

**San José State University**  
**Department of World Languages and Literatures**  
**FORL 150, Learning a World Language, Section, Semester Year (4 units)**

**Course and Contact Information**

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Class Days/Time:	XXXX
Classroom:	XXXX

**Course Description**

FORL 150 is a 4-unit service learning course that offers a comprehensive introduction to the field of second language acquisition, which is concerned broadly with humans' learning of a language beyond their first. Throughout the semester, students will develop familiarity with theories of second language acquisition as well as understanding of key concepts and findings in the field. Additionally, this course has been designed to facilitate exploration of topics that are actively investigated by acquisition scholars such as the role of age, crosslinguistic influence, context of learning, individual differences, and external or social factors in second language learning. Exploration of these topics is guided by textbook readings, published research reports, discussion in classroom meetings, and service to the San José community. Special attention is given to the languages taught in the Department of World Languages and Literatures, and this course will be taught in English.

**Course Format**

This course requires (1) face-to-face classroom meetings and (2) service learning. Along with reading, preparation, and completion of course assignments as outlined in this syllabus, classroom meetings totaling 3 hours each week and 25 hours of service learning are required for success in this course.

**Service Learning**

All SJSU designated Service-Learning (SL) courses support University Learning Goals for Applied Knowledge (ULG 4) and Social and Global Responsibility (ULG 5). As a result of their service learning experience, students will be able to

- Demonstrate knowledge of the needs and assets of the multidimensional community as expressed in a community organization;
- Reflect orally and in writing the integration of their service experience with the learning outcomes of the course
- Explain the ethical issues that underlie the community needs and solutions they experience in their service project

All SJSU designated Service-Learning (SL) courses must incorporate a minimum of ten hours of community-based service and/or research over an extended period of time throughout the term. Service-learning must be integrated with course learning; therefore, students must produce one or more structured reflections (e.g., in discussion, journals, papers, public presentations) that demonstrate integration of the service experience with course learning outcomes. Students must complete a CSU-SJSU Learning Plan & Participation Guide, serve only with an SJSU approved community partner organization; and enter all required SL information in the **SJS4-Spartans 4 Service** database.

### Course Learning Outcomes (CLOs)

No.	CLO	Activities
1	Students will be able to describe current theories of second language acquisition and discuss their connection to experience in the field during participation in service learning.	Online discussion forums, quizzes, service learning journal, integration assignments
2	Students will be able to define key concepts in the field of second language acquisition and apply them to experience in the field during participation in service learning.	Online discussion forums, quizzes, service learning journal, integration assignments
3	Students will be able to summarize key findings in the field of second language acquisition and connect them to experience in the field during participation in service learning.	Online discussion forums, quizzes, service learning journal, integration assignments
4	Students will be able to read a published research report in the field, present the main ideas and findings of that report to classroom peers, and connect the main ideas and findings of that report to experiences in the field during participation in service learning.	Article Presentation
5	Students will be able to compile and present a digital portfolio that demonstrates integration of course content and service learning experience.	Portfolio, poster presentation

### Required Text and Readings

#### Textbook

Marsden, E., Mitchell, R., & Myles, F. (2013). *Second language learning theories* (3rd ed.). New York: Routledge.

ISBN-13: 978-1444163100

ISBN-10: 1444163108

## Other Readings

Collentine, J., & Freed, B. F. (2004). Learning context and its effects on second language acquisition: Introduction. *Studies in Second Language Acquisition*, 26(2), 153-171.

Ellis, R. (2004). Individual differences in second language learning. In C. Elder & A. Davies (Eds.), *The handbook of applied linguistics* (pp. 525-551). Wiley.

Montrul, S. (2010). Current issues in heritage language acquisition. *Annual Review of Applied Linguistics*, 30, 3-23.

## Course Requirements and Assignments

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 for instruction, preparation/studying, and service learning. The total hours for this course is 180, divided in the following manner:

Classroom meetings	45 hours (3 hours × 15 weeks)
Reading and preparation for classroom meetings (online discussion forums)	45 hours (3 hours × 15 weeks)
Preparation of course assignments (integration assignments, portfolio, poster presentation)	30 hours
Reading and preparation of research report for article presentation	~10 hours
Service to community partner organization	25 hours
Service learning field journal entries	25 hours (1 hour per service hour)
<b>Total</b>	<b>180 hours</b>

## Preparation and Participation (25%)

Each student's participation is crucial to the extent of engagement during each classroom meeting and the general success of the course. Students are expected to arrive to class on time and prepared to discuss course readings and service learning experiences. Students are also expected to arrive to their selected service learning agency on time and prepared to volunteer.

Preparation and participation will be evaluated by means of online discussion forums (completed prior to class in Canvas), quizzes (completed in class), and service learning field journal entries (completed in the field and submitted in Canvas). Because this course is a collaborative learning experience, please avoid being absent and/or late. If an absence or lateness is inevitable, you are responsible for submitting assigned materials on time and you must obtain class notes from a classmate; you are also responsible for rescheduling and completing all required service hours.

### **Integration Assignments (5 × 5% each = 25%)**

Students will complete six written assignments that require the integration of content covered in readings and class discussion and observation/experience in the field during service learning. More details, including instructions and evaluation rubrics, will be provided in class.

### **Article Presentation (15%)**

In groups, students will select one published research report to read and prepare for presentation to their peers. This presentation will also require students to connect the content in the report to experience and observation in the field during participation in service learning. More details, including preparation guidelines and rubric, will be provided in class.

### **Portfolio (20%)**

Each student will compile a digital portfolio of observations and experiences in the field during participation in service learning. More details, including instructions, template, and evaluation rubric, will be provided in class.

### **Poster Presentation (15%)**

Each student will present, in poster format, her/his portfolio to peers and members of the SJSU and service learning organization communities. Presentations will take place on the day/time reserved for the final exam period for this course. More details, including instructions, template, and evaluation rubric, will be provided in class.

## **Grading Information**

### **Course Requirements and Evaluation**

- Preparation and Participation (25%)
- Integration Assignments (25%)
- Article Presentation (15%)
- Portfolio (20%)
- Poster Presentation (15%)

### **Determination of Grades**

Final grades will be determined for the course using the following scale:

100-97	A+	96-93	A	92-90	A-
89-87	B+	86-83	B	82-80	B-
79-77	C+	76-73	C	72-70	C-
69-67	D+	66-63	D	62-60	D-
59-0	F				

### **Late Work**

With the exception of valid, extenuating circumstances, no late work will be accepted.

### **Extra Credit**

To enhance students' engagement in learning outside of the classroom, opportunities for extra credit will be given and announced by the instructor throughout the course of the semester.

## Classroom Protocol

A respectful conduct and attitude is expected toward fellow classmates and the instructor. Students who fail to act respectfully will be invited to leave the classroom. Any activity that serves to interrupt the teaching or learning atmosphere of the class is prohibited (cell phones, food, inebriation, talking while others are talking, mp3 players, reading other materials, etc.).

## 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/> Make sure to review these university policies and resources.

## Accessible Education

If you require an accommodation(s) to participate in this course, please contact the [Accessible Education Center](#). You must contact the Accessible Education Center to register and coordinate your accommodation request.

## Resources for SJSU Students

- [Dr. Martin Luther King Jr. Library](#)
- The [Carmen Sigler Media Center](#) at San José State University is a resource center for students enrolled in foreign language courses and programs. Located in Clark Hall 206, the Media Center is open weekdays and our equipment is available for on-site use exclusively for students taking at least one class in the Department of Foreign Languages.
- The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.
- The [Peer Mentor Center](#) is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required.
- [Counseling and Psychological Services Center](#)
- [Free Food Resources](#)
- Visit [SJSU Campus Resources](#) for more resources available to SJSU students.

## Course Schedule

*Note that the schedule is subject to change to reflect course progress, and ample notice will be made available in class and via Canvas.*

Week	Date	Topics, Readings, Assignments, Deadlines
1		Topic: Introduction to the course
2		Topic: Key concepts and issues Reading: <i>Second Language Learning Theories</i> Chapter 1
3		Topic: Recent history of second language learning research Reading: <i>Second Language Learning Theories</i> Chapter 2 <b>Integration Assignment 1 Due</b>
4		Topic: Universal grammar and second language learning Reading: <i>Second Language Learning Theories</i> Chapter 3 <b>Article Presentation 1</b>
5		Topic: Cognitive approaches to second language learning Reading: <i>Second Language Learning Theories</i> Chapter 4 <b>Article Presentation 2</b> <b>Integration Assignment 2 Due</b>
6		Topic: Cognitive approaches to second language learning Reading: <i>Second Language Learning Theories</i> Chapter 5 <b>Article Presentation 3</b>
7		Topic: Interaction in second language learning Reading: <i>Second Language Learning Theories</i> Chapter 6 <b>Article Presentation 4</b> <b>Integration Assignment 3 Due</b>
8		Topic: Meaning-based perspectives Reading: <i>Second Language Learning Theories</i> Chapter 7 <b>Article Presentation 5</b>
9		Topic: Sociocultural perspectives Reading: <i>Second Language Learning Theories</i> Chapter 8 <b>Article Presentation 6</b> <b>Integration Assignment 4 Due</b>
10		Topic: Sociolinguistic perspectives Reading: <i>Second Language Learning Theories</i> Chapter 9 <b>Article Presentation 7</b>
11		Topic: Context of learning Reading: Collentine & Freed (2004) <b>Article Presentation 8</b> <b>Integration Assignment 5 Due</b>
12		Topic: Heritage language learning Reading: Montrul (2010) <b>Article Presentation 9</b>
13		Topic: Individual differences Reading: Ellis (2004) <b>Article Presentation 10</b>

14		Topic: Conclusion Reading: <i>Second Language Learning Theories</i> Chapter 10 <b>Portfolio Due</b>
15		Topic: Conclusion <b>Poster Presentations</b>