LING 4030: Acquisition of English as a Second Language   Summer 2015

Instructor: Dr. Konstantia Kapetangianni
Time: MW 12:00PM – 3:50PM, Wooten Hall 116
Office: Lang 408J  Office Hours: M/W 4:00 – 5:00 and by appt.
Email: Konstantia.Kapetangianni@unt.edu

Course prerequisite: LING 3060 (Principles of Language Study)

Course Goals & Objectives

This course provides an introduction to current theories and empirical research on child and adult second language acquisition (SLA). We will read and discuss various articles and book chapters from the field of SLA representing different theoretical perspectives and examine data sets from a variety of world languages. Students will be introduced to a number of SLA theoretical constructs and along the way they will develop an understanding of: a) the different factors (linguistic, cognitive, individual, socio-cultural, and other) that are involved in second language acquisition; b) the connection of theory and practice; and c) the practical methods of analyzing second language learner data.

Required Textbook


In addition to the required text, we will also read several research articles which will be posted on Blackboard and chapters from other SLA textbooks (see below).

Additional Recommended Textbooks

For a detailed theoretical overview of SLA research, you can also read:


Course credit requirement and grading

- Class Attendance & Participation  10pts
- Weekly discussions on BB  10pts
- In-class paper presentation 10pts
- Homework Assignments  40pts (4 @ 10pts each)
- Final Exam  30pts

Attendance & Participation
Attendance in class is expected 😊! Absences will be excused and not counted toward the grade only in the case of illness, accident, personal tragedy, or travel for academic functions and should be communicated to the instructor in advance wherever possible. Unexcused absences will result in poor grades for participation.
To achieve the best possible grade for participation you should come to every class, complete all weekly assigned readings, come prepared to discuss the texts you have read, and volunteer your ideas in discussion. Even if you do not understand a reading, you can participate by asking questions!!!

Readings and lecture notes:
Students are expected to have read all assigned readings before class. Lecture notes based on the reading and the class lecture will also be provided after each class on Blackboard as an aid to understanding the textbook and readings. The lecture notes are just a skeletal treatment of the lecture, however, and are not a substitute for the class lecture or the reading. Students will be learning about a new field of study in this class, therefore some of the materials and concepts may seem fairly complex. In such cases, students should read the assigned readings and go over the lecture notes multiple times. Students are expected to bring the course textbook and assigned readings in class sessions on the days that they are discussed.

Coursework

Weekly Discussions on BB
In order to encourage and help students with the readings, you will answer some study questions posted on Blackboard for each reading. Answers to study questions are due on the date the reading is assigned for (see weekly schedule below). Answers will be graded as follows: 1 (fully completed), 0 (not completed) or .5 (partially completed). Answers must be written using your own words.

Homework Assignments

Homework must be presented in class to the instructor on the days that they are due. They will be assessed for completeness. No late homework will be accepted. If you cannot submit a homework to the instructor due to illness, the weight of the grade will fall on the remaining homeworks, provided advanced notice and proper documentation of illness is given.
In-class Paper Presentation

We will have paper presentations in class on topics of students’ choice and interest that will be selected from the supplemental readings list. These presentations will be given over the course of the term and should not take longer than 20-25 minutes each. Students will be allowed to choose their topic and content of the presentation.

All presentations should come with a handout; the handout must be submitted to me via email a week before the day of the presentation. It should have the following structure: (i) introduction: theoretical assumptions and main hypotheses, (ii) data and methods, (iii) results, (iv) discussion: implications for hypotheses and beyond.

Your presentation will be graded (a total of 20pts) for: **content** (presentation/discussion of the main points of the article/or the data set; **5pts**), **structure** (well structured, clear and easy to follow presentation; **5pts**), **explanation** (explanation of empirical results or terminology & technical notions; **2.5 pts**) and **creativity** (use of questions/activities/exercises to engage your fellow class members in discussion; **2.5 pts**).

Class behavior (instructor’s policy)

Be on time! Please make every effort to get to class on time. It is important that you don’t arrive late or leave early. Repeated late arrival will result in loss of points in your attendance grade.

Be respectful! Avoid eating, sleeping, chatting or working on other classes.

Cell phone policy

In this class, cell phones and other electronic devices are to be turned off during class time. In case of an emergency that requires the use of cell phone, students should quietly exit the classroom before responding to the call. If a student is caught using a cell phone during class (texting, etc.) he/she will be asked to leave the class.

Class behavior (University policy)

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

Academic Integrity

Please make sure that all the work you submit in this course is **your own**!!!

It is your responsibility to know the definitions and consequences of plagiarism, cheating etc. as outlined in the Code of Student Conduct and Discipline, available in the Undergraduate Catalog and online at
Disability Accommodation Statement
“The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.”

Students with any special needs or disabilities (including learning disabilities) should inform me of their needs as soon as possible so that proper accommodations can be made.

LING 4030: Acquisition of English as a Second Language

Weekly Plan: Notice that assigned readings should be completed before the scheduled class day.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assigned Readings; Due dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>June 8</td>
<td>Introduction &amp; Course Overview: Introduction to the study of SLA L2 learners linguistic profiles</td>
<td>Chapter 1</td>
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<td>June 10</td>
<td>Foundations of SLA</td>
<td>Chapter 2</td>
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<td><em>Homework 1 due</em></td>
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<td>Week 2</td>
<td>June 15</td>
<td>The linguistics of SLA</td>
<td>Chapter 3</td>
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<td>June 17</td>
<td>cnt’d</td>
<td>Chapter 3</td>
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<td><em>Homework 2 due</em></td>
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<td>Week 3</td>
<td>June 22</td>
<td>The psychology of SLA</td>
<td>Chapter 4</td>
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<td>June 24</td>
<td>cnt’d</td>
<td>Chapter 4</td>
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<td><em>Homework 3 due</em></td>
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<td>Week 4</td>
<td>June 29</td>
<td>Social contexts of SLA</td>
<td>Chapter 5</td>
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<td>July 1</td>
<td>Acquiring knowledge for L2 use</td>
<td>Chapter 6</td>
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<td><em>Homework 4 due</em></td>
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<td>Week 5</td>
<td>July 6</td>
<td>L2 learning &amp; teaching</td>
<td>Chapter 7</td>
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Supplemental Readings (will be available on Blackboard)


