

LIN 4930: FOREIGN LANGUAGE CLASS DESIGN

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Office hours: T 12:30 – 2:00 R 2:00 – 3:30

Credit hours: 3 (TR 11:00 – 12:20)

Goals and Purposes of LIN 4930

The overall goal of this course is to give future language instructors an overview of communicative task-based language instruction, explain terminology related to SLA, compare and contrast various theoretical perspectives in SLA, describe and discuss current issues and controversies in SLA, what to expect when assigned courses, how to develop a course, and policies and etiquette related to teaching. This overview consists of theory, research, and practical application. Below are some specific **objectives**:

- To have a working knowledge of theory and research that *explains* how adults acquire a second language.
- To be able to critically *evaluate* existing teaching practices and materials based on your understanding of theory and research.
- To develop concrete lesson plans based on research related to activity types
- To evaluate textbooks based on theory and research
- To choose activities and provide a theoretical and research oriented account for either selecting them.
- To discuss current / relevant world events related to education (specifically language instruction)
- To make you (the student) as marketable and informed as possible for when you join the workforce

Also, upon completion of this course you should also be able to read critically a research-based article on classroom SLA and:

- identify the research question(s) and variables
- describe the method of data collection
- summarize the findings of the study
- discuss the generalizability of the findings and their implications for L2 classroom learning
- assess the article by identifying its contributions and limitations

Although you are not expected to become an expert in the fields of second language acquisition (SLA) and language teaching, you are expected to be able to explain and support task-based, communicative language teaching, and discuss the *why* and *how* behind what takes place in the classroom. To put this in other words, not only should you know what you are doing in the classroom, you should also know why. Here's a question for you to think about as you move through this course and others: when you graduate and seek a teaching position, how well will

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you be able to describe and explain your training and education in in second language acquisition and second language teaching?

Required Materials

How Languages are Learned, Patsy M. Lightbown & Nina Spada 3rd Edition

From Input to Output: A Teacher's Guide to Second Language Acquisition, Bill VanPatten

Additional readings provided by the instructor and made available in Blackboard or distributed in class.

Class Format

The format of this class takes seriously the premise that thoughtful and meaningful interaction with readings, with other students, and with the instructor is the best way to learn new material. For this reason, student preparation prior to class and student participation in class are a must. Most class sessions will involve discussions of readings, issues, and research.

Absence Policy

Active participation, punctuality, and timely preparation are expected. Students are allowed to be absent two class meetings. Students who miss 3 class periods will receive a 3% deduction on their final grade for each and every absence from, and including, the third absence thereon. Arriving more than ten minutes late or leaving early constitutes an absence. Excessive 'off task' or disruptive behavior also constitutes an absence. There are no such things as excused absences except for extreme circumstances (e.g., death in the family, serious illness for which documentation is provided), there are NO excused absences. Work related reasons for missing class are not considered excused. You are allowed to be absent two class days (an entire week of class) without penalty, be sure not to use up your absences.

Grading Criteria

Participation	10%
Exams	40%
Homework/Quizzes	10%
Observation Reports (2)	10%
<u>Portfolio</u>	<u>20%</u>
TOTAL	100%

Participation

In order to meet the course goals and objectives, you must attend and actively participate in class. Participation is an important component of your final grade, and each day your instructor will make a mark in his/her grade book regarding your participation and will assign you a daily grade. If you miss class, no participation points can be awarded for that day. There is NO make-up for participation, with the exception of the following, for which you will be awarded full participation for the day by providing proper documentation to your instructor:

- University-recognized religious holy days
- Jury duty and other court related appearances
- Doctor's visits
- Prior approved and properly documented University-sponsored activities that demand your presence

*For religious holy days, students must speak with their instructor prior to missing class in order to receive participation points. Notifications after the religious holy day will not be accepted.

You will be able to check your weekly participation grades in Blackboard. If you do not receive a grade, ask your instructor for one. If you do not agree with the participation grade, you should speak to your instructor immediately. Disputes over participation grades should not wait until the end of the semester since they are more difficult to document and handle then. Disputes over participation grades must be addressed within one week and if any adjustments are to be made, they must be made immediately. Disputes over participation grades after one week of the date(s) in dispute, will not be considered. Daily participation will be graded according to the following scale:

2 points

- Arrived on time, attended full class and participated in all activities.
- Brought all required materials (including textbooks) to class.

1 point

- Arrived late but less than 10 minutes late to class.
- Was not prepared, did not bring required materials, did not participate fully, and/or did not pay attention.
- Displayed behavior deemed inappropriate by instructor.

0 points

- Absent.
- Arrived to class 10 minutes late or more (equivalent to an absence).
- Refused to participate.
- Left early without instructor's permission (equivalent to an absence).
- Did not complete the in class activities.

Please note that your instructor reserves the right to:

- a. deny entrance to any student arriving to class 10 minutes late or more, and
- b. dismiss anyone from a given class whom the instructor deems as disruptive, and/or count them as being absent for the day.

Midterm & Final Exam

Your knowledge of the course material will be assessed via two exams, an in-class midterm exam and a cumulative final exam at the end of the semester. The exams will be based on the readings assigned for the class. Class discussion will be used to highlight critical issues and constructs in the readings, but may not encompass the entirety of the readings. You will receive more detailed information on the format of the exams during class.

Homework/Quizzes

There will be a series of pop-quizzes during the semester for which, by nature, you will not have advanced notice. There are no make-up quizzes if you are absent on the day of a quiz you will not be provided a make-up quiz. For that reason, your lowest quiz grade will be raised to match your highest quiz grade during the semester. You will also periodically be assigned homework in addition to the weekly readings to be completed and turned in on dates announced in class. It is your responsibility if you are absent to follow up with a classmate and inquire if there is homework for the follow class meeting.

Observation Reports

During the semester, you will observe two different language classes (either university or high-school level) and make an oral report of each observation. Each observation will consist of three parts: (1) a brief (but descriptive) narrative of what you observed in the class; (2) an evaluation of their lesson plan as compared to application (3) a critical evaluation of what you observed in light of your understanding of theory and research; (4) **specific** alternatives to what you observed based on your understanding of the course material (5) peer to peer interaction (6) instructor to peer interaction. During your observations you will be using the same documents that our basic language programs at FAU use. The purpose of these observations is for you to *critically evaluate* teaching practices based on your understanding of theory and research.

Portfolio:

Component 1: Philosophy of Teaching Statement

A philosophy of teaching statement is a set of personal values or beliefs about learning and teaching that affect a teacher's behaviors in the classroom. Although many of you will be teaching for the first time, the statement will help you clarify your own views on teaching and learning foreign languages at the beginning of your career, and a version of this statement can be used when you look for academic and/or teaching positions when you graduate. This statement should not exceed one single spaced type-written page and must incorporate in some way your answers to the following questions:

- How do students learn?
- What is my role in facilitating the learning process?
- How are my ideas/concepts on learning and teaching implemented in the classroom?
- What goals do I have for my students?
- Why do I want to teach?

Component 2: Activity Packet

You will develop a portfolio of activities that are fueled by the research and activities we discuss and identify throughout the semester. You will be provided with specific guidelines for the creation of these activities as the semester progresses.

Component 3: Application Statement

An application statement is a letter that you will include when applying for a position of employment in teaching. We will discuss this further as the semester progresses and you will be provided with models and examples of what to do and what not to do.

Copyright Statement

Some of the readings in this course are copyrighted. They are intended for use only by students registered and enrolled in LIN 4930 and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

E-mailing Your Professor

Please use your FAU account when e-mailing your professor. If you use a personal e-mail account (e.g., hotmail, yahoo, g-mail, etc.) your professor will not know whether the message is junk mail, and therefore, will not respond. FAU e-mail is considered to be official communication, and you should therefore address your professor appropriately (*e.g., Dr., Professor, etc.*), sign your name, and use a respectful tone. Your professor will not respond to e-mails that do not address them directly, and/or are not signed.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. In compliance with the Americans with Disabilities Act (ADA), students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the *Office for Students with Disabilities* (OSD) at SU 133, 777 Glades Road (561-297-3880). Bring a letter to your instructor from the OSD indicating that you need academic accommodations no later than the second week of classes.

In accordance with the OSD's rules and regulations, students must turn in an Exam Sign-Up Sheet at least **one week** before the date on which each exam is scheduled. Please contact OSD for more information.

Academic Honor Code & Honors Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust

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and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ALL assignments that you turn in to your instructor for a grade must be your own work. This means that the use of translator programs, help from tutors or anyone else on graded assignments constitutes academic dishonesty. If your instructor suspects that an assignment completed outside of class is not entirely your own work, your instructor has the right to ask you to redo that assignment in his or her presence during office hours.

ACADEMIC DISHONESTY ON ALL ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE.

By remaining enrolled in this course past the end of Drop /Add, you are agreeing to:

- uphold The Academic Honor System of Florida Atlantic University, and
- accept accountability for the course requirements, the course expectations, and the attendance policy stated in this document.

This syllabus is a guide for the course and is subject to change with advance notice.

IMPORTANT DATES: GO TO THE FOLLOWING LINK TO THE FAU ACADEMIC CALENDAR TO FIND IMPORTANT DATES (I.E., DROP ADD PERIOD, WITHDRAW DEADLINES, ETC.) [HTTP://WWW.FAU.EDU/REGISTRAR/ACADCAL.PHP](http://www.fau.edu/registrar/acadcal.php)

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Date		Topic	Read Before Class
Week 1 (10 – 12 of January)	Tuesday	Course Introduction & Goals Classroom policies	
	Thursday	Course Introduction & Goals What does it mean to acquire a second language? Classroom policies	
Week 2 (17 – 19 of January)	Tuesday	Some givens about SLA From Atlas to Audiolingualism	VP Chapter 1 Lee & VanPatten (chapter 1)
	Thursday	L1 Acquisition	S&L Chapter 1
Week 3 (24 – 26 of January)	Tuesday	Theoretical Approaches to SLA	S&L Chapter 2
	Thursday	Linguistics and language learning: The UG.	Mitchell and Myles Chapter 3
Week 4 (31 of January – 2 of February)	Tuesday	The Role of Input in SLA; Working with Input in the Classroom	VanPatten Chapter 2); Lee & VanPatten Chapter 2
	Thursday	Structured Input and Grammar Instruction	Lee & VanPatten (chapter 7)
Week 5 (7 – 9 of February)	Tuesday	What to observe during observations	S&L Chapter 5
	Thursday	Working with Input in the Classroom	VP Chapter 2
Week 6 (14 – 16 of February)	Tuesday	Input and activity types Designing input activities: In class (Portfolio component workshop)	Farley TBA
	Thursday	Observation report (Group 1)	No assigned reading
Week 7 (21 – 23 of February)	Tuesday	Developing system	VP Chapter 3
	Thursday	Output	VP Chapter 4
Week 8 (28 of February – 1 of March)	Tuesday	Observation report (Group 2)	No assigned reading
	Thursday	Mid-Term	

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Week 9 (6 – 8 of March)	Spring Break		
Week 10 (13 – 15 of March)	Tuesday	The Role of Output in SLA; Tasks and Classroom Communication	Lee (2000), chapters 2, 3, 5
	Thursday	How to read empirical studies	Term definitions on empirical research answer sheet
Week 11 (20– 22 of March)	Tuesday	SLA Input and Traditional Instruction	VanPatten and Cadierno (1993)
	Thursday	Traditional instruction and output	VanPatten and Oikennon (1996)
Week 12 (27 – 29 of March)	Tuesday	Text Enhancement / Noticing hypothesis	White (in press)
	Thursday	What is required for applying for jobs? (Portfolio component workshop)	
Week 13 (3 – 5 of April)	Tuesday	Observation report (Group 1) Observation report (Group 2)	
	Thursday	Open topic	
Week 14 (10 – 12 of April)	Tuesday	L2 Reading/ Textbook availability	Lee & VanPatten (chapter 11)
	Thursday	L2 Listening/ Lesson Planning/time management	Rost (2002)
Week 15 (17 – 19 of April)	Tuesday	L2 Writing/ Disciplinary actions	Williams (Chapters 2 and 3)
	Thursday	“Proficiency” and Proficiency Development/ Individual differences	ACTFL Proficiency Guidelines;
Week 16 (24 of April)	Tuesday	Portfolio due/ Class discussion	
	Final Exam Week begins		