



Course Syllabus

<b>COURSE NUMBER:</b> COMM 5230	<b>COURSE TITLE:</b> Second Language Acquisition	<b>TERM:</b> Spring 2007 Semester
<b>SITE:</b> West Hall, RWES 133	<b>INSTRUCTOR CONTACT INFORMATION:</b> Bert Barry, Ph.D. 314/968-6964 barrybe@webster.edu	<b>CREDIT HOURS:</b> Three

**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 Outcomes	Program Goals	SOE Goals, SOE Dispositions, and 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>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>	<p>a. illustrate the major processes and strategies that second language learners use (MoSTEP 3.2)</p> <p>b. describe the factors that affect second language learning (SLL) and second language acquisition (SLA) (MoSTEP 3.1)</p>

<p>Recognize the silent period and inter-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 style="padding-left: 40px;">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>	<ul style="list-style-type: none"> <li>c. explain the affective, cognitive, and social factors that influence SLA (MoSTEP 3.2)</li> <li>d. describe the effects of individual factors such as age, personality, and motivation on SLA (MoSTEP 3.2)</li> <li>e. identify the characteristics of optimal input for SLA (MoSTEP 3.1)</li> <li>f. recognize the silent period and inter-language used in SLA (MoSTEP 3.2)</li> <li>g. analyze one learner's SLA in terms of findings from recent research (MoSTEP 3.1; 3.2; 3.3; 3.4)</li> </ul> <ul style="list-style-type: none"> <li>a. study an overview of language teaching methods (MoSTEP 3.1; 3.2)</li> <li>b. research into the regional, national, and professional standards,</li> </ul>
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		<p>language proficiency criteria and academic goals of English for second language learners (MoSTEP 4.2)</p> <ul style="list-style-type: none"><li>c. learn strategies for teaching language skills communicatively and within a content-based program (MoSTEP 4.3)</li><li>d. focus on strategies for using English as the language of instruction to develop social and academic language proficiency (MoSTEP 4.2)</li><li>e. evaluate the appropriateness of a technique or exercise within the goals of a program (MoSTEP 4.1)</li><li>f. present short examples of exercises designed to teach specific language skills within different content areas, or within a specified lesson plan (MoSTEP 2.3)</li></ul>
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		<ul style="list-style-type: none"> <li>g. incorporate and/or teach cultural material and cross-cultural communication skills (MoSTEP 2.3)</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 (MoSTEP 3.2; 3.4; 4.4)</li> <li>i. observe and analyze several experienced teachers in a target language classroom (MoSTEP 4.1;4.2; 4.3)</li> </ul>
	<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:</p>	<ul style="list-style-type: none"> <li>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 (MoSTEP 1.1)</li> <li>b. familiarize students with some of the</li> </ul>

		<p>basic linguistic terms, procedures, and areas of study (MoSTEP 1.1)</p> <ul style="list-style-type: none"> <li>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 (MoSTEP 1.3)</li> <li>d. help students become active observers of language and respecters of the languages of all people (MoSTEP 1.4)</li> </ul>
	<p>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:</p>	<ul style="list-style-type: none"> <li>a. reflect upon multicultural and global perspectives (MoSTEP 2.2)</li> <li>b. demonstrate sensitivity to cultural, gender, intellectual, and physical ability differences (MoSTEP 2.1)</li> <li>c. connect instruction to</li> </ul>

		<p>students' prior experience and family, culture, and community (MoSTEP 2.3)</p> <p>d. identify and use appropriate school personnel and community resources (MoSTEP 4.4)</p> <p>e. engage students in active learning (MoSTEP 4.2)</p> <p>f. create interdisciplinary learning (MoSTEP 4.3)</p>
	<p>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:</p>	<p>a. identify learning styles and strategies as they relate to second language learners in a cross-cultural setting (MoSTEP 3.4)</p> <p>b. select, administrate, and interpret of equitable formal and informal assessment tools appropriate to the cognitive, academic, and social development of students from diverse language backgrounds</p>

		<p>(MoSTEP 4.1)</p> <p>c. utilize strategies for using English as the language of instruction to develop social and academic language proficiency for the second language learner</p> <p>(MoSTEP 4.2)</p> <p>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</p> <p>(MoSTEP 4.3)</p> <p>e. employ strategies for advocating and collaborating on behalf of students from diverse language backgrounds</p> <p>(MoSTEP 4.4)</p> <p>f. recognize legal issues affecting students from diverse language backgrounds</p> <p>(MoSTEP 4.5)</p>
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		g. model native or near-native proficiency in standard English (listening, speaking, reading, and writing) (MoSTEP 5.2)

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

- Week One Introductions
- Week Two Current Issues in Second Language Acquisition
- Week Three First Language Acquisition
- Week Four Age and Acquisition
- Week Five Team Reports on Age in SLA
- Week Six Learning Theories
- Week Seven Learning Styles and Strategies
- Week Eight Personality Factors
- Week Nine Team Reports on Individual Differences
- Week Ten Socio-Cultural Factors
- Week Eleven Cross-Linguistic Influences
- Week Twelve Team Reports on Social Influences
- Week Thirteen Communicative Competence
- Week Fourteen Theories of Second Language Acquisition
- Week Fifteen Team Reports on Best Explanation(s) of SLA
- Week Sixteen Final Projects/Portfolios – Presentations

Starting in Week Two, each student from Group A, B, or C will make a 10 – 15 minute presentation on current developments in the field of Second Language Acquisition. On-line, print, or other information sources are all welcome.

*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 Longman, 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.

<b>Assessments</b>	<b>Links to Course Outcomes</b>	<b>Percentage of Grade</b>
<p>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 the subject's native language and culture for evidence of barriers and facilitations to SLL.</p>	<p>Connected to every course outcome</p>	<p>75%</p>
<p><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.</p>	<p style="text-align: center;">Connected to every course outcome</p>	<p style="text-align: center;">75%</p>
<p style="text-align: center;">Active Participation &amp; Engagement</p>	<p style="text-align: center;">Integral to every course outcome</p>	<p style="text-align: center;">25%</p>

**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.

**Note:** ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

**ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

**Avoiding Plagiarism**

Plagiarism is intentionally or accidentally claiming that another person's work is one's own or implying that another person's work is one's own (through inadequate or inaccurate citations of reference material).

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association or the Modern Language Association Style Guide when referencing all research sources.

For information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

**ACCESSIBILITY/ACCOMODATIONS POLICY:**

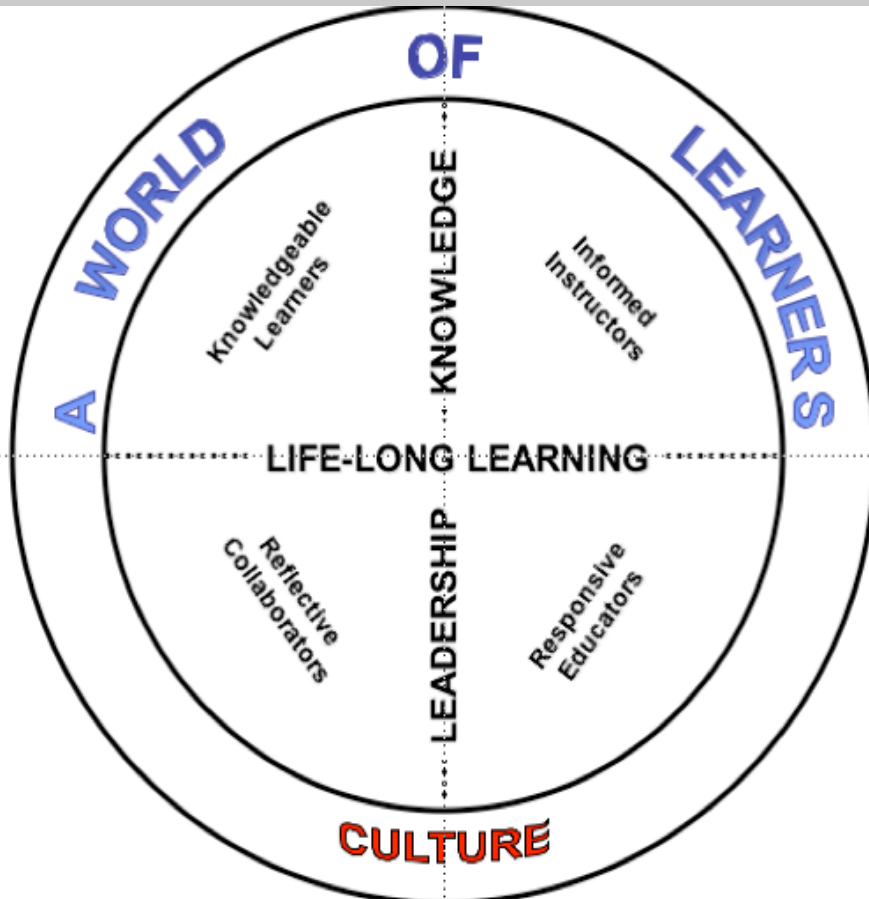
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY  
SCHOOL OF EDUCATION**

**Vision:** " . . . We all must work to make this world worthy of its children." (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## **Goals**

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

**Dispositions:**

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence