



Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

LING313
Classroom Oriented Second Language Acquisition
Lectures: **T/Th 14:00-15:15 (75 minutes)**
Location: **SA104**

COURSE OUTLINE - SEMESTER W2018

INSTRUCTOR'S NAME: Susanne E. Carroll

OFFICE LOCATION: CHD507 **OFFICE HOURS:** FRIDAYS 13:00-14:00 or by appointment

TELEPHONE NUMBER: 403-220-5492

E-Mail: susanne.carroll@ucalgary.ca

UNDERGRADUATE ADVISOR: Dr. Dennis Storoshenko **E-Mail :** lingadv@ucalgary.ca

COURSE DESCRIPTION

This course provides an introduction to second language acquisition in tutored contexts.

TARGETTED STUDENTS

This course will appeal to students who have already had some training in language acquisition (via Ling311 or Ling331) and who are seeking to broaden their understanding of language acquisition in other populations of learners (tutored learners). The course will also appeal to students who have not yet taken any acquisition courses but who intend to take the new Ling316 *Language Acquisition I*. It is important to understand that the course is a course in **linguistics** and the focus will be on linguistic concepts. Students interested in how one ought to teach a foreign language should consider taking LANG599.13 *Topics in the study of language (second language pedagogy)* in WS2018. Please consult Dr. Mary O'Brien.

PREREQUISITES

Successful completion of LING 201 (*Introduction to Linguistics*). "Successful completion" means a grade of at least C-. Successful completion of Ling311 or Ling331 will be advantageous.

OBJECTIVES

Classroom lectures will provide a **linguistic perspective** on language acquisition beyond early childhood. One goal is to show how what you learn in your courses on linguistic description (phonology, syntax, semantics) serves as a foundation for understanding language acquisition. A second goal is to introduce basic concepts in language acquisition. A third goal is to discuss how tutored learning differs from other forms of language acquisition. A fourth goal is to discuss how successful it is. A fifth goal is to discuss contextual factors related to classroom teaching: government policy, parental beliefs and expectations, learner type (age), program types (immersion vs. foreign language learning), learner beliefs and expectations, teacher beliefs and expectations, how textbooks are written, etc. Finally, I also want to introduce you to current classroom research.

OUTCOMES

On successful completion of this course, this is the **knowledge** that students will have:

- (1) knowledge of the principle components of an explanatory theory of language acquisition;
- (2) knowledge of a simple formal model of language acquisition;
- (3) some understanding of the principle **mechanisms** of language acquisition and how they work;
- (4) knowledge of how tutored learning differs from "naturalistic" learning (learner types, input types, input frequency, etc.);



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(5) some understanding of the history of the field and important participants, and what critical ideas they have contributed.

Skills development: Students will practice reading and assessing studies from the primary literature and will practice analysing a textbook, using concepts from the course related to (i) language acquisition theory, and (ii) contextual factors. The course will be conducted as a **seminar** meaning that everyone must do the weekly readings and come to class prepared to discuss.

DISTRIBUTION OF GRADES		FINAL EXAMINATION
Leading class discussion	10%	No final examination
2 in-class quizzes (10% each)	20%	
Feb. 1 st 2018		
March 29 th 2018		
1 summary & critical analysis of Publication	15%	
Feb. 18 th 2018		
1 oral presentation of critical analysis of Publication	15%	
Between Feb 20 th & March 22 nd		
Textbook analysis (essay):		
first draft March 18 th	20%	
final draft April 15 th	20%	
	100%	
See D2L for dates		

ASSIGNMENTS

The in-class quizzes cover contents of lectures. The critical analysis involves reading and assessing a paper from the primary research literature (see reading list in D2L). The oral presentation involves preparing a Powerpoint presentation to discuss contents of critical analysis (after feedback from me). These activities should provide a point of departure for the analysis of a textbook used for foreign language instruction (preferably at the University of Calgary) which is to be written up as an essay.

GRADING SCALE

A+ = 97% - 100% = *outstanding*; A = 92% - 96% = excellent, superior; A- = 86% - 91% = very good work; B+ = 80% - 85% = good work; B = 75-79 = *clearly above average*; B- = 71% - 74% = above average work; C+ = 67% - 70% = satisfactory work; C = 62-66 = *satisfactory*; C- = 58-61 = satisfactory but needs improvement; D+ = 54-57 = needs improvement; D = 50-53 = minimal pass; F < 50%; I = incomplete

This scale will be used not only for the final grade but also for all assignments. See documentation in D2L on *Assessment*.

COURSE EXPECTATIONS

See D2L *Stuff you should know* for Course Policies re attendance, use of cell phones and laptops in-class, documentation required for missed quizzes/assignments.

ACADEMIC MISCONDUCT

1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:



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- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
- b) parts of the work are taken from another source without reference to the original author;
- c) the whole work (e.g., an essay) is copied from another source, and/or
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted."

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

2. **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3. **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

DISABILITIES AND ACADEMIC ACCOMMODATION

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services office at 403-210-6019 or access@ucalgary.ca; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

EMERGENCY EVACUATION ASSEMBLY POINTS

Craigie Hall: Professional Faculties food court (alternate: Education Block food court)
Education Block and Tower: Scurfield Hall atrium (alternate: Professional Faculties food court)
Kinesiology: north courtyard, MacEwan Student Centre (alternate: University Theatres lobby)
For the complete list of assembly points please consult <http://www.ucalgary.ca/emergencyplan/assemblypoints>

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts



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website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT

Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it.

Please see <http://www.ucalgary.ca/secretariat/privacy> for complete information on the disclosure of personal records.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES

Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SAFEWALK

To request a Safewalk escort anywhere on campus, 24 hours a day and seven days a week, please call 403-220-5333 or use one of the Help Phones.

Web: <http://www.ucalgary.ca/security/safewalk>

STUDENT UNION INFORMATION

Representatives and contact details: <http://www.su.ucalgary.ca/home/contact.html>

Student Ombudsman: <http://www.su.ucalgary.ca/services/student-services/student-rights.html>

WRITING ACROSS THE CURRICULUM

Writing skills should cross all disciplines. Students are expected to do a substantial amount of writing in their courses and, where appropriate, instructors can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office (<http://www.efwr.ucalgary.ca/>) can be utilized by all undergraduate and graduate students who feel they require further assistance.