

**FL 511 – Second Language Acquisition: Theory and Practice**

**Southern Oregon University   
Summer Language Institute 2017  
Guanajuato, Mexico**

**Instructor:** Dr. Kelly Conroy  
**Class meeting time**: 8:00–9:50 a.m., M–F  
**E-mail:** kconroy5@msudenver.edu

# Course Texts

Brown, H.D. (2014). *Principles of language learning and teaching,* 6th edition. White Plains: Pearson/Longman. (Must be purchased/rented.)

Additional readings will be posted as PDFs on Moodle (print and/or save).

**Goals of the Course**

The primary purpose of this course is to introduce students to historical and contemporary theoretical perspectives on second language (L2) acquisition. When necessary, data sets in Spanish will be used to highlight the constructs and underlying assumptions of a number of theories. Along the way, students will be encouraged to reflect on how L2 acquisition theory informs teaching methodologies/practices in the L2 classroom. We will work to achieve these goals in the following ways:

* read and discuss various articles and book chapters from the fields of second language acquisition (SLA), foreign language education, and applied linguistics;
* develop skills in critical analysis through a two-page written commentary of a supplemental reading;
* practice presentation skills by leading a class discussion of a supplemental reading.

**Components of the Course**

**1. Readings.** We will be using both a textbook and other book chapters, journal articles, etc.; you will need to purchase the textbook and have access to Moodle to find the other materials which will be posted as PDFs. It is imperative that you do a close reading of each assigned reading. Carefully reading the articles and book chapters will allow you to (a) contribute meaningfully to class discussion which will, in turn, afford you a better understanding of the issues being investigated or presented in the readings, (b) think critically about how the research was conducted and thoughtfully question the theoretical framework used, and when needed, the research questions, methods, results, conclusions, etc., (c) help you to see how the content of the readings applies to your L2 teaching context, and (d) prepare you for the three in-class assessments.

It is highly suggested that you take notes while doing the readings outside of class. Given the intensive nature of the SLI program, it will be necessary for you to remember the details of each article we read as you will often be asked to share your thoughts with the rest of the class. To reiterate, doing the readings and taking notes will help you to (a) better understand the chapter or article, and (b) to contribute to class discussion in a meaningful way.

**2. Class Participation:** Your participation grade will rely heavily on your ability to complete the readings as described above so that you can engage in class discussions in pairs, small groups, and as a whole class. This type of discussion requires a careful reading of the texts and some preparation for the discussions (e.g., notes, outlines, questions, etc). You are expected to be an active member in class and to come prepared for each class meeting. All homework/tasks should be completed by the beginning of class.The participation grade is the sum total of your attendance, your homework, and your class participation in discussion topics.

Your attendance, preparedness, and participation are evaluated **each class meeting** during the semester with the following rubric:

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| **Points** | **Description** |
| **2 points** | Student is always prepared for class (brings required textbooks and/or articles to class) and participates regularly during class. Student volunteers to participate in class. When working in groups, the student is a valuable team member. |
| **1 point** | Student is sometimes prepared for class (may not bring textbooks or have completed readings) and sometimes participates. When he/she does participate, the student does not volunteer but is called on instead. When working in groups, the student sometimes contributes. |
| **0 points** | Student is rarely prepared for class and rarely participates. When working in groups, the student is distracting and often off-task. Student is absent. |

**3. Leading a critical discussion of a supplemental reading.** During the course of the program, you will work in pairs to lead the discussion of one of the supplemental readings that is posted on Moodle. You should feel free to be creative when deciding how you want to lead the critical discussion for the given article/book chapter. However, you are encouraged to design an activity(ies) that (a) target(s) the main components or concepts of the reading, and (b) engages your fellow class members in discussion.

On the day when you lead discussion, you will have 20 minutes of class time to use to address the main point(s) of the article and do your activity(ies). It is likely that not everyone will have read your assigned supplemental reading so you will be responsible for carefully synthesizing the main points of the article and, whenever possible, explaining how the ideas addressed in the article can be applied to a L2 learning and teaching context. More information about leading a critical discussion of a supplemental reading will be discussed on the first day of class and supplemental readings will be available on Moodle.

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| **Rubric**  1) Presentation of concise summary of article (3 points)  \_\_\_ (3) Concise summary of the article which highlights the main ideas shared on a helpful presentation application (e.g. PPT, Prezi) and/or a shared handout.  \_\_\_ (2) Average summary of the article which may include too many ideas or not enough shared on a somewhat helpful presentation application (e.g. PPT, Prezi) and/or a shared handout.  \_\_\_ (1) Summary is too brief for class to understand key points or too long or may continue throughout the presentation; shared on a presentation application (e.g. PPT, Prezi) and/or a shared handout that is too vague or too dominated by article summary to be useful.  \_\_\_(0) No summary is shared.  2) Quality of leading the discussion (3 points)  \_\_\_ (3) Presenter is professional and shares information in an accessible, clear manner.  \_\_\_ (2) Presenter is mostly professional and shares information in an average manner.  \_\_\_ (1) Presenter is somewhat casual and is occasionally unclear or vague when sharing information.  \_\_\_(0) Presenter is unprepared or unclear when leading discussion.  3) Organization of Presentation (2 points)  \_\_\_ (2) The presentation is well organized with clear topics and supporting information that flow well.  \_\_\_ (1) The presentation is somewhat organized with mostly clear topics and some supporting information. May have a few sections that have minor issues of flow/continuity.  \_\_\_ (0) The presentation is not well organized and is difficult to follow.  4) Quality of slides/visuals (2 points)  \_\_\_ (2) Slides are clear, contain academic language, and are visually appealing.  \_\_\_ (1) Slides are somewhat clear, contain some errors in language, and may be overly cluttered or somewhat sparse.  \_\_\_ (0) Slides are difficult to view/understand.  5) Relation of article to L2 learning/teaching (3 points)  \_\_\_ (3) The presentation clearly relates article information to L2 learning and/or teaching.  \_\_\_ (2) The presentation somewhat clearly relates article information to L2 learning and/or teaching.  \_\_\_ (1) The presentation loosely relates article information to L2 learning and/or teaching.  \_\_\_ (0) The presentation does not relate article information to L2 learning and/or teaching.  6) Quality of class engagement (3 points)  \_\_\_ (3) Activities are engaging and help class work with material.  \_\_\_ (2) Activities are somewhat engaging or somewhat related to material.  \_\_\_ (1) Activities are poorly planned or superficially treat the material.  \_\_\_ (0) There is no activity or class engagement.  7) Citations of article/other materials (2 points)  \_\_\_ (2) The article is properly cited in APA style in slides and in Works Cited.  \_\_\_ (1) The article is cited but not properly in APA style.  \_\_\_ (0) The article is not cited at the end of the review.  8) Length of the presentation/discussion (2 points)  \_\_\_ (2) The class presentation/discussion is at least 30 minutes in length.  \_\_\_ (1) The class presentation/discussion is at 20-29 minutes in length.  \_\_\_ (0) The class presentation/discussion is at less than 20 minutes in length.  *Final Score (out of 20 possible points): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |

**4. Review of a professional SLA journal article:** First, find an article regarding an issue in second language acquisition in an approved language related journal. When you turn in your review, please also submit a pdf of the article that you read. Please choose articles that are more substantial studies conducted on a topic in SLA. Choose articles that have been published in the last **10 years**. More detailed instructions will be posted on Moodle.

Next, write a paper about the article of at least two pages and no more than three pages in length (12 point font, 1 inch margins and double spaced). Be sure to include a proper citation for your article (APA style).The paper should include a brief yet concise summary about the article (one or two paragraphs only) and a *larger* section on how the article might inform your teaching /thinking and areas which you may disagree with or find problematic in the article. Read with a critical eye and carefully consider the ideas the author is presenting.

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| **Rubric**  1) Article is submitted to Moodle as a pdf and comes from one of the approved journals.  \_\_\_ (2) Submitted article comes from an approved journal  \_\_\_ (1) Article comes from an approved journal but is not submitted to Moodle  \_\_\_ (0) The article is not from an approved journal  2) Citation of article (2 points)  \_\_\_ (2) The article is properly cited in APA style  \_\_\_ (1) The article is cited but not properly (in APA style  \_\_\_ (0) The article is not cited at the end of the review  3) Related to an issue from SLA (2 points)  \_\_\_ (2) The research was clearly related to how languages are learned  \_\_\_ (1) The article is somewhat related to how people learn language  \_\_\_ (0) The article is loosely related to SLA  4) Length of the review (2 points)  \_\_\_ (2) The review is 1 ½ to 2 pages in length  \_\_\_ (1) The review is one or two paragraphs too long or short  \_\_\_ (0) The review is more than two paragraphs too long or too short  5) Quality of the analysis (3 points)  \_\_\_ (3) Author includes a thorough analysis of problems/challenges or adds on to the article in a thoughtful way  \_\_\_ (2) Author includes an average analysis of the content found in the article  \_\_\_ (1) Author includes a superficial analysis of the content found in the article  \_\_\_(0) Author does not include an analysis of the article  6) Concise summary (3 points)  \_\_\_ (3) Concise summary of the article which highlights the main ideas (1-2 paragraphs)  \_\_\_ (2) Average summary of the article which may include too many ideas or not enough  \_\_\_ (1) Summary is too long or may continue throughout the paper  7) Organization (3 points)  \_\_\_ (3) The article review is well organized into paragraphs with clear topic sentences and  supporting details  \_\_\_ (2) The article review is somewhat organized however may not have clear topic sentences or appropriate supporting details  \_\_\_ (1) The article review is not well organized  8) Language (3 points)  \_\_\_ (3) Language is appropriate, professional, and clear  \_\_\_ (2) Language may not be appropriate or clear  \_\_\_ (1) Language is not clear or appropriate  *Final Score (out of 20 possible points): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |

**5. In-class assessments**. Each Friday, you will be formally assessed on your familiarity with the content presented in the assigned readings, the supplemental readings presented by your classmates, and any other information discussed in class during that week. The format for the weekly assessments could include multiple-choice, definitions of key terms, and/or short answer/essay.

**Grading**

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| Class preparation/active participation/attendance | 20% |
| Leading a critical discussion of an assigned reading | 20% |
| Review of SLA article from professional journal (20 pts) | 25% |
| In-class assessments (3 total, ~10 pts/each) | 35% |
| **TOTAL** | **100%** |

Final letter grades are assigned according to the following scale:

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| A | 94% and above | C | 74 – 76% |
| A– | 90 – 93% | C– | 70 – 73% |
| B+ | 87 – 89% | D+ | 67 – 69% |
| B | 84 – 86% | D | 64 – 66% |
| B– | 80 – 83% | D– | 60 – 63% |
| C+ | 77 – 79% | F | 59% or below |

**Other.** If you have any concerns or complaints about this course, I ask you first to bring those directly to me. Should we not be able to resolve your concerns to your satisfaction, you would then speak to Dr. Anne Connor, Director of the Summer Language Institute.

Please let me know during the first day of class if you have a disability for which special arrangements may be needed, such as modification in seating.

**SOU Policies and Information**

**SOU Cares.** 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 Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at<http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

**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:<http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html>

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 written work that has been graded and handed back to you.

**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 the confidential advising available at <http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form <https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L>

**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 a statement on 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 are in compliance 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. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at [**www.sou.edu/dr**](http://www.sou.edu/dr/) for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible to ensure that you have the best possible access.

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**Course Calendar**

**Note:** The instructor reserves the right to make modifications to due dates, activities, readings, etc., as the class progresses.

**WEEK 1**

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| **DATE** | **TOPIC(S), READINGS & ACTIVITIES** |
| Monday June 26 | **Topics:** Course overview; language learning myths and misconceptions  **Prepare before class:**   * read syllabus * read Kramsch (2000); pay special attention to pp. 313-317 * skim Brown Ch. 1 |
| Tuesday  June 27 | **Topics:** Theories of human learning  **Prepare before class:**   * read Brown Chs. 1 & 4 * skim L&S, Ch. 1 |
| Wed. June 28 | **Topics:** Theories of first language acquisition  **Prepare before class:**   * read Brown Ch. 2 * skim L&S, Ch. 1 |
| Thursday  June 29 | **Topics:** Age and language acquisition  **Prepare before class:**   * read Brown Ch. 3 |
| Friday  June 30 | **Topics:** Individual differences; learning styles and strategies  **Prepare before class:**   * read Brown Ch. 5 * skim L&S, Ch. 3 |

**WEEK 2**

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| **DATE** | **TOPIC(S), READINGS & ACTIVITIES** |
| Monday  July 3 | **Topics:** Affective factors  **Prepare before class:**   * read Brown Ch. 6 * skim L&S, Ch. 3 |
| Tuesday  July 4 | **Topics:** Language, culture, and identity  **Prepare before class:**   * read Brown Ch. 7 |
| Wed.  July 5 | **Topics:** Communicative competence  **Prepare before class:**   * read Brown Ch. 8 |
| Thursday  July 6 | **Topics:** Interlanguage, variation, contrastive analysis, and transfer  **Prepare before class:**   * read Brown Ch. 9 * skim L&S, Ch. 4 |
| Friday  July 7 | **Topics:** Theories of SLA (e.g. Krashen; importance of input and output)  **Prepare before class:**   * read Brown Ch. 10 |

**WEEK 3**

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| **DATE** | **TOPIC(S), READINGS & ACTIVITIES** |
| Monday  July 10 | **Topics:** Theories of SLA (e.g. Gass model)  **Prepare before class:**   * read Gass (1997) |
| Tuesday  July 11 | **Topics:** Theories of SLA (e.g. Gass model)  **Prepare before class:**   * read Gass & Mackey (2015) |
| Wednesday  July 12 | **Topics:** Theories of SLA cont’d  **Prepare before class:**   * read L&S, Ch. 6 |
| Thursday  July 13 | * Theories of SLA cont’d   **Prepare before class:**   * review previous readings |
| Friday  July 14 | **Topics:** Conclusions about SLA; from theory to practice  **Prepare before class:**   * read L&S, Ch. 7 |