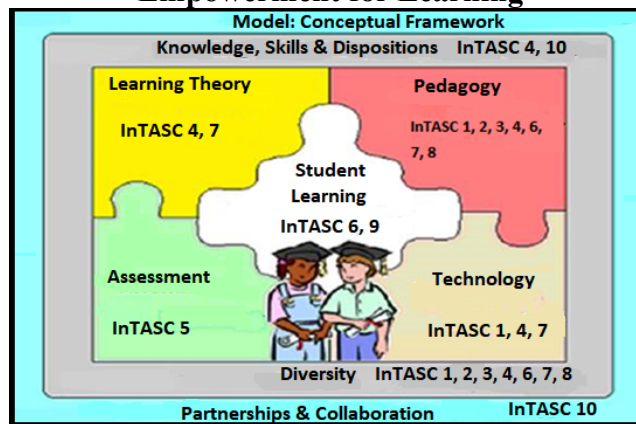*Campbellsville University*
School of Education
Department of TESOL
G3 2016
TSL 640
Second Language Acquisition

Instructor: Andrea Giordano
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"Empowerment for Learning"

Course Description:
By introducing a variety of approaches to second language acquisition (SLA), this course attempts to expand its scope and broaden its concepts. It addresses not only cognitive and linguistically-oriented but also sociocultural approaches to SLA. As a core subject of TESOL, it could provide student teachers with the cornerstone of their teaching in the ESL classroom by suggesting various theoretical backgrounds for SLA.

Required Text:
Saville-Troike, M. (2102). Introducing Second Language Acquisition, 2nd ed. New York: Cambridge University Press. ISBN: 978-1-107-64823-4.

PROFESSIONAL STANDARDS addressed in this course:

Aligned with ➔ Assessment ⬇ (point values)	KTPS/ InTASC	KTPS/ InTASC Diversity Indicators	ILA	Technology (Yes or No)	TESOL	CAEP
Discussion Forums 15 pts each Obj: 1, 2, 3, 4	1d,e,f,g,h,I,j,k, 2g, l,o, 3i,j,k,l,m, r, 4l,m,r, 8j,k,l,m,q	4m	1.1-3, 4.1-3, 5.1-2, 6.1-3	Yes	1.a-b, 2.a, 2.g	1.A.1
Journal 100 pts Obj: 1, 2, 3, 4	4l,m,r, 8j,k,l,m,p q	4m	1.1-3, 4.1-3, 5.1-2,	Yes	1.a-b, 2.a, 2.g	1.A.1
Quizzes 10-30 pts each Obj: 2, 3, 4	2g,h,I,j,k, 3i,j,m,r 4l,m,r, 8j,k,l,m,p q	4m	1.1-2, 4.1-2, 5.1-2, 6.1-2	Yes	1.a-b, 2.a, 2.g	1.A.1
Field Experience 60 pts Obj: 2, 5	1a, 2e,i,m,n,o 3f,k,l,r, 6l,m,n,v, 7i,j,k, 8h-I,l,m,p,q, 9a,b,e, 10d,f	3f	2.1-2,3.1, 3.3, 4.2-3, 6.2	Yes	1.a-b, 2.a-b, 2.e-g, 3.a-c, 4.a, 4.c, 5.b	1.A.1, 2.3
"Spotlight On" PowerPoint and video 200 pts Obj: 2, 3, 6	1d,e,f,g,k 3f,l, 6.l,n, v, 7i,j,k, 8k,l,m, p,q, 9a,b,e,m, n, 10h,I,q,r	3f	2.1-2, 3.1-3, 4.2-3, 5.1-2, 5.4,	Yes	1.a-b, 2.a-g, 3.a-c, 4.a, 4.c, 5.a-b	1.A.1, 2.3

		6.1, 6.3			

**Kentucky Teacher Performance Standards/Interstate Teacher
Assessment and Support Consortium (*KTPS/InTASC*)**
KTPS/InTASC 1 Learner Development
KTPS/InTASC 2 Learner Differences
KTPS/InTASC 3 Learning Environments
KTPS/InTASC 4 Content Knowledge
KTPS/InTASC 5 Application of Content
KTPS/InTASC 6 Assessment
KTPS/InTASC 7 Planning for Instruction
KTPS/InTASC 8 Instructional Strategies
KTPS/InTASC 9 Professional Learning and Ethical
Practice
KTPS/InTASC 10 Leadership and Collaboration

CU Diversity Proficiencies (from KTPS/InTASC)
1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.
2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
2N The teacher makes learners feel valued and helps them to learn to value each other.
3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.
9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

International Literacy Association (*ILA*)
    Standard 1 Foundational Knowledge
    Standard 2 Curriculum and Instruction
    Standard 3 Assessment and Evaluation
    Standard 4 Diversity
    Standard 5 Literate Environment
    Standard 6 Professional Learning and Leadership

Council for Accreditation of Educator Programs (*CAEP*)
    Standard 1 Content and Pedagogical Knowledge
    Standard 2 Clinical Partnerships and Practice

TESOL Standards
    Domain 1 Language
    Domain 2 Culture
    Domain 3 Planning, Implementing & Managing Instruction
    Domain 4 Assessment
    Domain 5 Professionalism

Mission
Statements/Vision

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

- Knowledge and skills
- Caring Dispositions, including respect for diversity
- Commitment to life-long learning in a global society-
- Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

SPECIFIC OBJECTIVES:

Upon completion of this course, you will have demonstrated your knowledge, skills, and understanding of the following principles related to language and culture:
1. Understand the nature of second language acquisition (SLA).
2. Understand the history of SLA
3. Distinguish between different SLA theories
4. Explore and critique contradictory issues in SLA
5. Observe, assist, tutor, and instruct in a site-based classroom field setting
6. Develop a presentation based on a particular SLA theory

Class Schedule (Subject to Change)

Week Monday - Sunday	Topic	Reading	Assignments
10/24-10/30	Introduction to SLA	*Chapter 1	* Discussion Forums (DF) *Quiz *Graded Assignment/Journal
10/31-11/6	Foundations of SLA	*Chapter 2	* DF *Quiz *Graded Assignment/Journal
11/7-11/13	Linguistics of SLA	*Chapter 3	* DF *Quiz *Graded Assignment/Journal
11/14-11/20	The Psychology of SLA	*Chapter 4	* DF *Quiz *Graded Assignment /Journal *"Spotlight On" topic proposal
11/21-11/27	Social Contexts of SLA	*Chapter 5	* DF *Quiz *Graded Assignment/Journal
11/28-12/4	Acquiring knowledge for L2 use	*Chapter 6	* DF *Quiz *Graded Assignment/Journal
12/5-12/11	L2 learning and teaching	*Chapter 7	* DF *Quiz *Graded Assignment/Journal
12/12-12/17	Final Week		* "Spotlight On" video and powerpoint (Due Dec. 13th) * "Spotlight On" forum (Due Dec. 15th)

Course Requirements and Grading Scale
A 90-100%
B 80-89%
C 70-79%
D 60-69%

F ▼60%

Note. Please <u>single-space</u> all the following required documents except the paper.

Discussion Forum Participation: Your active participation in discussion forums is very important because issues of each article will be addressed through dialogue in a discussion forum. Specific instructions on how to attend a discussion forum will be given online. **(15 points each)**

Quizzes: Quizzes are given regularly to assess comprehension of foundational concepts in Second Language Acquisition. **(10-30 points each)**

Graded Assignments: Each week, you will complete a graded assignment in order to be critically consider themes within the field of Second Language Acquisition. **(30 points)**

"Spotlight On" Research & Video Presentation: You will prepare a PowerPoint presentation about a specific area of Second Language Acquisition. Your "Spotlight On" presentation should incorporate content from the textbook, readings and at least 5 additional outside sources. You will announce your topic in the "Spotlight On" forum by Week 4. In the interest of wide coverage, no two students will be able to present on the same topic. The "Spotlight On" is to include an overview of content, theories, key concepts and critical questions; and should be guided by the question, "What should every teacher know about this topic?" You can focus your presentation for a specific audience, but note this and specifically address how you would alter this presentation to meet the learning needs of teachers in different teaching contexts. Your oral presentation should be approximately 10 minutes long, and should be recorded on video. Include a bibliography of your sources and citations for any quotations you use on the slides at the end. Use APA format for your citations and bibliography. You will also be scored on grammar, spelling and punctuation and your clarity in presenting on the issue. You will post the video to YouTube as "unlisted" (not private), so your classmates can view the presentation, and share the link to the video, as well as the actual PowerPoint file for review. Once all presentations are posted, you will watch your classmates' videos and comment on them in the "Spotlight On" forum. **(200 points)**

> **"Spotlight On" Rubric**
> *Definition of the Problem /Topic*: Clear parameters about what you will address and why it is important to educators. (20 points)
> *Evidence*: Appropriateness and breadth of resources to support your work (can draw on multiple sources of evidence: research, theory, empirical evidence). (40 points)
> *Clarity and Organization*: Presentation allows for easy understanding (30 points)
> *Quality of oral presentation*: clarity, pacing, professionalism (30 points)
> *Conclusions*: Clarity of Critical lessons (take home points) (30 points)
> *Quality of Visual Display to Support Presentation*: clarity of slides, video, sound, graphics, text, grammar, spelling (30 points)
> *References*: A bibliography of resources cited (20 points)

Field Hours Requirement (for School of Education ESL Endorsement students)
The student will participate in 6 hours of site-based classroom field experience for ESL/EFL children and youth. This should include at least two ESL/EFL classes, preferably in two different skill/knowledge areas, at two different levels, P-12, and taught by two different instructors. The 6 hours of field experience for this course must comprise observation, assisting, tutoring, instruction of small/large groups and analyzing the classroom environment. Before participating in field experiences, a discussion of the Code of Ethics will be given and each student must sign

the Code of Ethics (704 KAR 20:680) form. You should submit your Code of Ethics form to Lisa Allen at lsallen@campbellsville.edu. Each student will post a report of their field experiences. This will fulfill 6 hours of the 30-hour field experience required for students seeking endorsement from the state of Kentucky.

The student will document the experience on the Field Experience Summary Report form and address the following elements in the field experiences report:

- Place/Institution where you observed the classes
- Instructor(s)
- What you did in addition to observing
- Students' age, proficiency level, and educational background
- Students' academic orientation, if applicable
- Program/Curriculum orientation
- Textbook(s) being used
- Class size
- Topic(s)/ Skills/Grammatical points covered/lessons objectives
- How the material is presented
- How the material is practiced
- How the feedback is provided
- Things you like the most about the classes you observed
- Things that you would do different if you were to teach the classes
- Any suggestions for the instructor and others in this class

Field Hours Requirement (for MA TESOL students)

The student will participate in 6 hours of site-based classroom field experience. This should include at least two ESL/EFL classes, preferably in two different skill/knowledge areas, at two different levels, P-12, higher education, or adult education, and taught by two different instructors. The 6 hours of field experience for this course must comprise observation, assisting, tutoring, instruction of small/large groups and analyzing the classroom environment. Each student will post a report of their field experiences.

The student will document the experience in the Field Experience Summary Report and address the following elements in the field experiences report:

- Place/Institution where you observed the classes
- Instructor(s)
- What you did in addition to observing
- Students' age, proficiency level, and educational background
- Students' academic orientation, if applicable
- Program/Curriculum orientation
- Textbook(s) being used
- Class size
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- How the material is presented
- How the material is practiced
- How the feedback is provided
- Things you like the most about the classes you observed
- Things that you would do different if you were to teach the classes
- Any suggestions for the instructor and others in this class

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice- President for Academic Affairs will be notified of either consequence.

Campbellsville University's Online Attendance
Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Incomplete Statement

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil

Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Student Academic
Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

Disposition Assessment
(for School of Education Students)

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.