

San José State University
Linguistics & Language Development
LLD 270, Second Language Acquisition, Section 1, Spring 2017

Course and Contact Information

Instructor:	Scott Phillabaum
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Office Hours:	MW 1:30-2:30, and by appointment
Class Days/Time:	M 3:00-4:15
Classroom:	Health Building 405
Prerequisites:	Ling 101

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.

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

Products and processes of child and adult second language acquisition: classroom instruction versus untutored settings; psychological variables; individual differences; interlanguage hypothesis; input and interaction in language development; organization of language systems of bilinguals.

Course Goals and Learning Outcomes

This class is designed to enable you to understand how second (L2) and foreign (FL) languages are learned in formal and informal settings and the variables that determine the quality and quantity of intake. This class also aims to train you to transfer this knowledge into classroom procedures. While working on these goals, we will also focus on how L1 and L2 processes are similar/dissimilar in terms of a variety of models of language acquisition.

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

1. The various models of L1 and L2 acquisition;
2. The challenges inherent in language acquisition and how these affect language learning;
3. How L2 learning can be facilitated in formal settings;
4. How learner language can be analyzed to understand learner placement and progress;
5. The major linguistic, psycholinguistic, and sociolinguistic issues involved in L2 learning;
6. The role of pragmatics in L2 comprehension and production;
7. How to apply theoretical knowledge to specific language learning contexts;
8. Instructional strategies to facilitate language acquisition;
9. How to analyze written and spoken learner language.

Required Texts/Readings

Textbooks

1. Ortega, L. (2009). *Understanding second language acquisition*. Hodder Education.
2. Atkinson, D. (Ed.) (2011). *Alternative approaches to second language acquisition*. Routledge.

Other Readings

Additional readings available on Canvas.

Other Useful Texts

1. Ellis, R. (1997). *Second language acquisition*. Oxford University Press.
2. Ellis, R. & Barkhuizen, G. (2005). *Analysing learner language*. Oxford University Press.
3. Gass, S. & Selinker, L. (2008). *Second language acquisition (3rd edition)*. Routledge.
4. Lightbown, P., & Spada, N. (2013). *How languages are learned (4th edition)*. Oxford University Press.
5. Mitchell, R. & Myles, F. (2004). *Second language learning theories (2nd edition)*. Hodder Arnold.

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>.

Detailed descriptions of each assignment can be found on the course website on Canvas.

Error Analysis Paper (15%)

Interaction Hypothesis Paper (15%)

Literature Review Paper (15%)

Final Presentation (5%)

Take Home Exams (15% each x 2 = 30%)

Chapter Presentation (10%)

Online Reflections (2% each x 5 = 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 Information

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

- 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 “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

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>.

Because graduate courses demand a much more proactive attitude toward learning than undergraduate courses, you are expected to take responsibility for your own learning, follow instructions closely, adapt your schedule to course demands, search out resources whenever necessary or desirable, and always look ahead toward future work. You should never wait to be told what to do. Of course, I am available for questions and advice at any time.

This is a workshop-style course, not a 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

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/>"

LLD 270 / Second Language Acquisition, Spring 2017, 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.

LO = Lourdes Ortega; AT = Atkinson

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 30	Introduction to the Class; Language Learning Survey
1	Feb 1	L1 Acquisition <i>LO 1</i>
2	Feb 6	L1 Acquisition; Models of L2 Acquisition <i>LO 1, AT introduction</i>
2	Feb 8	Models L2 Acquisition <i>LO 1, AT introduction</i>
3	Feb 13	Age & SLA <i>LO 2</i> Reflection #1
3	Feb 15	Age & SLA <i>LO 2</i> Presentation #1
4	Feb 20	Crosslinguistic Influences <i>LO 3</i>
4	Feb 22	Crosslinguistic Influences <i>LO 3</i> Presentation #2
5	Feb 27	The Linguistic Environment, Input, Output, Negotiation <i>LO 4</i> Reflection #2
5	Mar 1	The Linguistic Environment, Input, Output, Negotiation <i>LO 4</i> Presentation #3
6	Mar 6	Presentations of Error Analysis Papers
6	Mar 8	Presentations of Error Analysis Papers (Paper DUE 3/11)

Week	Date	Topics, Readings, Assignments, Deadlines
7	Mar 13	Interlanguage Pragmatics <i>AT 4, 5; Additional readings TBA</i>
7	Mar 15	Interlanguage Pragmatics Sociocultural Theory & SLA <i>AT 4, 5; Additional readings TBA; AT 1, 6</i> Presentation #4
8	Mar 20	Sociocultural Theory & SLA <i>AT 1, 6</i> Reflection #3
8	Mar 22	Take Home Exam #1 – NO CLASS – PHILLABAUM AT TESOL
9	Apr 3	Cognition <i>LO 5, AT 2</i>
9	Apr 5	Cognition <i>LO 5, AT 2</i> Presentation #5
10	Apr 10	Interlanguage Development <i>LO 6</i>
10	Apr 12	Interlanguage Development <i>LO 6</i> Presentation #6
11	Apr 17	NO CLASS – WORK ON IH PAPER
11	Apr 19	Presentation of Interaction Hypothesis Papers
12	Apr 24	Presentation of Interaction Hypothesis Papers (Paper DUE 4/27)
12	Apr 26	Aptitude & Motivation <i>LO 7-9</i> Reflection #4
13	May 1	Aptitude & Motivation <i>LO 7-9</i> Presentation #7
13	May 3	Affect, Personality, and Social Factors <i>LO 9-10, AT 3</i> Reflection #5
14	May 8	Final Presentations
14	May 10	Final Presentations
15	May 15	Final Presentations (Final Papers DUE 5/16)
Final Exam	May 24	Take Home Exam #2 – Uploaded to Canvas by 2:30 pm