

University of North Texas at Dallas  
Fall 2015  
SYLLABUS

<b>LING 4030D 021: Acquisition of English as a Second Language (3 Hrs)</b>	
<b>Division of Teacher Education and Human Services</b>	
<b>Instructor Name:</b>	<b>Dr. Marco Shappeck</b>
<b>Office Location:</b>	UNT Dallas, Founder's Hall (Building 2), Room 263
<b>Office Phone:</b>	(972) 338-1327
<b>Email Address:</b>	Marco.Shappeck@untDallas.edu
<b>Office Hours:</b>	Tuesday 12-5; Wednesday 4-5; Thursday 12-2
<b>Classroom Location:</b>	DAL2 306
<b>Class Meeting Days &amp; Times:</b>	Wednesday 5:30 – 6:50 p.m.
<b>Course Catalog Description:</b>	Study of language acquisition, development, production and comprehension focusing on the application of current research findings to the context of learning and teaching English as a second language and Spanish in bilingual and dual language programs.
<b>Prerequisites:</b>	LING 3060
<b>Required Text:</b>	Selected readings and handouts posted on Blackboard Learn
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> Texas Education Agency: <a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a>
<b>Course Goals or Overview:</b>	
The goal of this course is for students to understand how learners acquire their second language while maintaining their first. They will be expected to interpret relevant SLA <sup>1</sup> research in ways that will benefit them as teachers working with bilingual populations. In this light, the research in this area should become an essential point of reference for those involved in educational activities and pedagogies that facilitate the language learning process.	

<sup>1</sup> SLA stands for "Second Language Acquisition"

**Learning Objectives/Outcomes:** (All outcomes below align with the INTASC, TEKS, and ELPS standards.)

At the end of this course, the student will be able to . . .

1	Identify typical and atypical development of first language acquisition
2	Demonstrate an understanding of the major theoretical positions regarding how children learn their native languages
3	Identify how and why ELLs make SL errors and evaluate correction strategies
4	Identify typical and atypical development of second language acquisition
5	Demonstrate an understanding of the central concepts and theories of SLA
6	Define the individual factors that can influence SL processing
7	Evaluate the role of language teaching methodologies in SLA processes
8	Select approaches that provide opportunities for different performance modes during language instruction
9	Develop and present a lesson plan based on established language teaching methodologies
10	Link language learning concepts with their prior experiences and the experiences of others

<b>INTASC Standards</b>	<b>The Interstate Teacher Assessment and Support Consortium (INTASC) standards as they relate to the study of language</b>
#1 Knowledge of Subject (Subject Matter)	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
#2 Learning and Human Development (Student Learning)	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
#3 Adapting Instruction (Diverse Learners)	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
#4 Strategies (Instructional Strategies)	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
#5 Motivation and Management (Learning Environment)	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
#6 Communication Skills (Communication)	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
#7 Planning (Planning Instruction)	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
#8 Assessment	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

#9 Commitment (Reflection and Professional Development)	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
#10 Partnerships (Collaboration, Ethics, and Relationships)	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

<b>ELA Standards</b>	<b>Generalist EC-6: STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA)</b>
Standard I: Oral Language.	Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
Standard II: Phonological and Phonemic Awareness	Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
Standard III: Alphabetic Principle	Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
Standard V. Word Analysis and Decoding	Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
Standard IX: Writing Conventions	Teachers understand how young students use writing conventions and how to help students develop those conventions.
Standard XI. Research and Inquiry Skills	Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

**Course Outline:** (This schedule is subject to change by the instructor. Any changes to this schedule will be communicated to the students via email and during class).

Date	Topic(s)	Graded Assignments	Standards and Competencies
<b>Unit 1: First Language Acquisition</b>			
Mon, Week 1 (Aug 24) <b>ONLINE</b>	Introductions and Language Biography		
Wed, Week 1 (Aug 26)	Language Acquisition: Initial Thoughts & Basic Vocabulary	<b>Quiz #1</b>	INTASC 1,2 ELA 1,2,3
Mon, Week 2 (Aug 31) <b>ONLINE</b>	Stages of L1 Development		INTASC 1,2 ELA 1,2,3
<b>Unit 2: Theories of First Language Acquisition</b>			
Wed, Week 2 (Sept 2)	FLA: Behaviorism		INTASC 1,2 ELA 1,2,3
Mon, Week 3 (Sept 7) <b>ONLINE</b>	FLA: Nativism	<b>Online Work #1</b>	INTASC 4,6,7,8 ELA 5
Wed, Week 3 (Sept 9)	FLA: Chomsky vs. Skinner		INTASC 4,6,7,8 ELA 5
Mon, Week 4 (Sept 14) <b>ONLINE</b>	FLA: Interactionism	<b>Online Work #2</b>	INTASC 1,4,5,8 ELA 5
Wed, Week 4 (Sept 16)	FLA: Piaget vs. Vygotsky & Debate Preparation		INTASC 1,3,4,5,7,8 ELA 5
Mon, Week 5 (Sept 21) <b>ONLINE</b>	Delays and Disorders	<b>Quiz #2</b>	INTASC 1,3,4,5,7,8 ELA 5
Wed, Week 5 (Sept 23) <b>ONLINE</b>	Theories Debate	<b>In-Class Debate</b>	INTASC 1,3,4,5,7,8 ELA 5

Date	Topic(s)	Graded Assignments	Standards and Competencies
<b><i>Unit 3: Theories of Second Language Acquisition</i></b>			
Mon, Week 6 (Sept 28) <b>ONLINE</b>	Fakebook Project Workshop	<b>Quiz #3</b>	INTASC 1,2 ELA 1,2,3
Wed, Week 6 (Sept 30)	Errors & SLA		INTASC 1,2 ELA 1,2,3
Mon, Week 7 (Oct 5) <b>ONLINE</b>	Essay/Interview	<b>FakeBook Project Due</b>	INTASC 1,2 ELA 1,2,3
Wed, Week 7 (Oct 7)	Stages of L2 Acquisition		INTASC 3,4,5,6,7,8 ELA 5,9
Mon, Week 8 (Oct 12) <b>ONLINE</b>	Stephen Krashen (Summary)	<b>Online Work #3</b>	INTASC 3,4,5,6,7,8 ELA 5,9
Wed, Week 8 (Oct 14)	Krashen's Monitor Model		INTASC 3,4,5,6,7,8 ELA 5,9
Mon, Week 9 (Oct 19) <b>ONLINE</b>	Cummins' BICS/CALP Model	<b>Online Work #4</b>	INTASC 3,4,5,6,7,8 ELA 5,9
<b><i>Unit 4: Teaching Methods for Second Language Acquisition</i></b>			
Wed, Week 9 (Oct 21)	Jim Cummins		
Mon, Week 10 (Oct 26) <b>ONLINE</b>	Student-Centered Instruction	<b>Quiz #4</b>	
Wed, Week 10 (Oct 28)	Grammar Translation		INTASC 2,7,8 ELA 5,9
Mon, Week 11 (Nov 2) <b>ONLINE</b>	Audiolingualism	<b>ELL Interview Essay</b>	INTASC 2,7,8/ELA 5,9
Wed, Week 11 (Nov 4)	Total Physical Response		INTASC 3,4,5,6,7,8 ELA 5,9
Mon, Week 12 (Nov 9) <b>ONLINE</b>	Communicative Language Teaching		

Date	Topic(s)	Graded Assignments	Standards and Competencies
<i>Unit 5: Merging Theories and Practice</i>			
Wed, Week 12 (Nov 11)	Teaching Demos Prep		INTASC 3,4,5,6,7,8 ELA 5,9
Mon, Week 13 (Nov 16) <b>ONLINE</b>	Lesson Plan Prep		
Wed, Week 13 (Nov. 18)	Teaching Demos (Groups 1-4)	<b>Teaching Demos/ Lesson Plans</b>	INTASC 1,3,4,5,8 ELA 5
Mon, Week 14 (Nov. 23) <b>ONLINE</b>	The Eclectic Approach	<b>Quiz #5</b>	INTASC 3,8 ELA 5
<b>Holiday (Nov. 25-29)</b>	<b>THANKSGIVING</b>	<b>NO CLASS</b>	<b>NO CLASS</b>
Mon, Week 15 (Nov 30) <b>ONLINE</b>	Reflection on Language Acquisition	<b>Online Work #5</b>	
Wed, Week 15 (Dec 2)	Teaching Demos (Groups 5-8)	<b>Teaching Demos/ Lesson Plans</b>	INTASC 1,3,4,5,8 ELA 5
<b>Final Exam WEEK</b>	<b>Extra time for teaching demos (if necessary)</b>	<b>Final Exam Week</b>	<b>Final Exam Week</b>

Note: Dates highlighted in PINK indicate days that our class does not meet face-to-face. On these class dates, class information and instruction will take place online in our class Blackboard Learn site. It is important for you to understand that this is an *asynchronous* hybrid course, therefore, when you complete the online assignments and quizzes, you do *not* have to log in at a specified time. However, there will be deadlines for all the assignments so please follow the syllabus carefully. In general, all online assignments are due at the end of day on the evening prior to our next face-to-face class session.

**Course Evaluation Methods:** This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Quizzes** – short, online assessment designed to measure knowledge of each course unit

**Teaching Demonstration** – create an hour long lesson plan focusing on one of the teaching techniques, demonstrate 15-20 minutes of the plan (Group Project)

**Fakebook Project:** create a fake facebook profile for a language acquisition theorist and have your theorist interact with other theorists regarding FLA issues (Group Project)

**Online Work** – attend online class sessions and engage in online activities

**ELL Interview** – interview an ELL and write a two-to-three page synthesis and reflection paper of your experience

**Debate:** represent a specific language acquisition theory in an informal in-class debate (Group Project)

**Participation** - attend all class sessions and contribute meaningfully to discussions

**Grading Matrix**

Instrument	Percentage of Final Grade
Quizzes (5 x 5%)	25%
Online Work (5 x 5%)	25%
Participation (14 class meeting)	10%
ELL Interview	15%
Debate & Fakebook Project	10%
Teaching Demo & Lesson Plan	15%
<b>Total:</b>	<b>100%</b>

**Grade Determination:**

A = 90% or better

B = 80 – 89.9 %

C = 70 – 79.9 %

D = 60 – 69.9 %

F = less than 60%

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

#### Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

#### **Blackboard Learn Accessibility Statement:**

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

### **Student Evaluation of Teaching Effectiveness Policy:**

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.



**Graded Assignment Policy:** Exams and quizzes should be taken as scheduled. All graded assignments should be turned in on the due date indicated in the course schedule. If you are unable to complete a graded assignment by the deadline indicated, please contact me PRIOR to the scheduled deadline to make other arrangements. All non-approved late assignments will be penalized one letter grade per day late. All non-approved late assignments turned in more than 5 days late will receive a zero (0).

**Exam Policy:** Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at [http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

### **Classroom Policies**

#### **Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how

unexcused absences may or may not count against successful completion of the course

**Inclement Weather and Online Classes:** Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

**Online “Netiquette:**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Requirements:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- [https://help.blackboard.com/en-us/Learn/9.1\\_SP\\_12\\_and\\_SP\\_13/Student/040\\_Browser\\_Support\\_for\\_SP\\_13](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13)
- [https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check\\_full.html](https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html)