**CTSE 7420/7426 Fall 2016**

**Auburn University**

Department: Curriculum & Teaching

Course Title & Credit: Applied Linguistics in SLA; 3 hrs

Room and Schedule: HC 2438; R 5:00 p.m. – 7:50 p.m.

Instructor: Dr. Jamie Harrison [jlh0069@auburn.edu](mailto:jlh0069@auburn.edu)

Phone Number: 334-844-8278

Office: Haley Center 5080

Office Hours: Tuesdays 1 – 2 p.m.; Thursdays 1 – 4 p.m.

**1. COURSE DESCRIPTION**

Theories of second language acquisition (SLA) are the focus of this course. The curriculum will include a history of SLA theories, an overview of first language acquisition theories, and an examination of current SLA theories within the context of your own language learning.

**Text:**

Brown, H. D. (2014). *Principles of language learning and teaching*. 6th edition. New York, New York: Pearson.

Ogulnick, K. (2000). *Language crossings: Negotiating the self in a multicultural world.* New York: Teachers College Press.

King, R. & Yeon, J. (2014). *Elementary Korean,* 2nd ed. Vermont: Tuttle Publishing.

Other readings as assigned.

**Course Objectives:**

Upon completion of this course, students will be able to:

1. Explain how second language learners, including students with limited English proficiency, develop capability in their second language from multiple perspectives (child, adult, EFL, ESL);
2. Demonstrate understanding of historic and current SLA theories;
3. Compare first and second language acquisition theories;
4. Analyze second language learning environments, including ESL and bilingual education settings, for sociocultural and sociopolitical factors impacting SLA;
5. Demonstrate knowledge of how learner variability can impact SLA;
6. Conduct research in an area of interest related to Applied Linguistics;

**2. COURSE REQUIREMENTS**

**Attendance and Participation** *(15 @ 10 points each = 150 pts.)*

**Reading Discussion leader** *(50 points)*

**Korean Language learning journals with linguistic analysis** *(100 pts.)*

**Korean Quizzes** *(2 @ 25 pts each = 50 pts.)* **Korean Test** *(1@ 50 pts.)*

**Language and linguistics lesson** *(100 pts.)*

**Ogulnick presentation** (100 pts)

**Applied Linguistics Mini Research project** (200 pts.)

**FINAL EXAM: TBA** *200 points*

***TOTAL POINTS: 1000***

Grading and Evaluation:

The grading scale will be:

**A = 1000-900 points or 100 – 90 average**

**B = 899 -800 points or 89 – 80 average**

**C = 799 -700 points or 79 – 70 average**

**D = 699 -600 points or 69 – 60 average**

**F = 599 or below points or 59 or below average**

Attendance and Participation: Class content and processes related to applied linguistics and issues of second language acquisition are based on social interaction, application of cooperative learning activities, shared discussions, and collaboration. Due to the participatory nature of learning experiences in this class, students are expected to have an *active* presence and adhere to all course requirements explained in class policies.

Distance Student Requirements: The distance section is "asynchronous" for distance students. The following will be available to distance students:

- full Panopto recording of F2F class sessions (7420 meets Wed 5:15 - 9 p.m.)

- Canvas modules that outline weekly expectations

- Canvas distance and Distance/F2F discussion boards

- 3 set 1 hour live "drop in" office hours via Scopia (details will be sent later)

- other Scopia chat sessions as requested

Distance students follow the same weekly schedule as F2F students, and adhere to all assignment due dates as listed in the syllabus or outlined in Canvas as the course proceeds.*Attendance and participation: distance students will be required to participate weekly in Distance Discussion Boards. These will be hosted & facilitated by instructor and students.*

Late Assignments: Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit. For example, a 20-point assignment due Monday would be worth at most 14 points by Thursday. Discussion leader assignments will *not* be accepted late.

Assigned Readings: Beyond the required textbooks, some additional readings will be available in Canvas. Readings will be discussed in various manners ranging from course Canvas discussions to embedded in class assignments. These readings contain information that will be included in the reflections, projects, examinations, and other course requirements.

Justification for Graduate Credit: CTES 7420 is a comprehensive study of theories of second language acquisition. The course covers SLA from three perspectives: psycholinguistics, sociolinguistics and neurolinguistics. The course requires students not only to interpret and analyze theoretical models of SLA, it requires students to make clear the connections between research and effective practice in SLA programs. Crucial to the success of second language teaching and learning is educators’ in-depth understanding of how processes of second language acquisition are theorized and researched. The rigorous examination of SLA and its implications for teaching and learning English as a second language justify the placement of this course at the graduate level.

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**2. COLLEGE AND UNIVERSITY POLICIES**

**Participation:** Students are expected to attend class and participate in all class discussions, exercises, and activities.

It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible

for initiating arrangements for missed work.

* **Attendance/Absences:** **Excused Absences**: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.
* **Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specific by the instructor).
* **Late Assignments:** Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**Distance Learning Students**:

Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**Additional Resources:**

***Student Policy eHandbook:*** <http://www.auburn.edu/student_info/student_policies/>

***Health and Wellness Resources*** <https://cws.auburn.edu/studentAffairs/healthAndWellness/>

***Academic Support Services:*** <http://www.auburn.edu/academic/provost/undergrad_studies/support/>

4. TENTATIVE SCHEDULE

\*Please note that this is a tentative summary of the schedule and activities/due dates may change during the semester. Follow the assignments as posted on the weekly modules in Canvas.

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| Week | Topics | Reading | Assignments |
| **1: 8/18** | **Introduction & Syllabus**  **Lanugage learning experiences; What is a good language learner?** | **Syllabus** | **Language learning metaphors**  **Language Aptitude Test**  **Introduction to Hangul writing system** |
| **2: 8/25** | **Language, learning and teaching; First Language Acquisition** | **Brown ch 1 & 2**  **King & Yeon ch 3; ch 4.1 – 4.3; ch 1** | **Journal Entry 1** |
| **3: 9/1** | **Age and Acquisition** | **Brown 3**  **King & Yeon ch 2 & 5** | **Journal Entry 2**  **Discussion leaders:** |
| **4: 9/8** | **Human Learning** | **Brown 4** | **Journal Entry 3**  **Discussion leaders:**  **Quiz: King & Yeon ch 1 – 5**  **Quiz: Advanced Academic English** |
| **5: 9/15** | **Individual Differences** | **Brown 5**  **King & Yeon ch 6.1, 6.3, 6.5, 6.6** | **Journal Entry 4**  **Discussion leaders:** |
| **6: 9/22** | **Affective Factors** | **Brown 6**  **King & Yeon ch 6.2, 6.4, 6.7, 6.8** | **Journal Entry 5**  **Language/linguistics lesson:**  **Discussion leaders:** |
| **7: 9/29** | **Language, Culture, & Identity** | **Brown 7** | **Journal Entry 6**  **Language/linguistics lesson:**  **Discussion leaders:**  **Quiz: King & Yeon ch 6**  **Quiz: Advanced Academic English** |
| **8: 10/6** | **Communicative Competence** | **Brown 8**  **King & Yeon ch 7** | **Journal Entry 7**  **Language/linguistics lesson:**  **Discussion leaders:** |
| **9: 10/13** | **Interlanguage** | **Brown 9**  **King & Yeon ch 8** | **Journal Entry 8**  **Discussion leaders:** |
| **10: 10/20** | **SLA Perspectives** | **Brown 10**  **King & Yeon ch 9** | **Journal Entry 9**  **Discussion leaders:** |
| **11: 10/27** |  | **King & Yeon ch 10** | **Journal Entry 10**  **Ogulnick Presentations due** |
| **12: 11/3** |  |  | **Language learning journals & linguistic analysis due** |
| **13: 11/10** |  |  | **Research Projects due** |
| **14: 11/17** |  |  | **Final Korean Test; Final Advanced Academic English Test** |
| **11/20 - 11/26** | **BREAK** | **BREAK** | **BREAK** |
| **15: 12/1** |  |  | **Korean Game Night & Restaurant Visit** |
| **FINAL EXAM** | **TBA** |  |  |
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