ENGL 3365-001: Second Language Acquisition
M/W, 3:30-4:45, IH267

Instructor
Sinae Lee
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FC 262
Office Hours: M/W 1-3pm; T 11am-12pm; or by appointment

Course Objectives
This course provides an introduction to some of the major principles and research findings related to second language acquisition occurring both inside and outside of the language classroom. The course also provides a brief background regarding first language acquisition, but the primary focus will be on second language acquisition. Although most of the reading and discussions will deal with English as the target language, the scope of the course includes the acquisition of any language beyond a person's native language. Course activities include lectures, class discussions, small-group tasks, reading quizzes, homework assignments, two online quizzes, one interview report, an in-class (oral) news article presentation, a final exam, and a final project.

Student Learning Outcomes
(1) To describe and compare historical and contemporary approaches to SLA
(2) To integrate basic principles and terminology of language analysis into coursework
(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)
(4) To make connections between theory and research on second language learning and teaching to classroom practices
(5) To develop effective oral and written communication skills

Textbook (Required)
• Other readings will be made available in electronic format on Blackboard.

Course Policy
1. You are not allowed to use your cell phone during class. Doing so would not only be disrespectful but also would distract me and your classmates from concentrating. Your phone should be silenced and kept out of sight for the entire class time. If you absolutely need to check your phone for emergency (e.g. babysitter calling you), please do so outside the classroom. Failure to comply with this policy will result in a) a halt in class and/or b) your lowered participation grade.
2. The use of tablet or laptop is not allowed during class, unless otherwise noted for class purposes.
3. Discussions of the topics and concepts covered in readings are an integral component of this course. Accordingly, students are expected to do the readings before each class meeting, and come prepared to talk. (Note: If you are concerned about speaking in class, please come talk to me so that we can find a solution.)
4. Check your official university email regularly. I will consider the information delivered once I hit send. After that point, it is your responsibility to make sure you do not miss out on something.
5. It is your responsibility to keep abreast of the progression of the course, your attendance record, and your assignment submissions.
6. Only in extenuating personal emergencies such as illness and death of the student’s immediate family will late work be accepted without point deduction. In all the other circumstances (e.g., technological issues, not feeling well, assignments from other classes), your grade will result in a 10 per cent per day point deduction. Under all circumstances, assignments will not be accepted if submitted later than a week past the assignment deadline, resulting in a zero.

7. Every written work that you submit or post on Blackboard should be free from any grammar or spelling errors. You are always expected to demonstrate your highest quality academic writing.

8. All assignments must follow APA style. The following references and websites provide helpful information on APA style:
   d. Websites:
      ii. [http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/](http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/)
      iii. [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**Requirements and Assessments**

**Attendance**

1. You will receive points for attending each class meeting.
2. Three tardies (arriving after 3:35pm) equal one absence. If you arrive after the attendance check, you must talk to me after class to make sure I change the absence to a late.
3. Leaving early without making previous arrangements will be recorded as an absence for the entire class period.
4. If you will be unable to attend class for some reason, please inform me well in advance of your absence.
5. If you miss five class meetings, your grade goes down a letter (e.g. if you received an “B” in the class, but missed five classes, you will get a “C”). For each additional absence, I will deduct 2% from your final grade.
6. Only excused absences or absences granted by the instructor (i.e. with a doctor’s note) will be accepted.
7. You are responsible for any material covered and any homework assigned during your absence.

**Reading Quizzes (100 points)**

There will be reading quizzes throughout the semester, at the beginning of class. The purpose of these quizzes is to check if you have done the reading for the day. Please read your textbook and assigned readings as closely as you can.

**In-class Presentation on News Items (100 points)**

1. Each student will give one 10-minute presentation on a news article that deals with an aspect of language learning. The article should be recent (written in the past few years), and should be from a popular news media platform such as The Washington Post, CNN, ScienceDaily, etc. The article should NOT be drawn from an academic journal, or a blog.
2. During Week 2, you will sign up to present an article related to one of the topics listed below:
   - Individual differences in language learning (e.g. gender, working memory, intelligence, motivation, etc.)
   - Age
   - Cultural aspects of language learning
   - Bilingualism
   - Teaching a second language
Language learning and technology

3. Before the presentation:
   ✓ Once you select an article or two, please run them by me at least three days prior to the presentation date. Failure to check with me will result in point deduction.
   ✓ For the presentation:
     o Identify the main points of the article, and reflect on how the article relates to the assigned readings for the week and/or course.
     o Prepare a presentation of the main points followed by a set of discussion questions (2-3 questions) that will help the class to understand how the article relates to other material covered thus far in class, bringing up points of convergence and divergence as relevant. The class will engage in the class discussion for about 5 minutes after the presentation.

**Homework (200 points)**

There are a total of 4 homework assignments throughout the semester. Each assignment is worth 5% of your total grade. All homework assignments are due 3:30pm on BB on the assigned date. Make sure to bring hardcopies if indicated.

 ✓ HW1: Based on the class discussions and the readings, write a two-page, double-spaced, 12-point font sized paper (academic prose) addressing the debate on the innateness of language acquisition. In this paper, you should specifically do the following: a) identify the key claims from both sides, and b) take one side and explain why you agree with one side more than the other.
 ✓ HW2: Based on the class discussions and the readings, write a 2-3 pages, double-spaced, 12-point font sized paper (academic prose) discussing the Critical Period Hypothesis. In this paper, you should specifically do the following: a) describe the hypothesis, b) identify the strength and the weakness of the hypothesis, c) summarize loup et al. (1994), and d) if loup et al. (1994) refutes the hypothesis, and if so, how.
 ✓ HW3: You will submit a one-page proposal of your final project, consisting of a) your final project idea/question, b) plans for surveying, c) your speculative answer to your own question. More information on the formatting of this proposal will be provided later.
 ✓ HW4: You will submit a preliminary version of your annotated bibliography containing three sources for your final paper. This task is to help you with the part (b) of your final paper (see below). More information on the annotated bibliography will be provided later.

**Interview Report: Interview a non-native speaker of English (150 points)**

Interview someone who was born outside the U.S., who has a native language other than English, and who moved here after age 13. Submit a two-page write-up (double-spaced, 12-point font size) addressing a) how they describe their (English) language acquisition experience in the U.S., and b) how their experience fits with theories discussed thus far in class.

**Online Quizzes (150 points)**

There will be two online quizzes; the first one is due Wednesday, October 9, and the second one is due Monday, November 18. These quizzes assess your understanding of the topics covered, and will help you prepare for the final exam.

**Final Project (150 points)**

The final project will give you an opportunity to develop your academic research, writing, and presentation skills as you work through various phases of an inquiry-based project, from the initial idea-generating phase to the final written report and presentation of findings. The project must be carried out individually.

 ✓ Overview of the task: Select a couple of popular myths or misconceptions about language learning that particularly interest you. Then, survey laypeople around you (or survey the media) to gauge the prevalence of this opinion about language learning. Your main task is to investigate what SLA research says about the
topic of your choice. You will obtain, synthesize, interpret information from existing research, and draw conclusions based on what you found.

✓ **Sources of your information**: You must identify at least 5 sources (e.g. article, book chapter) on the topic, apart from the textbook and the class readings. These sources should be drawn from academic journals or books that are peer-reviewed. If your sources include more than one book chapter (i.e. 2 or 3 sources), these chapters must be drawn from different books.

✓ **Articles should be drawn from the following journals ONLY**:
  - **Main journals that publish bilingualism research**, in alphabetical order:
    - *Bilingualism: Language and Cognition*
    - *Bilingual Research Journal*
    - *International Journal of Bilingual Education and Bilingualism*
    - *International Journal of Bilingualism*
    - *International Journal of Multilingualism*
    - *Journal of Multilingual and Multicultural Development*
    - *Linguistic Approaches to Bilingualism*
  - **Main journals that publish SLA research**, in alphabetical order:
    - *Applied Linguistics*
    - *Canadian Modern Language Review*
    - *International Journal of Applied Linguistics*
    - *International Review of Applied Linguistics*
    - *Language Learning*
    - *Language Learning & Technology* (open access online: [http://llt.msu.edu/](http://llt.msu.edu/))
    - *Language Teaching Research*
    - *Modern Language Journal*
    - *Second Language Research*
    - *Studies in Second Language Acquisition*
    - *System*
    - *TESOL Quarterly*
  - **Two applied linguistics journals are devoted to in-depth reviews of research areas**:
    - *Annual Review of Applied Linguistics*
    - *Language Teaching*

✓ **The final paper** should be approximately 6-7 pages in length, excluding references. The paper must be double-spaced, 12-point font-sized, with 1-inch margins. The paper should read as a coherent text, with three distinct parts; a) an introductory roadmap in which you introduce your topic, b) summary of each source, and c) critical synthesis of your sources which can address your topic. Your final paper should also have a title, and a list of references.

✓ **Criteria for assessment** will include the following:
  - Appropriately narrow topic with a well-defined research question
  - Quality of information gathered, sufficiency of sources
  - Clarity of writing and structure
  - Accuracy, substance, and depth of understanding of the topic investigated
  - Lack of misconceptions or glossing over of important distinctions you could be expected to know from the course
  - Evidence of critical thinking (insightfulness in interpreting the existing research)
  - Conclusions that go beyond summarizing
  - Proofreading (evidenced by lack of typo, grammatical errors, formatting errors, etc.)

✓ During the last couple of class meetings, you will give oral presentations on your final projects in small groups.
Final Exam (150 points)
The final exam is scheduled during Week 16, on December 9, 2019. It will be a closed-book exam. The exam will cover topics read about and discussed up to that point in the course. More information will be provided later in the semester.

Grading Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>In-class Presentation on News Items</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Homework Assignments (four)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Interview Report</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Online Quizzes (two)</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Final Paper</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale
A: 900-1000
B: 800-899
C: 700-799
D: 600-699
F: below 600

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.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. Friday, November 8, 2019 is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals
As stated in University Procedure 13.02.99.C2.03, *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 Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

**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.

**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 grade of 0 and may result in a failing grade for the course.

✓ **Definition of plagiarism:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA. *Also know that all written assignments in this class are set up to be checked via SafeAssign on BB.*
<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment / Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>8/26 M</td>
<td>Introduction</td>
<td>Syllabus</td>
<td>School and linguistic autobiography</td>
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<tr>
<td></td>
<td>8/28 W</td>
<td>What is SLA? Popular beliefs about language learning</td>
<td>Saville-Troike 2006</td>
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<tr>
<td>2</td>
<td>9/2 M</td>
<td>NO CLASS - Labor Day</td>
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<td></td>
<td>9/4 W</td>
<td>First language acquisition (milestones)</td>
<td>Ch1 (p.5-19)</td>
<td>Article presentation sign-up</td>
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<tr>
<td>3</td>
<td>9/9 M</td>
<td>Theories of first language acquisition</td>
<td>Ch1 (p.20-30)</td>
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<tr>
<td></td>
<td>9/11 W</td>
<td>Theories of SLA: Behaviorist and Innate perspectives</td>
<td>Ch4 (p.103-107)</td>
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<tr>
<td>4</td>
<td>9/16 M</td>
<td>Theories of SLA: Cognitive perspective</td>
<td>Ch4 (p.108-118)</td>
<td>HW1 DUE: Debate on L1 acquisition</td>
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<tr>
<td></td>
<td>9/18 W</td>
<td>Theories of SLA: Sociocultural perspective</td>
<td>Ch4 (p.118-120)</td>
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<td></td>
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<td>Walqui (2006)</td>
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<td>5</td>
<td>9/23 M</td>
<td>Learner language</td>
<td>Ch2 (p.35-44)</td>
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<td></td>
<td>9/25 W</td>
<td>Developmental sequences</td>
<td>Ch2 (p.45-56)</td>
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<td>6</td>
<td>9/30 M</td>
<td>First language influence</td>
<td>Ch2 (p.57-72)</td>
<td>Interview Report DUE</td>
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<td></td>
<td>10/2 W</td>
<td>Learner characteristics: intelligence, aptitude, learning styles, personality</td>
<td>Ch3 (p.75-86)</td>
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<td>7</td>
<td>10/7 M</td>
<td>Learner characteristics: motivation, attitudes, identity, beliefs</td>
<td>Ch3 (p.87-91)</td>
<td>Online Quiz #1 DUE</td>
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<td></td>
<td>10/9 W</td>
<td>Age</td>
<td>Ch3 (p.92-99)</td>
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<tr>
<td>8</td>
<td>10/14 M</td>
<td>Age</td>
<td>Ioup et al. (1994)</td>
<td>HW2 DUE: Discussion on CPH (bring hardcopy)</td>
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<td>10/16 W</td>
<td>Bilingualism: pros and cons</td>
<td>Bialystok (2009)</td>
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<td>10/23 W</td>
<td>Final Paper Guidelines and Preliminary Workshop</td>
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<td>10</td>
<td>10/28 M</td>
<td>Popular ideas about language learning revisited</td>
<td>Ch7</td>
<td>HW3 DUE: Final Proposal (bring hardcopy)</td>
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<td>10/30 W</td>
<td>Natural and instructional settings</td>
<td>Ch5 (p.123-128)</td>
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<td>11</td>
<td>11/4 M</td>
<td>Observation schemes</td>
<td>Ch5 (p.129-139)</td>
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<td>11/6 W</td>
<td>Feedback in the L2 classroom</td>
<td>Ch5 (p.139-151)</td>
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<td>11/11 M</td>
<td>Proposals for teaching</td>
<td>Ch6 (p.153-165)</td>
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<td>11/13 W</td>
<td>Proposals for teaching</td>
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<td>13</td>
<td>11/18 M</td>
<td>Proposal for teaching</td>
<td>Ch6 (p.177-198)</td>
<td>Online Quiz #2 DUE</td>
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<td>14</td>
<td>11/25 M</td>
<td>Review for FINAL EXAM</td>
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<td>15</td>
<td>12/2 M</td>
<td>Final Paper Workshop</td>
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<td>Bring final draft</td>
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<tr>
<td>16</td>
<td>12/4 W</td>
<td>FINAL PAPER DUE (by 11:59pm)</td>
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<tr>
<td>16</td>
<td>12/9 M</td>
<td>FINAL EXAM (1:45-4:15pm)</td>
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