ENGL3365-W01: Second Language Acquisition
T/R 3:30pm-4:45pm on WebEx Meeting Room (password protected)
https://tamucc.webex.com/tamucc/j.php?MTID=m41909a3252fe80f65ce56e58251861f0

Instructor
Sinae Lee
sinae.lee@tamucc.edu
Office hours: T/R 10am-12pm; F 10am-11am at http://tamucc.webex.com/meet/slee19 (or by appointment)

Course Overview
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, reading responses, two exams, two written assignments, an oral 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
• On CLASS MEETINGS: We will meet synchronously every Tuesday and Thursday at 3:30pm on WebEx. Students are expected to attend all class meetings in order to succeed in assignments and exams. The class meetings will be recorded and will be made available for later viewings.

• LATE WORK: The most useful take-away from this section is that late work will not be accepted. However, given the special and unfortunate circumstances (COVID-19) we are facing this semester, which can result in various predicaments for some of you, students have two “free passes” for late submission. No questions will be asked, and no need for you to inform me of these late submissions. There are caveats:
These passes only apply for the Reading Responses, and for the two Written Assignments.

The late submission will be accepted only if it is submitted within 7 days after the due date.

Once you use up both free passes for late submission, late work will not be accepted - no exceptions.

- **On COMMUNICATION:** 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.

- **On WRITING:** You are expected to demonstrate your highest quality academic writing; every written work that you submit or post on Blackboard must be free from any grammar or spelling errors. Also, all written assignments must follow APA style in writing and citing. You can learn more about this via:
  - Websites:
    - [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

- **On PLAGIARISM:** All written assignments are set up to be automatically checked by SafeAssign on Blackboard. Please review the Originality Report before submitting in order to avoid plagiarizing. If there is evidence of ‘copying-and-pasting’ – whether verbatim or paraphrased – without proper citation, the assignment will receive a grade of 0 and I will be forced to report the case as the Academic Misconduct to the Office of Student Conduct & Advocacy. The majority of plagiarism cases take place unintentionally, but please keep in mind that the intention does not play a role in the verdict of plagiarism.

**Grading Summary**
The maximum score you can earn in this class is 1000. See below for a grading summary:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments (2)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation on language belief</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Reflections (15)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
<td>100%</td>
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</tbody>
</table>
Letter Grades (with corresponding score ranges)
A: 900-1000
B: 800-890
C: 700-790
D: 600-690
F: below 600

Requirements and Assessments

Reading Responses (10 x 15 = 150 points)
There are 15 reading responses throughout the semester. Each reading response is worth 10 points. See the Course Schedule (at the end of the syllabus) for detailed due dates. Each reading response should be submitted on Bb prior to, or at the latest by, the class start time (i.e. 3:30pm). The purpose of reading responses is to promote close reading of the assigned reading for the day, which will not only enhance your understanding of the material and the following lecture, but also facilitate your participation in the class discussions. Each reading response must be 200-250 words long, which is about half a page when written with 12-point-font, singled-spaced. In your reading response, you must do the following:
- Accurately summarize the assigned reading (40% of your response)
- Questions or confusions regarding the assigned reading (30% of your response)
- Reflection on the assigned reading, including connections to other readings in and out of the classes, connections to your own observations and experiences, etc. (30% of your response)

Each reading response will be graded per the following criteria:
- Does the response contain an accurate and thorough summary of the assigned reading? (4 points)
- Does the response contain questions or expression of confusions that are directly stemming from the assigned reading? (3 points)
- Does the response contain insightful and in-depth reflections directly related to the assigned reading? (3 points)

Written Assignments (100 x 2 = 200 points)
There are two written assignments throughout the semester. Each written assignment is worth 100 points. Both must be submitted on Blackboard by 11:59pm on due date (see Course Schedule at the end of this syllabus). You will do the following for this assessment:
- Written Assignment #1: Based on the readings and the class discussions, write a 2-3 pages, double-spaced, 12-point font sized paper (the tone of the writing must be academic) addressing the debate on the innateness of the first language acquisition (NOT on the second 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 logically explain why you agree with one side more than the other. For the purpose of this assignment, you must take a side, even if you agree or disagree with both.
- Written Assignment #2: Based on the readings and the class discussions, write a 2-3 pages, double-spaced, 12-point font sized paper (the tone of the writing must be academic) discussing the Critical Period Hypothesis for the second language acquisition (NOT on the first language acquisition). 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 Ioup et al. (1994), and d) if Ioup et al. (1994) refutes the hypothesis, and if so, how.
Oral Presentation on a Language Belief (100 points)
Each student will give a 15-minute presentation on a given language belief. Earlier in the semester, a
sign-up sheet will be circulating on which you can sign up for a belief and a date to present. This
presentation must be given real-time (i.e. it cannot be pre-recorded) to the class during a WebEx Class
Meeting. For the presentation, a student will a) thoroughly survey the textbook on the given topic, and
summarize the knowledge to the class, b) discuss what is yet to be known on the topic, and c) hold a
Q&A session. During the presentation, a student will explain what they understood about the topic in
their own words. Simply reading off of a script or slides will result in point deduction. Visual aids such
as PPT slides may be utilized, though it is not required to do so. The presentation will be graded per
following criteria:
- Timeliness (20 points): Did the presentation last 15 minutes, give and take 2 minutes? (cannot be
too short or too long)
- Summary (20 points): Did the presentation contain an accurate and thorough summary of the
given topic?
- Critical Take (20 points): Did the presentation include the discussion on what is yet to be known
on the topic?
- Q&A (20 points): Did the presenter hold a Q&A session successfully – by answering questions
and facilitating the class discussion?
- Delivery (20 points): Did the presenter deliver the knowledge with their own words,
demonstrating the evidence of complete understanding of the topic?

Exam #1 (100 points)
There will be a timed Bb exam that is due Tuesday, Sep 29 at 11:59pm. This exam is worth 100 points.
This exam is designed to help you understand the notions covered thus far, and ultimately to prepare for
the final exam.

Exam #2 (100 points)
There will be a timed Bb exam that is due Thursday, Oct 29 at 11:59pm. This exam is worth 100 points.
This exam is designed to help you understand the notions covered since the Exam #1, and ultimately to
prepare for the final exam.

Final paper (200 points)
The final paper will give you an opportunity to develop your academic reading and writing skills. It is
due Tuesday, November 24 at 11:59pm.
- Overview of the task: Select one belief about language learning that particularly interest you. You
may continue working on the belief that you presented on, or choose a different one. 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:
  o Main journals that publish bilingualism research, in alphabetical order:
    - Bilingualism: Language and Cognition
Main journals that publish SLA research, in alphabetical order:

- Applied Linguistics
- Bilingual Research Journal
- Canadian Modern Language Review
- 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
- Language Learning
- Language Learning & Technology
- 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 7-8 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 directly 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.)

Final Exam (150 points)

- The final exam is due Thursday, December 3 at 11:59pm on Bb. It will be a timed exam. The exam will cover topics read about and discussed throughout the semester. More information will be provided as the date approaches.

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. The last day to drop is November 5, 2020. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Grade Appeals**
As stated in University Procedure 13.02.99.C0.03, *Student Grade Appeal Procedures*, 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.C0.03, *Student Grade Appeal Procedures*. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules website at:

http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

**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 of 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 the citation of quotes or ideas, please visit the Writing Center (https://casa.tamucc.edu/tutoring_learning_services/writing_center/index.html) or me to get help.
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<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tr>
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<td>First language milestones</td>
<td>Ch1 (p.5-19)</td>
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<td>2</td>
<td>8/27</td>
<td>Info: Final Paper Theories of L1 acquisition</td>
<td>Ch1 (p.20-30)</td>
<td>Sign-up for presentation</td>
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<td>Perspective 1 in L1 acq.: Generative Grammar and Nativism</td>
<td>Chomsky (2006) ‘preface to the second and third edition’</td>
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<td>9/3</td>
<td>Perspective 2 in L1 acq.: Developmentalism</td>
<td>Tomasello (1995)</td>
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<td>9/8</td>
<td>Theories of SLA: Behaviorist and Innative views</td>
<td>Ch4 (p.103-107)</td>
<td>Reading Reflection #3</td>
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<td>9/10</td>
<td>Theories of SLA: Cognitive view</td>
<td>Ch4 (p.108-118)</td>
<td>Written Assignment #1 (Innateness in L1 Debate)</td>
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<td>Ch2 (p. 35-44)</td>
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<td>Developmental sequences</td>
<td>Ch2 (p.45-56)</td>
<td>Reading Reflection #6</td>
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<td>9/24</td>
<td>First language influence</td>
<td>Ch2 (p.57-72)</td>
<td>Reading Reflection #7</td>
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<td>Learner characteristics: intelligence, aptitude, learning styles, personality</td>
<td>Ch3 (p.75-86)</td>
<td>Reading Reflection #8</td>
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<td>10/6</td>
<td>Learner characteristics: motivation, attitudes, identity, beliefs</td>
<td>Ch3 (p.87-91) Kinginger (2004)</td>
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<td>10/8</td>
<td>Age</td>
<td>Ch3 (p. 92-99)</td>
<td>Reading Reflection #10</td>
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<td>10/13</td>
<td>Age</td>
<td>Ioup et al.(1994)</td>
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<td>Bilingualism: pros and cons</td>
<td>Bialystok (2009)</td>
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<td>Bilingualism: social factors</td>
<td>Pearson (2007)</td>
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<td>Bilingualism: language and culture</td>
<td>Potowski &amp; Gorman (2011)</td>
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<td>10/27</td>
<td>Natural and instructional settings</td>
<td>Ch5 (p.123-128)</td>
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<td>No Class – Election Day</td>
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<td>11/5</td>
<td>Observation schemes</td>
<td>Ch5 (p.129-139)</td>
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<td>Ch5 (p.139-151)</td>
<td>Reading Reflection #15</td>
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<td>Proposals for teaching</td>
<td>Ch6 (p.153-165)</td>
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<td>16</td>
<td>12/3</td>
<td><strong>Final Exam</strong></td>
<td>Final Paper</td>
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Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- **Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **To attend a face-to-face class, students must wear a face covering** (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

**TAMU-CC Face Coverings**

TAMUCC Face Coverings Policy and FAQs:
https://www.tamucc.edu/fall-2020/face-coverings-faq/

Rule and Procedure:
https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf