

**Course: Second Language Acquisition**

Professor: Dr. Brianna Janssen Sánchez

E-mail: janssensb@sou.edu

Phone, FaceTime or text message (217-273-7168)

Class Schedule 8:00 a.m.-9:50 a.m. (local time) Monday-Friday.

**Description and Course Objectives**

This course provides an overview of historical, modern and alternative approaches to second language acquisition and the teaching methodologies that embody these approaches. Students will detail differences between and similarities among the various theories and approaches of second language acquisition as they learn how to identify them, align them with teaching methodologies, and integrate them into the world language classroom in a transdisciplinary framework. The following are the course objectives:

1. Read, summarize, and discuss literature from the field of second language acquisition focusing primarily on a transdisciplinary framework of SLA for L2 teachers.
2. Complete a variety of reflective homework activities to develop skills in experimentation, conceptualization, analysis, and application of theories to the practice of language teaching.
3. Practice skills in analysis, discussion and connecting theory to practice by designing and leading an interactive class discussion of a particular topic.
4. Explore, identify, and summarize one research article on a topic in second language acquisition and create and present a summary of the approach and a prompt for discussion.

**Course Requirements:**

Required Textbook:

Kelly Hall, J. (2019). *Essentials of SLA for L2 teachers: A transdisciplinary framework*. Routledge.

[Purchase Link](https://www.routledge.com/Essentials-of-SLA-for-L2-Teachers-A-Transdisciplinary-Framework/Hall/p/book/9781138744080?gclid=CjwKCAiArY2fBhB9EiwAWqHK6p6Did9fVN2LNtFnDrggVPaN_mHzSLPd2s9CjTAmncegvBEwTIWSkhoC3ekQAvD_BwE)

Supplemental materials are found on our course Moodle site. You will find the bibliography of the texts that we will use on Moodle.

*Note: The readings in this course are copyrighted. They are intended for use only by students registered for this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further.*

**Course Evaluation Components:**

Preparation, Participation & Engagement 15%

Homework 25%

Individual Discussion Leader 15%

Small Group Presentation 25%

Final Paper & Presentation 20%

**Description of Course Components:**

*Preparation, Participation & Engagement (15%)*

Preparation and active participation are vital in each session. Due to the intensive format of the SLI program, your punctuality and attendance in class is extremely important; missing class is not permitted. You are required to be present, prepared and to actively participate in the various interactive activities. Additionally, engaging with colleagues during and after presentations is a critical part of the interactivity of this course and is included in this grading component.

*Homework (25%)*

Students will complete homework assignments identified in the course calendar in or outside of class time. Homework assignments have a significant emphasis on expanding students’ abilities to connect second language acquisition theory to the practice of language teaching through the four processes of knowledge: experiencing, conceptualizing, analyzing, and applying. Complete guidelines and instructions for submission of homework assignments can be found on Moodle.

*Individual Discussion Leader (15%)*

Students will collectively take ownership of one text chapter and individuals will take turns leading an engaging discussion on an assigned section of the chapter. Discussion leader chapter sections will be defined during the first week of the session. This assignment is meant to be enacted individually or in case of larger class size, in pairs. Complete guidelines and instructions for the individual discussion leader can be found on Moodle.

*Small Group Presentation (25%)*

Students will complete a multi-step small group presentation of an SLA theory. The activity is completed in four parts. Some class time will be dedicated to planning, but students should expect to spend additional time outside of class as needed.

Part 1: Each student will complete a summary and reflection of the SLA research article assigned to them

Part 2: Students work with a group (3 to 4 students) to create a lesson plan including a summary of the article and prompts for discussion for the in-class activity

Part 3: Students will lead an in-class interactive discussion to expand on the theory and make connections between the theory and language practice

Part 4: Students will complete a self-assessment of their contribution to group work across the second and third phases*.*

Complete guidelines and instructions for submission for the small group presentation components can be found on Moodle.

*Final Paper & Presentation (20%)*

Students will be assessed on their ability to connect theory to pedagogy in a written final reflection paper and in-person presentation and discussion. Guidelines can be found on Moodle.

**Course Calendar**

\*Changes to assignments and due dates can be made at the discretion of the instructor.

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| Session | During the Session | Readings, Homework & Assignments |
| Week 1 |
| Monday, June 26 | Introductions (Course, Instructor, Students); What is SLA? Explore Ortega (2009) Ch 1 together: Key terms and concepts (Have PDF available).Introduction to the Multiliteracies Framework: Understanding activities: experiencing, conceptualizing, analyzing, applying.  | Chapter 1: Introduction: A Transdisciplinary Framework of SLA (pages 1–22)Homework 1 |
| Tuesday, June 27 | Interactive discussion of readingsExploration of pedagogical activities: experiencing, conceptualizing, analyzing, applying | Chapter 2: L2 Knowledge is Complex and Dynamic (pages 23–44)Homework 2 |
| Wednesday June 28 | Interactive discussion of readingsExploration of pedagogical activities: experiencing, conceptualizing, analyzing, applyingDiscuss Requirements for Individual Discussion Leader Assignment  | Chapter 3: L2 Knowledge is a Repertoire of Diverse Semiotic Resources (pages 45–60)Homework 3 |
| Thursday June 29 | Interactive discussion of readingsExploration of pedagogical activities: experiencing, conceptualizing, analyzing, applyingPlanning and Q & A session for Individual Discussion Leader Interactions  | Chapter 4: L2 Learning is Situated, and Attentionally and Socially Gated (pages 61–75).Homework 4: Discussion Leader Lesson Plan, Guidelines on Moodle |
| Friday June 30 | Individual Discussion Leader Interactions for Chapter 4 | No assigned readings or homework. |
| Week 2 |
| Monday July 3 | Individual Discussion Leader Interactions for Chapter 4 | Chapter 5: L2 Learning is Mediated and Embodied (pages 76–93)Homework 5 |
| Tuesday July 4 | Interactive discussion of readingsExploration of pedagogical activities: experiencing, conceptualizing, analyzing, applying | Chapter 6: L2 Learning is Mediated by Learners’ Social Identities (pages 94–108)Homework 6 |
| Wednesday July 5 | Interactive discussion of readingsExploration of pedagogical activities: experiencing, conceptualizing, analyzing, applying | Chapter 7: L2 Learning is Mediated by Motivation, Investment and Agency (pages 109–124)Homework 7 |
| Thursday July 6 | Interactive discussion of readingsExploration of pedagogical activities: experiencing, conceptualizing, analyzing, applying | Read, individually, your assigned research article. Takes notes for summary as you read. Small group assignment Part 1 on Moodle: Individual Summary of Assigned Research Article |
| Friday July 7 | Group work + Discussions of SLA Research Articles to prepare for small group discussion | Small Group Presentation: Part 2 on Moodle: Lesson plan and supplemental materials |
| Week 3 |
| Monday July 10 | Small Group Presentation Part 3: Implementation of Presentation/Discussion**Discussion Session 1:**Discussion leaders: **Discussion Session 2:** Discussion Leaders: **Discussion Session 3:** Discussion Leaders: | No assigned readings or assignments.  |
| Tuesday July 11 | **Discussion Session 4**Discussion Leaders: **Discussion Session 5**Discussion Leaders: | Chapter 8: L2 Learning is Mediated by Literacy and Instructional Practices (pages 125–151).Homework 8Read Final Paper & Presentation Instructions |
| Wednesday July 12 | Interactive discussion of readingsExploration of pedagogical activities: experiencing, conceptualizing, analyzing, applyingDiscussion: Final Paper and Presentation | Chapter 9: L2 Learning is Mediated by Language Ideologies (pages 152–170)Homework 9Complete Small Group Presentation Part 4: Self-Assessment Quiz found on Moodle  |
| Thursday July 13 | Interactive discussion of readingsExploration of pedagogical activities: experiencing, conceptualizing, analyzing, applyingQ + A Work session on Final Presentation & Discussion | Prepare and Turn in Written Final PaperPrepare Final Exam Presentation.  |
| Friday July 14 | Final Presentation Discussion Groups | Make a note in your calendar to complete course evaluations. |

# Syllabus Statements for Summer 2023

**Raider Reminder**

All students must abide by the Code of Student Conduct and Equal Opportunity,

Harassment, and Sexual Misconduct Policy. Make sure that any contact with others is

wanted, that any recording is done with informed consent of any other party, and that it

involves no illegal downloads or activity.

In addition, we remain committed to the University&#39;s mission and values. We provide a

healthy, safe and civil campus; respectful, inclusive, and equitable interactions in all of

our learning spaces including physical and virtual classrooms; and no tolerance for

racist, sexist, or other forms of hurtful discourse.

**COVID-19 Response**

We continue to monitor national and regional developments regarding Covid-related

guidelines. We also monitor and modify our internal SOU policies and procedures to

reflect the changes to Jackson County Public Health, OHA and CDC&#39;s guidelines.

Please review the revised vaccine policy and protocols.

To reduce risk to the campus community, all staff, faculty, students, and visitors are

required to adhere to SOU’s face covering policy.

We will continue our efforts to keep all members of the SOU community safe; those

efforts will include attempts to limit contact between individuals and may include

restricted access to buildings and other spaces on campus. Please follow all guidelines

provided on SOU & COVID-19 pages and adhere to campus building closures and

restrictions. Should these guidelines be adjusted, SOU will communicate any adjusted

expectations to all students.

**SOU Cares and Equity Grievance Reporting**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and

administration are dedicated to providing you with the best possible support. The SOU

Cares System allows us to connect you with staff members who can assist with

concerns and connect you to further available resources. This includes concerns

regarding finances, food security, health, housing, mental health, wellbeing, legal

concerns, family concerns, study skills, time management, etc. You are also welcome to

use the SOU Cares System to share concerns about yourself, a friend, or a classmate.

Go to www.sou.edu/cares to submit a note of concern.

The Dean of Students’ Office and the Office of Equity Grievance provide recourse for

students through the Student Code of Conduct, Equal Opportunity, Harassment and

Sexual Misconduct Policy, and other applicable policies, regulations, and laws. SOU’s

Equity Grievance Program addresses concerns about sexual harassment, sexual

assault, stalking, intimate partner violence, bias and discrimination for students, staff

and faculty. Reports related to sexual misconduct, assault, harassment, or bias may be

made anonymously or confidentially by completing this form.

**Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all

work for this class. According to SOU’s Student Code of Conduct: “Acts of academic

misconduct involve the use or attempted use of any method that enables a student to

misrepresent the quality or integrity of his or her academic work and are prohibited.”

Such acts include, but are not limited to: copying from the work of another, and/or

allowing another student to copy from one’s own work; unauthorized use of materials

during exams; intentional or unintentional failure to acknowledge the ideas or words of

another that have been taken from any published or unpublished source; placing one’s

name on papers, reports, or other documents that are the work of another individual;

submission of work resulting from inappropriate collaboration or assistance; submission

of the same paper or project for separate courses without prior authorization by faculty

members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined

in SOU’s Code of Student Conduct. In case of loss, theft, destruction, or dispute over

authorship, always retain a copy of any work you produce and submit for grades. Retain

all work that has been graded and returned to you.

**Turnitin Originality Checker**

Per SOU’s Code of Student Conduct, each student’s education is the product of their

own intellectual effort and engagement. Breaches of academic integrity compromise the

overall quality of scholarship and detract from the value of the SOU degree. In order to

provide opportunities for the instructor and students to review their work for originality,

instructors may require students to submit all or some of their work to Turnitin. In order

to meet this requirement, students must agree to the Turnitin End User License

Agreement (EULA). Any work submitted to Turnitin without a EULA in place may not be

accepted by the instructor for credit. Any student who does not wish to accept the EULA

in a course where Turnitin is required should withdraw from the course. Learn more

about Turnitin and review the terms and conditions.

Emergency Notifications

SOU is committed to a safe community. Student, faculty and staff emails are

automatically enrolled in SOU Alert, the campus emergency communication system. In

the event of emergency, closure, or other significant disruption to campus operations,

such as inclement weather, messages are delivered via SOU Alert. To ensure timely

notification, students, faculty, staff are strongly encouraged to visit Inside SOU to

register their cell phone numbers and/or add family members to the system. Campus

Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to

safety concerns, incidents, and emergencies and can provide safety escorts to on-

campus locations. CPS works in collaboration with Ashland Police and Fire.

**Statement on Title IX and Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and

administrators) report to a Title IX officer any time they become aware that a student is

a victim or perpetrator of gender-based bias, sexual harassment, sexual assault,

domestic violence, or stalking. Further, Oregon law requires a mandatory report to law

enforcement of any physical or emotional abuse of a child or other protected person,

including elders and people with disabilities, or when a child or other protected person is

perceived to be in danger of physical or emotional abuse. If you are the victim of sexual

or physical abuse and wish to make a confidential disclosure please use SOU’s

confidential advising or SOU’s Anonymous Harassment, Violence, and Interpersonal

Misconduct Reporting Form.

**SOU Academic Support/Disability Resources**

To support students with disabilities in acquiring accessible books and materials, and in

planning their study and time management strategies, SOU requires all professors to

include information regarding Academic Support and Disability Resources on course

syllabi. It is the policy of Southern Oregon University that no otherwise qualified person

shall, solely by reason of disability, be denied access to, participation in, or benefits of

any service, program, or activity operated by the University. Qualified persons shall

receive reasonable accommodation/ modification needed to ensure equal access to

employment, educational opportunities, programs, and activities in the most

appropriate, integrated setting, except when such accommodation creates undue

hardship on the part of the provider. These policies comply with Section 504 of the

Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other

applicable federal and state regulations that prohibit discrimination on the basis of

disability.

If you are in need of support because of a documented disability (whether it be learning,

mobility, psychiatric, health-related, or sensory) you may be eligible for academic or

other accommodations through Disability Resources. See the Disability Resources

webpage for more information or to schedule an appointment. If you are already

working with Disability Resources, make sure to request your accommodations for this

course as quickly as possible to ensure that you have the best possible access since

these services are not retroactive.

All students may benefit from the ability to convert files posted in Moodle to alternate

formats including audio, ebook and Braille. Learn more about file conversion.

**Statement on Military and Other Forms of Active Service Duty**

Pursuant to Oregon law, any student enrolled at a public university who is a member of

the military, state National Guard, or other federal or state service protected by ORS

352.293 who is ordered to active duty for more than 30 consecutive days has the right

to request accommodation for such service, subject to the conditions and requirements

of applicable Oregon law or regulation. Such accommodations may include, but are not

limited to, the right to withdraw from a course without penalty, a grade of Incomplete

and option to complete at a later date once service has concluded, and/or the right to

credit for any tuition and fees already paid, depending on the student&#39;s status.

Any student enrolled at a public university who is a member of the military, state

National Guard, or other federal or state service protected by ORS 352.293 who is

ordered to active duty for fewer than 30 consecutive days and misses a course session,

assignment, examination or other coursework due to serving on active duty or is

receiving medical treatment for an injury sustained on active duty has the right to

request accommodation for their service or medical treatment, subject to the conditions

and requirements of applicable Oregon law or regulation. Such accommodations may

include, but are not limited to, the right to submit any missed examination, assignment

or other course requirement upon completion of service or treatment; and/or the right to

have a course grade assigned without submitting missed assignment or examinations,

should the instructor determine that sufficient work has been assessed for the

determination of a grade. Any student who expects to be called for active duty should

contact instructors as soon as possible to discuss accommodations.

**Attendance and Financial Aid**

Students who receive federal financial aid are required to attend and participate in all of

the courses for which they register, starting with the first week of class. For face-to-face

courses, in-person attendance is necessary. The US Department of Education (USDE)

describes the following activities as indicators of attendance and active participation

(see the formal rules at the USDE website):

●      Attending a synchronous class, lecture, recitation, or field or laboratory activity where

 there is an opportunity for interaction between the instructor and students;

●      Submitting an assignment;

●      Taking an assessment or an exam;

●      Participating in an interactive tutorial or webinar;

●      Participating in an assigned study group, group project or an online discussion; or

●      Interacting with an instructor about academic matters.

The following activities are not considered by the USDE to be indicators of first-week

engagement:

●      Living in campus housing or using an institutional meal plan,

●      Logging into an online class or tutorial without any further participation, or

●      Participating in academic counseling or advising.

Instructors will report students who are absent during the first week of an in-person

course or those who do not participate in an online course as described above. Any

students who are reported as no-shows will have their financial aid status reviewed and

their award may be adjusted as a result.