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Rutgers, The State University of New Jersey

015:253:520:90 PRINCIPLES OF SECOND / FOREIGN LANGUAGE ACQUISITION
Fall 2015

ONLINE

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Office Hours: By appointment (usually Thursdays 1-4pm).	Prerequisites or other limitations: *Admission to the Teacher Education Program*
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X__ Online ___ Other OFF CAMPUS	Permission required: __ No _X_Yes Directions about where to get permission numbers: Please contact Dr. Palpacuer Lee

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: hhttps://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Course Description

Learning goals:
This course is a survey course on the various theories related to the acquisition of second and foreign languages. It also provides opportunities to apply this theoretical knowledge. At the end of this course you will be able to:
1) Demonstrate an understanding of the fundamental principles that underlie second/foreign language learning;
2) Apply this knowledge to language teaching and policy decisions;
3) Develop instructional strategies to teach a second language;
4) Hone knowledge, skills, and dispositions to help L2 learners increase their language proficiency, content-area and cultural knowledge, and to become fully participating members of their classrooms and schools.
5) Interpret and construct inquiries into language learning and teaching.

New Jersey Professional Standards for Teachers (2014)[1]:

The course meets the following New Jersey Professional Teaching Standards:
1) Standard One: Subject Matter Knowledge;
2) Standard Two: Human Growth and Development
3) Standard Three: Diverse Learners
4) Standard Four: Instructional Planning and Strategies
5) Standard Six: Learning Environment
6) Standard Eight: Communication
7) Standard Nine: Collaboration and Partnerships

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Council for the Accreditation of Education Professionals CAEP (2013)[2]:

• **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
➔ *The teacher candidates will read about language acquisition across ages and contexts and investigate how and why there is much variation among learners.*

• **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
➔ *The teacher candidates will read about and discuss individual differences among language learners.*

• **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
➔ *The teacher candidates will create learning environments for our community partners in Highland Park and discuss how interaction and engagement can lead to learning in community settings.*

• **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
➔ *The course is an introduction to the theoretical tenets in the field. The teacher candidates will learn about the field of applied linguistics and second language acquisition, and understands the main theoretical debates currently discussed, as well as the impact of such theories on instruction.*

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[1] http://www.state.nj.us/education/code/current/title6a/chap9.pdf
[2] http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

• **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
→ *The teacher candidates will be able to test and implement their theoretical understanding when they teach our community partners in Highland Park.*

* **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
→ *The teacher candidates will work collaboratively to design lesson plans for our community partners, following a community engagement model for second language acquisition.*

• **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
→ *The teacher candidates will be able to design, test and discuss instructional strategies for diverse ESL learners when in Highland Park.*

• **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner**.**
→ *The teacher candidates will reflect on their learning trajectories and how they inform their teaching practices. Journal writing will be an ongoing activity in this class to demonstrate ongoing reflection.*

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ACTFL (American Association for Teachers of Foreign Languages) and NCATE Professional Standards

Standard 3a. Understanding language acquisition and creating a supportive classroom.
Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation and meaningful interaction.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Language Acquisition Theory	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional	Candidates exhibit and understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide varieties of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation and implementation of

| | strategies. | designing teaching strategies that facilitate language acquisition. | instructional strategies that reflect language acquisition theories. |

The following activities will provide evidence and opportunities to meet the objectives of Standard 3:

a. Exams / Tests: your performance will demonstrate your understanding of language acquisition theories and the relationship between theory and practice,
b. Critical Annotated Bibliography: Your synthesis of professional journal articles that address current research and/or teaching practices, will demonstrate your capacity to investigate theoretical issues, and to reflect on the information learned and implications for your practice.
c. Lesson Plan: You reflections on lesson plans will illustrate your understanding of teaching practices based on language acquisition theories.
d. Classroom observation: You reflections on classroom observation and/or case study reports will demonstrate your understanding of connections between theory and practice.

Standard 6a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.
Standard 6b. Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Life-long commitment to professional growth	Candidates articulate the need for ongoing professional development	Candidates identify immediate professional development needs	Candidates outline a process for identifying ongoing professional development needs and the potential providers to meet these needs.
Reflection as a critical tool for growth	Candidates recognize the potential of reflection and research as essential tools for becoming an effective practitioner. They rely on others' questions to frame reflection.	Candidates frame their own reflection and research questions and show evidence of engaging in a reflective process to improve teaching and learning.	Candidates systematically engage in a reflective process for analyzing student work and planning future instruction. They identify possibilities of classroom-based research to inform practice.

Development of a rationale for foreign language learning	Candidates realize the importance of developing a rationale that supports foreign language learning.	Candidates develop a rationale that includes key benefits of foreign language learning.	Candidates develop and articulate a rationale for foreign language learning that includes cognitive, academic, and affective benefits to students and society
Accessing and employing data to support foreign language learning	Candidates identify the main data sources (print and online) for accessing foreign language specific data.	Candidates choose appropriate data sources to develop products in support of foreign language learning for designated audiences.	Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for foreign language learning for diverse audiences.

The following activities will provide evidence and opportunities to meet the objectives of Standard 6:
  a. Statement of Teaching Philosophy: your statement will demonstrate your understanding of the field of SLA but also demonstrate your positioning in and advocacy for foreign language learning and education.
  b. Webliography: the co-construction of a shared list of references will demonstrate your capacity to locate and analyze language specific data sources.
  c. Journal reflections: Regular reflections in your Journal will keep you engaged in reflective practice and in constantly articulating research, practice, and personal experience.

Course catalog description:
This course is designed to offer an introduction to second language acquisition (SLA) theories and research that inform our understanding of how second/foreign languages are learned by children and adults. Through readings, discussions, and activities, we will critically examine the language acquisition processes from learners' and language instructors' perspectives and analyze the socio-cultural, psychological, and instructional factors that can affect the language learning process.
The course is designed to promote knowledge construction gained through exposure to scholarship in the field of SLA, while making connections to our own personal language learning experiences and the language learning experiences of members of our local community. This course will include a **service learning component** in which we will offer adult English as a Second Language (ESL) instruction with the goal of seeing theory in action. We will discuss how the New Jersey Core Curriculum Content Standards, ACTFL Standards, WIDA and TESOL Standards reflect second language acquisition theory and research. We will focus on developing graduate-level academic writing and presentational skills. Throughout the course, participants will be given many opportunities to reflect upon and develop their personal theory of second language acquisition, which they will use as a foundation for their practice as they teach ESL and world languages to foster the success of *all* their students.

Required texts:
- Gass, S. (2013). *Second Language Acquisition: An Introductory Course*. New York: Routledge (4ᵗʰ edition). ISBN-10: 0415894956
- Atkinson, D. (Ed.). (2011). *Alternative Approaches to Second Language Acquisition*. New York: Routledge. ISBN13: 978 0 415 54925 7

Standards documents (required according to your future teaching plans)

- [NJ Core Curriculum Content Standards](#) (If you are from another state, please review the appropriate standards.) *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
- [ESL Standards for Pre-K-12 Students](#) *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
- [PreK-12 English Language Proficiency Standards](#) *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
- [WIDA Standards](#) *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
- [Standards for Foreign Language Learning: Preparing for the 21st Century](#) *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

Recommended texts

- Johnson, M. (2004). *A philosophy of second language acquisition*. New Haven, CT: Yale University Press.
- Lightbown, P. & Spada, N. (1999). *How languages are learned.* Oxford: Oxford University Press.
- Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Education (Hachette UK). ISBN: 978 0 340 905 593
- Perrin, R. (2007). *Pocket guide to APA style: Second edition*. NY: Houghton Mifflin.
- Swain, M., Kinnear, P. & Steinman, L. (2011). *Sociocultural Theory in Second Language Education: An Introduction through Narratives*. Tonawanda, NY: Multilingual Matters.

Articles

Additional readings will be available through Rutgers Library eReserves.

- Marinova-Todd, S., Marshall, D. & Snow, C. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly,34,* 9-34.
- Marinova-Todd, S., Marshall, D. & Snow, C. (2001). Missing the point: A response to Hyltenstam & Abrahamson. *TESOL Quarterly, 35,*171-176.
- Hyltenstam, K. & Abrahamson, N. (2001). Age and L2 learning: the hazards of matching practical 'implications' with theoretical 'facts': comments on Marinova-Todd et. al. *TESOL Quarterly*, *35*, pp. 151-170.
- Larsen-Freeman (2007). Reflecting on the Cognitive-Social Debate in Second Language Acquisition. *Modern Language Journal*, *91*, Focus Issue.
- Firth and Wagner (1997). On Discourse, Communication and (some) Fundamental Concepts in SLA. *Modern Language Journal*, *81*, pp.285-300.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.),*Sociocultural theory and second language learning* (pp. 97-114). Oxford: Oxford University Press.
- Pavlenko, A. & Lantolf, J. P. (2000). Second language learning as participation and the (re)construction of selves. In J. P. Lantolf (Ed.),*Sociocultural theory and second language learning* (pp. 155-179). Oxford: Oxford University Press.
- Kinginger, C. (2004). Alice doesn't live here anymore: Foreign language learning and identity reconstruction. In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts,* (pp. 219-242). Clevedon, UK: Multilingual Matters.
- Curran, Mary. (2012). Using Sociocultural Theory to Explain Successful U.S. Bilingualism: The Case of El Gringo.
- Hawkins, Margaret R. (2004). Researching English Language and Literacy Development in Schools, *Educational Researcher,* Apr. 2004; vol. 33*:* pp. 14-25.

Grading policy:

Grade	Percent
A	95.00-100.0%
B+	90.00-94.99%
B	85.00-89.99%
C+	80.00-84.99%
C	75.00-79.99%
F	Under 75%

Evaluation of Written Work:

Rubrics for each assignment will be distributed in class and/or posted on Sakai two weeks prior to each assignment due date. The following is generally expected from your written work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?

● Clarity and organization of writing.

● Conciseness – try to write in a non-repetitious way.

● Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.

● Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.

● Relevance – Connections between your work and the content and organization of the course and other courses you are or have taken should be clear.

● Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: http://owl.english.purdue.edu/owl/resource/560/01/). Please use Times New Roman 12pt font, 1-inch margins, and double space all of your assignments.

● **On lateness – If you need an extension of time on an assignment please contact me before the date when the paper is due. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.**

Participation

A significant portion of our learning activities will take place online. Your participation to these activities is essential to your personal learning experience, and to the learning trajectory of our class community. Each activity will be worth .5-5% of your final grade; this will be indicated in the instructions for the assignment.
I expect students to log in TWICE A WEEK to complete their online work. Most of our class work will take place in two phases: (1) students complete the assignments by Wednesday of each week (log 1); (2) students respond to each other and reflect on each other's submission by Friday of each week (log 2).

As your instructor, I will also be logging in at least twice a week to check everyone's progress, insert comments and suggestions, assess your participation and your work, chat, respond to questions, etc. Usually, we will NOT meet online at specific times for a synchronous discussion. Most of this class is asynchronous, which means that we do not all need to be in front of our computer at the same time, on the same day. While this format allows us some flexibility in the organization of our work, you should remember that most work is due on Wednesday of each week, while the second part of your work will be due by the following Friday.
I would like to underline that a substandard behavior in terms of participation might cause problems in terms of your class performance and your final grade. Remember: your participation is worth 40% of your grade in this online course.
The format of an online course may be new to some of you, and you may want to know what my expectations are regarding participation. I am looking for you to post thoughtful, well-reasoned expressions of your thinking about Academic English and to respond to your classmates' ideas in the same way. I will usually ask you to respond to two or three of your classmates in a threaded discussion or in a VoiceThread entry. In most instances, you will be asked to work in small

groups, and sometimes individually. Our discussions will most likely be class-wide and asynchronous.

Obviously, how well you do this will impact your class participation grade. Here is a breakdown of what makes for a good grade in class participation based on your responses to class and group discussions. You will want to be in the "Good" column for most of your communications each week.

Rubric for participation

Category	Good	Average	Poor	No credit
Topic entry	Responds to the topics by the due date.	Responding to the instructor's topic within a day of the due date.	Responding to instructor's topic more than 24 hours after due date.	Not responding to the topic.
Quality entry	Adds to the discussion and points out issues and strategies useful to group. Original work, insightful.	Adds moderately to the discussion. Not all comments are substantiated with reasoning or source citation. One element of response is missing.	Adds to the discussion. Comments not substantiated with reasoning or source citation. Several elements of response missing.	Not responding to the topic.
Peer response	Responding to the requested number of peer postings within 2 days.	Responding to the requested number of peer postings within three days - OR - not responding to enough of your peers' postings.	Entering your peer responses just before the discussion thread closes - OR - ONLY responding to 1 peer	Responding to none of the peers.

Final response	Responding to all peers who have posted a response to you.	Responding to 3/4 of the peers who have posted a response to you.	Responding to 1/2 of the peers who have posted a response to you.	Responding to NONE of the peers who have posted a response to you.
Quality responses	Adds significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Substantiated comments made with reasoning or even source citation.	Adds moderately to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Comments not substantiated with reasoning or even source citation.	Does not add to the discussion. Comments not substantiated: clear reasoning or source citation missing. Posting is simple: "I agree" or "Yes" or "No."	Absence of participation. No response.

Academic Integrity Policy:
Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

Web site: https://sakai.rutgers.edu/portal A specific sakai page on this portal will be dedicated to this course.

Requirements

Exam/Test 1. Data analysis Report

In the first weeks of the course, you have learnt about the main theoretical approaches to the study of second language acquisition. You have also learnt how these theoretical approaches are connected to methods of second and/or foreign language instruction. You have been able to

make connections between this content knowledge and your own experience as a language learner. Today, you will be able to apply all this knowledge and skills to the analysis of a student's personal narrative of language learning.

A data analysis report is an extended memo, used to informed fellow researchers (here, professor and classmates) of your preliminary findings. Think of the data analysis report as an organized conversation prompt: you write the memo so that you can discuss your findings with a colleague. Your data analysis report is not quite like a research paper that you can read in academic journals because it is shorter, preliminary, and informative. It is not like a research paper you write for class because it is based on data and not on readings and outside sources. The data analysis report, here, is a case study. Mona, a learner of English from China, shares her language-learning memoir. Her memoir, just like the one you wrote a couple of weeks ago, is your data.

Your report will show how well you understand the second/foreign language acquisition theories and methods we have reviewed, and how you can connect theory and practice. You have already written a data analysis report when you discussed your own language learning trajectory in light of the readings we have done so far. Now, you have to do the same with the story of a learner who could be your colleague or students. To complete this report, you should:

1. Organize your report in a way that makes it easy for your audience (professor and classmates) to be interested in the topic and your analysis. You should contextualize your topic but not get lost in details;
2. Organize your report around an outline for a conversation you want to have with the author/reader about the data you analyzed (from most important to less important, from most general to most specific);
3. Use technical language but only when appropriate, and always explain your use of such language;
4. Write in a simple way and avoid literary distractions (i.e. long sentences, casual tone, grammatical errors, technical language without explanation, etc.)

A data analysis report should be organized as follows:

1. Introduction
    1.1. Summary of the study and data, context, background;
    1.2. Summary of your conclusions about this data;
    1.4. Outline (brief) of your report.
2. Body of the paper (the most important section)
    2.1. Finding 1 (description, supporting references in text, explanation, connections with your own trajectory or discrepancies, connections between theory and practice)
    2. 2. Finding 2 (ibid), etc.
    You should try to have at least 3 findings (that is, three things to say about the data you are analyzing).
3. Conclusion / Discussion (the second most important section)
    How can you connect this data to your personal experience? How can you connect theory and practice here? How can this analysis inform your practice?

As you read the data, you should take notes. Write a short summary of what you understand. Then go back to this data and attempt to make connections between the text, your own experience, the theories and the methodologies we learnt about. Gather your notes and organize your findings from the most important to the less important. Select only the three most salient findings. Give each finding a title and write your conclusions in a paragraph, using quotations to support your claims. Finally, write your introduction and your conclusion.

RUBRIC FOR DATA ANALYSIS REPORT

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Content Knowledge and Understanding of Language Acquisition Theory	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	Candidates exhibit and understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide varieties of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories.
Completeness	Report not submitted or incomplete.	Most results are included even if some sections are incomplete or sections not appropriately titled	Results are included and appropriately titled. All required analysis is included
Accuracy	The findings do not reflect the data	Most findings accurately reflect the data	All findings accurately reflect the data
Analysis	Data does not support conclusions. Theoretical lens not understood or not used appropriately. Analysis is absent, irrelevant, or incoherent.	Analysis mostly appropriate and reflects substantial understanding of course material.	Analysis is appropriate, extensive, and reflects mastery of course material and theoretical approach.
Format and Writing	No paragraph, format not followed. Numerous grammatical and/or spelling errors.	Paragraph form, sections with key words as titles. Introduction contains clear topic but contains minor errors or inappropriate vocabulary that affect the reader's understanding.	Paragraph form, sections with catchy and analytical section titles, APA guidelines, and clear language that includes technical vocabulary and concepts.

Exam/Test 2. Analysis of lesson plans

You will read descriptions of world language lesson segments. You will write down your observations and then relate these observations to the principles of second/foreign language learning we have reviewed. List the instructional techniques represented in this lesson segment and describe how they are used. Finally, write down a summary of the theoretical and methodological orientation of the world language segment, and outline an activity you would do with your students that uses this approach.

To complete this assignment, you need to complete the following table (add lines as needed):

Observations	Principles	Instructional techniques

In a paragraph or two, describe the overall method illustrated by this lesson segment.

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Design one activity and/or exercise that would use the same principles and instructional techniques. Then, comment on your exercise by describing: How comfortable you feel with this method and its underlying principles, and what you would like to do differently.

RUBRIC FOR LESSON PLAN ANALYSIS

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Content Knowledge and Understanding of Language Acquisition Theory	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	Candidates exhibit and understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide varieties of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories.
Completeness	Report not submitted or incomplete.	Most results are included even if some sections are incomplete or sections not appropriately titled	Results are included and appropriately titled. All required analysis is included
Accuracy	The findings do not reflect the data	Most findings accurately reflect the data	All findings accurately reflect the data

Analysis	Data does not support conclusions. Theoretical lens not understood or not used appropriately. Analysis is absent, irrelevant, or incoherent.	Analysis mostly appropriate and reflects substantial understanding of course material.	Analysis is appropriate, extensive, and reflects mastery of course material and theoretical approach.
Format and Writing	No paragraph, format not followed. Numerous grammatical and/or spelling errors.	Paragraph form, sections with key words as titles. Introduction contains clear topic but contains minor errors or inappropriate vocabulary that affect the reader's understanding.	Paragraph form, sections with catchy and analytical section titles, APA guidelines, and clear language that includes technical vocabulary and concepts.

Exam / Test 3. Position paper (take home)

The purpose of a position paper is to present your position on a specific issue, and a rationale for your perspective. A position paper is based on facts and data that will help build your argumentation. In your position paper, you should:
1) Use evidence to support your position. You can use official documents, reports, statistics, interviews, etc.
2) Use references, primary sources and quotes to support your position;
3) Analyze and justify the strength and weaknesses of your position;
4) Assess and evaluate alternatives and other perspectives.

The issue to be discussed has already been determined for you in this course. The first issue is the role of age in second/foreign language acquisition, which created a large debate in the field. The second issue is the importance of environmental, personal and cognitive factors in the processes of second/foreign language acquisition. SLA scholars would assign different weight to each of these factors and debate their importance in their research. On the first day of class, you have also learnt about the larger issue of the cognitive tradition vs. alternative traditions in the field. As an educator, you will have to make choices (i.e. philosophical, educational, methodological, organizational, etc.) and to justify them. Writing a position paper is a first step in that direction.

The issues discussed in this class present a clear division of scholarly opinions. Prior to writing your position paper, you need to define and articulate your own opinion. Make a choice regarding the issue before you start writing. Narrow the definition of your position to something manageable and could be the equivalent of newspaper headlines. Research the issue carefully by consulting journal articles (read in class mostly). Consider possible alternatives.

Your position paper should be organized as follows:
I.   Introduction
        1. Identify the issue
        2. State your position
II.   Body of the paper
        1. Provide background information

          2. Give supporting evidence with references and quotes

          3. Present alternatives and discuss the other side of the issue

   III.   Conclusion

          1. Restate your position

          2. Suggest implications in your teaching practice

Your Introduction should clearly identify the issue your are discussing as well as your position. It should be straightforward and catchy. Your introduction needs to convince me to continue reading.

The body of your paper will have several paragraphs. Each paragraph is related to one idea or main point. Each paragraph will support your position statement with evidence and quotes from journal/research. The body of your paper should also incorporate a discussion of the other side(s) of the issue and clearly state your perspective on the alternatives.

The conclusion is the place where you sum up the main ideas you developed in the body of your paper, and reinforce your position (but do not repeat the introduction or body of the paper). It should include a paragraph where you reflect on the impact of your position on your professional practice.

RUBRIC FOR POSITION PAPER

Criteria	Below expectations (<75 – 84%)	Meets expectations (85-94%)	Exceeds expectations (95-100%)
Introduction and background of topic	Limited effectiveness in presenting topic, sides of the issue and personal position	Student introduces topic, issue and positions clearly and accurately	Student introduces topic, issue and positions thoroughly, accurately, and creatively.
Assertion of position on issue	Limited effectiveness in presenting personal view on the issue	Student asserts personal view clearly and accurately	Student asserts personal view thoroughly and creatively.
Arguments to support position	Limited number and strength of arguments; limited support for position	Student supports one side with clear and accurate arguments. Student articulates argumentation with supporting sources	Student supports position with thorough and clear arguments. Student uses multiple sources and articulates argumentation in original ways.
Arguments against position	Some arguments against position mentioned with limited effectiveness	Student addresses and/or refutes argument against her/his position clearly	Student addresses and refutes arguments against his/her position thoroughly and concisely in original ways.
Format	No paragraph, format not followed	Paragraph form, 3 sections but contains APA errors or language errors that affect the reader's understanding.	Paragraph form, 3 sections, APA guidelines, and clear language.
References and citations	No citations, inaccuracies or does not conform to APA guide.	Sources cited with accuracy or limited errors, APA guide used with some errors.	Sources cited using APA guide thoroughly and consistently with attention to detail.

Final paper. Critical annotated bibliography

You will write a critical annotated bibliography using <u>five</u> peer-reviewed articles that investigate one specific topic from the field of SLA. For instance, you can decide to write your annotated bibliography on Age and examine five important studies that look at the relationship between age and language acquisition.

An annotated bibliography is an organized list of sources, like a regular bibliography. It is, however, more complete, because each citation is followed by a series of paragraphs (an annotation) that describe each study and criticizes the contents of each article (critical annotation).

Here is an example, retrieved from UMUC libraries (http://www.umuc.edu/library/libhow/bibliography_tutorial.cfm)

> Breeding evil. (2005 August 6). Economist 376(8438), 9. Retrieved from http://www.economist.com
> This editorial from the Economist describes the controversy surrounding video games and the effect they have on people who use them. The article points out that most critics of gaming are people over 40 and it is an issue of age not of the games themselves. While the author briefly mentions studies done around the issue of violence and gaming he does not go into enough depth for the reader to truly know the range of studies that have actually been done in this areaother than to take his word that the research is unsatisfactory. The author of this article stresses the age factor over violence as the real reason for opposition to video games and stresses the good gaming has done in most areas of human life. This article is a good resource for those wanting to begin to explore the controversy surrounding video games however for anyone doing serious research one should actually examine some of the research studies that have been done in this area rather than simply take the author's word that opposition to video games is simply due to an issue of generational divide.

Your critical annotated bibliography should follow the APA format and contain the following sections:
1. An introduction where you state your topic of research and why your five articles reflect different and/or complementary perspectives on these issues. Imagine you are the editor of a special issue on this topic, and your write an editorial for your readers.
2. The annotated bibliography itself, where the five annotated peer-reviewed journal articles will be listed one after the other.
3. A conclusion where you summarize briefly what you have learnt from the five articles, and expand upon this topic by describing how this knowledge will impact your practice (in very concrete ways, you should give concrete examples).
A guide for writing a critical annotated bibliography can be found here:http://www.lib.uoguelph.ca/assistance/writing_services/resources/components/documents/writing_an_annotated_bibliography.pdf
And here: https://writingcenter.unc.edu/handouts/annotated-bibliographies/

RUBRIC FOR THE CRITICAL ANNOTATED BIBLIOGRAPHY

CATEGORY	Insufficient (4pts)	Towards meeting expectations (6pts)	Meets expectations (8 pts)	Exceeds expectations (10pts)
Quantity of sources **10 pts.**	Student does not cite sources.	Student cites two or three sources.	Student cites four sources	Student cited the five required sources.
Quality /Reliability of Sources **20 pts.**	Little or no reliable and/or trustworthy sources cited.	Few sources cited can be considered reliable and/or trustworthy.	Some sources can be considered reliable and/or trustworthy.	All sources cited can be considered reliable and/or trustworthy.
Variety of Sources **20 pts.**	No variety of sources; cites only one type of source.	Poor variety of sources; cites two types of sources.	Adequate variety of sources; cites three different types of sources.	Excellent variety of sources; cites more than four types of sources.
Writing fluency of annotations 25 pts.	All annotations are lacking in completeness, thought, and/or writing quality.	Most annotations are lacking in completeness, thought, and/or writing quality.	Some annotations are well written but some are lacking in completeness, thought, and /or writing quality.	All annotations are thoughtful, complete, and well written.
APA and Documentation **25 pts.**	There is little or no adherence to APA format in the document.	There are many and/or frequent formatting errors in the document's citations.	There are some formatting errors in the document's citations.	Citations are formatted correctly in the document.

Course Schedule by Week

Unit 1 - Introduction			
Dates	**Activity**	**Points**	**Due Date**
Week 1 U1 Lesson 1 – Introduction to course and online learning. Getting to know each other			
	Discussion: 2 truths and a lie	10	Sept.4
	Discussion: Vita sharing	10	Sept. 7
Week 2 U1 Lesson 2 – Language Learning Memoirs			
	Journal: Write your own language learning memoir	10	Sept. 11
	Webliography: Create a webliography of language learning memoirs	10	Sept. 13
Week 3 U1 Lesson 3 – Second Language Acquisition, a Historical Review			
	Activity: Create a visual representation / timeline of theoretical approaches	10	Sept. 18
	Journal: Analyze your own language learning memoir	10	Sept. 20
	Test 1 - Data Analysis	100	(Friday Sept. 18 to Wednesday Sept. 23)
Week 4 U1 Lesson 4 – The Field of Second Language Acquisition, the main debate			
	Journal: Answer questions about the reading	10	Sept. 25
	Discussion: discuss your position on the issues presented	10	Sept. 27
Week 5 U1 Lesson 5 – Second Language Acquisition, Diverse Perspectives			
	Discussion: Describe and understand the relationships between theory and practice	10	Oct. 2
	Activity: Observe and analyze classroom practices and how they relate to theory.		Oct. 4
	Test 2 - Data Analysis	100	(open Oct. 1 to October 9)
Week 6 U1 Lesson 6 – Applications: Teaching and Learning Philosophies			

Dates	Activity	Points	Due Date
	Discussion: Examine language teaching philosophies and their theoretical-practical connections.	10	Oct. 9
	Activity: Write your own philosophy of language teaching and learning.	20	Oct. 11

Unit 2 - Principles of Cognitive Second Language Acquisition			
Dates	**Activity**	**Points**	**Due Date**
Week 7 U2 Lesson 7 – Introduction + Age			
	Readings		Oct. 12-16
	Discussion: Watch a video and respond to questions in your journal.	10	Oct. 18
Week 8 U2 Lesson 8 - Interaction			
	Readings and Video		Oct. 19-21
	Discussion: Discuss an article about interaction and its impact on your practice.	10	Oct. 23
Week 9 U2 Lesson 9 – Interlanguage			
	Readings		Oct. 26-28
	Journal: Write a summary of a study.	10	Oct. 30
Week 10 U2 Lesson 10 – Aptitude, Affect and Motivation			
	Activity: Research one factor and find 3 peer reviewed articles.		Nov. 6
	Activity: Create a visual representation of your factor and add it to our Google Doc.	20	Nov. 8
	Test 3 - Write a Position Paper (take home)	100	(open Nov. 4 to Nov. 13)

Unit 3 - Principles of Sociocultural Second Language Acquisition			
Dates	**Activity**	**Points**	**Due Date**
Week 11 U3 Lesson 11 – Introduction + Meditation: From Meditation to the ZPD			
	Readings		Nov. 9-13
	Journal: Analyze data using mediation lens.	20	Nov. 13
Week 12			

U3 Lesson 12 – ZPD and I + 1		
Readings		Nov. 15-18
Activity / Discussion: Create a PPT slide that illustrates your understanding of the difference between the 2 concepts	20	Nov. 22
Week 13 **U3 Lesson 13 – Collaborative dialogue**		
Reading		Nov.18-22
Activity: Analyze a piece of data using the interactionist and sociocultural perspectives		Nov. 27
Week 14 **U3 Lesson 14 – Identity**		
Journal: How does your autobiography as a learner contribute to your beliefs and practices as a teacher?	10	Dec. 4
Activity: Find an article about identity and critically examine the findings	20	Dec. 6
	10	

Unit 4 - Conclusion		
Dates Activity	**Points**	**Due Date**
Week 15 **U4 Lesson 15 – Contrastive Perspectives**		
Journal: Analyze your own narrative using two contrastive approaches.	30 (extra points)	Dec. 11
FINAL PAPER - Critical Annotated Bibliography.	100	Dec. 13