



## Graduate Course Syllabus

### EFL 501: Language Learning and Acquisition

Center: Online.

#### Course Prerequisites

None

#### Course Description

This course explores contemporary knowledge about foreign language acquisition, including the influences of age, environment and motivation; learning styles, including ELSIE, Barsch Learning Style Inventory and other cognitive and behavioral scales; multiple intelligences; and learner language and inter-language.

#### Course Outcomes

This course is intended to help you develop an integrated theory of how people learn a second language. By examining learning theories in general, and first and second language acquisition on particular, you will be able to:

- Critically analyze various hypotheses
- Distinguish the similarities and differences among various theories
- Understand the wide range of variables that affect language learning

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

#### *Principles of Language Learning and Teaching*

Brown

Pearson

6th Edition

2014

ISBN: 978-0-13-304194-1

### Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

### Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions			
Modules One through Nine	9	15	135
Module Ten	1	25	25
Journals	9	15	135
Chart Activity	1	25	25
Midterm Exam	1	150	150
Article Review	1	130	130
Research Paper	1	300	300
Field Experience Summary	1	100	100
		<b>Total Course Points:</b>	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

### University Grading System: Graduate

<i>Total Points. 1,000</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

\*Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

### Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	Language, Learning, and Teaching <i>Principles in Language Learning and Teaching</i> , Chapter 1 1-1 Language Learning Factors (Non-Graded) 1-2 Discussion: SLA Perspectives 1-3 Journal: Teaching Styles
2	Age Factors – First Language Acquisition <i>Principles in Language Learning and Teaching</i> , Chapter 2 2-1 Understand the Theories of First Language Acquisition (Non-Graded) 2-2 Discussion: Knowledge Utilization 2-3 Journal: Approaches to Language Acquisition 2-4 Field Experience Journal: Introduction
3	Age Factors – Age and Acquisition <i>Principles in Language Learning and Teaching</i> , Chapter 3 3-1 Building Background Knowledge (Non-Graded) 3-2 Discussion: Cognitive or Affective Blocks 3-3 Chart Activity: Learning Theories: Begin Work 3-4 Journal: Teaching Philosophy Statement 3-5 Field Experience Journal
4	Psychological Factors – Human Learning <i>Principles in Language Learning and Teaching</i> , Chapter 4 4-1 Discussion: Analysis 4-2 Article Review: Research Time 4-3 Journal: Synthesis 4-4 Chart Activity: Learning Theories: Submit 4-5 Field Experience Journal

5	Psychological Factors – Styles and Strategies <i>Principles in Language Learning and Teaching</i> , Chapter 5 5-1 Building Background Knowledge (Non-Graded) 5-2 Discussion: Learning Styles 5-3 Journal: Knowledge Utilization and Application: Personal Learning Styles 5-4 Article Review: Submit 5-5 Research Paper: Begin Work 5-6 Field Experience Journal
6	Psychological Factors – Personality Factors <i>Principles in Language Learning and Teaching</i> , Chapter 6 6-1 Discussion: Building Background Knowledge 6-2 Journal: Knowledge Utilization and Application: Character Preferences 6-3 Midterm Exam 6-4 Field Experience Journal
7	Sociocultural Factors <i>Principles in Language Learning and Teaching</i> , Chapter 7 7-1 Discussion: Whorfian Hypothesis 7-2 Journal: Hofstede's Categories 7-3 Field Experience Journal
8	Sociocultural Factors – Communicative Competence <i>Principles in Language Learning and Teaching</i> , Chapter 8 8-1 Discussion: BICS and CALP 8-2 Journal: Strategic Competence 8-3 Research Paper: Rough Draft 8-4 Field Experience Journal
9	Linguistic Factors – Cross-Linguistic Influence and Learner Language <i>Principles in Language Learning and Teaching</i> , Chapters 9 and 10 9-1 Discussion: Errors and Corrections 9-2 Journal: Reflection 9-3 Field Experience Summary: Submit
10	Linguistic Factors – Towards a Theory of Second Language Acquisition 10-1 Discussion: Presentation 10-2 Research Paper: Submit

### Attendance Policy

Online students are required to submit a graded assignment/discussion to Blackboard during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

## **SNHU College of Online and Continuing Education Student Handbook**

Review the [student handbook](#).

### **Diversity and Disability Statement**

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns. We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services.

SNHU does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, citizenship, marital status, gender identity or expression, sexual orientation, veteran/military status, or genetic information in its programs and activities. Requests for disabilities accommodations within COCE should be directed to:

Disability Resource Center (DRC)

(866) 305-9430

(877) 520-8916 (fax)

[drc@snhu.edu](mailto:drc@snhu.edu)

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns. We look forward to hearing from you.

Complaints regarding discrimination and accommodations should be directed to:

(603) 645-9664

(603) 645-9717 (fax)

[adacompliance@snhu.edu](mailto:adacompliance@snhu.edu)

### **Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

**Assessment Calibration and Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu). See [this document](#) for more information.