

SYLLABUS
Queens College/CUNY
Education Unit

Spring 2006

LCD 240: SECOND LANGUAGE ACQUISITION AND TEACHING
Mondays and Wednesdays, 3:05-4:20 pm, Kissena Hall, Room 120

INSTRUCTOR INFORMATION ▪ Eva M. Fernández, Assistant Professor, Linguistics & Communication Disorders
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Office: Kissena Hall, 355; office hours: Wednesdays, 5-6 pm

COURSE DESCRIPTION ▪ 3 hr., 3 cr. Prereq. or coreq.: LCD 101 and satisfactory performance on the department's English Language Proficiency Test. The application of linguistic science to teaching in language-related areas. Includes a survey of research in the linguistic, psychological, and sociolinguistic aspects of second language acquisition. There is a substantial writing commitment in this course.

CONCEPTUAL FRAMEWORK: Queens College Principles for Educator Preparation (QC-7) ▪ This course is being offered by the BA in Applied Linguistics Program, which is part of the Education Unit at Queens College. The Education Unit seeks to promote equity, excellence, and ethics in urban education and is committed to developing competencies in all teacher preparation and other education professional candidates that will enable them to:

- Hold high expectations for all learners,
- Work as change agents to promote equity and social justice,
- Foster nurturing and challenging democratic learning communities, and
- Respect and honor diversity.

This course is aligned with the Education Unit's commitment to preparing educational professionals to work in diverse urban and suburban communities. Specifically, the knowledge, skills, and dispositions that candidates will develop/demonstrate at the successful completion of this course are directly linked to the Education Unit's seven principles: 1) discipline specific competencies, 2) learning and development, 3) families and urban communities, 4) diversity, inclusion, democracy and social justice, 5) language and literacy, 6) curriculum, instruction, and assessment, and 7) technology.

COURSE GOALS/OBJECTIVES

- To foster an understanding of major theories of second language acquisition and their value as the foundation for the practice of teaching English as a second language (QCP 2; NYS ii; INTASC 2, 7; SPA 1b; ESL 1, 3, 4)
- To introduce the predominant empirical approaches to understanding how English and languages other than English are acquired by children and adults, in formal and informal contexts (QCP 5; NYS iv; INTASC 3, 6; SPA 5a; ESL 1, 3, 4, 5)
- To promote the use of sound pedagogy in teaching English as a second language, particularly instructional practices based on generally accepted findings in the field (QCP 6; NYS v, vii, ix; INTASC 1, 3, 4, 7, 8, 9; ESL 1, 3, 4)
- To foster information literacy by enhancing the understanding and associated skills necessary for the sound use of technology to carry out academic tasks and to interact with the instructor and peers (QCP 7; NYS vi; INTASC 6; ESL 2)

REQUIRED PURCHASES: TEXTBOOK(S) AND SUPPLIES

Textbook (required): VanPatten, B. (2002). *From input to output: A teacher's guide to second language acquisition*. Boston: McGraw Hill. (This text is available for purchase at the QC bookstore, and is on reserve at the Library.)

Supplementary readings will be made available through the Library's e-reserve system.

Supplies (optional): tape or digital voice recorder, to make recordings of tutoring sessions / interviews.

WEEKLY TENTATIVE SCHEDULE

DATE	TOPIC	READINGS	STANDARDS
01/30	Introduction	VP pp. 1-8	QCP 2; NYS ii; INTASC 2, 7; SPA 1b; ESL 1, 3, 4
02/01, 02/06, 02/08	Scope of SLA	VP Ch1, pp. 9-41	QCP 5; NYS iv; INTASC 3, 6; SPA 5a; ESL 1, 3, 4, 5
02/15, 02/22, 02/27	Input & Intake	VP Ch 2, pp. 42-60 Field assignment due 02/27	QCP 5; NYS iv; INTASC 3, 6; SPA 5a; ESL 1, 3, 4, 5
03/06	Tutoring Interim Reports	(n/a)	
03/08, 03/13, 03/15	Interlanguage Grammar	VP Ch 3, pp. 61-76	QCP 5; NYS iv; INTASC 3, 6; SPA 5a; ESL 1, 3, 4, 5
03/20	Midterm	(n/a)	
03/22, * 03/27, 03/29, 04/03	Output	VP Ch 4, pp. 61-76	
04/05, 04/10, 04/24	FAQs	VP Ch 5, pp. 77-101	QCP 6; NYS v, vii, ix;

DATE	TOPIC	READINGS	STANDARDS
04/26, 05/01, 05/08	Implications for Teaching	VP pp. 102-114	INTASC 1, 3, 4, 7, 8, 9; ESL 1, 3, 4
05/10	Tutoring Interim Reports	(n/a)	QCP 6; NYS v, vii, ix; INTASC 1, 3, 4, 7, 8, 9; ESL 1, 3, 4
05/15, 05/17	Effectiveness of Instruction	(TBA)	QCP 7; NYS vi; INTASC 6; ESL 2
05/22	Tutoring report due	(n/a, Final Exams week)	
* TBA	Visit to Library	(most likely on 03/22)	

ASSIGNMENTS, DUE DATES, AND GRADING PLAN ▪ A final letter grade will be assigned based on a number grade calculated from your scores on the following components of the course, which will each be graded using a point system:

- Midterm exam (100 points, 30% of final grade), 03/20
- Tutoring report (100 points, 30% of final grade), due 05/22
- Other assignments (100 points, 30% of final grade); these are: (i) field assignment, due 02/27; (ii) tutoring interim reports, two short presentations, on 03/06 and 05/10; (iv) blog, on-going (no due date)
- Participation in and out of class (100 points, 10% of final grade)

Guidelines for all of these will be discussed in class and will be provided on the course web.

Number to letter-grade conversion will follow QC's established system; a copy is on the course web.

Make-ups for the midterm will only be granted under extraordinary circumstances.

Assignments handed in late will be penalized: 1 point off for each day the assignment is late; no extensions.

Assignments will be submitted electronically. Instructions will be provided in class and posted on the course web.

FIELDWORK REQUIREMENTS ▪ You will tutor and/or interview at least one second language learner. The tutee may be a child or an adult. You may find a tutee on your own, or ask to be assigned a tutee from the student body of the English Language Institute at Queens College. You will write a blog documenting your on-going insights about the process and product of second language acquisition. Your blog will become the primary data for your tutoring report.

CUNY POLICY ON ACADEMIC INTEGRITY ▪ Academic dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at: <http://qcpages.qc.cuny.edu/provost/policies/index.html>.

ADA STATEMENT ▪ Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Kiely 171; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens students contact: Pratik Patel, Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.); e-mail address: pratik_patel@qc.edu.

USE OF STUDENT WORK ▪ All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

ADDITIONAL INFORMATION ▪ This class has an online component, most of it managed using CUNY's Blackboard server. The Blackboard site for this class will be used by your instructor to distribute supplementary materials, important course-related announcements, and student grades; by you to hand in some of the assignments; and by you to engage in asynchronous discussions. To access the Blackboard server:

- If you already have a CUNY Portal ID, login at <https://blackboard-doorway.cuny.edu>.
- If you don't have a CUNY Portal ID, go to the CUNY Portal, <http://www.cuny.edu>, and get yourself registered.
- Check your Blackboard profile, to ensure that an email address that you check on a regular basis is the one that is listed. If you need to update your email address, go to <http://esims.cuny.edu> and make the changes there.
- If you have questions, you'll probably find answers at <http://qcpages.qc.cuny.edu/edtech/BlackBoard/students.html>.

BIBLIOGRAPHY

Some journals: *Studies in Second Language Acquisition*; *TESOL Quarterly*; *Language Learning*

Some textbooks: Gass, S. & Selinker, L. (2001). *Second language acquisition: An introductory course*. Mahwah, NJ: Lawrence Erlbaum; Ellis, R. (1999). *Second language acquisition*. Oxford: Oxford University Press.

Some professional organizations: TESOL, <http://www.tesol.org>; NY State TESOL, <http://www.nystesol.org/>; NY State Bilingual/ESL Network, <http://www.emsc.nysed.gov/ciai/biling/nysben.html>; CALICO, Computer Assisted Language Instruction Consortium, <http://calico.org/>; IALLT, International Association for Language Learning Technology, <http://iall.net/>