

How Languages Are Learned: Concepts and Methods: FOLG 4363

SYLLABUS—FALL 2017

COURSE NAME AND TITLE: FOLG 4363: How Languages are Learned: Concepts and Methods
COURSE TIMES: TUE/THURS – 9:30 am to 10:50 am
PROFESSOR: DR. Leif French
OFFICE HOURS: By appointment; see professor or contact Abril Darby (add053@SHSU.EDU)
EMAIL: French@shsu.edu

SECTION I. GENERAL SHSU, CHSS AND FOLG POLICIES

AMERICANS WITH DISABILITIES ACT

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. The students should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until the student registers with the counseling Center.

RELIGIOUS HOLIDAYS

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

CLASSROOM RULES OF CONDUCT APPLY IN BOTH THE IN-PERSON CLASSROOM (etiquette) and THE VIRTUAL CLASSROOM (netiquette)

Please refer to <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

FOOD AND/OR DRINK: Eating and/or drinking are strictly prohibited in class time.

CELL-PHONES AND ALL ELECTRONIC DEVICES: Must be switched off in class time.

ACADEMIC DISHONESTY

Please refer to Academic Policy Statement 810213.

YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE HONOR CODE. Plagiarism--copying others' work without crediting them for it--is legally and ethically unacceptable--AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well quotes, must be documented. See the article, Plagiarism, posted in course administration in e-college.

INTERACTION

RESPECT FOR OTHERS' VIEWS AND SPACE, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction. RESPECT FOR OTHERS IN GENERAL, particularly in the case of disagreement about class management issues, is required on the part of every participant. Presentation style is important. Treat others as you would have them treat you!

PERFORMANCE CONCERNS

I am committed to facilitating each student's performance. Students must be committed to maximizing their own performance. This is a dual responsibility. Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-semester and certainly do not wait until late in the semester to act on your concerns. If you are concerned about your progress, please follow this chronological format:

1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the virtual classroom itself? (Very many students need more preparation time for language acquisition classes; you may personally need more and you may need study-strategy assistance! Ask for help!)
2. Have you contacted the SAM Center about study-skills suggestions/workshops in general?
3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?
4. Have you contacted your professor via personal appointment to discuss specific actions which will help you improve your performance?
5. Have you arranged virtual study sessions with other students in the class?
6. Have you contacted a Tutor (free tutoring)?

GENERAL STUDENT RESPONSIBILITIES

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week). "Homework" is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

INSTRUCTOR EVALUATIONS

Students will be provided with IDEA evaluations towards the end of the semester. Please be sure to be present to include your input.

ATTENDANCE AND PUNCTUALITY POLICIES

You are expected to come to class regularly and punctually. A) You are allowed only 2 absences during the semester. Every absence beyond the permitted two absences will result in a 1 point deduction from your final grade. Absences documented with a doctor's note or family emergencies such as funeral or serious sickness are considered **excused absences** and you will not be penalized for them. However, absences due to fraternity, sorority and club meetings and activities are considered unexcused and you will be penalized for these. B) You are also allowed only two tardies during the semester--every tardy beyond two results in a 1 point deduction from your final grade. C) If you are a member of the university sports team, please notify your professor as soon as possible with a written letter from your coach with the dates you will miss on account of matches or sports meets.

NO LATE PAPERS OR EXAMS WITHOUT AN OFFICIAL WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.

SECTION II: FOREIGN LANGUAGES AUDIO/VIDEO LAB

STUDENT RESPONSIBILITIES

Students, please note that you are responsible for damages occurring to your lab workstation. You are also responsible for leaving your workspace in a clean and tidy state.

VISITORS in the Language lab: All LAB visitors, including students not enrolled in the lab section at that day/time must register with the Department of Foreign Languages. Unregistered visitors cannot remain in the lab. Children, escorted or not, cannot be admitted into the lab.

CODE OF STUDENT CONDUCT AND DISCIPLINE

STUDENT CONDUCT AND DISCIPLINE

Student Misconduct. Specific examples of misconduct for which students may be subject to disciplinary action include, but are not limited to, the following: (1) Commission of an act that would constitute an offense under appropriate federal, state, or municipal law. Stealing, destroying, defacing, damaging, or misusing component property (including misuse of fire or life-safety equipment or property) or property belonging to another. Problems of a disciplinary nature are not tolerated in the Languages lab. Students who pose a discipline problem will be asked to leave the lab immediately and will not be readmitted for the remainder of the day (a notice will be sent to the FOL office).

Please refer to <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

SECTION III. COURSE POLICIES AND INFORMATION

COURSE DESCRIPTION

This course is an introduction to theory and research in second language acquisition (SLA). Through the presentation of various concepts and methods, it is designed to help you understand the processes and stages of development involved in acquiring language. Topics covered include theories of language acquisition; comparisons between first and second language (L2) acquisition; individual differences in SLA (age, aptitude, motivation, etc.); the nature of learner grammars; the development of L2 fluency, and contextual factors influencing the quality and quantity of the input available to language learners. In the latter part of the course you will apply your knowledge of theoretical perspectives and research findings to evaluate the effectiveness of different approaches to second language (L2) teaching and learning. The course will provide answers to some of the questions you have about how languages are learned, raise new questions, and perhaps inspire you to pursue research of your own.

PREREQUISITES

There is no prerequisite for this course; this is an upper-division course open to all majors.

COURSE OBJECTIVES

The course will also enable you to:

- evaluate personal and popular ideas about language acquisition based on an awareness of what we currently know about SLA, how we have come to know it, and what we don't know (yet!)
- develop strategies based on principles of SLA to help foster growth in personal language learning
- develop informed expectations for language teaching and learning
- make informed judgments of L2 teaching materials, programs, curricula, and methods
- become familiar with journals, professional associations, reference books, web-sites, and other sources of information to allow you to better understand and keep up with the field of SLA

REQUIRED TEXTS

Lightbown, P.M., & Spada, N. (2013). *How languages are learned* (Fourth. ed.). Oxford: Oxford University Press

Additional readings and / or material will be made available to you on the course website or provided to you in class.

SUGGESTED REFERENCES FOR ACADEMIC ENRICHMENT

There are numerous excellent references on SLA at the library. The contact person at the Library is Erin Cassidy, Associate Professor, Web Services Librarian History and Foreign Languages Librarian Newton Gresham Library SHSU Box 2179, 936-294-4567, ecassidy@shsu.edu

GRADE SUMMARY:

In order to maximize your chances of success, I will use a wide variety of tools to grade you: **all assignments and tests** must be completed to receive a final grade.

1. 2 written research **reports**, based on the course readings

Individual differences in SLA - 20% (paired)

Analysis of L2 learner data - 20% (paired)

40%

2. **Quizzes**

2 written, (15% each)

30%

3. **Participation**

10%

3. **Final exam**

20%

ADDITIONAL COURSE INFORMATION

- There is a website for this course that you will need to consult every week for course-related information, including guides for approaching each week's readings. Anyone who is registered for the course has access to the FOLG 4363 website through the SHSU portal. The course management system is "Blackboard".

- There are no make-up quizzes or supplemental exams. If you are absent for a quiz or exam, you will receive a **zero**. Extenuating circumstances, validated by appropriate documentation, may in some cases be considered as a basis for a make-up; however, there is no guarantee. (see also **ATTENDANCE AND PUNCTUALITY POLICIES**)

- Late assignments will be penalized half a letter-grade per day. If you find yourself in unusual circumstances that make it difficult to meet a deadline, it is your academic responsibility to take appropriate steps in advance. Any requests for special consideration must be supported with relevant documentation (such as a medical certificate). Computer problems will not be accepted as a valid excuse.
- You are expected to follow the APA style manual (6th edition) for in-text citations, foot-notes, and reference lists on all written assignments. If you are not familiar with APA, there is a copy in the SHSU library. An on-line reference can be accessed at:

Purdue University: <http://owl.english.purdue.edu/owl/resource/560/01>

- The quality of your written expression in English is important in this course, and there will be grade penalties if acceptable standards of writing are not met. If you require assistance with academic writing, visit the Writing Center. You are also strongly advised to consult SHSU guidelines for avoiding plagiarism.
- The final day for withdrawing from fall courses without academic penalty is **November 10 (Q Grade)**.
- In budgeting your time for the courses you are taking, note that each credit represents a minimum of 45 hours of academic activity, including lectures, tutorials, laboratories, studio or practice periods, examinations, and personal work. Each 3-credit FOLG course represents 135 hours (3 credits x 45 hours per credit), or a minimum of 9 hours of academic activity per week.

Final note

I very much enjoy having the opportunity to discuss course content with you, whether to clarify points you are struggling with or to explore in greater depth any issues that have sparked your interest. This can be done by e-mail, by phone, or in person (make an appointment). Before asking questions regarding course administration (late assignments, make-up quizzes, hand-outs etc.), please verify that the information you are seeking is not on the course website or the course syllabus.

Class Calendar Fall 2017

(This is a tentative schedule and is subject to change based on student need or other unforeseen circumstances)

Week	Day	Topic / Activity	Assignment
1	Thursday, August 23	Introduction to language acquisition. Video: <i>Out of the Mouths of Babies</i>	
2	Tuesday, August 29	First language acquisition - patterns and theories	Lightbown & Spada (L&S), chap 1
	Thursday, August 31		
3 (Sept 9) – Last day to drop with refund and no “Q”	Tuesday, September 5	Theories of SLA Young L2 learners	L&S, chap 2 Tabors & Snow (1994)
	Thursday, September 7		
4	Tuesday, September 12	Theories of SLA (cont)	Quiz #1
	Thursday, September 14		
5	Tuesday, September 19	Individual differences Peer Interviews	L&S, chap 3 Language learning questionnaire Lamarre (2003)
	Thursday, September 21		
6	Tuesday, September 26	Individual differences	L&S, chap 3
	Thursday, September 28		
7	Tuesday, October 3	Interlanguage	L&S, chap 4 Assignment #1 due
	Thursday, October 5		
8	Tuesday, October 10	Interlanguage (cont)	L&S, chap 4
	Thursday, October 12		
9	Tuesday, October 17	The classroom context	L&S, chap 5 pp. 109-125, 130-135 Quiz #2
	Thursday, October 19		
10	Tuesday, October 24	The classroom context (cont.)	L&S, chap 5 pp. 125-130
	Thursday, October 26		
11	Tuesday, October 31	Instructed L2 learning: theory, practice, and research	L&S, chap 6
	Thursday, November 2		
12 (Nov. 11 – last day to drop with “Q”	Tuesday, November 7	L2 learning (cont.)	L&S, chap 7 Lightbown (2000)
	Thursday, November 9		
13	Tuesday, November 14	Guest Speaker / Round Table Discussion	
	Thursday, November 16		
14	Tuesday, November 21	Questions / answers	Assignment #2 due in my office
	Thanksgiving		
15	Tuesday, November 28	tentative final exam Review	
	Thursday, November 30 (Last Class Day)		
16	Tuesday, December 5 (Final Exam)	Official Final Exam	