

ENGLISH 4033 - INTRO TO SLA

COURSE INFORMATION

DEPARTMENT - Modern Languages

COURSE NUMBER - ENG 4003

COURSE NAME - Introduction to Second Language Acquisition

COURSE START DATE - Wednesday, January 13, 2021

COURSE END DATE - Thursday, April 29, 2021

COURSE DESCRIPTION - This course introduces theory and research in teaching English to speakers of other languages (TESOL), by examining linguistic, psychological, sociocultural, and sociopolitical factors in second language learning. The overall objective of this course is to provide a foundational understanding of second language learning for a future teaching career.

COURSE PREREQUISITE - Students taking this course should have completed general education requirements.

CREDIT HOUR DESCRIPTION - For every course credit hour of a 15-17 week semester, the typical student should expect to spend approximately 45 clock hours per term (135 clock hours for a 3-credit-hour course) of concentrated attention on course-related work, including but not limited to time engaged in class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem-solving, developing and completing projects, and other activities that enhance learning.

UNIVERSITY
MISSION

COLLEGE
MISSION

DEPARTMENT
MISSION

COURSE GOALS & OBJECTIVES

This course addresses the following TESOL (Teachers of English to Speakers of Other Languages) standards.

1.a Language as a System

- 1.a.1. Demonstrate knowledge of the components of language and language as an integrative system.
- 1.a.2. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.
- 1.a.3. Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.
- 1.a.4. Demonstrate proficiency in English and serve as a good language model for ELLs.

1b. Language acquisition and development

- 1.b.1. Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
- 1.b.2. Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.
- 1.b.3. Recognize the importance of ELL's L1s and language varieties and build on these skills as a foundation for learning English.
- 1.b.4. Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
- 1.b.5. Understand and apply knowledge of the role of individual learner variables in the process of learning English.

2. Culture

- 2.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.
- 2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.
- 2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELL's learning.
- 2.d. Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.
- 2.e. Understand and apply concepts about the interrelationship between language and culture.
- 2.f. Use a range of resources, including the internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.
- 2.g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.

5.a. ESL research and history

- 5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.
- 5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.
- 5.a.3. Demonstrate ability to read and conduct classroom research.

INSTRUCTOR INFORMATION



INSTRUCTOR: DR. DJIGUMDE

EMAIL: MamadouDjigumde@saumag.edu






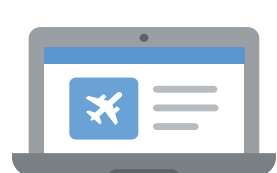


OFFICE ROOM: Wilson 314



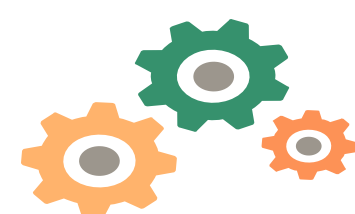
OFFICE HOURS: Zoom Call on a Needs basis



TEXTS AND MATERIALS

-  Saville-Troike, M. (2012). *Introducing second language acquisition, 2nd ed.* Cambridge. OR 3rd Edition.
-  Book chapters and articles selected from various sources. These readings are available on the course website.
-  Computer with email capability 
-  Flashdrive or online storage to back up all writing assignments. 

CLASSROOM POLICIES



My classroom policies can be summarized as "**BE PROFESSIONAL!**"



BE PROFESSIONAL/ EMAIL: The best way to get in touch with me is via email. Please allow me at least 24 hours to reply. If you do not get a response, do email me again. Emails sent over the weekend will be answered on Monday. Note that all emails should be professionally written or else they won't be answered.



BE PROFESSIONAL/ASSIGNMENTS: All submitted papers should be written in accordance with the formatting guidelines on the assignment sheet. Carefully review those formatting guidelines before submitting your paper. Papers should be revised and edited multiple times to avoid typos and mechanical problems that would otherwise communicate signs of sloppiness on your part.



BE PROFESSIONAL/LATE WORK: Late work is accepted, but for every day your work is late (including weekends), it will lose 5% of the total assignment points. In case of an extreme situation, make arrangements before the assignment is due.

ASSIGNMENTS

READING REFLECTIONS

Readings will provide you with background knowledge and prepare you for the class discussion. For each of the assigned readings, there will be a corresponding reflection to submit before our class session.

REVIEW ASSIGNMENTS

At the end of every lesson, there will be a review assignment over the topics discussed in that lesson.

PRACTICE QUIZ

At the end of every lesson, there will be a practice quiz over the vocabulary covered in that lesson.

CONTRASTIVE ANALYSIS

In this presentation, you will be asked to compare English with another language, preferably the L1 of your learner, over one or more areas of grammar: phonetics, phonology, morphology, syntax, semantics, and pragmatics.

LEARNER PROJECT

This is a semester-long case study project, where you will work with an English language learner at SAU. You will construct materials to collect spoken and written language samples, conduct an error analysis, and write a report.

TOTAL

300 POINTS

200 POINTS

100 POINTS

100 POINTS

300 POINTS

1,000 POINTS

ASSESSMENT

A 900

B 800

C 700

D 600

F 500

LETTER GRADE SPECTRUM

COURSE CALENDAR

For a detailed calendar of course events and assignments and projects' deadlines, visit:

<https://djiguimde.com/slac-calendar/>

DISABILITY STATEMENT

It is the policy of SAU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal education opportunities. **Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.** Students with disabilities are also encouraged to contact the Office of Disabilities Support Services, 216 Reynolds Center at 870-235-4154.

ACADEMIC INTEGRITY

Southern Arkansas University affirms its commitment to academic integrity and expects all members of the University community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the University's Academic Integrity Policy, approved by the President and published in the Student Handbook. Acts of dishonesty include, but are not limited to:

- A. **Plagiarism**—the act of taking and/or using the ideas, work, and/or writings of another person as one's own.
- B. **Cheating**—an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.
- C. **Fabrication**—faking or forging a document, signature or findings of a research project.
- D. **Resubmission**—submitting a work you have submitted for credit in a previous class.

All cases of academic misconduct will be reported and may result in penalties up to expulsion from the university. Continued enrollment in this course affirms a student's acceptance of this University policy.

COVID 19 POLICIES

Face Covering Requirement

Students, faculty, and staff are required to wear face coverings (covering both the mouth and nose) **at all times** while in classrooms, hallways, and offices. It is the student's responsibility to bring clean face coverings to each class meeting. Students who are not wearing face coverings will be asked to leave class and will not be counted for attendance that day. Students who refuse to wear face coverings will be covered by the following policy:

- 1st Refusal—a student's refusal to wear a face covering inside a classroom will result in that student being dismissed from class for that day. The Dean of Students will be informed of this incident and will schedule a meeting to discuss the situation with the student and provide education on the need for face coverings.
- 2nd Refusal—the second incident in which a student refuses to wear a face covering will result in that student being deregistered from the class for the remainder of the semester (that is, they will be dropped from the class entirely and will not be eligible for a refund of any associated tuition or fees). The student's conduct will be reported to the Dean of Students and processed for a violation of the Code of Student Conduct, which can be basis for suspension.

Students who believe that they cannot wear a face covering for medical reasons should contact University Health Services and the instructor prior to the first class meeting.

Social Distancing Policy

Please be aware of the need for social distancing during the COVID-19 pandemic. All students should do the following:

- Enter and exit classrooms in an orderly fashion, avoiding bottlenecks at classroom doors and maintaining as much separation as possible (at least six feet) from other students, faculty, and staff.
- Remember not to congregate in the hallways before or after class. Enter buildings as close to the start of class time as possible, and exit buildings immediately once class has ended.
- Carry on pre- or post-class conversations outdoors, maintaining proper distancing.
- Keep at least six feet away from the instructor and do not present him or her with any paper documents unless the instructor has expressly asked for such documents.
- Keep right in all hallways and on staircases.

Additional Attendance Information during the COVID-19 Pandemic

All face-to-face class meetings will use assigned seats and attendance will be taken each time. Once your seat has been assigned, please use that seat for all subsequent class meetings. Do not sit in any seats that are marked off with tape, rope, or signs. Students will also have the ability to attend class virtually. This will allow students who have pre-existing medical conditions that put them at additional health risks if they contract COVID-19, who are under quarantine, or who are experiencing an illness to attend class. Students who attend virtually will be counted for attendance purposes. Please note that students attending virtually can be called upon to answer questions, to verify attendance, etc., at any point during the class period in order to confirm that they are actually present. Please contact your instructor (e-mail or telephone) if you are ill and cannot attend in-person or virtually.

Additionally:

- **Do not come to class if you are ill or if you think you have been exposed to COVID-19.** If you are able, you can attend class remotely, as noted above. See this syllabus for details and instructions.
- If you are running a fever of 100.4 or above, immediately contact University Health Services at 870-235-5237.
- If you think you are symptomatic or have been exposed to COVID-19, DO NOT present at UHS, urgent care, your physician's office, or the emergency room without first calling.
- Take the free online health assessment at www.uamshealth.com OR call the hotline at 1-800-632-4502.
- Call University Health Services to report your status: 870-235-5237.
- IF YOU FEEL YOU NEED EMERGENCY CARE, DIAL 911.
- If you have experienced any of the following symptoms that are not attributable to another condition, do not come to class and contact UHS:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or running nose
 - Nausea or vomiting
 - Diarrhea