the field as there are presented;
   o to relate language acquisition theory and research to teaching and learning in K-12 language classrooms
   o to assess and evaluate K-12 learners’ development of a second language;
   o to make curricular decisions based on ideas informed by theory and research;
   o to evaluate existing K-12 textbooks and materials and adapt them in ways that are more consistent with our understanding of how languages are learned.

COURSE POLICIES

Diversity, Equity, and Inclusion: This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. All students should carefully review WKU’s statement on Diversity, Equity, and Inclusion, which is summarized on p. 6 of this syllabus and presented in detail at https://www.wku.edu/diversity/

Communication: Occasionally, information about the course will be posted in the announcements sections in Blackboard and an email will be sent out to notify you of the announcement. You are expected to know how to use Blackboard. Some course information will be shared in class; if you are absent, it is your responsibility to ask a classmate for any pertinent updates. Communication by email is preferred. You may email me at stasie.harrington@wku.edu or you can email me through Blackboard (Communication, Send Email, To instructor). The email must be courteous and professional or it will not receive a response. Please allow one business day for a reply but if you do not hear back from me, please resend. Feel free to email me if you have questions or to set up a time to meet, if you cannot make it to my office hours. If you have any comments, suggestions, or problems, please see me as soon as possible. I am available to all of you during my office hours and by appointment, and I am happy to meet with you.

Missed or Late Assignments: In-class work cannot be made up or deferred; homework assignments are due on the date indicated on the syllabus. Late assignments will be handled on a case-by-case basis (e.g. ranging from not accepted to lowered grade).
Grades: Blackboard provides an estimation of your grade; please see the instructor for the most accurate grade information. Any grade concerns or final grade disputes must be discussed in person with the instructor and will not be handled through email.

EVALUATION

Grading criteria:

<table>
<thead>
<tr>
<th>Evidence of Engagement: 10%</th>
<th>Grading scale:</th>
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<tbody>
<tr>
<td>Reflective Journal: 10%</td>
<td>100-90% A</td>
</tr>
<tr>
<td>Class Discussion Facilitation: 15%</td>
<td>89-80% B</td>
</tr>
<tr>
<td>Quizzes: 20%</td>
<td>79-70% C</td>
</tr>
<tr>
<td>Exams (2): 30%</td>
<td>69-60% D</td>
</tr>
<tr>
<td>Model of Second Language Acquisition/Learning: 15%</td>
<td>59% and below F</td>
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*Field hours:

- Contact the language teacher with whom you have been placed for your field experience as soon as possible. Arrange to meet to discuss expectations, roles, responsibilities, and to determine an observation schedule. NOTE: Spread out the required 22 hours over the semester as evenly as possible. Do NOT compress the experience over fewer than 8 weeks.
- Students are required to use the Kentucky Field Experiences Tracking Systems (KFETS) tracking, implemented by the Educational Professional Standards Board (EPSB), for entering field experience hours: [http://www.epsb.ky.gov/](http://www.epsb.ky.gov/) Students must keep copies of all student fieldwork forms and provide copies to the faculty member of the course in which the hours are completed. The instructor of the course will confirm the accuracy of the field hours completed in the course.
- Student should consult the Office of Teacher Services website ([http://www.wku.edu/teacherservices/field_exp/faq.php](http://www.wku.edu/teacherservices/field_exp/faq.php)) for more information on field experiences, forms, “How To” videos on setting up their KFETS account, etc.

Evidence of Engagement (10%)

Rather than attempting to quantify an arbitrary “class participation” construct, in this class you will be assessed on any and all demonstrations of your willingness and ability to engage with the course material, with your classmates, and with your professor. Evidence of engagement can take many formats, ranging from (but by no means limited to):
- Offering thoughts and reactions to readings
- Asking questions in or out of class
- Treating classmates, colleagues, professors with respect
- Visiting office hours
- Sharing additional readings or resources with classmates
- Offering assistance/guidance/advice

Your professor will keep track of your Engagement in the Blackboard grade book throughout the semester. Your final Engagement grade at the end of the term will be a holistic reflection of your overall semester efforts.
### Reflective Journal (10%)

Students will write **weekly** (for a total of 14) journal entries via the **Blackboard journal** communication tool. Each weekly entry must be posted by **Saturday at noon**, must be at least **300 words**, and must be **reflective**, i.e., not simply summarize information and/or narrate what was discussed or what you observed that week, but rather **thoughtfully dialogue** with the week’s readings* & class discussions (e.g., interesting insights and conundrums), K-12 field experiences, other coursework (when applicable), and your opinions/perspectives and personal experiences. The purpose of the journal is to keep an ongoing record of and reflection on what transpires both in and out of class each week and to help place weekly discussions and events within the context of the entire course. For each week’s journal entry, you will receive full credit (100%) if you meet the above stated requirements. Failure to post an entry by the due date will result in an automatic zero (0%).

*Graduate students* will use the required textbook: Ortega, L. (2013) *Understanding second language acquisition*. NY: Routledge to engage in additional reading and reflection. Required readings are posted on a separate Graduate student calendar at Blackboard.

### Class Discussion Facilitation (15%)

**Undergraduate students** will lead class discussion for **ONE (1) CLASS SESSION** (15%) during weeks 4 through 9. The responsibility of each discussion leader is to prepare activities and questions that will engage their classmates and facilitate effective in-class group discussion of the reading(s) assigned for the class session. The discussion leader should use appropriate visual aids (e.g., documents displayed via the doc cam, PowerPoint/Keynote, etc.) and must provide a handout to the professor and classmates. A sign-up sheet will be provided during the first week of class.

**Graduate students** will lead class discussion for **ONE (1) CLASS SESSION** (5%), following the guidelines above for undergraduate students, and prepare **ONE (1) PRESENTATION/DISCUSSION (10%)**. The detailed instructions and guidelines for the presentation/discussion are posted at Blackboard.

### Quizzes (20%)

We will have short quizzes almost every class session throughout the semester. These quizzes will evaluate your knowledge of readings (e.g., terminology, important names, acronyms, and concepts). The quizzes may be essay, multiple choice, fill-in-the-blank, matching, etc. **Your lowest quiz score will be dropped.**

### Exams (2) (30%)

Two exams will be given during the semester (see the course calendar for specific dates) based on the terminology, theories, and key concepts in course readings. The exam sections may include essay, multiple choice, fill-in-the-blank, matching, etc.

### Model of Second Language Acquisition/Learning (15%)

Your final project will be a creative opportunity for you. Throughout the semester you will have been questioning, constructing, and designing what you consider to be a comprehensive model of SLA. That is the answer to the question, “How are languages acquired or learned?” This model does not have to be only one single theory; rather, consider integrating and synthesizing the principles and theories in the field to create a comprehensive model of SLA that makes sense to you.
The model you create will show how different components interact. The paper that accompanies the model will explain why.

- Physically build a MODEL of SLA to explain the processes involved in SLA and how these components interact. You can create a diorama, a model, a game, basically a physical representation of the process of how we acquire/learn languages. Posters are only allowed if they explain or support a physical model. Posters are not a sufficient model on their own. Be sure to label the parts of the model.
- At the very least, the model should account for a) exposure to input b) learning versus acquisition c) the effect of a learner's L1 on SLA d) learner output e) variable outcomes in SLA (e.g. learners may learn under same conditions of exposure but have different stages and ability)
- Write a paper (4-page minimum) discussing and explaining the physical model. In the paper, be sure to a) explain the model using theories and terminology from the course b) account for a comprehensive model of SLA and c) clearly organize your ideas (sections, paragraphs with topic sentences, etc.)
- Cite relevant resources in APA format
- Write in your most formal writing style (avoid the use of “I”) and with appropriate grammar. (1 inch margins, 12-point font, double spaced)
- Be able to explain the physical model orally to the professor within 2 minutes (this will happen during the last day of class)
- The entire project will be due on Tuesday, May 1st (not the final exam day). Certain stages of the project may be due at check-points throughout the semester.

UNIVERSITY POLICIES

Withdrawal deadlines:
January 29: Last day to drop a class without a grade; last day to receive 100% refund for a class
February 4: Last day to receive 50% refund
February 11: Last day to receive any refund for the 2018 Spring semester
March 9: Last day to drop with a “W”; last day to change a class from credit to audit

Title IX Misconduct/Assault Statement: 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 270-745-5159.

Academic Integrity: The University expects students to operate with the highest standard of integrity in all facets of the collegiate experience. Broadly defined, academic misconduct is any unethical self-serving
action in the performance of an academic activity, deliberate or unintentional, that affords a student an unfair, unearned, or undeserved advantage. (*Excerpt from the WKU Student Handbook, 2016*) The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts will be held accountable for violation of the student code of conduct. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct. For more information, please refer to the following webpage on Student Conduct: [https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php](https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php)

**ADA Accommodation Statement:** 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. Additional helpful links for students enrolled in WKU classes may be found at the Syllabus Information Links page: [www.wku.edu/syllabusinfo](http://www.wku.edu/syllabusinfo).

**Diversity, Equity, and Inclusion at WKU:** Embedded in the Western Kentucky University mission is a commitment to diversity, equity, and inclusion. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions. For more information, please consult The Diversity, Equity, and Inclusion website at [https://www.wku.edu/diversity/](https://www.wku.edu/diversity/)

**CALENDAR**
Separate course calendars for Undergraduate and Graduate students enrolled in this course are posted at Blackboard. Any changes to the course calendar will be announced in class and posted at Blackboard.

**ADDITIONAL COURSE INFORMATION AND REXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB PROGRAM LEVEL REQUIREMENT)**

**Course Required P-12 Classroom Observation or Clinical Experiences:** Total Number of Hours: 22

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<th>Total Number of Hours:</th>
<th>22</th>
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<tr>
<th>EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)</th>
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<td>(a) Engagement with diverse populations of students which include:</td>
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<tr>
<td>1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;</td>
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<td>2. English language learners;</td>
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<td>3. Students with disabilities; and</td>
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<td>4. Students from the following grade levels:</td>
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<tr>
<td>• Elementary</td>
<td>✓</td>
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<td>• Middle School</td>
<td>✓</td>
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<tr>
<td>• Secondary</td>
<td>✓</td>
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Observation in schools and related agencies, including:

1. Family Resource Centers; or 2. Youth Service Centers
(c) Student tutoring
(d) Interaction with families of students;
(e) Attendance at school board and school-based council meetings;
(f) Participation in a school-based professional learning community; and ✓
(g) Opportunities to assist teachers or other school professionals.

Course Assignments and Experiences Related to:
- The Kentucky Academic Standards (KAS): N/A
- The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction: N/A
- Candidates Using the KAS Framework in Lesson Planning: N/A
- Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework: N/A

Course Assignments Serving as an Education Preparation Program “Key Assessment”:
N/A

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:
The table below refers to the ACTFL Program Standards for the Preparation of Foreign Language Teachers.

<table>
<thead>
<tr>
<th>2013 ACTFL Program Standards for the Preparation of Foreign Language Teachers</th>
<th>Course Activities/Assignments</th>
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<tbody>
<tr>
<td>Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational</td>
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<tr>
<td>Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines</td>
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<tr>
<td>Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources</td>
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<tr>
<td>Standard 5: Assessment of Languages and Cultures – Impact on Student Learning</td>
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<tr>
<td>Standard 6: Professional Development, Advocacy, and Ethics</td>
<td>5</td>
</tr>
</tbody>
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1 Teacher candidates’ engagement during in-class discussions/analysis of articles and book chapters on key principles of first and second language acquisition and learner development (K-12).

2 Teacher candidates’ performance on quizzes and exams demonstrating their understanding of language acquisition theories and the relationship between theory and practice at all school levels.

3 Teacher candidates serve as a discussion leaders and prepare activities and questions that for their classmates that facilitate discussion/analysis of second language acquisition theories.
4 Through weekly journal entries, teacher candidates reflect on/thoughtfully dialogue with the course readings, class discussions, K-12 field observations, other related coursework and their opinions/perspectives, differences in grade levels and personal experiences as language learners.

5 Teacher candidates design a model of second language acquisition/learning. Discussion of accommodations/modifications for elementary learners should be included.

More resources for your information:
- One-page performance assessment rubrics:

Students taking the PRAXIS exam are advised to take it as soon as possible after completion of the last content course. Information about the test can be found here: https://www.ets.org/praxis/prepare/materials/5183. Test takers are advised to download and use the free Study Companion PDF at the same web site and to use it in a timely way for preparation purposes.