EDUC 7718 Second Language Acquisition: Final Project
Instructor:
Phone:
Fax:
E-mail:
Metropolitan Campus:

SYLLABUS

I. Course Description

Application of theoretical and pedagogical principles in the development of one or two units of language study rooted in appropriate New Jersey Core Curriculum Content Standards as well as appropriate language standards (either New Jersey English Language Proficiency Standards or Standards for Foreign Language Learning in the 21st Century) for age / grade level cited and for the target language addressed.

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/profstand/standards.pdf (there is also a link in the Blackboard External Links section).

A. 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.

B. 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.

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

D. **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.

E. **Standard Five: Assessment.** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

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

G. **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. **General Objectives**

Students will apply knowledge gained in graduate studies about second language acquisition and effective approaches to language teaching by developing unit(s) of language study aligned with appropriate state and national standards.

IV. **Behavioral Goals:** Students demonstrate through unit and lesson plan development:

A. Knowledge of the basic similarities and differences between first and second or foreign language acquisition (NJPST 1,2,3,7);

B. Familiarity with current applicable standards and the ability to address those standards in the organization of classroom activities (NJPST 1,4);

C. Ability to choose and apply teaching methods appropriate to designated grade/age levels (NJPST 2,8);

D. Ability to choose, apply and/or develop materials appropriate to designated grade/age and proficiency levels (NJPST 2,8);

E. Ability to choose, apply, and/or develop valid and reliable assessment instruments appropriate to designated age/grade and proficiency levels (NJPST 5).

V. **Requirements:**

A. Novell and Webcampus (Blackboard) accounts,

B. Students registered for one credit will develop one unit based
on the outline provided.  

C. Students registered for two credits will develop two units based on the outline provided.  

D. All students will attend and participate in seminar meetings as scheduled (40% of final grade).*  

E. All final projects will be appropriately formatted: one-inch margins, double-spaced.  

F. Completed final projects will be submitted in duplicate by the due date. Grade deductions will be applied to late submissions (60% of final grade).  

*N.B. If you miss a seminar, you cannot make up the work at full grade value. There will be an automatic reduction to the grade even if the work is submitted.  

VI. Scheduled Seminars: Seminars will meet in the Instructional Resource Center, Bancroft Hall, 316 4:00 to 5:15

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<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment for next session</th>
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</table>
| **Session One:** Sept. 11 | Presentation by instructor of requirements and expectations. | Define/describe your audience*;  
- age group/grade;  
- language background/culture;  
- proficiency level;  
- diversity issues if any.  
*N.B. This should be an actual group of students, preferably a group you are working with at the moment. If that is not possible, then it should be a group you have worked with in the past or plan to work with in the future.  

Using the standards, materials, and websites provided on Blackboard:  
- choose a basis for your unit(s);  
- prepare a presentation for the seminar group at the next meeting. Your presentation should include:  
  - A detailed description of your audience;  
  - The sources of your target concept(s).  

See Criteria Sheet for Performance Task 1
| Session Two: Sept. 18 | **Performance Task #1:** Students will present to the group:  
- A description of the audience for which the unit(s) will be developed;  
- the broad concepts they have chosen as basis for their unit(s);  
- The standards from which the concepts have been drawn.  
10% of final grade  
This task meets NJPST 1, 2, 3, 7  
| Based on the feedback from the seminar group:  
- refine and develop your theme;  
- devise the cognitive objectives and performance outcomes for the students;  
- outline your unit(s) chronologically by the day:  
  - show (list) all lessons contained in the unit in order of presentation;  
  - cite the standards every lesson and unit addresses.  
Prepare to present these to the group at the next seminar meeting.  
**See Criteria Sheet for Performance Task 2** |
| Session Three: Oct. 16 | **Performance Task #2:** Students will present to the group:  
- the cognitive objectives and performance outcomes for their students;  
- the standards the unit addresses;  
- chronological outlines of their units by day.  
10% of final grade  
This task meets NJPST 1, 2, 3, 4, 7  
| Based on feedback from your presentation:  
- Choose from among the lessons you listed in your unit outline the three representative lessons you will present in full;  
- Develop your three representative lesson plans for each unit.  
Prepare to present these to the group at the next seminar meeting.  
**See Criteria Sheet for Performance Task 3** |
| Session Four: Oct. 30 | **Performance Task #3:** Students will present to the group a synopsis of the three representative lesson plans (Grammar, Vocabulary, Pronunciation) for each unit.  
10% of final grade  
This task meets NJPST 1, 2, 3, 4, 7, 8  
| Develop unit assessment instruments appropriate to your audience with regard to:  
- grade/age level;  
- the goals you have set for your units.  
Prepare to present these to the group at the next seminar meeting.  
**See Criteria Sheet for Performance Task 4** |
| Session Five: Nov. 13 | **Performance Task #4:** Students will present to the group the assessment instruments they have chosen or  
| Prepare the final draft of your project. |
Due Date: Dec. 11 (This is not a seminar meeting. Projects can be turned in prior to this date but not later).

Performance Task #5: Final projects will be submitted to the instructor. 60% of final grade This task meets NJPST 1,2,3,4,5,7,8

See Final Project Outline for format
Final Project Rubric for requirements

N.B.
1. Students are encouraged to integrate technology into these presentations as well as into the tasks they develop for their students. Arrangements will be made to permit students to project electronic documents.
2. Additional meetings may be required. Individuals should arrange these by making an appointment to see the instructor during advisement hours. Telephone conferences and communication via email can also supplement these seminars.
3. Final drafts are to be submitted in duplicate. One copy will be retained in the School of Education archives. Students may retrieve the other copy after grades are issued (please see FDU, School of Education, and Instructor policies item # XI below).

Websites:

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

http://www.state.nj.us/njded/cccs/cccs.pdf - NJ Core Curriculum Content Standards
N.B. For World Language Standards, see page 234 of this document.

**Content Standards for integrated units** in Final Project should be chosen from outside Language Arts/Literacy and Foreign Language Standards.

http://wida.us/standards/elp.aspx  WIDA Standards for ELLs N.B. Use these for ESL/EFL units


www.flenj.org – Foreign Language Educators of NJ
www.njtesol-njbe.org – NJ TESOL – NJ Bilingual Education
VII. Instructor-specific policies:

A. Assignments are expected to be turned in/presented on time. Assignments turned in/presented late without a legitimate excuse will be graded "F";

B. Papers will follow formal academic discourse requirements;

C. Papers will be double-spaced with one-inch margins top, bottom and on the sides. A number 10 or 12 font will be used;

D. **No plastic sleeves** are to be used. Use the following format on the title page:
   1. Name
   2. Course number/ section/ title
   3. Semester and Year
   4. Submitted to:
   5. Submission date:

E. Lesson plans will not contain full-sized visual aids – these will be reduced to thumbnail size.

F. Grading:

   **FDU Grading System:**

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<thead>
<tr>
<th>Letter Grade</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<tr>
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<tr>
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<td>2.33</td>
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<td>C</td>
<td>2.0</td>
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</tbody>
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G. Complete projects are to be submitted in duplicate. A marked up version will be available for pick-up in my office after grades are submitted. The clean duplicate will remain on file in the School of Education.

H. Graded projects should be picked up in a timely manner. The marked up and graded projects will be retained for one semester following completion. After that, they will be discarded.
VIII. FDU, School of Education, and Instructor policies

A. Attendance

i. 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)

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

B. Academic integrity

i. 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).

ii. 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

i. Grades:
      (Grades of C- or D are not acceptable grades in
graduate programs.) The minimum passing grade for the graduate programs is a C.

2. 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.

3. 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.

ii. 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.

iii. Degree Requirements and Academic Probation

1. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.

2. 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.

3. 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).

4. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

IX. 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)

X. 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.

XI. 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.

XII. 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.

XIII. 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.

XIV. References

