



Course Syllabus

<b>COURSE NUMBER:</b> <b>COMM 5230</b>	<b>COURSE TITLE:</b> <b>Second Language Acquisition</b>	<b>TERM:</b> <b>Fall 2007 Semester</b>
<b>SITE:</b> <b>On-Line</b>	<b>Instructor Contact Information:</b> <b>Bert Barry, Ph.D.</b> <b>314/968-6964</b> <b>Primary email: WebCT course email</b> <b>Secondary email: barrybe@webster.edu</b>	<b>CREDIT HOURS:</b> <b>Three</b>

**COURSE DESCRIPTION:** Participants will explore theories and models of second language acquisition (SLA). They will learn about the emotional, social, and intellectual implications of the process of learning a second language while maintaining the first. Students will analyze and compare first and second language acquisition and apply strategies related to second language learning in a cross-cultural setting.

**LEARNING OUTCOMES:**

Course	Program Goals / MoSTEP/ Prof Standards Addressed
<p>Illustrate the major processes and strategies that second language learners use.</p> <p>Describe the factors that affect second language learning (SLL) and second language acquisition (SLA).</p> <p>Explain the affective, cognitive, and social factors that influence SLA.</p> <p>Describe the effects of individual factors such as age, personality, and motivation on SLA.</p> <p>Identify the characteristics of optimal input for SLA.</p> <p>Recognize the silent period and inter-</p>	<p>To understand the theory of second language acquisition by exploring theories and models of SLA; to learn about the emotional, social, and intellectual implications of the process of learning a second language while maintaining the first; to analyze and compare first and second language acquisition and apply strategies related to second language in a cross-cultural setting. Students are expected to:</p> <ol style="list-style-type: none"> <li>illustrate the major processes and strategies that second language learners use</li> <li>describe the factors that affect second language learning (SLL) and second language acquisition (SLA)</li> <li>explain the affective, cognitive, and social factors that influence SLA</li> <li>describe the effects of individual factors such as age, personality, and motivation on SLA</li> <li>identify the characteristics of optimal input for SLA</li> <li>recognize the silent period and inter-language used in SLA analyze one learner's SLA in terms of findings from recent research (MoSTEP 3.1; 3.2; 3.3; &amp; 3.4)</li> </ol>

<p>language used in SLA.</p> <p>Analyze one learner’s SLA in terms of findings from recent research.</p> <p>Review the development of theories and models of second language acquisition, including:</p> <p style="padding-left: 40px;">The emotional, social, and intellectual implications of the process of learning a second language while maintaining the first language</p> <p style="padding-left: 40px;">The analysis and comparison of first language and second language acquisition</p> <p>Learning styles and strategies as they relate to the second language learner in a cross-cultural setting</p>	
<p>Recognize the significant roles played by each of the following:</p> <p style="padding-left: 40px;">The functions of language in social and academic settings</p> <p style="padding-left: 40px;">The impact of culture on perception, communication, behavior, and learning</p> <p style="padding-left: 40px;">The role of world politics, economics, history, and geography in shaping belief systems</p> <p style="padding-left: 40px;">The dynamics of cross-cultural interactions</p>	<p>To understand the theory of second language acquisition and how it applies to classroom practice. Students are expected to:</p> <ol style="list-style-type: none"> <li>a. study an overview of language teaching methods</li> <li>b. research into the regional, national, and professional standards, language proficiency criteria and academic goals of English for second language learners</li> <li>c. learn strategies for teaching language skills communicatively and within a content-based program</li> <li>d. focus on strategies for using English as the language of instruction to develop social and academic language proficiency</li> <li>e. evaluate the appropriateness of a technique or exercise within the goals of a program</li> <li>f. present short examples of exercises designed to teach specific language skills within different content areas, or within a specified lesson plan</li> <li>g. incorporate and/or teach cultural material and cross-cultural communication skills</li> <li>h. discuss and analyze the different programs used to integrate students who are speaker of other languages into the academic and social setting</li> <li>i. observe and analyze several experienced teachers in a target language classroom</li> </ol> <p>(MoSTEP 2.3, 3.2, 3.4, 4.1;4.2; &amp; 4.3)</p>

To be knowledgeable and current concerning the language of our daily discourse and aware of the facts as well as the issues surrounding the study of language. Students are expected to:

- a. present the history of language in general and of English in particular, helping students to understand that language is acquired quite naturally and is always changing
- b. familiarize students with some of the basic linguistic terms, procedures, and areas of study
- c. study the concept of speech communities and the major dialects of Modern American English and bring up the central issues surrounding the use of those dialects and of Standard English
- d. help students become active observers of language and respecters of the languages of all people  
(MoSTEP 1.1, 1.3, & 1.4)

To gain a better self-understanding as interpersonal communication knowledge and skills are developed and explore the extent to which thoughts and perceptions are shaped by cultural experience; to learn about cultures in their geographical and historical contexts including perspectives (attitudes, values, and ideas), practices (patterns of social interaction), and products (institutions and artistic endeavors). Students are expected to:

- a. reflect upon multicultural and global perspectives
- b. demonstrate sensitivity to cultural, gender, intellectual, and physical ability differences
- c. connect instruction to students' prior experience and family, culture, and community
- d. identify and use appropriate school personnel and community resources
- e. engage students in active learning
- f. create interdisciplinary learning  
(MoSTEP 2.1, 2.2, 2.3, 4.2, 4.3, & 4.4)

To apply a curriculum planning process to the second language classroom based on local standards and legal requirements, formal and informal assessment of language, analysis and adaptation of published materials, and the creation of materials to meet identified needs. The student will be expected to:

- a. identify learning styles and strategies as they relate to second language learners in a cross-cultural setting (MoSTEP 3.4)
- b. select, administrate, and interpret of equitable formal and

	<p>informal assessment tools appropriate to the cognitive, academic, and social development of students from diverse language backgrounds</p> <ul style="list-style-type: none"> <li>c. utilize strategies for using English as the language of instruction to develop social and academic language proficiency for the second language learner</li> <li>d. utilize strategies for selecting, organizing, adapting, and evaluating content area materials for students from diverse language and educational backgrounds in a cross-cultural setting</li> <li>e. employ strategies for advocating and collaborating on behalf of students from diverse language backgrounds</li> <li>f. recognize legal issues affecting students from diverse language backgrounds</li> <li>g. model native or near-native proficiency in standard English (listening, speaking, reading, and writing)</li> </ul> <p>(MoSTEP 4.1, 4.2, 4.3, 4.4, 4.5, &amp; 5.2)</p>
--	---

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week One: Introductions and Description of Projects

Week Two: Current Issues in Second Language Acquisition (Chapter 1)

Week Three: First Language Acquisition (Chapter 2)

Week Four: Age and Acquisition (Chapter 3)

Week Five: Team Reports on Age in SLA

Week Six; Learning Theories (Chapter 4)

Week Seven: Learning Styles and Strategies (Chapter 5)

Week Eight: Personality Factors (Chapter 6)

Week Nine: Team Reports on Individual Differences

Week Ten: Socio-Cultural Factors (Chapter 7)

Week Eleven: Communicative Competence (Chapter 8)

Week Twelve: Team Reports on Social Influences

Week Thirteen: Cross-Linguistic Influences (Chapter 9)

Week Fourteen: Theories of Second Language Acquisition (Chapter 10)

Week Fifteen: Finalize Final Project and Final Project Presentation

Week Sixteen: Individual Reports on Final Projects/Portfolios

Final Projects/Portfolios due

*This syllabus is subject to change, as needed.*

## **RESOURCES:**

Required Text(s):

Brown, H.D. *Principles of Language Learning and Teaching*, 5<sup>th</sup> Edition. White Plains, NY: Pearson Education, 2007.

**EVALUATION:**

You must take an active role in your education in this class. You will participate in readings and team projects that will help prepare you for the final project. These assignments include analyzing case studies and presenting evidence of a learner’s use of the strategies described in the assigned readings.

Assessments	Links to Course Outcomes	Percentage of Grade
<p style="text-align: center;">Term Paper</p> <p>Provide evidence of SLA in one subject. Video or audio tape the subject in formal and informal settings, interview the subject about his/her strategies, interview the subject’s teachers, family members, or others with information about the subject’s learning style, avoidance strategies, and other approaches to SLA. Analyze these data for evidence that the subject does/does not use processes and strategies described in the SLA literature. Research thA subject’s native language and culture for evidence of barriers and facilitations to SLA.</p>	<p>Connected to every course outcome</p>	<p style="text-align: center;">60%</p>
<p style="text-align: center;"><b>OR</b></p>		

<p style="text-align: center;"><b>Portfolio</b></p> <p>Provide evidence that you have mastered the core competencies described above. You may include students' work, research papers, annotated bibliographies, or other evidence that you might present to your state Department of Education to document that you should be certified in TESL. You will provide updates on the progress you are making with your Portfolio during class sessions devoted to Team Reports.</p>	<p style="text-align: center;">Connected to every course outcome</p>	<p style="text-align: center;">60%</p>
<p style="text-align: center;"><b>Active Participation &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>• Respond to instructor's questions and assignment requirements in the Discussions area.</li> <li>• Reply to other students postings as directed.</li> <li>• Review and reply with comments/questions to student's weekly or team reports as directed.</li> <li>• Work with other students during Team Reports.</li> </ul>	<p style="text-align: center;">Integral to every course outcome</p>	<p style="text-align: center;">40%</p>

**DUE DATES: Individual and Team Reports are due on the week they are Assigned on Friday at Midnight 12 A.M. CDT.**

**GRADING SCALE: Evaluation is based on the student's active engagement with the course and materials related to it. In addition, the Final Project (either the Term Paper or the Portfolio, described above) indicates the student's mastery of the core competencies of Second Language Acquisition.**