Second Language Acquisition: Theory, Research, and Practice
3 Credits - Spring 2017
Tue: 7:30 PM – 10:00 PM
Innovation Hall, Room 316

Prerequisites/Corequisites – Admission to the PhD program in Education or permission of instructor.

University Catalogue Course description - Examines theoretical foundations of bilingual and ESL education through focus on linguistics, anthropology, sociology, psychology, and education research addressing language minority students.

Course Overview
This course examines the theoretical foundations of second language acquisition through focus on linguistic, anthropological, sociological, psychological, and educational research on culturally, linguistically, and cognitively diverse students. Major theoretical approaches are introduced to SLA for doctoral students interested in conducting research in the areas of English to Speakers of Other Languages (ESOL) and Foreign Language education (FL). The course will aim to identify some of the major issues in the field, the methods used to research them, and the main findings and theories developed to explain how languages are learned and acquired. Topics included are: literacy and bilingualism, social justice, immigrant learners, critical pedagogy, long-term ELLs, and brain-based teaching and learning.

Course Delivery Method
This course will be taught as a doctoral seminar, with student involvement and presentations constituting a major portion of the coursework. Each student is expected to fully participate in
class discussions. Students are expected to have read all assignments before meeting each week and to actively participate in the discussions on the assigned readings. Each student will be assigned a week in which they will be responsible for leading the discussion. Discussion leaders are expected to present thorough and critical perspectives while engaging colleagues in an interactive activity.

Instruction includes:

- **Student Presentations** (student directed presentations and discussions);
- **Discussions** (active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
- **Cooperative and Collaborative learning** (small group guided learning interactions emphasizing learning from and with others);
- **Guest lectures**;
- **School/education-based research**

**Learner Outcomes:**

This course is designed to enable students to:

1. Examine theoretical foundations of second language acquisition through teaching and learning research, practices, and realities as they relate to diverse learners.
2. Investigate relevant findings in linguistic, anthropological, sociological, psychological, and socio-cultural research and their implications for education classroom research, policy, and practice.
3. Articulate a personal definition of the emergent nature of bilingualism and biculturalism on teaching and learning in multicultural settings.
4. Examine their immediate local educational context in light of demographic pattern shifts in teaching and learning in multicultural settings as it pertains to diversity practices and policies in teacher education.
5. Explore bilingualism and biculturality and their impact on today’s multilingual/multicultural classrooms.
6. Situate current pedagogy and its efficacy on reaching all culturally, cognitively, and linguistically diverse learners.
7. Consider the implications of bilingualism/biculturalism, multilingualism, and their impact in teaching and learning.
8. Situate one’s research within the field through a survey of second language/bilingual research/theoretical perspectives.
9. Design research instruments and gather classroom or field data with consideration to the social, cultural and institutional contexts of the research project and classroom.
10. Analyze and interpret data from multiple sources and draw interpretive conclusions that may suggest future research/educational policy and/or implications for L2 pedagogy.

**Professional Standards:**

Not applicable.
**Required Texts:**


**RECOMMENDED TEXTBOOKS:**


Lawrence Erlbaum Associates.


Other readings to be distributed in class or can be found on electronic reserve and/or BlackBoard.

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., BlackBoard, Tk20, hard copy).

**COURSE ASSIGNMENTS/REQUIREMENTS:**

1. Required Readings: Written reactions (4) -- To be submitted to BlackBoard
2. Lead an interactive discussion on topic of choice and provide readings for class
3. Final Project – Critical Analysis Review -- To be submitted to Blackboard

**Other Requirements**
Students will be expected to...

1. Attend all class sessions, **arriving on time**, and actively participate during large and small group discussions and activities. **Three or more absences and/or tardies will result in one letter grade reduction. You are to refrain from checking email and/or texting during class.**
2. Complete all assignments on time.

**Course Performance Evaluation Weighting**

1. Required Readings: Written reactions (4)  
   25 points
2. Lead an interactive discussion on topic of choice and provide readings for class  
   30 points
3. Final Project – Critical Analysis Review  
   45 points

**Grading Policies**

<table>
<thead>
<tr>
<th>GRADING:</th>
<th>Point Scale</th>
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<tbody>
<tr>
<td>A+ = 100 points</td>
<td>B+ = 90 – 93 points</td>
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<tr>
<td>A = 97–99 points</td>
<td>B = 87–89 points</td>
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<td>A- = 94–96 points</td>
<td>B- = 83-86 points</td>
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<td>C = 80–82 points</td>
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</table>

**PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/)

**GMU POLICIES AND RESOURCES FOR STUDENTS**

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the George Mason University Honor Code (See [http://oai.gmu.edu/the-mason-honor-code/](http://oai.gmu.edu/the-mason-honor-code/)).

- Students must follow the university policy for Responsible Use of Computing (See [http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)).

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance (See http://caps.gmu.edu/).

Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See http://ods.gmu.edu/).

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance (see http://caps.gmu.edu/).

The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources.

For additional information on the College of Education and Human Development, please visit our website: https://cehd.gmu.edu/
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24</td>
<td>Introduction to course</td>
<td>Saville-Troike Chapters 1-2</td>
</tr>
<tr>
<td>1/31</td>
<td>Language Acquisition</td>
<td>Saville-Troike Chapter 3-4</td>
</tr>
<tr>
<td>2/7</td>
<td>Language Diversity in the US</td>
<td>Powtowski Chapter 1</td>
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<td>VanPatten/Benati Chpt 1</td>
</tr>
<tr>
<td>2/14</td>
<td>Language Contact in the US</td>
<td>Powtowski Chapter 2</td>
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<tr>
<td></td>
<td></td>
<td>VanPatten/Benati Chpt 2</td>
</tr>
<tr>
<td>2/21</td>
<td>The Aims of Education</td>
<td>Provenzo Part I</td>
</tr>
<tr>
<td>2/28</td>
<td>Social Class and Education</td>
<td>Provenzo Part VI</td>
</tr>
<tr>
<td>3/7</td>
<td>Attitudes and Language</td>
<td>Garrett Chapters 1, 2, 3</td>
</tr>
<tr>
<td>3/14</td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/21</td>
<td>Immigrant and Migrant Learners</td>
<td>Faltis/Culter Chapter 1-2</td>
</tr>
<tr>
<td>3/28</td>
<td>Brain-based approaches for working with ELLs</td>
<td>Articles made available on Bb</td>
</tr>
<tr>
<td>4/11</td>
<td>Institutional Transformation</td>
<td>Nieto Chapters 4, 5</td>
</tr>
<tr>
<td>4/18</td>
<td>Research on Englishes around the world</td>
<td>Articles made available on Bb</td>
</tr>
<tr>
<td>4/25</td>
<td>The Impact of Technology</td>
<td>Prepare for final projects</td>
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<tr>
<td>5/2</td>
<td>Presentation of Final Projects</td>
<td></td>
</tr>
<tr>
<td>5/9</td>
<td>Presentation of Final Projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAVE AS A MAKE-UP CLASS, IF NEEDED</td>
<td></td>
</tr>
</tbody>
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**INCLIMATE WEATHER POLICY:**

In case of snow, hurricanes, other bad weather, or security emergencies, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu) for information on class cancellations and university closings.

I will notify you no later than 3:00 PM via Blackboard if class is cancelled due to weather.

Also, we may utilize virtual class meeting(s) when circumstances dictate. Please refer to the PowerPoint on BlackBoard Collaborate posted in Course Content.
GUIDELINES & PERFORMANCE-BASED RUBRICS

Lead Interactive Discussion on Readings

All articles must be clearly identified in APA (6th edition) style.

1. Each student will sign up to lead the in-class discussion on one set of readings listed in the course syllabus. You must further research the topic and locate no fewer than 2 research articles, book chapters, or monographs, etc. on the topic. These must be distributed to the class and professor no later than one week prior to your presentation. This may be done in hard copy, electronic link, or placed on e-reserve through the GMU libraries. For your presentation you are encouraged to use visual aids, such PowerPoint, video, slides, or photos. Be sure to prepare a handout as a reference or guide. Make one copy for each member of the class and professor. You will lead the discussion by preparing an interactive activity to illustrate some of the concepts. You must include the purpose of the study and the nature of the research questions or hypotheses. Outline the method used so as to determine if the study was qualitative or quantitative in design. Also, as applicable, attend to how each variable was measured. Finally, describe the results of the study and conclusions drawn by the researcher(s).

2. It is expected that students will have read the articles and grappled with the concepts before each presentation. Your handout may include additional resources (“must reads”) or a summary of the most salient features.
### Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Little or No Evidence</th>
<th>Beginning (Limited evidence)</th>
<th>Developing (Clear evidence)</th>
<th>Accomplished (Clear, convincing, substantial evidence)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Points Total</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4-6</td>
<td></td>
</tr>
<tr>
<td>Lead in-class discussion</td>
<td>Did not complete task</td>
<td>Preparation was limited</td>
<td>Lead discussion with confidence</td>
<td>Lead discussion with expertise</td>
<td></td>
</tr>
<tr>
<td>Locate no fewer than 2 articles, book chapters, or monographs</td>
<td>Located fewer no other resources</td>
<td>Located fewer than two resources</td>
<td>Located the two articles, book chapters or monographs</td>
<td>Located additional resources and expanded resources</td>
<td></td>
</tr>
<tr>
<td>Use visual aids such as PowerPoint, video, slides, or photos</td>
<td>Did not use any visual aides</td>
<td>Used only minimal technology</td>
<td>Used engaging visual aids</td>
<td>Used multimedia sources in creative and interactive ways</td>
<td></td>
</tr>
<tr>
<td>Prepare a handout as a reference or guide</td>
<td>Did not prepare a handout</td>
<td>Minimum effort reflected in handout</td>
<td>Handout was useful with current references</td>
<td>Handout provided a wealth of references</td>
<td></td>
</tr>
<tr>
<td>Prepare an interactive activity to illustrate some of the concepts</td>
<td>Did not prepare an interactive activity</td>
<td>Interactive activity was limited in scope and depth</td>
<td>Interactive activity was meaningful and beneficial</td>
<td>Interactive activity was creative and closely aligned to topic being presented</td>
<td></td>
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<tr>
<td><strong>Total Number of Points</strong></td>
<td></td>
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Comments:
Final Project – Critical Analysis Review

Students are to write a 1-2 page rationale on the selection of your topic. Reflect on why this topic is relevant and in what way it will support the existing corpus of literature and/or your own current educational circumstance. **Due: March 21th**

The final project will be a synthesis on a chosen topic that may be considered a precursor to your dissertation research or review of literature. You should review and critique no fewer than four studies that highlight this area of the field. You should also include your ideas about the future directions of research on the topic.

Annotated Bibliography: Submit a list of the articles you’ve found in journals or book chapters on the chosen topic with a one-paragraph justification of why you chose the articles. **Due: April 18th**

Your final project may take the form of:
1. An article being prepared for publication
2. An action research study
3. The beginning of a literature review for the dissertation
4. A presentation prepared for a state, regional, or national conference
5. A critical analysis of a particular topic with a dialogic perspective
6. Other options
## Critical Analysis Review

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Little or No Evidence</th>
<th>Beginning: Does not adequately meet expectations</th>
<th>Developing: Meets expectations adequately</th>
<th>Accomplished: Strongly meets expectations</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 points</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>References/Citations</td>
<td>No references or incorrect references</td>
<td>Few references or some incorrect references</td>
<td>Uses citations &amp; references to provide the theoretical basis of the final project</td>
<td>Use of citations and references indicate substantial research</td>
<td></td>
</tr>
<tr>
<td>Mechanics/Writing</td>
<td>Poorly written with numerous spelling, grammatical, and/or punctuation errors. A number of major and minor grammatical mistakes. Significant APA errors, or not in APA format and style. Final paper lacks organization or clarity.</td>
<td>Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing. Significant APA errors. Lacks organization or clarity.</td>
<td>Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors</td>
<td>Well written with few or no errors or error patterns. Clear evidence of regular revision and proofing. Referencing done in correct APA style.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Apparent confusion with the use of technical vocabulary</td>
<td>Simplistic and/or unclear language</td>
<td>Effective language</td>
<td>Rich and precise language</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>No apparent logical order of presentation, unclear focus.</td>
<td>Content is loosely connected, transitions lack clarity.</td>
<td>Sequence of information is well organized for the most part.</td>
<td>Development of topic/thesis is clear. Information is presented in a logical, interesting sequence.</td>
<td></td>
</tr>
<tr>
<td>Content: subject knowledge, mechanics</td>
<td>Research is unclear and information appears randomly chosen</td>
<td>Content is loosely connected.</td>
<td>Information relates to a clear review of the literature</td>
<td>Exceptional use of research resources. Abundance of supported materials.</td>
<td></td>
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</table>
REACTIONS TO READINGS FOR EDUC 882

In preparing the readings for each week, you should attend to the following guidelines. These must be word processed (no required page length) and sometimes handed in. Making notes will greatly contribute to your level of knowledge in class discussions.

As you read the required articles and those recommended by your colleagues consider the following:
- What are the implications for bilingualism/biculturalism, multiculturalism, multilingualism and their impact in teaching and learning?
- How can you situate your own research interest(s)?
- In what way(s) does this research suggest future policy and/or implications for L2 pedagogy?

Additional questions you may wish to consider:

How do you connect with this article?
What theories are involved?
What constitutes the concepts?
What paradigm does this come from?
What are the assumptions working in this paradigm?
How is new knowledge constructed here?
What theoretical framework does this come from?
Reactions to Readings – EDUC 882 – Second Language Acquisition: Theory, Research, and Practice

Student’s Name:_______________________  Date:_________ Reading #_____  

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Little or No Evidence</th>
<th>Beginning: Does not adequately meet expectations</th>
<th>Developing: Meets expectations adequately</th>
<th>Accomplished: Strongly meets expectations</th>
<th>Comment/1.28 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLA Implications for Bilingualism/Biculturalism/Multiculturalism, Multilingualism, and their impact on teaching and learning</td>
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<tr>
<td>Situates one’s own research interest(s)</td>
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<td>Demonstrates how this research implicates future policy for L2 pedagogy</td>
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<td>Identifies SLA or other germane theories</td>
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<tr>
<td>Cites theoretical framework(s) aligned with this research</td>
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</tr>
<tr>
<td>References/Citations</td>
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<tr>
<td>Mechanics/Writing</td>
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<tr>
<td>Clarity</td>
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</table>

Possible points: 6.25  Total points earned:_____/6.25

Overall comments:________________________________________________________
__________________________________________________________________