Instructor: Dr. Amanda Lanier  
Office: B380 Wells Hall  
Phone: Office 517-884-7764 / Google Voice 517-618-1579  
Email: alanier@msu.edu  
Course site: http://d2l.msu.edu → FLT 860 F/SLA  
Program site: http://maflt.cal.msu.edu  
Office hours: By appointment (see Class Policies #2)  
Appointment site: ScheduleOnce at http://meetme.so/maflt-amanda

COURSE READINGS

Main Textbook:

Supplemental Resources:

Materials from these and other sources will be available directly through the MSU Library (begin your search with the MAFLT Library Guide at http://libguides.lib.msu.edu/maflt) or through our course page on MSU’s online learning management system, D2L (http://d2l.msu.edu). A complete reference list is available at the end of the syllabus.

COURSE DESCRIPTION

The field of second language acquisition (SLA) seeks to understand and explain the development of proficiency in multiple or additional languages as a cognitive and social process. This course provides an overview of the major concepts, theories, and research methods that have emerged in the forty years or so since SLA began to be identified as a field.¹

The extensive and widely-varied work of scholars in this field informs the research-based practices to which language teachers aspire in their classrooms. However, the links between the results of research and the “real world” practice of teaching are not always immediately apparent or accessible. Not all SLA scholars believe that language learning really occurs as a result of teaching, and most agree that instruction is not necessary. Certainly other kinds of exposure to language will lead to learning. However, this course centers around instructed second language acquisition (ISLA), which deals with development of proficiency in a second or foreign language that occurs in a classroom or otherwise as a result of a deliberate effort to manipulate and manage the learning process.

As the author of our main textbook points out, there are two main questions that drive inquiry in this field: “(1) Is instruction beneficial for second language (L2) learning, and (2) if so, How can the effectiveness of instruction be optimized?” (Loewen, 2015, p. 1).

¹ While SLA is generally understood to include developing proficiency in any language other than the learner’s first language, we use F/SLA in this course to reflect the MAFLT program’s emphasis on the teaching of foreign languages.
The structure of this course includes twelve content modules divided into three sections. In the first section, we will begin by learning about the broader scope of different approaches to SLA, from more traditional cognitive approaches to emerging “alternative approaches” (Atkinson, 2011), and where ISLA fits into that spectrum. In the second section, we will focus on ISLA and research that has been conducted in this area. In the third section, we will consider a number of influences other than actual instruction that may impact how languages are learned, including context and learner differences. Along the way, we will discuss how second language learning differs from learning our first languages, what it means to know a language, the roles of input and output in the target language, the influence of interaction with other users, the importance of differences among target languages, sequences in which learning tends to occur, and the impact of social and cultural factors on the language learning process.

In addition to informing you about these theories and issues, this course is intended to strengthen and expand your ability to process the findings of academic research and determine how they should inform your own classroom practices. As an aspiring master teacher, you need to be confident in your ability to draw connections between theory and practice and even to conduct your own investigations. To that end, you will be presenting critiques of published articles to your classmates and designing your own ISLA research project.

**COURSE OBJECTIVES**

The primary objectives of this course are to build a knowledge base about F/SLA and to engage in processes of analysis, evaluation, and application so that you can become a more informed, thoughtful, and independent consumer of F/SLA research. By the end of the semester, you should be able to do the following:

1. Understand and explain prominent theories, concepts, and methods in F/SLA as well as the scope and objectives of the field.
2. Understand and explain prominent theories, concepts, and methods in instructed F/SLA in particular and evaluate the effects of instruction on second language development.
3. Compare these theories, concepts, and methods with your own personal practical knowledge of language learning and critically assess your own assumptions about language learning processes and implications for your practices.
4. Design and write a proposal for an action research project that will serve to apply your new awareness of F/SLA and inform your pedagogical practices going forward.

**COURSE REQUIREMENTS**

The following table summarizes the main components of your grade for this course. Further details and guidance for each task will be provided on our D2L page. Look for the Assignment Guidelines folder.

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<tr>
<th>Task</th>
<th>Description and Expectations</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Comprehension</td>
<td></td>
<td>35%</td>
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<tr>
<td>Module quizzes</td>
<td>Each week, you will take a quiz that is intended to assess your understanding of the material in the readings. Quizzes are taken in D2L under the Assessments menu. The regular weekly quizzes will each cover one module at a time. Feedback will be provided via D2L. Two attempts per quiz.</td>
<td>20%</td>
<td>Every module Complete by midnight on due date</td>
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<tr>
<td><strong>Cumulative reviews</strong></td>
<td>This course is divided into three sections, each containing four modules. At the end of each section, there will be a cumulative review over the prior four modules with more open-ended questions than the weekly quizzes.</td>
<td>15%</td>
<td>Modules 4, 8, and 12</td>
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<tr>
<td><strong>Reflection and Interaction</strong></td>
<td>In this course, required participation involves posting to the Discussion forum for each module in response to my prompt. Whereas the quizzes check comprehension, the discussions provide greater opportunities to think critically about the material for the week and consider connections to your own language learning and teaching. Your posts (at least 200 words) will be assessed based on your arguments (i.e., evidence of critical thinking) and how well you support your arguments with material from the readings. Your responses will not be judged as right or wrong, but they can be strongly or weakly supported. Respond to at least one classmate’s post within a week.</td>
<td>15%</td>
<td>Every module</td>
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<td>Complete by midnight on due date</td>
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<td>Respond to a classmate within 1 week</td>
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<tr>
<td><strong>Analysis and Evaluation</strong></td>
<td>In this course, required participation involves posting to the Discussion forum for each module in response to my prompt. Whereas the quizzes check comprehension, the discussions provide greater opportunities to think critically about the material for the week and consider connections to your own language learning and teaching. Your posts (at least 200 words) will be assessed based on your arguments (i.e., evidence of critical thinking) and how well you support your arguments with material from the readings. Your responses will not be judged as right or wrong, but they can be strongly or weakly supported. Respond to at least one classmate’s post within a week.</td>
<td>15%</td>
<td>Submit PowerPoint file to D2L Dropbox AND Post video to D2L Discussion thread by Module 6</td>
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<td>View and respond to at least 2 classmates’ presentations</td>
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<tr>
<td><strong>Synthesis and Application</strong></td>
<td>This task is intended to improve your ability to consume and critique the research that informs our understanding of second language acquisition. You will present an empirical research article that focuses on instructed second language acquisition. Ideally, this article will involve learners of your target language. Under Resources, I have provided a list of journals that regularly publish such articles. Additional support for selecting, understanding, critiquing, and presenting your article will be provided throughout the course. In order to submit your presentation, you will create slides (in PowerPoint, Google Slides, etc.), record a video narration (12-15 minutes), and share it with your classmates via D2L. Then view classmates’ presentations and respond twice for full credit.</td>
<td>35%</td>
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research that may provide answers to your questions. You will submit elements of this project throughout the semester.

- Classroom Research Design
- Classroom Research Literature Review
- Full Classroom Research Proposal

The final proposal will consist of at least 2500 words (about 10 pages), plus the reference list.

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### ONLINE COURSE PAGE AND COURSE MANAGEMENT

The Web space for this course is on Michigan State University’s current learning management system, Desire2Learn. Log in at [http://d2l.msu.edu](http://d2l.msu.edu) using your MSU NetID and password. Because this course is fully online, our D2L page is essentially our classroom. This page is used for sharing materials, linking to external sites and tools, submitting assignments, communicating via email and discussion board, completing quizzes, reporting grades, and more. Because D2L will be so essential to the functioning of our course, it is essential that you familiarize yourself with D2L as soon as possible if you have not used it before. The Michigan State D2L help page can be accessed at the link below or by clicking “Help” within D2L. Please explore the help page and our D2L page on your own, but if you still need assistance, do not hesitate to let me know.

**D2L 24/7 Help Desk:** Click “Help” in D2L or go to [http://help.d2l.msu.edu](http://help.d2l.msu.edu) or call (844) 678-6200

**Troubleshooting:** If you should have technical trouble while attempting to complete a task or submit an assignment in D2L, you can contact the Distance Learning Help Desk 24/7 by submitting a request online or by phone. Note that the Help Desk staff will send me updates on the issue upon request.

### HARDWARE AND SOFTWARE

In order to participate in this course, you will need the following technology, all of which I hope you already have at your disposal. D2L runs well in most browsers (Internet Explorer, Chrome, Firefox) and can also be accessed with mobile devices. Note that you can set up various alerts in D2L that will send a message to your email address and/or phone when you have new items, upcoming due dates, and so on.

- MSU NetID and email account, set up and checked regularly (every 24 hours at minimum)
- Reliable and relatively fast internet connection
- Web camera, headphones, and microphone for videos, online conferences, etc.
- Microsoft Office or compatible suite of word processing and presentation software (2003 or later)
- Adobe Acrobat or other PDF reader (free download)
- Other freely available software, to be discussed during the course

### CLASS POLICIES

**1. COURSE MODULES AND WEEKLY ACTIVITIES**

As mentioned above, this course consists of 12 modules. Given the fast pace of the summer, we will complete 2 modules per week, with due dates on Mondays. Most due dates for larger assignments also fall on Mondays. Default time for due dates is always midnight (specifically, for technical reasons, 11:59 p.m. Eastern U.S. time). For each module, you will complete a guided reading quiz and participate in an online discussion via D2L, both of which will draw on the assigned readings and instructor video. Please note that module quizzes and discussions alone constitute 40% of your entire course grade. It is essential that you keep up with the readings and these tasks. We move very quickly in the summer.
Many online courses allow students to complete tasks at their own pace, as long as the requirements are completed by the end of the semester. In this program, however, courses rely on regular and consistent participation. It is recommended that you set aside an average of 6 hours per module (12 hours per week for module tasks alone) and then allow an additional 6-12 hours for cumulative quizzes and major assignments. Your workload will vary depending on what is due in a given week. Consider the course schedule early and often and plan accordingly so that you can complete your tasks on time.

2. INSTRUCTOR-STUDENT AND STUDENT-INSTRUCTOR COMMUNICATION

Because this class is online, our communication by internet and phone will be very important. For communication that pertains to the whole class, I will use Announcements in D2L or your MSU email account (not D2L Mail). For individual communication, I will use your MSU email account, not a personal account (for security and consistency). Please make sure that you check your MSU account regularly (at least every 24 hours) or have your MSU email forwarded to an address that you do check regularly. You have my contact information on the first page of the syllabus. Please do not hesitate to use it.

Making Appointments: Throughout the semester, you are welcome and encouraged to make appointments with me for office hours. I generally prefer to use Zoom video meetings. If you live near East Lansing, you may certainly come to my office. Please strive to make these appointments at least 24 hours in advance. I will confirm the time and send further instructions. You do not need to make an appointment for a brief phone call. In order to make an appointment, go to the following ScheduleOnce site (also listed on our D2L home page) and select at least two different times: http://meetme.so/maflt-amanda.

Joining Virtual Meetings. We will make use of a virtual meeting tool called Zoom (http://msu.zoom.us) for office hours, review sessions, etc. Ideally, you will use a webcam, microphone, and headphones for these meetings, but you can also dial in by phone. This software allows for real-time communication and sharing of our computer screens. Join my personal “meeting room” by going to the following URL: http://msu.zoom.us/my/amanda.lanier.

3. GENERAL REQUIREMENTS FOR WRITTEN WORK

a. Content and quality: All assignments are expected to be well written. In general, assignments will be graded on depth of coverage (comprehensive/thorough treatment of the topic reflecting a clear understanding of the subject), presentation (clear, concise, readable prose), and argument (strength of evidence, and attention to counter arguments where necessary). You will need to use effective strategies for planning, editing, and proofreading your work.

In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for non-native and native speakers of English and will improve your control of language and style. No professional writing assistant may provide you with help on content, though you can ask someone to proofread your work (i.e., correct spelling and grammar errors). Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. Any use of others’ work or ideas other than properly cited references to published material will be considered plagiarism and subject to disciplinary action.

b. Document Format: All work should be typed and submitted using general format guidelines from the American Psychological Association (APA format). Work that is submitted with major and distracting format issues may be returned to you for revision and marked as late. For guidance on learning academic style and format, look for the Academic Writing folder under Resources in D2L. Also read the following guidelines and review them before submitting each assignment.

By default, use Times New Roman size 12 font and 1-inch margins all around. Though usually required, double-spacing and cover pages are optional in my courses.
In the top left corner of the first page, always include a heading that contains your full name, the course number, and the date. Also, indicate the assignment in the heading or in the title. For example, an assignment for this course might have this heading and title:

IMA NAY STUDENT
FLT 860 – DR. LANIER
JUNE 1, 2018

Assignment 1 (Draft 1)

c. **File Format:** Turn in all written assignments that must be turned in electronically in MS Word format (.docx). I should be able to open Word files created in any version of Microsoft Office (or compatible with MS Office) 2013 or earlier. Please be aware that OpenOffice documents are not always smoothly compatible with MS Word and D2L unless you save them in .docx format. Do not submit other document types unless you have checked with me that I can read them on my computer and run them through MSU’s plagiarism checker.

The **file name** for each and every file you submit should include your last name and the **title of assignment**. If there will be multiple drafts of the assignment, also indicate the draft number. Please keep in mind that I have many students in multiple courses, and you want me to be able to easily identify your work.

WRONG: FirstName_Paper1.docx
WRONG: FLT860_AssignmentTitle.docx
RIGHT: LastName_FLT860_AssignmentTitle_Draft1.docx

d. **Submitting Written Work:** All assignments should be submitted to the appropriate D2L Assignments folder (formerly Dropbox) unless explicitly stated otherwise. Please do **not** submit papers by email unless you are having technical trouble and cannot resolve it through the Help Desk. When you have successfully uploaded and submitted your file(s), you should receive confirmation on screen and by email, and you will be able to go back to the same Assignments folder in D2L and see a link to your submission. Feedback will appear in the same area of D2L.

Students often ask about the importance of staying within **length requirements**. The recommended range for each task is intended to help you estimate the scope and demands of the assignment. Points may be deducted if the length is more than 10% below or above the limit. If your document is too short, consider adding another key point, further examples, or more detailed explanations. If your document is too long and you are finding it difficult to cut it down, return to your outline and reconsider what material is most important for fulfilling the purpose of this paper. You may need to remove or combine sections or reorganize the content in other ways.

e. **Citations:** When your written assignment includes references to published works of any kind, use **APA format** to cite the original source. You can find examples in the reference list at the end of the syllabus, and you will find further resources listed below, on our D2L page, and on our MAFLT Library Guide. While I fully understand that using sources appropriately is an academic skill that you may still be acquiring in graduate school and will support you in that process, you must strive to observe appropriate citation practices in **any and all work** you submit for this course (papers, presentations, quizzes and exams, discussions, and so on). See further information on academic integrity and penalties for plagiarism below in the University Policies section.

Note that APA format also provides guidelines on using non-sexist and inclusive language. If you need more information about what constitutes sexist language and how to avoid it, you can consult the APA manual or talk to me. Please see further information on academic honesty and plagiarism under University Policies.

e. **Feedback on Written Work:** Once you have submitted an assignment, I will provide feedback in a range of different ways, depending on the type of assignment, the stage in the writing process, and the extent of feedback. I frequently provide a rubric before an assignment is due and use it to show you the components of your score. I
also use the Comments function in Word or in Google Drive to make notes on your paper. Once I have responded to your work, you will be able to view your score and attached documents including the scoring rubric and my comments through the same D2L Dropbox folder where you submitted the task. When I return documents to you with my feedback, the file name will include the tag “_Comments.” It is very important that you access and consider this feedback carefully in further drafts of the same assignment and in subsequent assignments.

In this course, you will also be asked to provide peer feedback on the work of one or more of your classmates. Peer feedback allows you to reflect on the challenges of the assignment and to provide and receive guidance in meeting the requirements of the assignment. In each case, I will provide guidance on the priorities and procedure of this process. A portion of your grade will depend on timely and appropriate completion of this task. Please strive to respect the time and efforts of your classmates, as they will strive to respect yours.

4. LATE ASSIGNMENTS
You are responsible for handing in all assignments on time. Late assignments will not be accepted unless you request an extension prior to the due date. If you realize that you will not be able to complete an assignment on time, you may request an extension. In these cases, I will still deduct a percentage (e.g., 10%) from that assignment score unless you have a major emergency. However, if you submit an assignment after the due date without prior notice, I reserve the right to refuse acceptance of that assignment entirely. Extensions will be limited to one weekly task and one major assignment per semester.

5. WITHDRAWAL POLICY
If you are enrolled in this course, then I assume that you will be participating in the course and completing assignments on a weekly basis, beginning with the first week of class. If you decide to withdraw from the course, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course. The deadlines to drop and receive a refund and drop with no grade penalty (W, not F) are clearly listed in the schedule system (http://schedule.msu.edu/). You can click on a course’s section number to see the date by which you must drop if you would like to receive a refund (not pay for the class). The professor cannot un-enroll you. For information about dropping a course, go here: http://www.reg.msu.edu/ROInfo/EnrReg/Lateadds.asp.

GRADING SCALE

Grading is an extremely complex task. I view each course as a developmental process and each draft of each assignment as a step in that process. Also, I value transparency and clarity in grading. To that end, you will receive a rubric for each assignment detailing the features that I expect to see, and I will use this rubric to assign your grades and provide specific comments. I expect you to use these comments to improve further drafts and assignments. In addition, I will read all the submissions for a given task before assigning grades. Thus, to a certain extent, you are in competition with each other for grades in this course; however, since you are all Masters and Ph.D. students, I expect each of you to receive a 3.5 or above.

Grades on individual assignments will be reported on an ongoing basis in D2L. If you have questions or concerns about how your grade appears or is being calculated, please contact me.

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% equate to 3.5, 82% to 87% to 3.0, etc.

<table>
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<tr>
<th>94% or above is a 4.0 (A)</th>
<th>The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.</th>
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<tr>
<td>88% to 93% is a 3.5 (A-)</td>
<td>The student met all requirements for this course and demonstrated his or her learning very well.</td>
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82% to 87% is a 3.0 (B)  
The student met most of the requirements for this course and demonstrated his or her learning relatively well.

76% to 81% is a 2.5 (C+)  
The student did not fulfill all requirements for this course. Learning was demonstrated adequately.

70% to 75% is a 2.0 (C)  
The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

Grades will be reported on an ongoing basis in D2L. If you have questions or concerns about how your grade appears or is being calculated, please contact me. At the end of the semester, I reserve the right to adjust final averages based on the distribution of grades in the class. If I do adjust the grades, they will be adjusted fairly across all students, and they will only be adjusted upward.

RESOURCES

From our online course page on Desire2Learn (http://d2l.msu.edu), you can access links to a number of important resources for completing coursework and expanding your knowledge and tools for language teaching. Look for the box labelled User Links or click on Links in the horizontal navigation bar to reach these resources. You will also be welcome to recommend other resources via D2L.

- **General Professional Resources:**
  - ACTFL - American Council on the Teaching of Foreign Languages: [http://www.actfl.org](http://www.actfl.org)
  - TESOL - Teaching English to Speakers of Other Languages: [http://www.tesol.org](http://www.tesol.org)
  - MLA Language Map: [http://www.mla.org/map_main](http://www.mla.org/map_main)

- **Writing and Research:**
  - APA Style Guide from the OWL at Purdue: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
  - Google Scholar: [http://scholar.google.com/](http://scholar.google.com/) - Modify the settings (icon shaped like a gear on the home screen) to tell Scholar to connect to the MSU library and offer EndNote citation options.
  - Citation management software such as EndNote: [http://libguides.lib.msu.edu/endnote](http://libguides.lib.msu.edu/endnote)

Another very important resource and starting place is the MSU Library Research Guide that has been specifically designed for our program by our liaison librarian, Stephanie Perentesis. You can access this page at [http://libguides.lib.msu.edu/maflt](http://libguides.lib.msu.edu/maflt). This useful guide will help you to identify articles and books that are required readings or useful sources for your paper and presentations. You are welcome to contact Stephanie Perentesis (perente1@msu.edu) for assistance with your library research for the course tasks. She understands the nature of these assignments and can guide you in your search. As you conduct research for your article presentations and final projects, I recommend that you look in the following journals. They are all reliable sources of high-quality research on second and foreign language acquisition research in regard to various languages.

- *Studies in Second Language Acquisition*
- *Language Learning*
- *The Modern Language Journal*
- *Foreign Language Annals*
- *TESOL Quarterly*
- *System*
- *Language Learning &Technology*
- *Theory and Practice in Language Studies*
- *Hispania*
- *Heritage Language Journal*

For your final project, you may refer to relevant articles from these and other journals that are indexed in Linguistics and Language Behavior Abstracts, which you can reach from the Find Articles tab on our MAFLT library page ([http://libguides.lib.msu.edu/maflt](http://libguides.lib.msu.edu/maflt)). You may also use book chapters from scholarly texts. If you are not sure if an article or chapter you have selected is a high-quality academic source, please discuss it with me.
UNIVERSITY POLICIES

Academic Integrity:
The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. The MAFLT Program adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See MSU Policies on Academic Integrity.)

You are responsible for knowing MSU’s policy on academic honesty and plagiarism. Plagiarism can include accidental failures to cite appropriately, blatant use of others’ words or ideas without proper attribution, self-plagiarism involving submission of the same paper in multiple courses, and other activities that constitute breaches of trust between instructors and students regarding student work. Familiarize yourself with this site: http://www.msu.edu/unit/ombud/academic-integrity/. Note that this web site states that “plagiarism not only is legally wrong but also morally corrosive… Any paper based upon the writing of others should acknowledge every source used.”

Academic integrity also assumes that any and all work submitted by a student is generated by that student for the purposes of that course. Therefore, students should never:

- claim or submit the academic work of another as one’s own
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without explicit authorization from the instructor
- use the http://www.allmsu.com website to complete any work for this course
- complete or attempt to complete any assignment or examination for another individual without proper authorization
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization, or
- submit coursework completed for another course to satisfy the requirements of this course.

Possible penalties for breaches of academic integrity include: (a) receiving a penalty grade on the assignment, (b) failing the assignment, or (c) failing the class. Please note that unfortunately all three types of penalties have been given out to MSU undergraduate and graduate students before. If I give you a penalty, I am expected to and will inform the director of your program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.

Online Instructional Rating System:
Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the “online SIRS” system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at http://sirsonline.msu.edu.

Disability Accommodation Requests:
Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to
the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: http://www.rcpd.msu.edu/Awareness/Home.

MSU Religious Observance Policy:
It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. Students who are absent from classes on these days should not be seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. (Please see http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp).

PLEASE NOTE: This syllabus is subject to change at the instructor’s discretion. No changes will be made to the values of the major course requirements or to the major objectives of the course. Other changes will be announced via D2L and the online syllabus will be updated.
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<th>Module</th>
<th>Complete by:</th>
<th>Readings</th>
<th>Tasks</th>
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<tr>
<td><strong>Part One: Approaches to Foreign/Second Language Acquisition - How does F/SLA work?</strong></td>
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<tr>
<td>1 Introduction</td>
<td>Thursday May 17</td>
<td>Pinker (1994) from <em>The Language Instinct</em> Loewen Ch 1 Introduction and Ch 2 Nature of L2 Knowledge</td>
<td>Quiz 1 &amp; Discussion Orientation Tasks</td>
</tr>
<tr>
<td>3 Sociocultural Approaches</td>
<td>Monday May 28</td>
<td>Lantolf (2012) Sociocultural theory Duff &amp; Talmy (2011) Language socialization from <em>Alternative Approaches to SLA</em></td>
<td>Quiz 3 &amp; Discussion</td>
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<tr>
<td>4 Interactionist Approaches</td>
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<td>Mackey, Abbuhl, &amp; Gass (2012) Interactionist approach Loewen Ch 3 Interaction in the L2 classroom Supplemental materials on Task-Based FLT</td>
<td>Quiz 4 &amp; Discussion Cumulative Review over Modules 1-4</td>
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<tr>
<td><strong>Part Two: The Role of Instruction in F/SLA - How does instruction impact L2 development?</strong></td>
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<td>6 Focus on Form</td>
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<td>Loewen Ch 4 Focus on form Sato &amp; Lyster (2012) Peer interaction and corrective feedback</td>
<td>Quiz 6 &amp; Discussion DUE: ISLA Article Presentations</td>
</tr>
<tr>
<td>7 Grammar &amp; Vocab</td>
<td>Monday June 11</td>
<td>Loewen Ch 5 Acquisition of grammar 6 Acquisition of vocabulary</td>
<td>Quiz 7 &amp; Discussion</td>
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<tr>
<td>8 Pronunciation &amp; Pragmatics</td>
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<td>Loewen Ch 7 Acquisition of pronunciation Ch 8 Acquisition of pragmatics</td>
<td>Quiz 8 &amp; Discussion Cumulative Review over Modules 5-8 DUE: Research Design</td>
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<td><strong>Part Three: The Roles of Other Factors in F/SLA - How do other factors influence L2 development?</strong></td>
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<tr>
<td>10 The Context of Learning</td>
<td></td>
<td>Loewen Ch 9 Contexts of ISLA Mora &amp; Valls-Ferrer (2012) Formal instruction vs. study abroad</td>
<td>Quiz 10 &amp; Discussion DUE: Research Proposal Literature Review</td>
</tr>
</tbody>
</table>
Learner Backgrounds

Valdes (2005) Bilingualism, heritage language learners, and SLA
Bigelow, delMas, Hansen, & Tarone (2006) Literacy… and SLA

Quiz 12 & Discussion Cumulative Review over Modules 9-12

Part Four: Researching the Effects of Instruction

| Final     | Thursday June 28 | Complete and submit final version of research proposal by midnight on Thursday. | Final papers due 6/28 |

NOTE: This schedule is subject to change at the instructor’s discretion. I will strive to make few, if any, changes to this plan. However, due to unforeseen circumstances we may need to adjust a reading or a due date. If that occurs, you will receive an email, very clear notifications in the relevant module, AND corresponding changes to dates in D2L.

MSU Academic Calendar: https://reg.msu.edu/roinfo/calendar/academic.aspx

References

Readings for this course include chapters from multiple books and articles from academic journals. Full reference information for each of these readings is listed below in accurate APA format. In order to find the resource you need, match the author and year from the course schedule to a reference below and follow the instructions for that category of sources.

Main textbook ➔ Read chapters in your own copy of the book.


Book Chapters ➔ Texts available electronically via D2L and MSU Library.


Articles in academic journals ➔ Use links in D2L or search MSU Library starting at http://libguides.lib.msu.edu/maflt.


