English 3365 Section 001
Second Language Acquisition
Fall 2014

The course syllabus provides a general plan for the course; deviations may be necessary.

1. Course information

Texas A&M University—Corpus Christi
Instructor: Shannon Fitzsimmons-Doolan
Instructor’s Office: Classroom East 214 C
Office Hours: 12:20-1:50 Tuesdays and Thursdays; 11:00-1:00 Wednesdays, and by appointment
Time: Tues, Thurs, 2:00-3:15 pm
Room: OCNR-222
Office Phone: (361) 825-3607
Office Hours: 12:20-1:50 Tuesdays and Thursdays; 11:00-1:00 Wednesdays, and by appointment
Room: OCNR-222
Office Phone: (361) 825-3607
E-mail: Shannon.Fitzsimmons-Doolan@tamucc.edu

** The best way to get in touch with me is through email **
** During the week, I typically respond to email within 4 hours between 9 am – 3 pm**
*** I do not respond to emails on Saturdays***
*** I usually check my emails once on Sundays***

2. Course description

This course is an introduction to second language acquisition. The course is designed to be accessible to students from a wide variety of backgrounds and no basic knowledge of the linguistic structure of English will be assumed (e.g., Introduction to Linguistics). This course will address issues related to how second language is learned both by children and adults. This course has both theoretical and practical components to address understanding of second language learning. We will look at the major schools of thought and concepts that underpin the field of second language acquisition. We know that success in language learning is variable, and the course will cover different factors affecting learning other languages. This course will also address some issues related to classroom-based second language instruction. It should be understood that, while certain overlap exists, an understanding of second language learning is not synonymous with second language teaching methods.

3. Learning outcomes of particular relevance to this course

(1) To describe and compare historical and contemporary approaches to SLA  
   *Evidence*: exams, quizzes, class discussion, empirical assignments

(2) To integrate basic principles and terminology of language analysis into coursework.  
   *Evidence*: in-class activities, empirical assignments, term paper

(3) To demonstrate understanding of what is involved in the acquisition and development of language including its biological, cognitive, and social foundations (e.g., individual differences)  
   *Evidence*: in-class activities, quizzes, exams, term paper

(4) To make connections between theory and research on second language learning and teaching to classroom practices  
   *Evidence*: in-class activities, quizzes, class discussion, empirical assignments

(5) To develop effective oral and written communication skills  
   *Evidence*: in-class activities, empirical assignments, term paper
4. Course assignments & assessments

(1) **Attendance:** ENGL 3365 meets twice per week, and you are expected to attend all classes. Regular attendance, punctuality, and active participation are critical to your success in this class. Class begins at **2:00 pm.** I will take attendance within the first five minutes of class, and if you come in after this, it is your responsibility to talk to me after class to make sure I change the *absence* to a *late.* I will allow you to miss three sessions with no questions asked and no deductions in your attendance and class participation grade. After the third absence, each missed class will result in a **lowering of your final point total by 25 points.** If you miss a class, you are responsible for making up the work you have missed. You should find out what you have missed and borrow any necessary notes or handouts from a fellow student **before** the next class meeting. Please discuss with me in advance any foreseeable attendance problems and we will try to find a solution.

(2) **Participation/homework/classwork:** Your participation will be assessed based on your engagement during in-class activities and in-class activity worksheets that are turned in. Please discuss with me openly and in advance any problems with class preparation you encounter during the semester and we’ll try to find a solution. Additionally, disrupting the class environment excessively (e.g., texting, chatting, sleeping in class, surfing internet) may result in loss of participation points and being marked absent for a given class session.

There will be 25 short in-class and homework assignments of a practical nature. These will involve tasks such as **reading quizzes,** reading guides, summaries/critiques, and discussion questions. These assignments will be graded as follows:

- 4 = Meets expectations (full credit)
- 2 = Below expectations (half credit)
- 0 = No submission (no credit)

For full participation/homework/classwork credit you need a 2 on all assignments. At the end of the semester, points will be assigned based on the number and weighting of assignments. For more information on how to calculate your classwork grade, please see the document entitled “How to Calculate Your Classwork Grade” in Blackboard.

(3) **Blackboard quizzes:** The three major quizzes taken throughout this course are another opportunity for you to demonstrate your understanding of course material and are a chance for both teacher and students to gauge how effectively material is being learned. They also serve as practice for the exams. Each of these three major quizzes are taken through the Blackboard system. Be sure that you are comfortable with the Blackboard assessment system before taking the quizzes.

(4) **In-class exams:** You will take two in-class exams: (1) a midterm and (2) a final. They are designed to assess your knowledge of basic terms and topics that were covered in the readings, lectures, and discussions. Review sessions will be held prior to these exams.

(5) **Empirical assignments (EA):** The three empirical assignments give you opportunities to interpret second language learner issues by working with learner data. We will model the process of an empirical assignment in class, and you will complete three at home. You can work either individually or in groups of up to four students for selected EA assignments. If you choose to work in a group, turn in one paper with all group members’ names on the top. The empirical assignments themselves, including much more specific information, are located in Blackboard (under “course content”).
6. **Term Paper:** You will choose one class topic (e.g., anxiety, age, corrective feedback) and identify at least four additional relevant articles/research papers/books/book chapters. You will write a 4-6 page (1000-1500 word) term paper which synthesizes your sources including our textbook and your chosen sources. So, when we have gotten underway, keep your eye out for topics in this course that are of interest to you. Your paper should include analysis of learner data which you will have to identify from peer reviewed sources. If interested, you will also write about any connections that you can make between your sources and pedagogical issues (though this is not required). Follow APA formatting and the formatting document posted in blackboard under course content. You will turn in a prospectus and an outline with sources before the final is due.

5. **Course grading**

**Total: 1000 points**

- Participation/Classwork/Homework..........................................................(100 points)-10%  
  (Includes preparation for class based on readings)
- Quizzes (3)........................................................................................................(150 points)-15%
- Exams (2).........................................................................................................(310 points)-31%
- Empirical assignments (3)............................................................................(240 points)-24%
- Term Paper....................................................................................................(200 points)-20%

**Grading scale (points)**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
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<tr>
<td>B</td>
<td>800-899</td>
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<tr>
<td>C</td>
<td>700-799</td>
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<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>below 600</td>
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6. **Course expectations**

1. You are expected to have read all the materials before class and be ready to participate in class discussions and provide critical interpretation of readings.
2. Bring your textbook and assigned articles to class (articles can be in electronic format).
3. Complete all graded assignments on time. I reserve the right to not accept late assignments without previous arrangements.
4. Follow APA guidelines when writing your term paper (Publication Manual of the American Psychological Association, 2009, 6th edition). If you fail to follow APA style, points are to be deducted from your score. Links to sites with general information on APA style can be found at: http://www.apastyle.org/. You are welcome to discuss drafts with me before you turn in your assignments. I need to see drafts at least 24 hours prior to an assignment being due to give adequate time to respond.

7. **Course materials**

1. **Required Texts** (at the bookstore, or may be ordered through any online services)
(2) Additional electronic readings will be required and will be available on electronic reserves through our library. You can access these electronic library reserves through our class Blackboard site.

8. Web resources

For this course we will be using Blackboard. The Blackboard site contains a copy of the syllabus, homework assignments, handouts, relevant links, and supplemental materials. You are required to submit all assignments through Blackboard unless otherwise specified, and will receive your grades and my feedback through Blackboard as well. An easy way to access Blackboard is to go directly to https://bb9.tamucc.edu and log in. If you are using your own computer, you need to make sure you have the most recent versions of the necessary software. Once you have logged in, you will see a list of all of your courses that have Blackboard shells. Click on the “Second Language Acquisition” link.

9. Other course policies:

(1) E-mail: I will use your official university e-mail address if I need to contact you between course meetings. You are responsible for checking your mail regularly. “I didn’t get your e-mail” is not a valid excuse for missing out on something. Please check your email regularly. You may use my university e-mail address or the mail system through our Blackboard shell.

(2) Office hours: Please make use of them. You don’t need to be having difficulties with the material to come to office hours. Feel free to come in and discuss issues that interest you, get feedback on a draft of your assignments, talk about how the course is going, or share any suggestions you have.

(3) Late work: I reserve the right to not accept late work that was not discussed ahead of time. If there is any chance that you might not be able to turn in your assignment on-time, make sure to contact me at least one day prior to the deadline so that we can find alternative options.

(4) Course evaluation: Your constructive assessment of this course plays an indispensable role in shaping education at TAMUCC. Upon completing the course, please take time to fill out the online course evaluation.

(5) Academic Integrity/Plagiarism: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a 0 on the assignment and is grounds for failing the course.

(6) Extenuating circumstances: In case of an emergency that interferes with your work in this class, come and talk to me as soon as possible.
(7) **Classroom/Professional Behavior:** Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

(8) **Disabilities Accommodations:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

(9) **Dropping a Class:** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 7, 2014 is the last day to drop a class with an automatic grade of “W” this term.

(10) **ACADEMIC ADVISING:** It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to: [http://www.tamucc.edu/academics/advising.php](http://www.tamucc.edu/academics/advising.php)

Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: [http://www.tamucc.edu/~aac](http://www.tamucc.edu/~aac)

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

(11) **Grade Appeal Process.** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at
For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

(12) **Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**TESOL Certificate:** If you are pursuing a TESOL Certificate, be sure to contact Dr. Stephen Doolan during your final semester of Certificate coursework so that he can inform the registrar that you have completed your requirements and request that they note the certificate on your transcript: Stephen.doolan@tamucc.edu

**Course schedule (Subject to change)**

*All readings that are not in required text are available through the library.*

**Note:** Crys (Crystal), LS = Lightbown and Spada,

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1 8/28</td>
<td>Introduction to course</td>
<td>Syllabus discussed, background</td>
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<tr>
<td></td>
<td>Introduction to linguistics</td>
<td>knowledge of language, language</td>
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<td>learning</td>
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<tr>
<td>Week 2 9/2</td>
<td>Unit 1: What is language?</td>
<td>Focus on structure</td>
<td>Crys (Ency) 2-3, Crys (How) pp. 180-185; 236-241; 247-253</td>
<td>Syllabus Quiz</td>
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<td>Assign HW #1</td>
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<tr>
<td>Week 2 9/4</td>
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<td>Focus on use</td>
<td>Crys (How) pp. 275-281; 322-328</td>
<td>HW #1</td>
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<tr>
<td>Week 3 9/9</td>
<td>What is Second Language Acquisition?</td>
<td>The Genius of Language</td>
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<tr>
<td>Week 3 9/11</td>
<td>Unit 2: L1 acquisition</td>
<td>Developmental sequences</td>
<td>LS Ch 1 (pp. 5-19)</td>
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<td>Week 4 9/16</td>
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<td>Behaviourism</td>
<td>LS Ch 1 (pp. 20-33)</td>
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<td>Innativism</td>
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<td>Interactionist/developmental</td>
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<td>perspectives</td>
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<td>Preview Quiz #1</td>
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<td>Week 4 9/18</td>
<td>Unit 3: Individual differences</td>
<td>Intelligence</td>
<td>LS Ch 3 (pp. 75-86)</td>
<td>Quiz 1 (Units 1 &amp; 2)</td>
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<td>Aptitude</td>
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<td>Learning styles</td>
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<td>Personality</td>
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</tbody>
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| Week 5 9/23 | Motivation  
Attitudes  
Identity  
Beliefs | LS Ch. 3 (pp. 87- 91) |  |
| Week 5 9/25 | Extra Day on individual difference  
Assign EA#1 | TBA |  |
| Week 6 9/30 | Unit 4: Learner Language  
Age | LS Ch. 3 (pp. 92-99) |  |
| Week 6 10/2 | Analyzing learner language  
Developmental sequences  
Assign EA#2 | LS Ch. 2 (pp. 35-49) | EA #1 (survey) |
| Week 7 10/7 | Developmental sequences-cont. | LS Ch. 2 (pp. 49-59; 65-72) |  |
| Week 7 10/9 | Vocabulary | LS Ch 2 (pp. 60-64); Nation (2011) | EA#2 (sequence analysis) |
| Week 8 10/14 | Midterm | Mid-Term Exam Review | No reading |
| Week 8 10/16 | Midterm Exam | No reading | Midterm Exam (Units 1-4) |
| Week 9 10/21 | Unit 5: Theories of SLA (History)  
Behaviourism  
Universal Grammar  
Krashen’s Monitor Model | LS Ch. 4 (pp. 103-108) |  |
| Week 9 10/23 | The cognitivist/developmental perspective  
Interaction-related hypotheses  
Assign Prospectus | LS Ch. 4 (pp. 108-118) |  |
| Week 10 10/28 | The sociocultural perspective  
Preview Quiz #2 | LS Ch. 4 (pp. 118-121) Walqui 2006 | Term Paper Prospectus Due |
| Week 10 10/30 | Unit 6: Observing second language use in the classroom  
Observing learning and teaching | LS Ch. 5 (pp. 123-139) | Quiz #2 (Unit 5) Due 11/9 3pm |
| Week 11 11/4 | Corrective feedback in the classroom  
Ethnography | LS Ch. 5 (pp.139-151) |  |
<table>
<thead>
<tr>
<th>Week 11 11/6</th>
<th>Unit 7: Instructed SLA</th>
<th>Grammar Translation Comprehensible Input</th>
<th>LS Ch. 6 (pp. 153-165)</th>
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<tbody>
<tr>
<td>Week 12 11/11</td>
<td></td>
<td>Interaction</td>
<td>LS Ch. 6 (pp. 165-171)</td>
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<tr>
<td>Week 12 11/13</td>
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<td>Assign EA#3</td>
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<td>Week 13 11/18</td>
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<td>Content-based instruction</td>
<td>LS Ch. 6 (pp. 171-177)</td>
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<td>Week 13 11/18</td>
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<td>Developmental readiness</td>
<td>LS Ch. 6 (pp. 177-198)</td>
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<td>Focus on form</td>
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<td>Preview Quiz #3</td>
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<td><strong>Term Paper Outline Due</strong></td>
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<tr>
<td>Week 13 11/20</td>
<td>Unit 8: Multi/Bilingualism</td>
<td>Bilingualism; Simultaneously learning two languages</td>
<td>Cenoz (2013)</td>
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<td></td>
<td><strong>Quiz #3 (Units 6-7) Due Wed 11/25 at 1:00 pm</strong></td>
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<tr>
<td>Week 14 11/25</td>
<td>Conclusion</td>
<td><strong>Wrapping it up</strong></td>
<td>LS Ch. 7 (pp. 200-212)</td>
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<td><strong>Thanksgiving Break</strong></td>
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<td>No class</td>
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<tr>
<td>Week 15 12/2</td>
<td>Review</td>
<td>No reading</td>
<td><strong>Final Term Paper Due</strong></td>
</tr>
<tr>
<td>12/4</td>
<td><strong>Final Exam</strong> (Our final exam is scheduled for) 1:45-4:15</td>
<td></td>
<td><strong>Final Exam (Units 5-8)</strong></td>
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