**CTES7420/7426: APPLIED LINGUISTICS IN SECOND LANGUAGE ACQUISITION**

**DR. JAMIE HARRISON** FALL 2017

Jlh0069@auburn.edu Th/5:00 – 7:50

334-844-8278 Haley Center 2435

Tu/Th 1 – 3 p.m. 3 Credit Hours

**What is this course about?**

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.

**Why is this course important?**

* This course will give you an in-depth understanding of what is happening when a second language is learned. Theories will be applied in context of actual second language learning.

**What are the course policies?**

* Attendance and Participation: This course is based on social interaction, applications of cooperative learning activities, shared discussions, and collaboration. If you are not here, we all miss out! Students are expected to have an *active* presence in all in- and out-of-class activities. Absences will be excused according to Auburn University policy. Please be on time!
* 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 board postings will *not* be accepted late.
* Reading **prior** to our class meeting is imperative. You will be working in cooperative groups each week to accomplish tasks together based on the reading. Your preparation for this work time is expected and will be graded. All reading is posted in the syllabus.
* Cell phones, laptops, tablets are acceptable and encouraged. There are many times I will want you to work in groups to read and research something in class or prepare a group response to something. You are welcome to use technology to translate in class or take notes. Please be respectful and only use them for course related work.
* Food and drink are allowed. We will take a short break. Please be considerate of your classmates and instructor by saving major snacks or dinner until the break.
* 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**

***Textbook requirements***

Freeman, D. & Freeman, Y. (2004). Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar. Portsmouth, NH: Heinemann.

Other readings as assigned

**Summary of Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Points | Details | Due Dates |
| Interactive Notebooks | 150 pts. | 10 pts per week X 10 weeks  Completed graphic organizer = 5 pts; on time = 2 pts; discussion = 3 pts |  |
| Language Learning Documentation | 100 pts. | 10 pts per week X 10 weeks  2 learning sessions per week. Options: HC language lab; textbook pages; language buddy meetings; language app (duo lingo, mango, babel); formal class; others as approved |  |
| Language Learning Journal & Reflection | 150 pts. | 10 journals = 10 points each; reflection 50 points |  |
| Language Analysis Assignment | 100 pts. |  |  |
|  |  |  |  |
| **Total** | **500** |  |  |

**Assignment Description**

**Interactive Notebooks**

What is it? Interactive notebooks are weekly assignments that are completed individually prior to class and then shared in groups at the beginning of class each week.

What’s the purpose of this assignment? The purpose of this assignment is to increase accountability for reading and understanding concepts prior to coming to class. This allows the maximum class time for application of ideas.

**Language Learning Documentation, Journal & Reflection**

What is it? This assignment involves choosing a language to learn in conjunction with our 15-week course. As you learn the language, you will keep an in-depth journal of your experiences.

What’s the purpose of this assignment? This assignment will increase your understanding of concepts related to Second Language Acquisition and provide you with context in understanding the challenging aspects of being a second language learner (your future students!).

**Language Analysis Project**

What is it? Students will compare and contrast English to the language they have been studying during the semester. Students will create a lesson that would benefit students from this target language background.

What’s the purpose of this assignment? The purpose of this assignment is to give students an opportunity to explore the connections between English and other languages. Doing this allows students to recognize the ways native languages impact 2nd language learning. Developing a lesson plan further contextualizes the information and provides a practical forum for linguistic knowledge.

***What does a typical class look like?***

*A typical class will incorporate practical application of concepts with partners or small groups.*

*Your outside preparation will be essential to maximize the class design. I do not prefer lectures. I prefer active learning classrooms.*

*“Whoever teaches learns in the act of teaching;*

*whoever learns teaches in the act of learning.” –Paulo Freire*

***Tips for doing well in my class***

*Come prepared to participate.*

*Bring questions. Bring opinions. Bring chocolate.*

*Practice the skills and concepts on your own.*

*Speak up. Really. Don’t be shy. Share what you know.*

*Take risks. Don’t worry about mistakes. Learn from them.*

**Course 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Topics | Prior to Class Meeting | In Class Plan | Assignments |
| **1:** | **First Language Acquisition** | **Freeman & Freeman ch1** |  | **LL Journal Entry 1**  **Reading Notebook1** |
| **2:** | **Written and Second Language Acquisition** | **Freeman & Freeman ch2** |  | **LL Journal Entry 2**  **Reading Notebook2** |
| **3:** | **English Phonology** | **Freeman & Freeman ch3** |  | **LL Journal Entry 3**  **Reading Notebook3** |
| **4:** | **Implications from Phonology for Teaching Reading and Teaching a Second Language** | **Freeman & Freeman ch4** |  | **LL Journal Entry 4**  **Reading Notebook4** |
| **5:** | **English Orthography** | **Freeman & Freeman ch5** |  | **LL Journal Entry 5**  **Reading Notebook5** |
| **6:** | **A Linguistic Perspective on Phonics** | **Freeman & Freeman ch6** |  | **LL Journal Entry 6**  **Reading Notebook6** |
| **7:** | **English Morphology** | **Freeman & Freeman ch7** |  | **LL Journal Entry 7**  **Reading Notebook7** |
| **8:** | **Implications from Morphology for Teaching Reading and Teaching a Second Language** | **Freeman & Freeman ch8** |  | **LL Journal Entry 9**  **Reading Notebook 8** |
| **9:** | **English Syntax** | **Freeman & Freeman ch9** |  | **LL Journal Entry 10: Wrap Up/Synthesis**  **Reading Notebook 9** |
| **10:** | **TBA** |  |  | **Language Analysis Project & Lesson Plan due** |
| **FINAL EXAM** | **TBA** |  |  |  |
|  |  |  |  |  |

**The Technical Stuff …**

**Course Outcomes**

a. Explain how second language learners, including students with limited English proficiency, develop capability in their second language from multiple perspectives (child, adult, EFL, ESL);

b. Demonstrate understanding of historic and current SLA theories;

c. Compare first and second language acquisition theories;

d. Analyze second language learning environments, including ESL and bilingual education settings, for sociocultural and sociopolitical factors impacting SLA;

e. Demonstrate knowledge of how learner variability can impact SLA;

f. Conduct research in an area of interest related to Applied Linguistics;

**… and the fine print**

**Academic Integrity.** 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.

**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.

**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.

**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, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

**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.

***Do you need extra help?***

***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/>