EDUC 6565 Second Language Acquisition: Methods & Curriculum

SYLLABUS

I. Course Description

This course is designed to offer the student the opportunity to explore various methods, techniques, and approaches to the teaching of a second language. Knowledge derived from the linguistic sciences about the nature of language and how it is learned will serve as the criteria of evaluation when examining various approaches. The knowledge acquired from this endeavor will serve as a foundation for using a method that is eclectic in nature and considers both the cognitive and affective needs of second-language learners.

II. Course Standards

Upon completion of this course, pre-service and in-service teachers will demonstrate competencies based upon New Jersey Professional Standards for Teachers as follows. A complete listing of these standards can be found at: http://www.state.nj.us/njded/profdev/standards

Standard One: Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Standard Two: Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Standard Three: Diverse Learners. Teachers shall understand the practice of culturally responsive teaching.

Standard Four: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.


Standard Six: Learning Environment. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard Seven: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight: Communication. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

III. Course Objectives

A. Students demonstrate through mini-lessons, lesson plan preparation, and final exam:
   1. The ability to use audio-lingual and cognitive techniques as well as techniques drawn from other major methods (as these apply) in the teaching of the elements and skills of language.
   2. Knowledge of the basic similarities and differences among First, Second and Foreign Languages.
   3. Awareness of the multiple roles of the language teacher:
      a. Native informant/Resource person;
      b. Role model/Agent for acculturation;
      c. Negotiator/Agent for intercultural relations

B. Students apply theoretical knowledge in preparation of pronunciation, vocabulary, grammar, reading, and writing lessons as well as in the development of evaluation instruments for these lessons as demonstrated by:
   1. Determination of cognitive targets and goals;
   2. Determination of affective goals;
   3. Development or selection of appropriate materials;
   4. Development or selection of appropriate checking and evaluation techniques.

IV. Required Texts


V. Required Novell and WebCampus (Blackboard) Accounts
You are required to have an FDU (Novell) account for full participation in this course.

### VI. Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment for next class</th>
</tr>
</thead>
</table>
| 1    | 1/23 | Overview:  
  - Terminology;  
  - 1st and 2nd Language Acquisition Theory | PLLT: Chapters 1, 2, 10 |
| 2    | 1/29 | Methods/Approaches: Major trends of the 20th Century  
  - Grammar Translation  
  - The Direct Method  
  - Behaviorism/Descriptive Linguistics and the development of Audio-Lingual Methodology | PLLT: Chapter 3, 4 |
| 3    | 2/6  |  
  - Cognitive Psychology/Transformational-Generative Theory and Cognitive-Code Methodology  
  - Combination of ALM & Cognitive-Code (A Demilitarized Zone - DMZ - between the two) | TBP: Chapters 1, 2 |
| 4    | 2/13 |  
  - Community Language Learning (Curran)  
  - Communicative Language Teaching (Notional-Functional syllabus model - Wilkins)  
  - The Silent Way (Gattegno)  
  - Suggestopedia (Lozanov) | TBP: Chapters 3, 4 |
| 5    |      |  
  - Total Physical Response (Asher)  
  - TPR – Story Telling  
  - The Rassias Method  
  - The Natural Approach and Input Theory (Krashen) | TBP: Chapters 5, 6 |
| 6    | 2/27 |  
  - English for Academic Purposes:  
    o Fluency First  
    o Cognitive Academic Language Learning | TBP: Chapter 7  
  Rassias film  
  We will meet in the Library. VR1 |
### VII. Assignments/performance tasks

A. Department requirements:

1. Written assignments will serve as writing samples. Inadequacies will be reported to the Academic Review Committee with a referral to a writing lab at the Learning Center if necessary.
2. Attendance in class: More than two (2) excused absences will result in the lowering of the final grade by one interval.

B. Course requirements:
   1. Relevant and appropriate participation in class;
   2. Weekly visits to the Discussion Board with relevant posting as evidence of visits (10% of final grade);
   3. Performance task #1: Individual preparation and presentation of an Elementary School (K – 5) Pronunciation Lesson based on NJELPS 3.1.1.B.1 – 2 OR NJCCCS 7.1 & Standards For Foreign Language Learning in the 21st Century (SFFLL) grades K-5 (Meets NJPST # 1, 2, 3, 4, 6, 7, 8 and represents 30% of final grade);
   4. Performance task #2: Individual preparation and presentation of a Middle School (6-8) Vocabulary Lesson based on NJELPS 3.1.7.C.2; 3.1.4.C.1 OR NJCCCS 7.1; 7.2 & SFFLL Grades 6-8 AND one or a combination of two of the following: NJCCCS Science - 5.8, 5.9, 5.10; Social Studies - 6.1, 6.2 (Meets NJPST # 1, 2, 3, 4, 6, 7, 8 and represents 30% of final grade);
   5. Performance task #3: Individual preparation and presentation of High School (9-12) Grammar Lesson based on NJELPS 3.2.6.C.2, 3.2.8.C.5, 3.2.9 – 12 C.3 OR NJCCCS 7.1, 7.2 & SFFLL grades 9-12 AND one or a combination of two of the following: NJCCCS Math: 4.1 – 4.4; Career Education; Consumer, Family, and Life Skills: 9.1, 9.2 (Meets NJPST # 1, 2, 3, 4, 6, 7, 8 and represents 30% of final grade).

VIII. Grading and evaluation policies

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Credit Value</th>
<th>Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-76</td>
</tr>
</tbody>
</table>

IX. Recommended additional/supplemental readings


**The McGraw-Hill Second Language Professional Series:**


McGraw-Hill Monographs in Second Language Learning and Teaching:


X. **Recommended related websites**

[http://www.state.nj.us/njded/profdev/profstand/standards.pdf](http://www.state.nj.us/njded/profdev/profstand/standards.pdf) - NJ Professional Development Standards

[http://www.state.nj.us/njded/cccs/cccs.pdf](http://www.state.nj.us/njded/cccs/cccs.pdf) - NJ Core Curriculum Content Standards


[www.flenj.org](http://www.flenj.org) – Foreign Language Educators of NJ

[http://hottlinx.org](http://hottlinx.org) – University of Virginia, Curry School of Education link to Differentiated Curriculum

[www.ascd.org](http://www.ascd.org) – Association for Supervision and Curriculum Development

[www.borenson.org](http://www.borenson.org) – Hands-on Equations

[www.cec.sped.org](http://www.cec.sped.org) – Council for Exceptional Children

[www.cs.uop.edu~cpiper/musiced](http://www.cs.uop.edu~cpiper/musiced) - Music Education Resource Links

[www.didaxinc.com](http://www.didaxinc.com) – Educational Standards

www.edstandards.org/ - Standards.html Developing Educational Standards
www.educ.iastate.edu/nfire - National K-12 Foreign Language Resource Center
http://www.svsu.edu/~herks/methodspage.htm  Saginaw Valley State (a compendium of handy websites)
www.isme.org – International Society for Music Education
www.iste.org – International Society for Technology in Education
www.nabe.org – National Association for Bilingual Education
www.nflc.org – National Foreign Language Center
www.ncte.org – National Council for Teachers of English
www.njtesol-njbe.org – NJ TESOL – NJ Bilingual Education
www.naea-reston.org – National Art Education Association
www.naevc.org – National Association for the Education of Young Children
www.nbpts.org – National Board for Professional Teaching Standards
www.ncss.org – National Council for Social Studies
www.nctm.org – National Council of Teachers of Mathematics
www.nea.org/teaching/nbpts/guide/index.html - National Education Association
www.nses.org – National Science Education Standards
www.reading.org – International Reading Association
www.responsiveclassroom.org – The Responsive Classroom
www.cpre.org – Consortium for Policy Research in Education
www.friendshipthrougheducation.org – Friendship Through Education
www.goodschools.gwu.edu – The National Clearinghouse for Comprehensive School Reform
www.relnetwork.org – Regional Educational Laboratory Network
www.idecorp.com – Innovative Designs for Educators
www.ideportal.com
http://www.cyberbee.com – CyberBee
http://www.whitehouse.gov – The White House
http://thehistorychannel.com – The History Channel
http://www.discovery.com – The Discovery Channel
http://www.craftsforkids.com – Crafts for Kids
http://quicktips.apt.com – The Internet Coach
http://www.time.com/time/ - Time Magazine
http://www.thepaperboy.com.au/welcome.html - The Paperboy is a clearinghouse for newspapers from around the world
http://www.shared-visions.com - Shared Visions Unlimited
http://www.edweek.org – Education Weekly
http://www.lyrics.com – Lyrics.com
http://www.digitalhistory.uh.edu – Digital History
http://classbrain.com – Class Brain
http://www.englishraven.com/methodology.html - English Raven
http://www.kidsdomain.com/holiday - Kids Domain - Holidays
http://alpha.furman.edu/~wrogers/phonemes - History of English Phonemes
http://www.eslcafe.com – Dave’s ESL Café
http://www.infoplease.com – Info Please
XI. FDU, School of Education, and Instructor policies

A. Attendance

1. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

2. The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:
   a. Attendance is required in all our classes
   b. 3 absences, grade drops by a half a grade
   c. 4 absences, grade drops by one full grade
   d. 5 absences, the student fails or withdraws from the class

B. Academic integrity

1. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future (FDU, 1966, p. 5).

2. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make know the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

C. Graduate Programs – Grading and similar policies

*The instructor should specify his or her grading scale to equate points/percentages into letter grades.*

*As an example (based on a draft presented to the SEPC by Dean Al Schielke on 10/15/03)*

1. Grades:
   a. Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added
responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation
   a. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
   b. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.
   c. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
   d. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

D. Undergraduate Programs – Grading and similar policies

1. Grades
   a. Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation:
   a. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.
   b. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.
   c. An undergraduate program of study must be completed within a period of ten years.

XII. Student Academic Services
   A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.
   B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

XIII. Policy on course completion
   A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)
   B. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

XIV. Student responsibilities regarding fulfilling course requirements
   The following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements:

   It is expected that students enrolled in courses and programs in the FDU SOE take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in
a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

XV. **Picking up graded papers**

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

XVI. **Instructor – specific policies**

XVII. **Disclaimer**

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

XVIII. **References**
