Linguistics 4030.801 Acquisition of English as a Second Language
Instructor: Katie Crowder
Meeting place: Wooten Hall Room 116
Meeting time: Tuesday, 3:30-4:50
Office hours: TTH 12:30-1:30 and by appointment
Office: Language Bldg. 409L
Email: sarah.crowder@unt.edu
and in Blackboard course

Prerequisite: LING 3060

Recommended Textbook:
How Languages are Learned 4th edition. Lightbown, Patsy and Nina Spada.
Oxford University Press.

Course Goals and Objectives
Upon completion of the course, students will be able to:

1. Distinguish the theoretical foundations of first and second language acquisition.
2. Examine how first language acquisition and second language acquisition occur in stages/sequences.
3. Confront common assumptions and misconceptions that people have about language acquisition.
4. Identify and examine the diverse factors that influence second language acquisition.
5. Analyze the structure of modern English.
6. Examine the relationship between structure and function as it relates to English grammar.
7. Differentiate between word categories: open/content words versus closed/function words.
8. Identify learner differences in the second language learner: age, motivation, learning context, and aptitude.
9. Apply your knowledge of SLA theories in order to select and evaluate appropriate classroom practices outside of this course.
10. Analyze traditional/older ESL methods and recognize why they don’t lead to fluency.
11. Examine the goals and efficacy of the Contemporary Communicative ESL approaches/methods.
12. Examine how combining communicative ESL methods effectively requires a thorough knowledge of how each method views the role of the teacher and the learner.
13. Create and evaluate ESL materials based on specific criteria.
14. Discover best practices for conducting a research project in a small-group setting.

Blackboard: This class is on online blended course, so we will meet face to face once a week but you will read and work through the 5 learning modules online.

You will also do the following online:

- Engage in discussion forums
- Reference built-in Glossaries
- Do practice exercises
- Complete and submit assignments
- Take assessments
TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course:

- **UIT Help Desk**: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)
  - phone #: 940-565-2324
  - email address: helpdesk@unt.edu
- **Hardware and software necessary to use Bb Learn**: [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)
- **Browser requirements**: [https://bbsupport.unt.edu/TechnicalRequirements](https://bbsupport.unt.edu/TechnicalRequirements)
- Word/Adobe PDF
- Use the Academic Support tab in Blackboard.
- You should have daily access to a computer.
- Basic computer skills are a necessity for this course. You will be expected to navigate the course effectively. You will consume content, submit assignments, take tests and engage in discussions online. If you need help, let me know.
- When/if you have a technical problem during an assessment, you need to take a screenshot of the issue and get a ticket from the help desk.

**Group Presentations**: We will have group presentations on a variety of language acquisition and ESL topics (see Group Presentations: Guidelines and Topics module). Each group will select a topic and be given time to prepare, research and then present to the class. I will work with each group on the specifications for the presentation. Time: 20-30 minutes. We will also use some class time for students to meet with their groups.

**Course Grade:**

3 tests: 100 points each; 300 possible points

<table>
<thead>
<tr>
<th>Test</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language Acquisition test</td>
<td>13 Multiple choice questions @ 5.8 each; Matching @23.6 each</td>
</tr>
<tr>
<td>Grammar Test</td>
<td>20 Multiple choice questions @ 5 points each</td>
</tr>
<tr>
<td>Second Language Acquisition Test</td>
<td>9 Matching questions @ 5.27 each; 10 Multiple choice questions @ 5.25 each</td>
</tr>
</tbody>
</table>

2 assignments: 100 points each; 200 possible points

Group Presentation: 100 points

Discussion posts: 4 discussion posts; 10 points each; 40 possible points

**Final Grade:**

A=540-640 points
B=440-539 points
C=340-439 points
D=240-339 points
**Weekly Plan:**

**Note:** You will complete the 5 modules in Blackboard: First Language Acquisition, Group Presentations, English Grammar, Second Language Acquisition, and English as a Second Language. Each module includes an overview of the content and a list of required discussions, assignments and tests. These are called *deliverables*. This syllabus serves as an overview for the course, but you should also reference the overview at the beginning of each module in Blackboard.

**Abbreviation guide:**
- L1=First Language
- L2=Second Language
- SLA=Second Language Acquisition; this abbreviation refers to the field of study
- L/S=Lightbown and Spada; your primary text for this class
- ESL=English as a Second Language

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assigned readings; Discussion forums; Group Presentations; Assignments, Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Jan. 16</td>
<td>Course introduction/overview; icebreaker; Traits of First Language Acquisition</td>
<td>Reading: First Language Acquisition: module in Blackboard</td>
</tr>
<tr>
<td>Week 2: Jan. 23</td>
<td>Theories of First Language Acquisition</td>
<td>Discussion forums: There is one required Discussion topic in this module.</td>
</tr>
<tr>
<td>Week 3: Jan. 30</td>
<td>Linguistic levels-First Language Acquisition</td>
<td>Select topic for Group Presentations; Test 1: L1 Acquisition</td>
</tr>
<tr>
<td>Week 4: Feb. 6</td>
<td>English Grammar: Open and Closed Classes; Lexical Categories</td>
<td>English Grammar module in Blackboard</td>
</tr>
<tr>
<td>Week 5: Feb. 13</td>
<td>Personal Pronouns; Verb Tenses; Prepositions/Prepositional Phrases</td>
<td>Discussion forums: There is one required Discussion topic in this module.</td>
</tr>
<tr>
<td>Week 6: Feb. 20</td>
<td>Grammar overview: putting it all together</td>
<td>Grammar Assignment; Test 2: Grammar</td>
</tr>
<tr>
<td>Week 7: Feb. 27</td>
<td>Second Language Acquisition (SLA) introduction; language in the brain, the L2 learner</td>
<td>C. 4 L/S text and SLA module in Blackboard</td>
</tr>
<tr>
<td>Week 8: Mar. 6</td>
<td>SLA: Early Theories: Behaviorism vs. Innatism</td>
<td>Discussion forums: There is one required Discussion topic in this module. 1st Group Presentation: Teaching English in a foreign country</td>
</tr>
<tr>
<td>Week 9: Mar. 13</td>
<td>Spring break. No class</td>
<td>No assignments</td>
</tr>
<tr>
<td>Week 10: Mar. 20</td>
<td>SLA: Cognitive and Sociocultural Perspective</td>
<td>SLA module in Blackboard</td>
</tr>
<tr>
<td>Week 11: Mar. 27</td>
<td>Putting it all together—SLA theories</td>
<td>2nd group presentation: Multilingualism/Bilingualism</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Week 12: Apr. 3</td>
<td>Introduction to ESL; ESL Modes (Speaking, Listening, Reading, Writing)</td>
<td>Test 3: SLA; Reading: ESL Module in Blackboard</td>
</tr>
<tr>
<td>Week 13: Apr. 10</td>
<td>ESL Methodology: Early methods</td>
<td>3rd group presentation: Learner Differences</td>
</tr>
<tr>
<td>Week 14: Apr. 17</td>
<td>Contemporary ESL Methods</td>
<td>Discussion forums: There is one required Discussion topic in this module. 4th group presentation: English/ESL and the law.</td>
</tr>
<tr>
<td>Week 15: Apr. 24</td>
<td>Lesson Design: Integrating the modes; ESL Content Evaluation</td>
<td>Assignment 2 due; 5th group presentation: The ESL classroom, teaching demos</td>
</tr>
<tr>
<td>Week 15: May 1</td>
<td>Wrapping up and putting it all together</td>
<td>6th group presentation: Evaluation of online language-learning program</td>
</tr>
<tr>
<td>Week 16:</td>
<td>No final exam</td>
<td>No class meeting</td>
</tr>
</tbody>
</table>

**How to use materials/activities in the course:** You will use a variety of materials, engaging with content, your classmates, and your instructor (moi). All of this is designed to help you succeed in the course. My definition of success means that you will not only retain the information from the course but you will also be able to apply and use it outside of the course. Here’s an overview of the materials and activities:

1. **Modules and lessons in Blackboard:** There are 5 modules (First Language Acquisition, English Grammar, Second Language Acquisition, ESL Methods and Practice, and Group Presentations [topics and guidelines]). Each module contains lessons that are sequenced to help you absorb and retain the information. The majority of the content for this course is inside Blackboard. *(online)*

2. **Textbook:** We will use the recommended textbook for specific readings related to second language acquisition, learner differences, and case studies. This textbook will be on reserve in Willis library, but it’s also available in the bookstores and online for rental or purchase. *(offline)*

3. **Discussions:** Each module has a required discussion related to the topic. You will post your responses in the forum and respond to your classmates. *(online)*

4. **Glossaries:** Two of the modules (First Language Acquisition and English Grammar) contain interactive glossaries. These glossaries provide you with the essential terms related to content, and they do so using definitions, flash cards, fact cards, multiple choice questions, fill in the blank, and matching. To use this interactive glossary, click on the link in the module; then click on the “view” tab; next click on the dropdown menu “choose activity” and select an activity. These glossaries will help to prepare you for tests and assignments and offer you a fun way to learn and practice new terms. *(online)*

5. **Practice Exercises:** The grammar module provides you with mini-lessons, practice exercises, and answer keys. These are not for a grade, but they’re a great way to learn the content and check your retention. *(online)*

6. **Assignments:** You have two assignments in the course, and each one is designed so that you can apply what you’re learning. In the ESL Methods and Practice module, you will design
lessons and evaluate curriculum (real-world assignments). You will submit all assignments here in Blackboard in an assignment portal within the module. (online)

7. **Group Projects:** The Group Presentations module has 6 topics. You will choose a topic that interests you and work with a small group, conducting research, creating an interactive presentation, and ultimately presenting to the entire class. The schedule for topic presentations is here in the weekly plan. (offline)

8. **Tests:** You have three tests in the course; all of them are inside the respective module. Tests will be open for 5 days and you will have multiple attempts. Question types are multiple choice and matching. The system is set to take your highest grade. All of the content and activities are designed to prepare you for the test, but I will also provide test reviews. (online)

**Grading Schedule, Late Submissions, Make-up Tests:** Tests, assignments, discussion posts, and presentations will be graded within a week of the due date. I will accept late submissions and offer make-up tests with documentation (note from Doctor, official university event, etc.). If you know you're going to miss a test or a submission, contact me in advance.

**Communication:** Clear and open communication is essential in any course but especially an online course. You should email me within the course whenever you have a question, problem, or comment, and I will get back to you within 24 hours, usually sooner.

**Classroom behavior (my policy):** We will work in pairs, groups, and as a whole class both online and face to face. In order to do so harmoniously, we must be respectful of one another. In class, please refrain from using electronic devices, sleeping, working on other classes, chatting off topic, and anything else distracting to the learning environment. My goal is that we create a collective in which we can all learn from one another and flourish; respect and trust are key elements in this. Online behavior and communication should also be respectful and gracious. Besides grading your discussion posts, I will also participate in some of the discussions.

**Academic Dishonesty:** Plagiarism is both “the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement” (Student Handbook). According to the Student Handbook, instances of academic dishonesty or plagiarism may result in failure of the course. Please cite all sources when quoting and paraphrasing information. As you write, keep in mind that paragraphs, phrases, data, results, and quotations copied or purchased from any site on the internet is a violation of UNT policy.

**Disabilities:** The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable 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 a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable accommodation for each semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. 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.
Acceptable Student Behavior (departmental/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 Dean of Students 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.deanofstudents.unt.edu

Voluntary Product Accessibility Template (VPAT) Blackboard Learn Release 9.1

The Voluntary Product Accessibility Template®, or VPAT® documents Blackboard Learn 9.1’s conformance with the accessibility standards under Section 508 of the Rehabilitation Act (29 U.S.C. ’794 d), as amended by the Workforce Investment Act of 1998 (P.L. 105 - 220), August 7, 1998.

Tips for doing well in the class:

- You should carefully read and re-read course material.
- Plan on logging in at least once a day.
- Check announcements and email regularly.
- Keep up with due dates listed on the Syllabus and the calendar.
- For each learning module, I’ve included information about the deliverables—assignments, discussions, and tests. Pay attention to these.
- Communicate with your peers in this course; you can all learn from each other.