CALVARY UNIVERSITY

15800 Calvary Rd
Kansas City, MO 64147

Syllabus

Course: ED313(DN) Second Language Acquisition
Credit: 3 hours
Semester: Summer 2024 Session 1 (05/06/2024 – 06/28/2024)
Day and Time: T/Th 1:00 – 2:20 p.m.
Location: East Education Building, Room 105
Instructor: Timothy Hange
Contact Info: Office Phone: 816-425-6184
                 Email: tim.hange@calvary.edu

I. DESCRIPTION

This course focuses on the foundations of second language learning and teaching. Major theoretical approaches to second language acquisition and second language learning will be included. (Prerequisite for education majors: ED190 or permission from the Education Department program director)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation Program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General competencies to be achieved. The student will:
1. Describe the process of first language learning in early childhood.
    a. MTS.2C1; 2C3; PLO-1, PLO-2
    b. Assignments: A, B, C

2. Analyze the key features and processes of second language learning, and explain how it differs from first language learning.
   a. MTS.1C3; 2C3; PLO-1, PLO-4
   b. Assignments: A, B, C
3. Evaluate how second language learning is explained by the major learning theories.
   a. MTS.1C3; 2C3; 3C2; PLO-3, PLO-4
   b. Assignments: A, B, C, D
4. Demonstrate an understanding of key principles in second language teaching.
   a. MTS.1C1; 1C2; 3C2; PLO-2, PLO-3
   b. Assignments: A, B, C, D
5. Compare and contrast current second language teaching techniques.
   a. MTS.3C1; 3C2; 3C3; PLO-2
   b. Assignments: A, B, C, D

B. Specific competencies to be achieved. The student will:
1. Articulate and analyze the foundational "Canale and Swain" model for understanding language competency.
   a. MTS.1C1; 2C3; PLO-1
   b. Assignments: A, B, C
2. Demonstrate knowledge of the first language acquisition process.
   a. MTS.2C1; 1C3; 2C3; PLO-2
   b. Assignments: A, B, C
3. Analyze the second language acquisition process and differentiate it from the first language acquisition process.
   a. MTS.2C1; 2C3; 2C6; PLO-2, PLO-4
   b. Assignments: A, B, C
4. Identify and analyze individual factors that affect second language learning.
   a. MTS.2C1; 2C3; 2C5; PLO-2
   b. Assignments: A, B, C, D
5. Differentiate how second language learning is viewed from the behaviorist, innatist, cognitive, and sociocultural perspectives.
   a. MTS.1C3; 1C5; 2C1; 2C3; PLO-4
   b. Assignments: A, B, C, D
6. Analyze and recommend classroom techniques that support second language learning.
   a. MTS.2C2; 2C4; 3C2; 6C2; PLO-2
   b. Assignments: A, B, C
7. Conduct an interview with a person who has gone through the second language acquisition process. Describe findings and draw conclusions as to what leads to success in the process of second language acquisition.
   a. MTS.1C3; 1C5; PLO-3
   b. Assignments: A, B, C, D
8. Explain the importance of key second language learning principles and evaluate the effectiveness of classroom methodologies in the light of these principles.
   a. MTS.1C3; 2C4; 2C5; 3C2; 6C2; PLO-2
   b. Assignments: A, B, C

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9. Discuss and describe what second language acquisition exposes about the character of God and man.
   a. MTS.2C3; PLO-1
   b. Assignments: A, B, C, D

III. MATERIALS
A. Required Textbooks

Lightbown, Spada *How Languages Are Learned, 4th Edition* Oxford, UK: Oxford University Press 2013. ISBN: 978-0194541268 (Retail $40.00)

Brown, Lee *Teaching by Principles*, 4th Edition. New York, NY: Pearson, 2013. ISBN: 978-013392852 (Retail: $49.95)

The Bible (see note below in course policies).

B. Additional Reading

You will be expected to read additional material (handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

C. Reading Requirements

To accomplish all of our learning goals, you will need to be engaged in a significant amount of learning outside of the classroom. You will be expected to read the text and articles. To help you actively engage with the text, written reactions to your reading will be required. You are encouraged to focus upon the questions posed in the Reading Assignments/Final Exam Review Sheet provided by your professor. ***While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. As a future educator, all of the information is important!*** Your exams will be drawn from your reading assignment questions.

IV. REQUIREMENTS
A. Reading and Responses: A reading schedule will be provided at the beginning of the cycle. Students are required to complete each weekly reading and submit a one-page response.
B. Chapter Questions: In addition to reading responses, specific questions and/or exercises will be given for each chapter on a weekly basis.
C. Class Discussion: Engagement in discussion will be accomplished both in class and online. Students are required to participate in both, and plenty of opportunity will be given.
D. A research project will be due toward the end of the cycle. Students will conduct an interview with several people who have gone through the second language acquisition process. Describe findings and draw conclusions as to what leads to success in the process of second language acquisition. A presentation will be made to the class.

V. METHODS
  A. Teaching
    1. Lectures
    2. Large group discussion
    3. Small group discussion
    4. Reading with written responses
    5. Completion of chapter exercises
    6. Research assignment and presentations

  B. Grading
    1. Weight given to assignments:

Reading and responses	20%
Chapter exercises	20%
Discussion Participation	15%
Research Project	20%
Quizzes	15%
Final Exams (1)	10%

    2. Late Assignments
      Late assignments will be penalized 5% of the grade on that assignment per calendar day. This does not apply to the reading assignments for which there are no late assignment options.
    3. Letter/Numerical Grade Scale
      The grading scale listed in the current University Catalog will be used for this course.

VI. COURSE POLICIES
  A. The Bible as Required Textbook
    The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT AND NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

  B. Class Participation
    Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a book bag/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

C. Plagiarism Statement
Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.

D. Attendance
In an eight-week course that relies upon discussion and classroom interaction, every class session is crucial. To allow for the challenges of life, however, one absence will be allowed under the following conditions: First, that the student watch the recorded video of the missed class, and second, that they write a response to the discussion and lecture that was missed.   Additional absences will result in the loss of a letter grade per absence.

Any student arriving up to 15 minutes late will be recorded as tardy. Three tardies will be counted as an absence and will also contribute to the one-absence limit. Any student arriving later than 15 minutes to class will be counted as absent for the session.

Situations such as a severe/sudden health problem, or a death in the family will be considered on an individual basis and may require appropriate documentation.

Any dispute over attendance should follow the Matthew 18:15-16 principle with the student meeting first with the professor to address the issue.

E. Accommodations Statement
Students with disabilities have the responsibility of informing the Accommodation Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

F. Style Guide
All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association,* 7th edition.

G. The Clark Academic Center
The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.