Second Language Acquisition
LING 318.001, Spring 2021

Instructor:	Hiram Maxim
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Email response time:	M-F: Within 24 hours; Sa & Su: Within 48 hours
Synchronous meetings:	TTh 2:40-5:35pm, **Zoom Link:** https://emory.zoom.us/j/93030503000
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Office hours:	Wed 4-5pm, Fri 9-10am, & by appt., **Zoom Link**: https://emory.zoom.us/j/786933284

Description:
This three-credit course provides an introduction to the second language acquisition (SLA) process by focusing on fundamental issues affecting the learning of a second language:
- the impact of a first language when learning additional languages;
- the effect of individual and sociocultural factors on language learning;
- the linguistic, cognitive, and neurological processes that contribute to second language acquisition;
- the context in which second language acquisition occurs;
- the role of instruction in the SLA process.

In addition to the required textbook, we will regularly engage with foundational and current research articles covering SLA theory as well as commonly utilized methodologies in the field. Emphasis is placed on actively developing, analyzing, and reporting on SLA research.

Course Goals:
By the end of this course students will be able to …
- explain differences between first and second language acquisition;
- demonstrate an understanding of the key principles and factors underlying second language acquisition;
- identify gaps in existing SLA research that merit further investigation;
- design a pilot study for investigating one of those gaps;
- relate SLA theory and principles to their own language learning experiences;

Instructional Approach and Online Course Format:
Linguistics 318 takes place 100% online this semester. There will be two 75-minute synchronous class meetings each week. While some class time will be spent clarifying and reviewing the assigned readings, as much time as possible will be reserved for discussing the applications and implications of the central principles outlined in the readings. In order to free up the synchronous sessions for discussion and exploration of central themes in second language acquisition, it is important that students come to class prepared, having read the assigned readings and completed any reader response activities, and ready to engage with the material.

Homework this semester will consist largely of readings from the required textbook and articles available on Canvas. For each reading, students will complete a brief response activity that will then be further explored in class. In addition, at the end of every other topic, students will submit a reflective journal about their own experiences with the recently discussed topics in terms of their own second language acquisition. One component of this journal is that students meet outside of class to discuss their experiences with other classmates. Finally, beginning roughly at the mid-term point of the semester, students will begin work on a final project that will consist of two parts: the identification of an issue in SLA research that needs further attention and the design of a pilot study to investigate this issue.

Online instruction offers exciting opportunities for exploring the issues and complexities of second language acquisition, particularly when all course participants engage with each other in a respectful and equitable manner. On a regular basis students will be asked to work in small groups either in class in breakout rooms or outside of class. To enhance online engagement, students are asked to turn their video on during synchronous class meetings.

Our class sessions on Zoom will all be audio-visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live. Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Please read the Rules of Zoom Engagement for further advice on participating in our Zoom class sessions.

Materials:
- Hummel, K. M. (2014). *Introducing second language acquisition: Perspectives and practices*. John Wiley & Sons. ISBN 978-0-470-658048. E-book available free of charge through Emory library.
- Supplemental readings posted on course Canvas site

Technology requirements:
- Web browser to access the online textbook;
- Canvas to access supplemental materials, assignments, discussions, grade book;
- Zoom to participate in the synchronous class meetings.

Prerequisites:
There are no prerequisites to enroll in this course. No prior exposure to Linguistics is required.

Assessment:

1. Participation (20%). Attendance *and* participation are essential to your progress. You will be allowed a maximum of 2 absences for routine doctor visits and travel for non-emergencies, etc., during the semester without penalty. Beginning with the 3rd absence, a penalty of -1% will be levied on the earned final grade for each class missed. The best policy to adopt is to **keep your instructors informed** if you miss any classes or assignments. Extended illnesses, complications from COVID-19, family emergencies will be treated as exceptions, and absences for these purposes will be excused. Be prepared to show proof of the need for the absences, however, if your instructor asks for it.

Grade	Criteria
A	always well-prepared always is attentive and engaged with the material and/or classmates always involved in class discussions always makes the most of each exercise, applying concepts from the course always responds to and engages classmates in a respectful manner uses laptop and/or mobile device(s) in class solely for course-related activities
B	usually well-prepared usually is attentive and engaged with the material and/or classmates usually involved in class discussions usually makes the most of each exercise makes some effort to engage fellow students
C	adequately prepared and attentive occasionally needs to be reminded to become involved in discussions does not engage classmates beyond the minimum requirements for an assignment uses laptop and/or mobile device(s) in class for activities unrelated to course
D	usually unprepared makes little effort to participate or complete exercises rarely tries to engage instructor or classmates uses laptop and/or mobile device(s) in class solely for activities unrelated to course
F	makes no contribution to class whatsoever

2. Reading Response and Class Preparation (30%). Completing homework thoroughly, regularly, and on time is extremely important in order to be prepared for class. Regular homework assignments could consist of any of the following activities: (re)reading an assigned text/chapter in the textbook, answering questions aligned with the assigned reading, or completing an exercise in the textbook. Homework that is collected will be graded according to the following criteria:
    a. "v+" (100%): Homework handed in on time and indicating a very thorough effort;

b. "√" (85%): Homework handed in on time and indicating a satisfactory effort;

c. "√-" (65%): Homework handed in on time but indicating an unsatisfactory effort.

Late homework will not be accepted and will receive no credit.

3. <u>Reflective Journal</u> (20%). Upon completion of every other assigned topic, students will submit a journal entry in which they discuss how the recently completed topic relates to their own experiences regarding second language acquisition. Part of this assignment will involve meeting with 1-3 classmates outside of class to share experiences, discuss issues or questions, and broaden the understanding of this particular topic. Each journal entry will be roughly 300 words.

4. <u>Final Project</u> (30%). Over the course of the semester, students should pay attention to particular issues related to SLA that interest them and that might merit further investigation. At roughly the semester mid-point, students will begin to finalize their thoughts and propose a particular issue that they would like to explore more for the final project. The project itself will consist of the following components:
   a. Topic proposal;
   b. Annotated bibliography of at least 6 sources on the topic, including the identification of a "gap" in the research that merits further attention;
   c. Two drafts of a report that reviews and synthesizes these sources – what has already been done - and discusses the need to address the "gap" – what still can/needs to be done;
   d. Draft of a pilot study to investigate this "gap."

Grade Scale:

A	= 93-100	B+	= 87-89	C+	= 77-79	D+	= 67-69	F	= 0-62
A-	= 90-92	B	= 83-86	C	= 73-76	D	= 63-		
		B-	= 80-82	C-	= 70-72	66*			

*Note: S/U students must earn at least a 63 to receive an S. Taking this class S/U will not satisfy the HAL requirement for Emory's General Education Requirements (GERs).

<u>Inclusive Instruction</u>

As the instructor of this course I endeavor to provide an inclusive learning environment. I want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. In order to receive consideration for reasonable accommodations, you must register with the DAS at http://accessibility.emory.edu/students/ . Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact me as early as possible in the semester to discuss the plan for implementation of your accommodations. For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or accessibility@emory.edu

<u>Honor Policy</u>

The Honor Code of Emory College is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on quizzes and exams, to plagiarize, to deviate from the instructor's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. The Honor Code, a list of offenses and the Honor Council process may be found at http://college.emory.edu/home/academic/policy/honor_code.html

Health Considerations
At the very first sign of not feeling well, *stay at home* and reach out for a health consultation. Please consult the campus FAQ for how to get the health consultation. As you know, Emory does contact tracing if someone has been diagnosed with COVID-19. A close contact is defined as someone you spend more than 15 minutes with, at a distance less than 6 feet, not wearing facial coverings.

Weekly schedule

Date	Topic	Assignment
Jan 26	Introduction	Hummel, ch1-2
Jan 28	First language acquisition	Hummel, ch3
Feb 2	Language learning contexts	Gee (1998)
Feb 4	Language learning contexts	Journal 1
Feb 9	Language learning contexts	Hummel, ch4
Feb 11	Theoretical perspectives	Douglas Fir Group (2016)
Feb 16	Theoretical perspectives	Bakhtin (1986)
Feb 18	Theoretical perspectives	Hummel, ch5
Feb 23	Second language teaching	Cope & Kalantzis (2015)
Feb 25	Second language teaching	Journal 2
Mar 2	Second language teaching	Final project topic preparation
Mar 4	Final project discussion	Hummel, ch6
Mar 9	Second language development	Maxim (2021)
Mar 11	Second language development	REST DAY
Mar 16	REST DAY	Alonso, et al. (2017)
Mar 18	Second language development	Hummel, ch7
Mar 23	Age (Hakuta, et al., 2003)	Kramsch (1997)
Mar 25	Age	Annotated bibliography
Mar 30	Age; final project discussion	Hummel, ch8
Apr 1	Individual differences	Journal 3
Apr 6	Individual differences (Darvin & Norton, 2016)	Hummel, ch9
Apr 8	Individual meetings re final project	Final project introduction

Apr 13	Bilingualism	REST DAY
Apr 15	Bilingualism (Bassetti, 2007; Boroditsky, 2009; Blackledge & Creese, 2009)	Journal 4
Apr 20	Bilingualism	Research design
Apr 22	Individual meetings re final project	Pilot study, 1st draft
Apr 27	Presentation of inal project	Prepare presentation
Apr 29	Presentation of final project	Pilot study, 2nd draft

References:

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Bassetti, B. (2007). Bilingualism and thought: Grammatical gender and concepts of objects in Italian-German bilingual children. *International Journal of Bilingualism*, *11*(3), 251–273. https://doi.org/10.1177/13670069070110030101

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Boroditsky, L. (2009). How does language shape the way we think? In M. Brockman (Ed.), *What's next? Dispatches on the future of science* (pp. 117–129). Vintage Books.

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The Douglas Fir Group. (2016). A Transdisciplinary Framework for SLA in a Multilingual World. *The Modern Language Journal*, *100*(Supplement), 19–47. https://doi.org/10.1111/modl.12301

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