

RECEIVED

SEP - 5 2012

OFFICE OF THE SENATE COUNCIL

Courses	Distance Learning	Syllabus	Request Tracking
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New Course Form

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Attachments:

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Delete 241	MCL_517new_syl-Feb2012.doc

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(\*denotes required fields)

1. General Information

- a. \* Submitted by the College of: ARTS & SCIENCES Today's Date: 9/5/2012
- b. \* Department/Division: Modern & Classical Languages
- c. \* Contact Person Name: Francis Bailey Email: francis.bailey@uky.edu Phone: 7-7035  
 \* Responsible Faculty ID (if different from Contact): Alan Brown Email: avbrown2@email.uky.edu Phone: 7-7093
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year 1
- e. Should this course be a UK Core Course?  Yes  No  
 If YES, check the areas that apply:  
 Inquiry - Arts & Creativity  Composition & Communications - II  
 Inquiry - Humanities  Quantitative Foundations  
 Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning  
 Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity  
 Composition & Communications - I  Global Dynamics

2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number: MCL 517
- c. \* Full Title: SECOND LANGUAGE ACQUISITION
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number): None
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.  

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- h. \* Number of credits: 3
- i. \* Is this course repeatable for additional credit?  Yes  No  
 If YES: Maximum number of credit hours:  
 If YES: Will this course allow multiple registrations during the same semester?  Yes  No
- j. \* Course Description for Bulletin:  
 This course will offer students a survey of the primary concepts and phenomena that relate to the study of Second Language Acquisition (SLA) where second has reference to languages acquired after the first, or native, language. This course will provide a cursory look at a number of linguistic, psycholinguistic, and sociolinguistic issues at the heart of second language learning, as well as an overview of the complex processes and mechanisms that drive that learning. However, findings from SLA research may inform practices in second and foreign language education and, thus, will be included in class discussions when appropriate.
- k. Prerequisites, if any: None
- l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

SLA is of interest to linguists and L2 teachers and we expect robust interest in this course.

8. \* Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program

TESL MA

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable from 10.a above) are attached.

Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (From SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

**MCL 517**  
**SECOND LANGUAGE ACQUISITION**  
*Fall 2012 (MWF)*

<b>Instructor:</b>	<b>Dr. Alan Brown</b>				
<b>Office:</b>	<b>POT 1127</b>	<b>E-mail:</b>	<b>avbrow2@email.uky.edu</b>	<b>Class Days &amp; Time:</b>	<b>Tu &amp; R: 4:30 – 5:45</b>
<b>Office Hours:</b>	<b>TBD</b>	<b>Ph: 257-7093</b>		<b>Room:</b>	<b>TBD</b>

**Bulletin Course Description:**

This course will offer students a survey of the primary concepts and phenomena that relate to the study of Second Language Acquisition (SLA) where *second* has reference to languages acquired after the first, or native, language. This course will provide a cursory look at a number of linguistic, psycholinguistic, and sociolinguistic issues at the heart of second language learning, as well as an overview of the complex processes and mechanisms that drive that learning. However, findings from SLA research may inform practices in second and foreign language education and, thus, will be included in class discussions when appropriate.

**Course Overview**

Topics covered in the course include the relationship between first (L1) and second (L2) language acquisition, the influence of L1 on L2 development, the notion of interlanguage and its development and variation, the impact of individual differences such as motivation and aptitude, and the validity of cognitive/mentalistic and socio-cultural approaches to understanding SLA. Fundamentally, SLA is a theoretical and experimental field of study whose research agenda focuses on language learning rather than language teaching. While a certain degree of overlap exists, an understanding of second language learning is not necessarily synonymous with that of second language teaching. However, course readings and tasks will explore ways that knowledge of SLA processes can provide insights into learning processes found in the L2 classroom.

**Student Learning Outcomes:**

Students will . . .

- 1) identify and critically examine current theories put forth to explain SLA and its development;
- 2) analyze the validity of commonly used research methods in SLA research;
- 3) develop and enhance their ability to read critically and understand research articles in SLA;
- 4) coherently synthesize research on a specific area of SLA in the form of a literature review;
- 5) design an original research study using valid methodologies after achieving a minimal level of familiarity with relevant literature (graduate students);
- 6) apply findings from SLA research to the L2 classroom and L2 pedagogy.

**Course Method:**

Class time will be mostly devoted to review, analysis, and discussion of the readings to ensure students' understanding of the material and ability to apply it concretely to real-life language learners. In discussing the readings, students will be asked to actively participate in small group work and in individual tasks that may include summarizing and synthesizing portions of the reading assignments. Outside material will also be brought in for students' consideration and for class discussion. Students are encouraged to engage with the professor and fellow classmates by asking questions, relating insights from personal experiences, voicing their

analysis of research findings, and considering critically conclusions drawn by the professor, other students, and the authors we read.

**Textbooks:** The following texts should be purchased for this course:

- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

**ON RESERVE AT THE LIBRARY:**

Several selected readings from the following texts will be on reserve at the library:

- Mitchell, R., and Myles, F. (2004). *Second language learning theories* (2<sup>nd</sup> Ed.). New York: Hodder Arnold.
- Gass, S. M., and Selinker, L. (2008). *Second language acquisition: An introductory course*. New York: Routledge.
- Ellis, R. (2008). *The study of second language acquisition* (2<sup>nd</sup> Ed.). Oxford: Oxford University Press.

Several articles will be required as indicated in the syllabus and found in the bibliography.

**COURSE REQUIREMENTS:**

**Attendance.** Due to the invaluable nature of class discussions in achieving the learning objectives, students will only be allowed two unexcused absences, where “unexcused” refers to those not outlined by Senate Rule 5.2.4.2. (All excused absences require proper documentation.) For each unexcused absence beyond two, students’ final grade will be reduced by 2%.

**Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**1. Reading Reflection Papers (10 x 1.5%=15%).** Ten times throughout the semester students will turn in a reflection relating to that day's, or that week's, assigned readings. These reflections should consist of all or a portion of the following: short summary of that day's—or week's—readings, students' sincere questions arising from the readings, personal examples relevant to the readings' topics, critiques of a particular reading's research design or conclusions, ideas for research studies they would like to conduct or those they think are lacking from the literature, and any other personal insights or reactions relative to the material found in the readings. None of these reading reflections can be over the same material covered in the student's original research article presentations. Please explicitly identify the readings being commented on in the reflection. These reflection papers should be turned in at the beginning of class on the day the selected reading will be discussed and should be at least 400 words. It would be a good idea to do these papers on readings that relate to the topic of your literature review assignment.

**2. Case Study of FL/L2 Learner (15%).** In pairs students will complete descriptive case studies of two intermediate to advanced language learners: a foreign language learner AND a second language learner of English. Data for each case study will be taken primarily from interviews with the participants and, potentially, observations. As part of these case studies, students should look at several aspects of each learner's experience such as the following: input (What type of language is the learner exposed to, when, and how often?), output (When and for whom is the learner able to produce spoken and written language?), interaction (Under which circumstances does the learner use the language and with whom?), motivation (Why is the learner attempting to acquire the language?), instruction (What access to instruction and instructional resources does the learner have and of what type?), individual (What unique personality type or aptitude does the learner bring to bear on the learning task?), and socio-cultural/political/economic (What influence do social, cultural, political, and economic realities play in the language learning process?). The case study report will be explained in more detail and the final report will be between 7-10 pages double spaced.

**3. Exams (2 x 15%=30%).** One in-class exam and one take-home exam will be administered on the dates indicated in the syllabus. The completion of the in-class exam will be without the aid of the textbook or other materials while students may refer to any assigned reading or other print material when drafting their responses to the take-home exam. Students may NOT consult with any other living human being either virtually or in person while completing either exam. A word-count limit will be enforced for each response to the take-home exam questions and students will generally be given 2-3 calendar days to draft their answers.

**4. Presentation of Research Articles (2 x 10%=20%).** Since the majority of the textbook readings provide analysis and synthesis of previous research, students will sign up to read carefully and present an original, and seminal, research article to the class. This presentation should do the following: 1) describe any pertinent background information on the study and the gap it filled at the time, 2) describe in some detail the research methods employed, 3) summarize the results of the study and their implications, 4) critically analyze strengths and weaknesses of the study's design and of the author's conclusions. Students should be prepared to answer questions posed by their classmates regarding the research design, the study's findings, and its contribution to the field of SLA. Students will also be expected to prepare a two-sided, single sheet (max. length) outline/study guide for his/her classmates to accompany the presentation/discussion with the bibliographic reference at the top of the first page. It would be a good idea to do these papers on readings that relate to the topic of your literature review assignment.

**5. Literature Review (+ Study) (2.5% + 17.5% = 20%).** All students will choose a specific topic, ideally one identified in the reading reflection papers, or any other relevant topic, and will prepare a 10-15 page literature review of original research that synthesizes current and relevant thinking on the chosen topic. In addition to this review of literature, graduate students will design an original research study WITHOUT actually conducting the research and they will describe it in detail under an additional heading entitled "Method". This section must

outline the specifics of the participants and the research methodology as well as the procedures for data analysis and directions for future research. All students will be required to turn in an abstract with a short reference list that has been consulted before the writing of the abstract. The abstract will count as 2.5% of the final grade and the final paper will count for 17.5% of the final grade.

**The following grading scale will be used to determine your final grade for this course:**

**Undergraduate**

- A = 90–100 percent
- B = 80–89 percent
- C = 70–79 percent
- D = 60–69 percent
- E = below 60 percent

**Graduate**

- A = 90–100 percent
- B = 80–89 percent
- C = 70–79 percent
- E = below 70 percent

**GRADE BREAKDOWN:** The course grade will be determined as follows:

**Undergraduate**

Reading Reflection Papers (10 x 1.5%)	15%
Case Study	15%
Exams (2 x 15%)	30%
Presentations (2 x 10%)	20%
Abstract	2.5%
Literature Review	17.5%
<b>Total</b>	<b>100%</b>

**Note:** Undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.

**Graduate**

Reading Reflection Papers (10 x 1.5%)	15%
Case Study	15%
Exams (2 x 15%)	30%
Presentations (2 x 10%)	20%
Abstract	2.5%

Literature Review (+ Study)	17.5%
Total	100%

**Note:** There is no final exam for this course. The culminating course task is the “Literature Review.”

### **CLASSROOM BEHAVIOR POLICIES**

Students should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

### **POLICY ON CELLULAR PHONES AND TEXTING**

The use of a computer for purposes different from course work, talking on a cellular phone or texting is absolutely prohibited during the class period. If you are found using these devices, the instructor will ask you to leave the room and an unexcused absence will be noted in your records.

## **PLAGIARISM AND ACADEMIC INTEGRITY (SRR 6.3.1)**

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression, including in-class exams. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement, the students are guilty of plagiarism.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

## **POLICY ON ACADEMIC ACCOMMODATIONS DUE TO DISABILITY**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.



**LIN 517/SPA 602 Second Language Acquisition  
TENTATIVE SCHEDULE**

The instructor has the right to make any necessary changes and will alert students to these changes when they arise.

*USLA* = Understanding Second Language Acquisition; *SLA* = Second language acquisition; *SLLT* = Second language learning theories

<b>DATE</b>	<b>IN-CLASS TOPICS &amp; READINGS DUE BY CLASS</b>	<b>DUE BY CLASS TIME</b>
1/11	<i>SLA</i> , Chap. 1: "Introduction"	
1/13	<i>SLA</i> , Chap. 2: "Related Disciplines"	
1/16	<b>Martin Luther King, Jr. Day</b>	
1/18	<i>USLA</i> , Chaps. 1-2: "Introduction"- "Age"	
1/20	Ioup (2005), "Age in Second Language Development", pp. 419-435	
1/23	Ellis (2008), "The role of age in L2 acquisition", pp.19-33	
1/25	<b>Article Presentations:</b>	
1/27	<i>USLA</i> , Chap. 3: "Crosslinguistic influences"	
1/30	<i>SLA</i> , Chap. 4: "The role of the native language"	
2/1	<i>SLA</i> , Chap. 8: "Recent perspectives on the role of..."	
2/3	<b>Article Presentations:</b>	
2/6	<i>USLA</i> , Chap. 4: "The linguistic environment"	
2/8	<i>SLLT</i> , Chap. 6: "Input and interaction in second..."	
2/10	<b>Article Presentations:</b>	
2/13	Ellis (2008), "Epistemological issues in second language acquisition", pp. 911-925	
2/15	<b>Guest Speaker:</b> Dr. Luke Plonsky, NAU--Research Methods in <i>SLA/Readings TBD</i>	
2/17	<i>USLA</i> , Chap. 5: "Cognition"	
2/20	<i>SLLT</i> , Chap. 4: "Cognitive approaches to second ..." pp. 95-121	
2/22	<b>Article Presentations:</b>	
2/24	<b>Guest Speaker:</b> <i>Readings TBD</i>	
2/27	<i>USLA</i> , Chap. 6: "Development of learner language"	
2/29	<b>Article Presentations:</b>	
3/2	<i>SLA</i> , Chap. 11: "Instructed Second Language Learning"	
3/5	Ellis (2008), "Form-focused instruction and second language acquisition", pp. 837-866	
3/7	Ellis (2008), "Form-focused instruction and second language acquisition", pp. 866-891, 900-903	
3/9	<b>In-class Exam</b>	
3/12		
3/14	<b>Spring Break</b>	

3/16			
3/19	<b>Article Presentations:</b> 1. Norris & Ortega (2000); 2.		
3/21	<b>Guest Speaker:/Readings TBD</b>		
3/23	<i>USLA</i> , Chap. 7: "Foreign language aptitude"	<b>Review of Literature Abstract Due</b>	
3/26	Dornyei & Skehan (2003), "Foreign language aptitude", pp. 590-601; Ellis (2008), "Language Aptitude", pp. 652-659		
3/28	<b>Article Presentations:</b>		
3/30	<i>USLA</i> , Chap. 8: "Motivation"		
4/2	Ellis (2008), "Motivation", pp. 677-691; Dornyei & Skehan (2003), "Motivation", pp. 612-623	<b>Case Study Due</b>	
4/4	<b>Article Presentations:</b>		
4/6	<i>USLA</i> , Chap. 9: "Affect and other individual differences"		
4/9	Ellis (2008), "Individual learner differences", pp. 643-652, 659-677		
4/11	<b>Article Presentations:</b>		
4/13	<i>USLA</i> , Chap. 10: "Social Dimensions of L2 learning"		
4/16	<i>SLLT</i> , Chap. 7: "Sociocultural Perspectives..."		
4/18	Lantolf (2005), "Sociocultural and second language learning research: An exegesis", pp. 335-353		
4/20	<b>Article Presentations:</b>	<b>Take-home Exam Available on Bb</b>	
4/23	<b>Guest Speaker:/Readings TBD</b>	<b>Take-home Exam Due</b>	
4/25	<i>SLA</i> , Chap. 14: "An integrated view of second language acquisition"; Firth & Wagner (1997), "On discourse, communication, and (some) fundamental concepts in SLA research"		
4/27	Gass (1998), "Apples and Oranges: Or, why apples are not orange and ..."; Firth & Wagner (2007), "Second/foreign language learning as a social accomplishment..."	<b>Last Day to turn in Reading Reflections</b>	
TBD	<b>Take Home Exam Distributed</b> Final Exam Period: Informal presentation of Literature Review (+Study)	<b>Review of Literature Due Take Home Exam Due</b>	

**eCATS (Curricular Proposal)**

Detailed Navigation

- Workflow Items
- eCATS (Curricular Proposal)
- OSPA eAF Form
- Financial Disclosure

Related Links

- Browser Compatibility

WORKITEM ID	Workflow Status	Date	Time
000008884575	RECEIVED BY DEPARTMENT	2011-12-19	15:24 PM
000008884576	PROCEED WITHOUT ADDITIONAL REVIEW	2011-12-19	23:56 PM
000008882015	APPROVED BY DEPARTMENT	2012-01-21	09:49 AM
000009087958	RECEIVED BY COLLEGE	2012-01-21	09:49 AM
000009087959	PROCEED WITHOUT ADDITIONAL REVIEW	2012-02-20	14:53 PM
000009621694	RECEIVED BY COLLEGE	2012-02-20	14:53 PM
000009621695	APPROVED BY COLLEGE	2012-02-20	14:54 PM
000009621724	RECEIVED BY UNDERGRADUATE COUNCIL	2012-02-20	14:54 PM
000009621727	PROCEED WITHOUT ADDITIONAL REVIEW	2012-03-22	13:29 PM
000009819945	RECEIVED BY UNDERGRADUATE COUNCIL	2012-03-22	13:29 PM
00000884553	APPROVED BY UNDERGRADUATE COUNCIL	2012-04-16	07:42 AM
000009978250	RECEIVED BY GRADUATE COUNCIL	2012-04-16	07:42 AM
000009978251	PROCEED WITHOUT ADDITIONAL REVIEW	2012-04-16	07:42 AM
000010760451	RECEIVED BY THE GRADUATE COUNCIL	2012-09-05	11:16 AM
000010760455	APPROVED BY THE GRADUATE COUNCIL	2012-09-05	11:17 AM
000010763309	RECEIVED BY SENATE COUNCIL	2012-09-05	11:18 AM

MCL	Display Form	Course	New	ARTS & SCIENCES
MCL 675	Display Form	Course	New	ARTS & SCIENCES
MCL 610	Display Form	Course	Change	ARTS & SCIENCES