

San José State University
Linguistics & Language Development
LING 22, Language Across the Lifespan, Section 1, Fall 2016

Course and Contact Information

Instructor:	Scott Phillabaum
Office Location:	CL 479
Telephone:	408-924-7095
Email:	scott.phillabaum@sjsu.edu
Office Hours:	MW 3:00-4:00, and by appointment
Class Days/Time:	MW 12:00-1:15
Classroom:	Hugh Gillis Hall 217
Prerequisites:	None

Course Format

This course adopts a 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 and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn of any updates.

Course Description

The overall purpose of Language across the Lifespan is to enable students to attain knowledge of the interdependence between physiological, social/cultural, 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 affecting 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; to understand the factors that have an influence on second language learning; and to develop strategies and practices to facilitate their own learning of a new language in the classroom and beyond. Using this information, students will examine their own language learning behaviors and explore new 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.

Student Learning Objectives for General Education Area E (Human Understanding and Development):

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 completion of the course, students will have learned to:

1. Recognize the physiological, social/cultural, and psychological influences on personal well being.
2. Recognize the interrelation of the domains of 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
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 Specific Student Learning Objectives

During this course, students will learn 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

1. Carol Griffiths (Ed.) (2008). *Lessons from good language learners*. Cambridge University Press.
2. Patsy Lightbown & Nina Spada (2013). *How languages are learned (4th edition)*. Oxford University Press.
3. George Yule (2014). *The study of language, fifth edition*. Cambridge University Press.

Library Liaison

Toby Matoush, Toby.Matoush@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Instructional Activities

Lectures and class discussions

Guest speakers and student presentations

Service learning activities – conversation partners

Experiential learning activities

Class Assignments:

1. 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. (500-750 words; SLO 1)
2. 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. (500-750 words; SLOs 1 and 4)
3. Each student 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 five one-page logs of their participation observation experiences as conversation partners. (1200 words; SLOs 2 and 3)
4. Students will take a tour of the library specifically highlighting the resources available to them, and will write a 2-page paper, based on these resources, regarding one of the course topics. (500 words; SLO 4)

Your final grade will be assessed according to your performance on the following required assignments. Points indicated represent percentage points, NOT individual points. Detailed descriptions of each assignment are available on Canvas

Autobiographical Paper (5%)

Library Paper (10%)

Reflective Paper (10%)

Participant Observation Logs (5 x 4% each, 20% total)

In-class Quizzes & HW (10%)

Mid-Term Exam (15%)

Final Exam (20%)

Final Presentation (10%)

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but

because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

A 93-100
B 83-86
C 73-76
D 63-66

A- 90-92
B- 80-82
C- 70-72
D- 60-62

B+ 87-89
C+ 77-79
D+ 67-69
F below 60

Grading information:

- There are NO extra credit or make-up assignments.
- Your grade will be determined solely on your performance on the assignments listed above.
- All assignments are due on the date indicated and late assignments will NOT be accepted.
- In the event that a late assignment is accepted, it will be graded down (A becomes A-, A- becomes B+, et cetera.) for each day that it is late.
- All assignments, unless indicated otherwise, must be typed and submitted in electronic form.
- Each assignment is weighted as described above.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Please arrive to class on time. It distracts the instructor and other students when you arrive late. If you must arrive late, please enter the classroom quietly and with respect for your classmates and your instructor.

I do not allow any cell phone use in class. Please turn off your phone when you arrive to class and store your phone in your purse, backpack, or pocket. Because it is difficult for me to know why a cell phone is in your hand or sitting on your desk, you may not use your phone as a clock or to take notes in my class. There is a clock in the classroom that functions just fine as a timepiece. I will forgive any two transgressions of this policy (they may occur in the same class), after which **you will be asked to leave class for the day for any subsequent transgression.** Repeat offenders will be sent academic discipline for disrupting class.

Should you wish to use a laptop or tablet in class, it will be allowed **on a trial basis** and **only with my prior approval.** I reserve the right to revoke this privilege at any time if I find it distracting to you or to other students. Should you wish to consult research on the impact of using technology for taking notes, please see <http://pss.sagepub.com/content/25/6/1159>.

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

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec->

12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - Please consult with me before recording any lectures. I will grant oral permission to record the class. I reserve the right to revoke this privilege at any time during the semester.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

LING 22 / Language Across the Lifespan, Fall 2015, Course Schedule

Tentative Class Schedule and Assignments (subject to change)

NOTE: Readings and Assignments are to be completed by class time on the date indicated. Class topics are listed first, then assigned readings, and finally any assignment due that day.

YULE = *The study of language* (5th edition)

L&S = *How languages are learned* (4th edition)

GRIF = *Lessons from good language learners*

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 29	Introduction to the class
1	Aug 31	The Nature of Language and Bilingualism: Beliefs about language and language learning; human vs. animal communication <i>YULE 1-2</i>
2	Sept 5	<i>NO CLASS – LABOR DAY</i>
2	Sept 7	Language and Physiology I: Language in the brain; children learning a first language <i>YULE 12-13, L&S 1</i>
3	Sept 12	Language and Physiology I: Language in the brain; children learning a first language <i>YULE 12-13, L&S 1</i>
3	Sept 14	Language and Physiology II: Language and speech, the organs of language: articulatory phonetics <i>YULE 3-4</i>
4	Sept 19	Language and Physiology II: Language and speech, the organs of language: articulatory phonetics <i>YULE 3-4</i>
4	Sept 21	Lateralization and the Critical Period Hypothesis; children and adults learning a second language <i>YULE 14, L&S 2, 4</i>
5	Sept 26	Lateralization and the Critical Period Hypothesis; children and adults learning a second language <i>YULE 14, L&S 2, 4</i>
5	Sept 28	Language and Physiology IV: Language and aging; aphasia, dementia and bilingualism <i>GRIF 2, Supplemental Readings Available on Canvas</i>
6	Oct 3	Language and Physiology IV: Language and aging; aphasia, dementia and bilingualism <i>GRIF 2, Supplemental Readings Available on Canvas</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		Autobiographical Paper
6	Oct 5	Language and Individual Psychological Differences I: Motivation: intrinsic and extrinsic; instrumental and integrative <i>L&S 3, GRIF 1</i>
7	Oct 10	NO CLASS – OUT OF TOWN
7	Oct 12	Language and Individual Psychological Differences I: Motivation: intrinsic and extrinsic; instrumental and integrative <i>L&S 3, GRIF 1</i>
8	Oct 17	Midterm Exam
8	Oct 19	<i>Library Visit</i>
9	Oct 24	Language and Individual Psychological Differences II: Personality factors; introversion and extroversion; risk-taking <i>L&S 3, GRIF 4</i>
9	Oct 26	Language and Individual Psychological Differences II: Personality factors; introversion and extroversion; risk-taking <i>L&S 3, GRIF 4</i> Participant Observation Log 1
10	Oct 31	Language and Individual Psychological Differences III: Learning styles; context independent vs. context sensitive; language aptitude <i>L&S 3, GRIF 3, 11</i>
10	Nov 2	Language, Culture, and Society I: Gender; socialization practices <i>GRIF 5</i> Participant Observation Log 2
11	Nov 7	Language, Culture, and Society II: Communication strategies; input and interaction; scaffolding <i>GRIF 6, Supplemental Readings Available on Canvas</i>
11	Nov 9	Language, Culture, and Society II: Communication strategies; input and interaction; scaffolding <i>GRIF 6, Supplemental Readings Available on Canvas</i> Participant Observation Log 3
12	Nov 14	Language, Culture and Society III: Language policy and cultural norms <i>GRIF 10</i>
12	Nov 16	Language, Culture and Society III: Language policy and cultural norms <i>GRIF 10</i> Participant Observation Log 4
13	Nov 21	Becoming a Better Language Learner: Learning Strategies: cognitive, metacognitive, and social <i>GRIF 6, Supplemental Readings Available on Canvas</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		Participant Observation Log 5
13	Nov 23	<i>NO CLASS – THANKSGIVING</i>
14	Nov 28	Library Paper Due Final Presentations
14	Nov 30	Final Presentations
15	Dec 5	Final Presentations
15	Dec 7	Final Presentations
16	Dec 12	Final Presentations Reflective Paper Due
Final Exam	Dec 16	Friday – 9:45-12:00