



Course Syllabus

COURSE NUMBER: COMM 5230 Section 01	COURSE TITLE Second Language Acquisition	TERM: Spring 08
SITE: Webster Hall, Room: 404	INSTRUCTOR CONTACT INFORMATION: Ionela Bock, MA 217-649-9246 Ionela.bock@yahoo.com Ionelabock73@webster.edu	CREDIT HOURS: Three

1. 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.

2. 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>c. explain the affective, cognitive and social factors that influence SLA (MoSTEP 3.2)</p> <p>d. describe the effects of</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 SLA, including:</p> <ul style="list-style-type: none"> - The emotional, social and intellectual implications of the process of learning a second language while maintaining the first language - The analysis and comparison of first language and second language acquisition - Learning styles and strategies as they relate to the second language learner in a cross-cultural setting <p>Recognize the significant roles played by each of the following:</p> <ul style="list-style-type: none"> - The functions of language in social and academic settings - The impact of culture on perception, communication, behavior and learning - The role of world politics, economics, history and geography in shaping belief systems - The dynamics of cross-cultural interactions - 	<p>To understand the theory of second language acquisition and how it applies to classroom practice. Students are expected to:</p>	<p>individual factors such as age, personality, motivation on SLA (MoSTEP 3.1)</p> <ul style="list-style-type: none"> e. identify the characteristics of optimal input for SLA (MoSTEP 3.1) f. recognize the silent period and interlanguage used in SLA (MoSTEP 3.2) g. analyze one learner's SLA in terms of findings from recent research (MoSTEP 3.1; 3.2; 3.3; 3.4) <ul style="list-style-type: none"> a. study an overview of language teaching methods (MoSTEP 3.1; 3.2) b. research into the regional, national and professional standards, language proficiency criteria and academic goals of English for second language learners (MoSTEP 4.2) c. learn strategies for teaching language skills communicatively and within a content-based program (MoSTEP 4.3) d. focus on strategies for using English as the language of instruction to develop social and academic language proficiency (MoSTEP 4.2)
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		<ul style="list-style-type: none"> e. evaluate the appropriateness of a technique or exercise within the goals of a program (MoSTEP 4.1) 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) g. incorporate and/or teach cultural material and cross-cultural communication skills (MoSTEP 2.3) h. discuss and analyze the different programs used to integrate students who are speakers of other languages into the academic setting (MoSTEP 3.2; 3.4; 4.4) i. observe and analyze several experienced teachers in a target language (MoSTEP 4.1; 4.2; 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:</p>	<ul style="list-style-type: none"> a. present the history of the 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) b. familiarize students with some of the basic linguistic terms, procedures and areas

		<p>of study (MoSTEP 1.1)</p> <ul style="list-style-type: none"> c. study the concept of speech communities and the major dialects of Modern America English and bring up the central issues surrounding the use of those dialects and of Standard English (MoSTEP 1.3) d. help students become active observers of language and respecters of the languages of all people (MoSTEP 1.4)
	<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"> a. reflect upon multicultural and global perspectives (MoSTEP 2.2) b. demonstrate sensitivity to cultural, gender, intellectual and physical ability differences (MoSTEP 2.1) c. connect instruction to students' prior experience and family, culture, and community (MoSTEP 2.3) d. identify and use appropriate school personnel and community resources (MoSTEP 4.4) e. engage students in active learning (MoSTEP 4.2) f. create interdisciplinary learning (MoSTEP 4.3)
	<p>To apply a curriculum planning process to the second language classroom based on local standards and on legal</p>	<ul style="list-style-type: none"> a. identify learning styles and strategies as they relate to second language learners in a cross-cultural setting

	<p>requirements, formal and informal assessment of language, of published materials, and the creation of materials to meet identified needs. The student will be expected to:</p>	<p>(MoSTEP 4.3)</p> <ul style="list-style-type: none"> 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 (MoSTEP 4.1) c. utilize strategies for using English as the language of instruction to develop social and academic language proficiency for second language learners (MoSTEP 4.2) 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 (MoSTEP 4.3) e. employ strategies for advocating and collaborating on behalf of students form diverse language backgrounds (MoSTEP 4.4) f. recognize legal issues affecting students from diverse language backgrounds (MoSTEP 4.5) g. model native or near-native proficiency in standard English (listening, speaking, reading, and writing) (MoSTEP 5.2)
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3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1 – 1/15/08

- Syllabus Presentation
- Student Information Form
- Article Presentation Form
- Introductions – Current Streams of Thought in SLA – Input
- Questions and Discussions

Week 2 – 1/22/08

- Introductions – Current Streams of Thought in SLA – Output
- Questions and Discussions

Week 3 – 1/29/08

- Principles of Language Learning and Teaching – Chapter 1
- Questions and Discussions
- Article presentation(s)

Week 4 – 2/5/08

- Principles of Language Learning and Teaching – Chapter 2
- Questions and Discussions
- Article presentation(s)

Week 5 – 2/12/08

- Principles of Language Learning and Teaching – Chapter 3
- Questions and Discussions
- Article presentation(s)

Week 6 – 2/19/08

- Principles of Language Learning and Teaching – Chapter 4
- Questions and Discussions
- Article presentation(s)

Week 7 – 2/26/08

- Principles of Language Learning and Teaching – Chapter 5
- Questions and Discussions
- Article presentation(s)

Week 8– 3/4/08

- SLA Research Methods
- SLA Research/Analysis – Classroom Exercise (Final Project)
- Principles of Language Learning and Teaching – Chapter 6 (Part I)

Week 9 – 3/11/08

- Spring Break

Week 10 – 3/18/08

- Principles of Language Learning and Teaching – Chapter 6 (Part II)
- Questions and Discussions
- Discussions on Final Project (short classroom presentations)

Week 11 – 3/25/08

- Principles of Language Learning and Teaching – Chapter 7
- Questions and Discussions
- Article presentation(s)

Week 12 – 4/1/08

- Written examination

Week 13 – 4/8/08

- Principles of Language Learning and Teaching – Chapter 8
- Questions and Discussions
- Article presentation(s)

Week 14 – 4/15/08

- Principles of Language Learning and Teaching – Chapter 9
- Questions and Discussions
- Article presentation(s)

Week 15 – 4/22/08

- Principles of Language Learning and Teaching – Chapter 10
- Questions and Discussions
- Article presentation(s)
- Working on Final Project

Week 16 – 4/29/08

- Questions and Discussions
- Article presentation(s)
- Working on Final Project

Week 17 – 5/6/08

- Final Project Presentations
- Wrap-up

***Syllabus is subject to change.**

4. RESOURCES:

Required Text(s): Course Text: Brown, H.D. Principles of Language Learning and Teaching, 5th Edition. White Plains, NY: Addison Wesley Longman, 2000.

5. EVALUATION: Your role in this class will be important. You will be graded on your participation in class discussions, your ability to answer questions on class readings, your ability to answer exam questions, and your writing and presentation of the final project.

Class Participation/Discussions, Homework and Attendance– 25%

Article Presentation – 25% *

Exam – 25 %*

Final Project – 25 %*

*** Additional instructions will be provided in class.**

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 claiming that another person's work is his/her own or implying that another person's work is his/her 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 Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

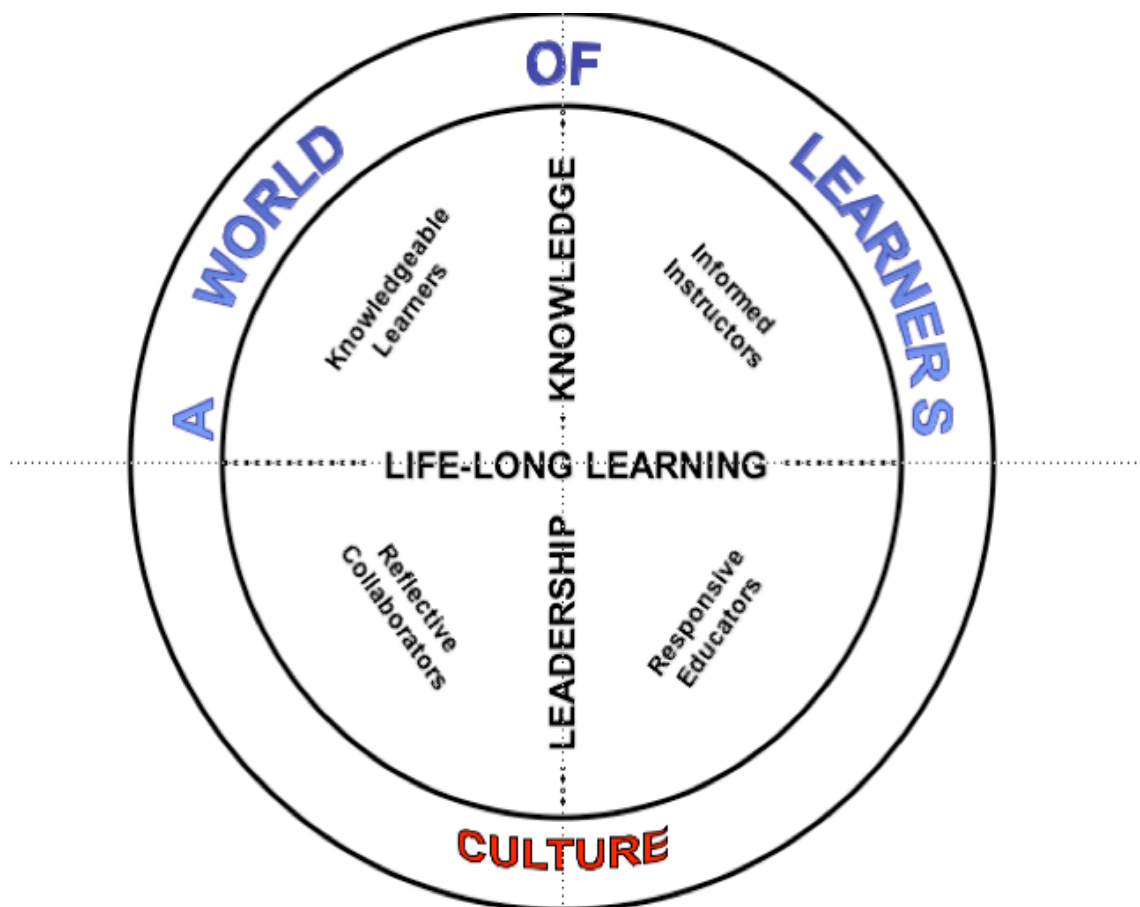
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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.

School of Education 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.

School of Education 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