Prerequisite: LING 3060 or LING 3070

Recommended Textbook:

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

Note: There is only one assigned chapter from this book, and it is possible to find it online. We also have this book in Willis Library. It’s a good text, and some of you may want it for your collection; however, it is not necessary that you buy it.

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.

**Canvas:** This class is a 100% online course, so you will read and work through the 4 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 practice quizzes (not graded)
- Take assessments

**Technical Requirements & Skills**

**Minimum Technology Requirements**
The following are minimum technology requirements for students to attend the course and communicate with the instructor:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)

**Computer Skills & Digital Literacy**
Course-specific technical skills learners must have to succeed in the course include:

- Using Canvas
- Using email with attachments

**Rules of Engagement**
Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have appropriate language (this includes discussion boards).
Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.

Be careful with personal information (both yours and other’s).

Do not send confidential information via e-mail.

Success in an Online Course
While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. In order to be successful in this course, you will need to:

- Spend 2-3 hours a day working on it.
- Carefully read and re-read course material.
- Plan on logging in at least once a day.
- Check announcements and email regularly.
- Keep up with all posts (reading others’ posts and writing your own).
- Keep up with due dates listed on the Syllabus/Weekly Plan.
- Communicate with your peers in this course; you can all learn from each other.

For more tips, check this page: “How to Succeed as an Online Student” (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

Getting Help

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or
its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- **Student Health and Wellness Center** (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- **Counseling and Testing Services** (https://studentaffairs.unt.edu/counseling-and-testing-services)
- **UNT Care Team** (https://studentaffairs.unt.edu/care)
- **UNT Psychiatric Services** (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- **Individual Counseling** (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Other student support services offered by UNT include

- **Registrar** (https://registrar.unt.edu/registration)
- **Financial Aid** (https://financialaid.unt.edu/)
- **Student Legal Services** (https://studentaffairs.unt.edu/student-legal-services)
- **Career Center** (https://studentaffairs.unt.edu/career-center)
- **Multicultural Center** (https://edo.unt.edu/multicultural-center)
- **Counseling and Testing Services** (https://studentaffairs.unt.edu/counseling-and-testing-services)
- **Pride Alliance** (https://edo.unt.edu/pridealliance)
- **UNT Food Pantry** (https://deanofstudents.unt.edu/resources/food-pantry)

**Academic Support Services**

- **Academic Resource Center** (https://clear.unt.edu/canvas/student-resources)
- **Academic Success Center** (https://success.unt.edu/asc)
- **UNT Libraries** (https://library.unt.edu/)
- **Writing Lab** (http://writingcenter.unt.edu/)
- **MathLab** (https://math.unt.edu/mathlab)

**Course Grade:**

5 tests: 100 points each, lowest score will be dropped. 400 points total.

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<thead>
<tr>
<th>Test</th>
<th>Points</th>
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<tbody>
<tr>
<td>First Language Acquisition test</td>
<td>13</td>
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<tr>
<td>Grammar Test</td>
<td>20</td>
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<tr>
<td>Second Language Acquisition Test</td>
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<tr>
<td>ESL Test</td>
<td>4</td>
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<td>Final Exam</td>
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<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>
<tr>
<td>ESL Test</td>
<td>4 Multiple Answer @ 5 pts per, 16 Multiple Choice @ 5 pts per – 100 pts total</td>
</tr>
<tr>
<td>Final Exam</td>
<td>2 Matching Questions @ 10 pts per, 20 Multiple Choice @ 4</td>
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</table>
1 assignment: 100 points

Discussion posts: 2 discussion posts; 20 points each; 40 possible points

**Final grade will be out of 540 points**

A= 480.6-540

B= 426.6-480.5

C= 372.6-426.5

**Weekly Plan:**

**Note:** You will complete the 4 modules in Canvas: First Language Acquisition, 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 Canvas.

**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 recommended text for this class
- ESL=English as a Second Language

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assigned readings; Discussion forums; Assignments, Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course opens; Traits of First Language Acquisition</td>
<td>Icebreaker in Discussion board</td>
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<tr>
<td>June 1: course opens</td>
<td></td>
<td>Reading: First Language Acquisition: first module in Canvas</td>
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<tr>
<td>Week 1</td>
<td>Theories of First Language Acquisition</td>
<td><strong>Discussion forum due</strong>: How do children acquire language? June 5</td>
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<tr>
<td>Week 1</td>
<td>Linguistic levels-First Language Acquisition</td>
<td><strong>Test 1</strong>: First Language Acquisition (open for 3 days; two attempts) June 5-8</td>
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<tr>
<td>Week 2</td>
<td>English Grammar: Open and</td>
<td>English Grammar module in</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
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<tr>
<td>June 8</td>
<td>Closed Classes; Lexical Categories</td>
<td>Canvas</td>
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<td></td>
<td>Personal Pronouns; Verb Tenses; Prepositions/Prepositional Phrases</td>
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<tr>
<td>Week 2</td>
<td>Grammar overview: putting it all together</td>
<td><strong>Grammar Assignment</strong> due June 12</td>
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<td></td>
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<td><strong>Test 2: Grammar</strong></td>
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<tr>
<td>Week 2</td>
<td>Second Language Acquisition (SLA) introduction; language in the brain,</td>
<td>C. 4 L/S text and SLA module in Canvas</td>
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<td>June 15</td>
<td>the L2 learner</td>
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<tr>
<td>Week 3</td>
<td>SLA: Early Theories: Behaviorism vs. Innatism</td>
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<tr>
<td>Week 3</td>
<td>SLA: Cognitive and Sociocultural Perspective</td>
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<tr>
<td>Week 4</td>
<td>Putting it all together—SLA theories</td>
<td><strong>Test 3: Second Language Acquisition</strong> June 23-25</td>
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<tr>
<td>June 22</td>
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<tr>
<td>Week 4</td>
<td>Introduction to ESL; ESL Modes (Speaking, Listening, Reading, Writing)</td>
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<tr>
<td>June 25</td>
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<tr>
<td>Week 4</td>
<td>ESL Methodology: Early methods</td>
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<tr>
<td>Week 5</td>
<td>Contemporary ESL Methods; Lesson Design: Integrating the modes; ESL</td>
<td><strong>Discussion forum due</strong>: Global Goals for ESL learner. June 29</td>
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<tr>
<td>June 29</td>
<td>Content Evaluation</td>
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</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 Canvas**: There are 4 modules (First Language Acquisition, English Grammar, Second Language Acquisition, and ESL Methods and Practice. 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 Canvas *(online)*.

2. **Textbook**: We will use the recommended textbook for specific readings related to second language acquisition, learner differences, and case studies. This textbook is in Willis library, but it’s also available in various places online.

3. **Discussions**: Two of the modules (First Language Acquisition and ESL: Methods and Practice) have required discussion posts 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 one assignment in the course (Grammar module), and it is designed so that you can apply what you’re learning. You will submit the assignment here in Canvas in an assignment portal within the module.

7. **Practice Tests**: These are not for a grade but serve as a test review. They will close the day before the test opens.

8. **Tests**: You have 5 tests in the course; all of them are inside the respective module. Tests will be open for 3 days and you will have 2 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.

9. **TExES Prep Module and Linguistics refresher:** Many of you will have to take the TExES test, so I created a module with materials and a practice test, focusing on components one and two. I’ve also included a Linguistics refresher module with a practice quiz and a jeopardy game. Although you’ve all taken either LING 3060 or LING 3070, it’s a good idea to refresh your knowledge of the key components of linguistics. These modules are not mandatory, nor are there any graded items in them.

10. **Linguistics Refresher:** this is designed to review what you learned in LING 3060/3070.

**Grading Schedule, Late Submissions, Make-up Tests:** Tests, assignment, and discussion posts 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.

**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.
- Complete the Practice quizzes (not for a grade).
- 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.

**UNT Policies**

**Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.
ADA Policy
UNT 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students 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 ODA website (https://disability.unt.edu/).

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
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. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).
Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses
Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course
of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.
If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

   Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.