

University of North Texas at Dallas  
Spring 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. Katie Welch</b>
<b>Office Location:</b>	UNT Dallas, Founder's Hall (Building 2), Room 305
<b>Office Phone:</b>	(972) 863-2796 (call or text)
<b>Email Address:</b>	katie.welch@untdallas.edu
<b>Office Hours:</b>	<b>Tuesday 10:00 a.m.– Noon (or by appointment)</b>
<b>Classroom Location:</b>	<b>DAL1 248</b>
<b>Class Meeting Days &amp; Times:</b>	<b>Tuesday 8:30 – 9:50 a.m.</b>
<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.	
<b>Learning Objectives/Outcomes:</b> <i>(All outcomes below align with the INTASC, TEKS, and ELPS standards.)</i>	
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

<sup>1</sup> SLA stands for “Second Language Acquisition”

10	Link language learning concepts with their prior experiences and the experiences of others
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<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)	For this class read...	Graded Assignments	Standards and Competencies
<b>Unit 1: First Language Acquisition</b>				
Tues, Week 1 (Jan 20)	Overview of LING 4030 Basic Language Acquisition Vocabulary			
Online, Week 1	Language Acquisition: Initial Thoughts		<b>Quiz #1</b>	INTASC 1,2 ELA 1,2,3
Tues, Week 2 (Jan 27)	Stages of L1 Development			INTASC 1,2 ELA 1,2,3
Online, Week 2	Delays and Disorders		<b>Quiz #2</b>	INTASC 1,2 ELA 1,2,3
Tues, Week 3 (Feb 3)	FLA: Behaviorism			INTASC 4,6,7,8 ELA 5
<b>Unit 2: Theories of First Language Acquisition</b>				
Online, Week 3	FLA: Nativism		<b>Online Work #1</b>	INTASC 4,6,7,8 ELA 5
Tues, Week 4 (Feb 10)	FLA: Chomsky v Skinner			INTASC 1,2,4,5,7,8 ELA 5
Online, Week 4	FLA: Interactionism		<b>Online Work #2</b>	INTASC 1,4,5,8 ELA 5
Tues, Week 5 (Feb 17)	FLA: Piaget v Vygotsky			INTASC 1,3,4,5,7,8 ELA 5
Online, Week 5	Debate Preparation			INTASC 1,3,4,5,7,8 ELA 5
Tues, Week 6 (Feb 24)	Theories Debate		<b>In-Class Debate</b>	INTASC 1,3,4,5,7,8 ELA 5
<b>Unit 3: Theories of Second Language Acquisition</b>				
Online, Week 6	Facebook Project Workshop		<b>Quiz #3</b>	INTASC 1,2 ELA 1,2,3
Tues, Week 7 (Mar 3)	Errors & SLA			INTASC 1,2 ELA 1,2,3

Online, Week 7	Essay/Interview		<b>FakeBook Project Due</b>	INTASC 1,2 ELA 1,2,3
Tues, Week 8 (Mar 10)	Stages of L2 Acquisition			INTASC 3,4,5,6,7,8 ELA 5,9
Online, Week 8	Stephen Krashen (Summary)		<b>Online Work #3</b>	INTASC 3,4,5,6,7,8 ELA 5,9
<b>March 17 &amp; 19</b>	<b>Spring Break</b>	<b>Spring Break</b>		
Tues, Week 9 (Mar 24)	Krashen's Monitor Model			INTASC 3,4,5,6,7,8 ELA 5,9
Online, Week 9	Cummins' BICS/CALP Model		<b>Online Work #4</b>	INTASC 3,4,5,6,7,8 ELA 5,9
<b>Unit 4: Teaching Methods for Second Language Acquisition</b>				
Tues, Week 10 (Mar 31)	Jim Cummins			
Online, Week 10	Student-Centered Instruction		<b>Quiz #4</b>	
Tues, Week 11 (Apr 7)	Grammar Translation			INTASC 2,7,8 ELA 5,9
Online, Week 11	Audiolingualism		<b>ELL Interview Essay</b>	INTASC 2,7,8/ELA 5,9
Tues, Week 12 (Apr 14)	Communicative Language Teaching			INTASC 3,4,5,6,7,8 ELA 5,9
Online, Week 12	TPR			
Tues, Week 13 (Apr 21)	Teaching Demos Prep			INTASC 3,4,5,6,7,8 ELA 5,9
Online, Week 13	Lesson Plan Prep			
Tues, Week 14 (Apr 28)	Teaching Demos (Groups 1,2,3,4)		<b>Teaching Demos/ Lesson Plans</b>	INTASC 3,4,5,6,7,8 ELA 5,9
<b>Unit 5: Merging Theories and Practice</b>				
Online, Week 14	Eclectic Approach		<b>Quiz #5</b>	INTASC 3,8 ELA 5
Tues, Week 15 (May 5)	Teaching Demos (Groups 5,6,7,8)		<b>Teaching Demos/ Lesson Plans</b>	INTASC 1,3,4,5,8 ELA 5
Online, Week 15	Reflection on Language Acquisition		<b>Online Work #5</b>	

Final Exam May 12 5:00 – 7:00 p.m. **NOTE TIME**	Teaching Demos (Groups 9-15)		<b>Teaching Demos/ Lesson Plans</b>	INTASC 1,3,4,5,8 ELA 5
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Note: Dates highlighted in yellow 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 Sunday 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**

	<b>Instrument</b>	<b>Percentage of Final Grade</b>	
	Quizzes	25%	
	Participation	10%	
	ELL Interview	15%	
	Debate & Fakebook Project	10%	
	Teaching Demo & Lesson Plan	15%	
	Online Work	25%	
	<b>Total:</b>	<b>100%</b>	
	<p><b>Grade Determination:</b>            A = 90% or better            B = 80 – 89.9 %            C = 70 – 79.9 %            D = 60 – 69.9 %            F = less than 60%</p>		

## University Policies and Procedures

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

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit (Founder's Hall #246) or call Dr. Jennifer Bradford at 972-338-1775, *email:* [Jennifer.bradford@unt.edu](mailto:Jennifer.bradford@unt.edu).

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

The Student Evaluation of Teaching Effectiveness (SETE) 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 continually to improve my teaching. I consider the SETE 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).

### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the UNT's code of conduct and Academic Dishonesty 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 Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

### **Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### **Attendance and Participation Policy:**

Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes if they are absent.

I will be taking attendance for all of our class meetings. You will not be penalized for missing the first day of class and/or for missing ONE additional class session throughout the semester. This is meant to allow you to stay home if you have a legitimate illness or conflict. After your first "free" absence, for each class meeting that you are absent regardless of the reason of your absence, your class participation grade will be reduced by approximately 8 points. Please make every effort to attend all in-class and online sessions.

**Homework Policy:** Throughout the course, you might be assigned non-graded homework assignments to help you practice skills learned in class. These will be announced periodically in-class. While these assignments will not be graded, it is extremely important that you complete the work. Your understanding of these homework assignments will directly affect your grades on quizzes and exams.



**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive remarks and insensitive language 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.

**WebCT/Blackboard:**

This course meets face-to-face for 16 weeks. However, the instructor will make extensive use of Blackboard Learn to send course announcements to students and to post relevant course documents. Links to electronic copies of the course readings will be provided there.

**Electronic Devices**

You may bring laptops to class in order to access electronic copies of the readings or to complete assigned tasks. Other electronic devices, such as cell phones and MP3/4 players, should not be used during class.

**Food/Drink**

Students are permitted to bring drinks and food into the classroom.