

University of North Texas at Dallas
Spring 2019
SYLLABUS for Distance Learning

LING 4030D.021: Acquisition of English as a Second Language (3 Hrs)	
Department of	Linguistics
School of	Education
Instructor Name:	Dr. Katie Welch
Office Location:	UNT Dallas, DAL1 260
Office Phone:	(972) 338-1318 (office); 972-863-2796 (cell)
Email Address:	katie.welch@untdallas.edu
Office Hours (in-person):	Mondays 12:30 – 2:30 p.m.; Thursdays 2 p.m. – 4 p.m.; or by appointment
Classroom Location:	DAL1 204 and Online
Class Meeting Days & Times:	Th 5:30PM – 6:50PM (Hybrid)
Course Catalog Description:	Study of language acquisition, development, production and comprehension focusing on the application of current research findings to the context of learning and teaching English as a second language and Spanish in bilingual and dual language programs.
Prerequisites:	LING3060
Required Text:	Selected readings and handouts posted on Blackboard Learn; Students are required to purchase one 1-inch binder and print required readings each week
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com
Course Goals or Overview: The goals of this course are as follows -	
The goal of this course is for students to understand how learners acquire their second language while maintaining their first. They will be expected to interpret relevant SLA ¹ research in ways that will benefit them as teachers working with bilingual populations. In this light, the research in this area should become an essential point of reference for those involved in educational activities and pedagogies that facilitate the language learning process.	
Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Identify typical and atypical development of first language acquisition
2	Demonstrate an understanding of the major theoretical positions regarding how children learn their native languages
3	Identify how and why ELLs make SL errors and evaluate correction strategies
4	Identify typical and atypical development of second language acquisition
5	Demonstrate an understanding of the central concepts and theories of SLA
6	Define the individual factors that can influence SL processing
7	Evaluate the role of language teaching methodologies in SLA processes
8	Select approaches that provide opportunities for different performance modes during language instruction
9	Develop and present a lesson plan based on established language teaching methodologies
10	Link language learning concepts with their prior experiences and the experiences of others
INTASC Standards	The Interstate Teacher Assessment and Support Consortium (INTASC) standards as they relate to the study of language
#1 Knowledge of Subject (Subject Matter)	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.



¹ SLA stands for “Second Language Acquisition”















#2 Learning and Human Development (Student Learning)	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
#3 Adapting Instruction (Diverse Learners)	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
#4 Strategies (Instructional Strategies)	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
#5 Motivation and Management (Learning Environment)	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
#6 Communication Skills (Communication)	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
#7 Planning (Planning Instruction)	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
#8 Assessment	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
#9 Commitment (Reflection and Professional Development)	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
#10 Partnerships (Collaboration, Ethics, and Relationships)	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
















ELA Standards	Generalist EC-6: STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA)
Standard I: Oral Language.	Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
Standard II: Phonological and Phonemic Awareness	Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
Standard III: Alphabetic Principle	Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
Standard V. Word Analysis and Decoding	Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
Standard IX: Writing Conventions	Teachers understand how young students use writing conventions and how to help students develop those conventions.
Standard XI. Research and Inquiry Skills	Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

	Date	Topic(s)	Graded Assignments	Standards and Competencies
Week 1				
	Thurs, Jan 17 In-Class Session #1	Overview of LING 4030		
	Online Session #1	Language Acquisition Vocabulary	Homework #1 AND Video Quiz/Notebook Work	INTASC 1,2 ELA 1,2,3

			<i>Due Wed Jan 23 @ midnight</i>	
Week 2				
	Thurs, Jan 24 In-Class Session #2	**NO CLASS* Labor Day – University Closed		INTASC 1,2 ELA 1,2,3
	Online Session #2	Stages of L1 Development	Video Quiz/Notebook Work <i>Due Sun Jan 30 @ midnight</i>	INTASC 1,2 ELA 1,2,3
Week 3				
	Thurs, Jan 31 In-Class Session #3	Student-Centered Instruction and ELLs	Notebook Check #1	INTASC 4,6,7,8 ELA 5
	Online Session #3	Behaviorism	Video Quiz/Notebook Work <i>Due Wed Feb 6 @ midnight</i>	INTASC 4,6,7,8 ELA 5
Week 4				
	Thurs, Feb 7 In-Class Session #4	Syntactic Development	Anchor Charts – A	INTASC 1,2,4,5,7,8 ELA 5
	Online Session #4	Nativism	Video Quiz/Notebook Work <i>Due Wed Feb 13 @ midnight</i>	INTASC 1,4,5,8 ELA 5
Week 5				
	Thurs, Feb 14 In-Class Session #5	Morphological Development	Anchor Charts – B	INTASC 1,3,4,5,7,8 ELA 5
	Online Session #5	Interactionism	Video Quiz/Notebook Work <i>Due Wed Feb 20 @ midnight</i>	INTASC 1,4,5,8 ELA 5
Week 6				
	Thurs, Feb 21 In-Class Session #6	Modified Input	Anchor Charts – C	INTASC 1,3,4,5,7,8 ELA 5
	Online Session #6	Debate Prep <i>***You must meet outside of class with your group at some point during this week, either virtually or face-to-face.***</i>	Homework #2/3 <i>Due Wed Feb 27 @ midnight</i>	
Week 7				
	Thurs, Feb 28 In-Class Session #7	In-Class Debate	In-Class Debate	INTASC 1,3,4,5,7,8 ELA 5
	Online Session #7	Mid-Term Exam	Mid-Term Exam (Online) <i>Due Wed Mar 6 @ midnight</i>	INTASC 1,2 ELA 1,2,3
Week 8				
	Thurs, Mar 7 In-Class Session #8	FLA-SLA Connections	Notebook Check #2 Anchor Charts – D	INTASC 1,2 ELA 1,2,3
	Online Session #8	Krashen's Monitor Model	Video Quiz/Notebook Work <i>Due Wed Mar 20 @ midnight</i>	INTASC 1,2 ELA 1,2,3
SPRING BREAK – NO CLASSES MARCH 11-15				
Week 9				

	Thurs, Mar 21 In-Class Session #9	Comprehensible Input	Anchor Charts – E	INTASC 1,2 ELA 1,2,3
	Online Session #9	Positive and Negative Transfer	Video Quiz/Notebook Work <i>Due Wed Mar 27 @ midnight</i>	INTASC 1,2 ELA 1,2,3
Week 10				
	Thurs, Mar 28 In-Class Session #10	SLA: Theories and Methods	Anchor Charts – F	INTASC 3,4,5,6,7,8 ELA 5,9
	Online Session #10	ESL Methods: Audiolingualism	Video Quiz/Notebook Work <i>Due Wed Apr 3 @ midnight</i>	INTASC 3,4,5,6,7,8 ELA 5,9
Week 11				
	Thurs, Apr 4 In-Class Session #11	ESL Methods: Total Physical Response	Anchor Charts – G	INTASC 3,4,5,6,7,8 ELA 5,9
	Online Session #11	Input vs. Output	Video Quiz/Notebook Work <i>Due Wed Apr 10 @ midnight</i>	INTASC 3,4,5,6,7,8 ELA 5,9
Week 12				
	Thurs, Apr 11 In-Class Session #12	ESL Methods: The Communicative Approach	Anchor Charts – H	INTASC 2,7,8 ELA 5,9
	Online Session #12	ELL Interview Essay Workday	ELL Interview Essay Due Wed Apr 17 @ midnight	INTASC 2,7,8/ELA 5,9
Week 13				
	Thurs, Apr 18 In-Class Session #13	Essay Roundtable	Notebook Check #3	INTASC 3,4,5,6,7,8 ELA 5,9
	Online Session #13	Activity Demo Dress Rehearsal <i>***You must meet outside of class with your group at some point during this week, either virtually or face-to-face.***</i>	Homework #4 <i>Due Wed Apr 24 @ midnight</i>	
Week 14				
	Thurs, Apr 25 In-Class Session #14	Activity Demos #1-5	Activity Demos #1-5	
	Online Session #14	Final Exam Review	Homework #5 <i>Due Wed May 1 @ midnight</i>	INTASC 3,4,5,6,7,8 ELA 5,9
Week 15				
	Thurs, May 2 In-Class Session #15	Activity Demos #6-10	Activity Demos #6-10	
	Online Session #15	Theory-Practice Connections	Homework #6 AND Activity Demo Evaluation <i>Due Wed May 8 @ midnight</i>	INTASC 3,4,5,6,7,8 ELA 5,9
Week 16				
	Thurs, May 9 Final Exam Week	Final Exam 5 a.m. – 7 p.m. Location: TBA Please bring your notebook!	Final Exam	INTASC 1,3,4,5,8 ELA 5

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. **Notebook Check:** Be prepared for announced and/or unannounced evaluations ensuring that students are taking annotated notes on all class readings, are taking notes on online videos, are completing weekly Question/Ah-ha!, and are generally keeping their notebooks organized
2. **Anchor Chart:** Create a poster-sized anchor chart on an assigned grammar topic. Take picture of chart and add to SeeSaw app. Hang poster in classroom.
3. **Homework:** Submit a written or electronic response to a question or prompt.
4. **Debate:** Represent a specific language acquisition theory in an informal in-class debate (Group Project)
5. **Activity Demonstration:** Demonstrate an ESL activity for the class (Group Project) and write up an evaluation of the activity (Individual).
6. **ELL Interview Essay**– Interview an ELL and write an essay evaluating the ELL's experience in light of content learned in LING4030
7. **Mid-Term and Final Exam:** Assessment designed to measure knowledge of course content; questions types might include multiple choice, true/false, short answer, or essay; notebook may be used during exam. Mid-Term is online. Final Exam is face-to-face.

Grading Matrix:

Instrument	Weight
Video Quizzes (9 x 10 pts)	90 pts
Notebook Checks (3 x various pts) #1 – 10 points #2 – 30 points #3 – 50 points	90 pts
Anchor Chart (1 x 70)	70 pts
Homework (6 x various pts) #1 – 10 pts #2 – 30 pts #3 – 10 pts #4 – 10 pts #5 – 30 pts #6 – 10 pts	100 pts
Mid-Term Exam	125 pts
Debate	125 pts
Activity Demonstration/Evaluation	100 pts
ELL Interview Essay	150 pts
Final Exam	150 pts
Total:	1000 pts

Grade Determination

- A = 900 pts or better**
B = 800 – 899 pts
C = 700 – 799 pts
D = 600 – 699 pts
F = less than 600 pts

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untdallas.edu or at Building 2, room 204.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure course management system's accessibility statement is also provided: <https://www.canvaslms.com/accessibility>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy:

Exams and quizzes should be taken as scheduled. All graded assignments should be turned in on the due date indicated in the course schedule. If you are unable to complete a graded assignment by the deadline indicated, the following scenarios are applicable:

1. Students may request an extension by contacting the instructor by 9 p.m. the day the assignment is due. Professor and student will work out a mutually agreed upon extension. With this prior approval from instructor, there will be no penalty assessed for late work.
2. A grace period is given between the hours of midnight the day an assignment is due and the beginning of class the following day. Assignments received within this grace period will not be penalized.
3. All non-approved late assignments will receive a zero (0). Please make an appointment with the professor during posted office hours to discuss make-up work possibilities.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at [http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic Integrity.pdf](http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic%20Integrity.pdf) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untdallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, discussion board forum threads and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at https://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor. If the problem is still not resolved, call Canvas 24/7 Help Desk at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- <https://community.canvaslms.com/docs/DOC-10701>