New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes:  Undergraduate credit □  Graduate credit [X]  Professional credit □

1. School/Division: Education

2. Academic Subject Code: EDUC

3. Course Number: L532 (must be cleared with University Enrollment Services)

4. Instructor: Staff

5. Course Title: Second Language Acquisition

6. First time this course is to be offered (Semester/Year): Fall 2009

7. Credit Hours: Fixed at 3 or Variable from _________ to _________

8. Is this course to be graded S-F (only)? Yes [X]  No ___

9. Is variable title approval being requested? Yes ___  No [X]

10. Course description (not to exceed 50 words) for Bulletin publication:

   A survey of the major theories of first and second language learning and their potential applications to language development strategies.

   ____________________________

11. Lecture Contact Hours: Fixed at 45 or Variable from _________ to _________

12. Non-Lecture Contact Hours: Fixed at n/a or Variable from _________ to _________

13. Estimated enrollment: 20 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: 1/year  Will this course be required for majors? ________________

15. Justification for new course: This course is necessary to stay current with developments in the field

16. Are the necessary reading materials currently available in the appropriate library? Yes ___

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature]

Date 3/31/2009

Dean of Graduate School

[Signature]

Date 3/31/2009

Chancellor/Vice-President

[Signature]

Date __________

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Course Title: Second Language Acquisition
Course Number: EDUC-L532
Section: (required each semester)
Credit Hours: 3 Semester Hours

SCHOOL OF EDUCATION MISSION STATEMENT:
The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

Instructor: 
Office: 
E-mail: 
Phone: 
Office Hours: 

COURSE DESCRIPTION:
A survey of the major theories of first and second language learning and their potential applications to language development strategies.

COURSE PREREQUISITES: Graduate Student Standing.

COURSE TEXT:

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Please notify the instructor within the first week of class if a reasonable accommodation for a disability is needed for this course. The instructor will require a letter from the Office of Disabled Student Services.

Commitment to Professionalism
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at http://www.dsa.indiana.edu/Code/.

Commitment to Diversity
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms. One example from this class is to develop Individualized Education Programs.
Commitment to Technology
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is including assistive technology in the lesson plan.

COURSE OBJECTIVES (CEC Standards)
By the completion of the course, students should be able to:
1. Illustrate the major processes and strategies that second language learners use.
2. Describe the factors that affect second language learning (SLL) and second language acquisition (SLA).
3. Explain the affective, cognitive, and social factors that influence SLA.
4. Describe the effects of individual factors such as age, personality, and motivation on SLA.
5. Identify the characteristics of optimal input for SLA.
6. Recognize the silent period and inter-language used in SLA analyze one learner’s SLA in terms of findings from recent research.
7. Study an overview of language teaching methods
8. Research into the regional, national, and professional standards, language proficiency criteria and academic goals of English for second language learners.
9. Learn strategies for teaching language skills communicatively and within a content-based program.
10. Focus on strategies for using English as the language of instruction to develop social and academic language proficiency.
11. Present short examples of exercises designed to teach specific language skills within different content areas, or within a specified lesson plan.
12. Incorporate and/or teach cultural material and cross-cultural communication skills.
13. Present the history of language in general and of English in particular, helping students to understand that language is acquired quite naturally and is always changing
14. Familiarize students with some of the basic linguistics terms, procedures, and areas of study.

COURSE ASSIGNMENTS:
1. **Term Paper:** Provide evidence of SLA in one subject. Video or audio tape the subject in formal and informal settings, interview the subject about his/her strategies, interview the subject’s teachers, family members, or others with information about the subject’s learning style, avoidance strategies, and other approaches to SLA. Analyze these data for evidence that the subject does/does not use processes and strategies described in the SLA literature. Research the subject’s native language and culture for evidence of barriers and facilitations to SLA.
2. Active Participation and Engagement:
• Respond to instructor’s questions and assignment requirements in the Discussions area.
• Reply to other students’ postings as directed.
• Review and reply with comments/questions to student’s weekly or team reports as directed.
• Work with other students during Team Reports.

UNIVERSITY AND SCHOOL OF EDUCATION POLICIES:
Electronic Mail: Electronic mail (email) is the official means of communication with students at Indiana University South Bend.
For this course, that e-mail should be routed through Oncourse. All assignments, sent as attachments, questions and requests must be sent via Oncourse.

A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

Accommodations for Religious Observances Statement: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Head or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

Disability Statement: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 574-520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbdss/services.shtml

Academic Honesty Statement: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty,
ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

**Plagiarism**

Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   (1) directly quoting another person’s actual words, whether oral or written;
   (2) using another person’s ideas, opinions, or theories;
   (3) paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   (4) borrowing facts, statistics, or illustrative material; or
   (5) offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000 and imprisonment.

**Field Experience Note:** You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

**Please Note:** Students in the School of Education are required to post select artifacts as required by the Unit Assessment System. The instructor will notify you if you are required to post assignments.

**STUDENT EVALUATION:** Students must attain a grade of C or better in all required education courses.

Assignments are due when indicated on the Calendar of Class Activities. Late assignments will not be accepted. All assignments are due on OnCourse by 10:00 pm of the due date. If a student is going to be absent on the day an assignment is due, it is their responsibility to turn in the assignment prior to the due date.
Please note that students who do not participate in a professional manner (e.g., coming to class on-time, being courteous to others, turning in assignments on-time, etc.) may receive a letter of concern.

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<thead>
<tr>
<th>Participation</th>
<th>10 Points</th>
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<tbody>
<tr>
<td>Lesson Plan</td>
<td>15 Points</td>
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<tr>
<td>Lesson Plan Presentation</td>
<td>15 Points</td>
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<tr>
<td>Case Study/IEP</td>
<td>10 Points</td>
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<tr>
<td>Two Exams</td>
<td>20 points</td>
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<tr>
<td>Mid-Term Exam</td>
<td>15 points</td>
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<tr>
<td>Final Exam</td>
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<td><strong>Total:</strong></td>
<td>100 Points</td>
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**Grading Scale:**
- 94 - 100/A
- 90 - 93/A-
- 87 - 89/B+
- 84 - 86/B
- 80 - 83/B-
- 77 - 79/C+
- 74 - 76/C

**TENTATIVE CLASS SCHEDULE:**

Week One: Introductions and Description of Projects
Week Two: Current Issues in Second Language Acquisition (Chapter 1)
Week Three: First Language Acquisition (Chapter 2)
Week Four: Age and Acquisition (Chapter 3)
Week Five: Team Reports on Age in SLA
Week Six: Learning Theories (Chapter 4)
Week Seven: Learning Styles and Strategies (Chapter 5)
Week Eight: Personality Factors (Chapter 6)
Week Nine: Team Reports on Individual Differences
Week Ten: Socio-Cultural Factors (Chapter 7)
Week Eleven: Communicative Competence (Chapter 8)
Week Twelve: Team Reports on Social Influences
Week Thirteen: Cross-Linguistic Influences (Chapter 9)
Week Fourteen: Theories of Second Language Acquisition (Chapter 10)
Week Fifteen: Finalize Final Project and Final Project Presentation
Week Sixteen: Individual Reports on Final Projects/Portfolios
Final Projects/Portfolios due

**BIBLIOGRAPHY:**


Mahwah, NJ: Lawrence Erlbaum Associates.
Graduate Certificate in Teaching English as a New Language (TENL)

Department of English and Linguistics
College of Arts and Sciences
Richard N. Ramsey, Chair
Michael S. Stapleton, Graduate Program Director
260-481-6770 - Fax: 260-481-6985
www.ipfw.edu/engl - Classroom-Medical Building 147

The graduate certificate in teaching English as a new language is intended primarily for students working toward a graduate degree in English and for practicing teachers who wish to be trained in teaching English to non-native speakers. It also serves people who are preparing to live abroad or who wish to facilitate their employment abroad, and those who have technical or business expertise and wish to work with non-native speakers in professional settings. The required courses will familiarize students with the major theoretical foundations of teaching English as a new and foreign language. Students will become acquainted with ENL pedagogy and resources and will acquire experience by teaching ENL learners in real classrooms. The TENL Certificate can stand alone as a separate credential or be integrated with the requirements of the M.A. or M.A.T. program in English.

Application and Admission

Students who seek to integrate the TENL Certificate Program with an M.A. or M.A.T. in English must have completed an undergraduate major or minor in English with a cumulative GPA of at least 3.0 (4.0=A) or better and a GPA of at least 3.0 in all English courses. In addition, they must earn a satisfactory score on the general aptitude section of the Graduate Record Examination. Students who do not meet these requirements may be admitted conditionally. To receive the M.A.T., students must have at least provisional public school certification in English by the time they graduate.

Students who seek the certificate as a stand-alone credential must secure admission to the certificate program. Students must have earned a bachelor's degree from an accredited college or university with at least a 2.5 GPA or better; completed at least 3 credit hours of course work in linguistics with at least a 3.0 GPA or better; and completed at least 3 credit hours of course work in college-level writing (or the equivalent), with at least a 3.0 GPA or better. Students who do not meet these requirements may be admitted conditionally.

Program Restrictions

No course with a grade below B may be applied toward the certificate. Students must maintain a minimum overall 3.0 (of 4.0) GPA or better in all graduate courses. Failure to do so will result in automatic dismissal from the program.

For further information, contact Professor Hao Sun, TENL certificate program coordinator, 260-481-6775, e-mail: sunh@ipfw.edu.

Certificate Requirements (18 hours)
Grammar (3 credits)

SPAN S428 may, in conjunction with other linguistics courses, meet the grammar requirement.

- ENG G500 - Introduction to the English Language Cr. 3-4.

Methods (6 credits)

- LING P511 - Methods and Materials for TESOL 1 Cr. 3.
- LING P512 - Methods and Materials for TESOL 2 Cr. 3.

Language Acquisition (3 credits)

- LING L532 - Second Language Acquisition

LING L532 - Second Language Acquisition

A survey of the major theories of first and second language learning and their potential applications to language development strategies.

Cr. 3.
Dual Level Course
Graduate Level

Sociolinguistics (3 credits)

- LING L619 - Language and Society Cr. 3.

Practicum (3 credits)

- LING L535 - TESOL Practicum Cr. 3.