

San José State University
Department of Linguistics & Language Development
LING 22, Language across the Lifespan, s03, Fall 2018

Course and Contact Information

Instructor:	Kaveh Varjoy
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Office Hours:	TR 10:30am - 11:45am, and by appointment
Class Days/Time:	TR 12:00pm - 1:15pm
Classroom:	Clark 205
Prerequisites:	None
GE/SJSU Studies Category:	E (Human Understanding & Development)

Course Format

This course adopts a technology intensive/hybrid classroom delivery format. This means you will attend class lectures and receive materials in class, but that materials will also be provided online via Canvas. You will need access to a computer with Internet access to use these materials to fully participate in classroom activities.

The course also contains a service-learning component that requires students to spend a minimum of five hours outside of class conversing with a second language learner. More information on this requirement will be provided in class.

Faculty Web Page

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. The direct link to the course Canvas page is <https://sjsu.instructure.com/courses/1266074>. You are responsible for regularly checking the announcements to learn of any updates.

Course Description

Introduction to what is known about how people successfully learn second languages, with a focus on physiological, psychological, social-cultural and linguistic factors that affect second language acquisition, and on skills and strategies that promote language learning across the lifespan.

Course Goals

The overall purpose of this class, Ling 22: Language across the Lifespan, is to enable students to attain knowledge of the interdependence between physiological, sociocultural, and psychological factors that contribute to the process of human development. Through the study of second language acquisition theory, students will learn the stages that one goes through in learning a new language and the physiological, social/cultural, and psychological factors that affect one's second language learning at various stages of the lifespan. They will learn to appreciate the cognitive and social advantages of bilingualism from childhood to

adulthood; they will also understand the factors that have an influence on second language learning. In addition, they will develop strategies and practices to facilitate their own learning of a new language in the classroom and beyond. Using information learnt in the course, students will examine their own as well as an informant's language learning behaviors and explore new effective strategies for learning a second language. Students will also be provided with opportunities to assess their values, interests, personality and skills as applied to their own language learning experiences. Finally, students will learn critical skills such as communication, decision-making, research and informational searches, study skills, time management, and goal setting techniques that will support their academic and personal success at San José State University and beyond.

GE Learning Outcomes (GELO)

The topics in this course are geared to help students meet the GE student learning objectives stated below consistent with the contents and competencies required by Core General Education Area E: Human Understanding and Development. In each topic, the course will explore concepts of second language acquisition as they relate to lifespan development through the use of theory, self-assessment instruments, and participant observation. Upon successful completion of this course, students will be able to:

1. Recognize the physiological, social/cultural, and psychological influences on their well-being;
2. Recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan;
3. Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals; and
4. Recognize themselves as individuals undergoing a particular stage of human development, how their well-being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Examine and evaluate theories of first and second language learning
2. Identify the organs of language and explain the physiology of articulation
3. Recognize similarities and differences between learning a first and subsequent languages
4. Recognize the physiological advantages and constraints of learning and knowing a second language at various stages in the life cycle
5. Recognize the beneficial effects of bilingualism on mental processes both in childhood and during the course of aging
6. Distinguish between language errors that are developmental and those that appear to be a function of transfer from the learner's first language
7. Identify motivations and attitudes that affect second language learning
8. Recognize a variety of cultural learning styles and strategies among second language learners
9. Assess their own practices and progress in learning a new language

Required Texts/Readings

There is no required textbook for the course. Relevant materials will be posted on Canvas.

Other technology requirements / equipment / material

Computer with Internet connection, paper, writing instruments

Library Liaison

Toby Matoush (email: Toby.Matoush@sjsu.edu).

This course will include a library visit to acquaint students with resources available to them. Additional information can also be found under the 'Your Research Resources' page on Canvas.

Course Requirements and Assignments

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (at <http://www.sjsu.edu/senate/docs/S16-9.pdf>), requires the following language to be included in the syllabus: "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus." That means you are expected to spend 135 hours throughout the semester, or 9 hours per week.

Requirements

1. Students must actively participate in lectures and class discussions. Active participation means asking and answering questions, completing individual and group classwork, and generally paying attention during class time.
2. Students must complete readings before coming to class in order to fully engage with the materials and their peers. Students are encouraged to take notes on readings and course materials.
3. Homework and quizzes should be completed as they review and reinforce materials covered in class. All work must be completed in order to pass this course.
4. Students must regulate their workload and communicate any issues to the instructor *before* due dates. All due dates are listed in the syllabus as well as on Canvas.

Assignments

1. Linguistic Autobiography: Students will write a 2-3-page linguistic autobiography to analyze the physiological, social/cultural, and psychological influences (e.g., age, gender, socio-economic background, cultural norms, personality type, motivation) on their language development and reflect on how past experiences affect their current well-being and personal growth. (GELO 1)
2. Reflective Paper: Students will write a 2-3-page reflection paper, with support from required readings and in-class discussions, on the physiological, social/cultural, and psychological factors affecting their own language learning experiences. (GELOs 1-4)
3. Library Research Paper: Students will take a tour of the library specifically highlighting the resources available to them, and will write a 2-3-page, based on these resources, regarding one of the course topics. (GELO 4)
4. Participant-Observation Logs: Students will engage in participant observation as a conversation partner with someone learning a language that the student is fluent in. Students may choose to partner with other members of the SJSU community or with participants in adult and community ESL or other language learning programs.

Students will write two 2-3-page logs of their participation observation experiences as conversation partners. (GELOs 2-3)

5. Language lesson. Students will work with a small group to design a language lesson with attention to different theories learned in class. Students will create an educational video to teach the lesson(GELOs 1-4).

6. Homework and quizzes as assigned throughout the semester. (CLOs 1-9)

Grading Information

Your final grade will be assessed according to your performance on the following required assignment groups. Percentages are listed, not individual points. Detailed descriptions of each assignment are available on Canvas.

<i>Homework, Quizzes, and Participation</i>	15%
<i>Participation-Observation Logs</i>	20%
<i>Linguistic Autobiography</i>	5%
<i>Library Research Paper</i>	10%
<i>Reflective Paper</i>	10%
<i>Language Lesson</i>	5%
<i>Midterm exam</i>	15%
<i>Final exam</i>	20%

Breakdown of Grades

A+	98-100	B+	87-89	C+	77-79	D+	67-69
A	93-97	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
Note: in order to count towards the GE requirement, a C or better is required.						F	< 60

Determination of Grades

- All assignments, unless otherwise indicated, must be submitted in the appropriate electronic format.
- Grades are determined solely based on points, weighted by category, accrued throughout the semester.
- Extra credit may be available at the discretion of the instructor, and will only ever be allowed if all assignments have been completed.
- In the event a late assignment is accepted, it will be graded down for each day that it is late.

Classroom Protocol

Please arrive on time. If you must arrive late, please enter the classroom quietly and with respect for your classmates and your instructor.

Please refrain from using your cellphones in class.

This is a workshop-style course, not a purely lecture course. This means that participation in all class activities is mandatory. We will be using lots of group and pair work, as well as whole-class discussion in which everyone is encouraged to speak up. You are asked to adapt to this kind of format.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

LING 22, Language across the Lifespan, Fall 2018, Course Schedule

Note: schedule is tentative and subject to change with reasonable notice (in class and/or by email). Readings should be complete by class time on the date indicated.

Course Schedule

Week	Date	Topics, Readings	Assignments Due (by 10:59am)
1	8/21	Introduction to "Language across the Lifespan"	
	8/23	What is language? Readings: Yule 1	Language Opinions Survey
2	8/28	Language and animal communication Readings: Yule 2	Quiz 1; Origins
	8/30	Sounds of language: articulatory phonetics I Readings: Yule 3	Quiz 2
3	9/4	Sounds of language: articulatory phonetics II Readings: Yule 4	Transcription Exercises #1
	9/6	Language in the brain Readings: Yule 12	Anatomy: Speech Organs
4	9/11	Lateralization and Critical Period Hypothesis Readings: Yule 12-13	Anatomy: Brain
	9/13	Language at birth: First Language Acquisition Readings: Yule 13; L&S 1	
5	9/18	Language throughout life: Second Language Acquisition Readings: Yule 14; L&S 2	Quiz 3
	9/20	Explaining Second Language Acquisition Readings: L&S 3	
6	9/25	Aging and Communication disorders Readings: Yule 12	L1/L2 models
	9/27	Bilingualism Readings:	Quiz 4
7	10/2	Review for Midterm Readings: --	Midterm study guide
	10/4	Midterm Readings: --	
8	10/9	Library Visit	Autobiographical Paper
	10/11	Beliefs Readings: White (Griffiths 9)	
9	10/16	Motivation I Readings: Ushioda (Griffiths 1)	Quiz 5
	10/18	Motivation II Readings: --	
10	10/23	Personality I Readings: Ehrman (Griffiths 4)	Quiz 6
	10/25	Personality II Readings: --	

Week	Date	Topics, Readings	Assignments Due (by 10:59am)
11	10/30	Style Readings: Nel (Griffiths 3)	Quiz 7
	11/1	Aptitude Readings: Ranta (Griffiths 11)	
12	11/6	Socialization Readings: [choice of students]	Log #1
	11/8	Culture Readings: Finkbeiner (Griffiths 10)	
13	11/13	Policy Readings: --	Quiz 8
	11/15	Gender Readings: Nyikos (Griffiths 5)	
14	11/20	Strategies Readings: Griffiths (Griffiths 6)	Log #2
	11/22	Thanksgiving Holiday – Campus Closed – No class	
15	11/27	Record language lessons Readings: --	Library paper
	11/29	Record language lessons Readings: --	Language Lesson (due 12/2)
16	12/4	Watch language lessons Readings: --	Reflective Paper
	12/6	Watch language lessons Readings: --	Language Lesson responses (due 12/7)
Final Exam	12/14	Friday – 9:45am - 12:00pm – Venue	

See the SJSU Academic Year Calendar 2018-2019 at <http://www.sjsu.edu/registrar/calendar/2184/index.html>.