



ENG 462.01W Language Acquisition and Processing

COURSE SYLLABUS: Spring 2018

INSTRUCTOR INFORMATION

Instructor: Hilal Ergül

Office Location: HL 307

Office Hours: MW 10-11 AM

Email Address: hilal.ergul@tamuc.edu

Supervising Faculty: Dr. Lucy Pickering (lucy.pickering@tamuc.edu)

Department Head: Dr. Hunter Hayes (hunter.hayes@tamuc.edu)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks - Required

- Clark, E. V. (2016). *First Language Acquisition* (3rd ed.). Cambridge, UK: Cambridge University Press. ISBN 978-1316507605 [**Previous editions acceptable**]
- Lightbown, P., & Spada, N. (2013). *How Languages Are Learned* (4th ed.). Oxford, UK: Oxford University Press.

Course Description

A survey of the cognitive, affective and developmental constraints on language acquisition and use. Topics include language, brain and mind; multilingualism; first and second language acquisition; evolution and change in the representational systems of humans and other animals; and research methods.

Prerequisites: ENG 1302 Min Grade C.

Student Learning Outcomes

Students will be able to...

1. demonstrate awareness of the structure and function of linguistic systems in English,
2. analyze, construct, and evaluate information on first and second language acquisition and the concepts within,
3. apply their theoretical knowledge by analyzing and reporting on linguistic data, and
4. demonstrate awareness of research methods used in first and second language acquisition studies.

The syllabus and schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Digital literacy, including but not limited to: using the learning management system, using Microsoft Office, using presentation and graphics programs, etc.

Instructional Methods

This course is designed in an interactive format to ensure optimum student participation. Students are expected to read the assigned texts in a timely fashion, ready to ask questions and discuss the readings. The instructor acts as a guide and mentor ensuring that the theories and concepts are interpreted accurately and assignments are done according to the requirements listed below.

Student Responsibilities or Tips for Success in the Course

- Read the syllabus carefully.
- Log into the course shell on eCollege regularly.
- Utilize your instructor's office hours; these are times set aside for you exclusively in order to help you succeed in this class.
- Complete all assignments in a timely manner.
- Remember that many questions you may have regarding grades, technical problems, course policies, etc. can be answered by simply checking the syllabus or the course shell.

GRADING

Final grades in this course will be based on the following scale:

90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F

Assessment Tool	Grade (%)
Reading responses	39
Discussions	26
Article reviews	10
Final project	25

Assignments

The assignments consist of a series of activities and assessments to assist you in achieving the student learning outcomes for the course. Each week you will work on various combinations of activities, discussions, and readings.

Reading Responses (13 x 3% = 39%)

After doing the readings for the week, you will submit a two-page (500-600 words) reading response using APA (6th Edition). For the Clark book, these will be in the form of short summaries. For the Lightbown & Spada book, you will answer the discussion questions at the end of each chapter. Reading Responses are due on Tuesdays by

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midnight. RRs will be graded using the assessment rubrics provided at the end of this syllabus.

Discussions (13 x 2% = 26%)

You are required to participate in weekly discussions on eCollege. Discussion posts may focus on 1) what you found beneficial from the reading – particularly for pedagogical purposes; 2) personal/professional experiences to share with your colleagues that were prompted by the reading; 3) any questions about the reading (including what you may not have understood from the reading). Your original post for each week needs to comprise a paragraph of about 300 words. You should then respond to at least two different classmates' posts. Discussion threads open on Wednesdays and close on Fridays. Discussion posts will be graded for content, organization, language, and length.

Article Reviews (2 x 5% = 10%)

As you do the weekly reading assignments, keep an eye out for what you find interesting and may want to find out more about. For each textbook, you will choose one article that is cited by the author and write a 2-3 page review. The review will be formatted according to the Publication Manual of APA (6th Edition). More information about how to find these articles will be available in the course shell. Article reviews will be graded using the assessment rubrics provided at the end of this syllabus.

Final Project (25%)

The end goal of the final project is a 10-15 page paper in APA format (6th Edition) that will help you further familiarize yourself with language acquisition research. You can write either a research paper or a review paper. The research paper route involves collecting and analyzing natural language data. The review paper involves reading and synthesizing extant research on a particular topic. You will submit a research proposal (5%), an annotated bibliography (5%), and a progress report (5%) before submitting your final paper (10%). More information will be provided in the course shell. Final papers will be graded using the assessment rubrics provided at the end of this syllabus.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

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- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at the [JAVA web site](#).
- Current anti-virus software must be installed and kept up to date.
- Run a [Browser Check](#) through the Pearson LearningStudio Technical Requirements website. Running the browser check will ensure your internet browser is supported.
 - Pop-ups are allowed.
 - JavaScript is enabled.
 - Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](#)
 - [Adobe Flash Player](#) (version 17 or later)
 - [Adobe Shockwave Player](#)
 - [Apple Quick Time](#)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](#)

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio. Technical assistance is available 24/7 (24 hours, 7 days a week). If you experience LearningStudio (eCollege) technical problems, contact the

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LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](#). The student help desk may be reached in the following ways:

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You are strongly encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](#).

Learner Support

The [One Stop Shop](#) was created to serve you by providing as many resources as possible in one location. The [Academic Success Center](#) provides academic resources to help you achieve academic success.

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FREE Mobile App

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented. The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal. The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses. Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon. By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

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COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Unless stated otherwise, the instructor will grade assignments within a week, and respond to emails within one business day. You should not expect answers to emails after 5 PM or on weekends. Please refer to the syllabus and/or our eCollege course shell before sending an email to your instructor. She may not respond to emails if your questions are already answered on the syllabus or on eCollege. Refrain from sending last minute emails about assignments, or emailing assignments instead of submitting them on eCollege as they may not be graded.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Submitting Assignments

Assignments should be submitted via eCollege Dropbox in a timely manner, following the formatting specifications in the prompt, and in the correct Dropbox basket. If you miss the deadline, you may submit the assignment in the “Late Work” Dropbox basket. Late work may be graded at the instructor’s discretion. If graded, late work may receive a reduced grade in order to be fair to the other students in the course.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor (in-person, by email, by telephone, or by another communication medium) should then schedule an appointment with the supervising faculty member, Dr. Lucy Pickering (lucy.pickering@tamuc.edu).

Departmental Chain of Command for ENG 462: Instructor -> Dr. Lucy Pickering,
Director of the Applied Linguistics Laboratory -> Dr. Hunter Hayes, Department Head

Where applicable, students should also consult University Procedure [13.99.99.R0.05](#) (“Student Appeal of Instructor Evaluation”).

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures: [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns on Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Week	Dates	Reading	Content	Due
1	Jan 16-19	Clark, Chapter 1: 1-19	Introductions; Acquiring Language	
2	Jan 22-26	Clark, Chapters 2-4: 21-107	Getting Started	RR & Discussion
3	Jan 29-Feb 2	Clark, Chapters 5 & 6: 108-169	Getting Started (cont.'d)	RR & Discussion
4	Feb 5-9	Clark, Chapters 7-9: 171-259	Constructions and Meanings	RR & Discussion
5	Feb 12-16	Clark, Chapters 10 & 11: 260-313	Constructions and Meanings (cont.'d)	RR & Discussion
6	Feb 19-23	Clark, Chapters 12-14: 315-400	Using Language	RR & Discussion
7	Feb 26-Mar 2	Clark, Chapters 15 & 16: 401-451	Process in Acquisition	RR & Discussion
8	Mar 5-9	Lightbown & Spada, Introduction & Chapter 1: 1-34	Popular opinions about language learning and teaching & Language learning in early childhood	RR & Discussion & First article review
SPRING BREAK				
9	Mar 19-23	Lightbown & Spada, Chapter 2: 35-74	Second language learning	RR & Discussion
10	Mar 26-30	Lightbown & Spada, Chapter 3: 75-102	Individual differences in second language learning	RR & Discussion & Research Proposal
11	Apr 2-6	Lightbown & Spada, Chapter 4: 103-122	Explaining second language learning	RR & Discussion
12	Apr 9-13	Lightbown & Spada, Chapter 5: 123-152	Observing learning and teaching in the second language classroom	RR & Discussion & Annotated Bibliography
13	Apr 16-20	Lightbown & Spada, Chapter 6: 153-200	Second language learning in the classroom	RR & Discussion
14	Apr 23-27	Lightbown & Spada, Chapter 7: 201-212	Popular ideas about language learning revisited	RR & Discussion & Progress report
15	Apr 30-May 4		Course Wrap Up	Second article review
16	May 7-11		Finals week	Final Project

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ASSESSMENT RUBRICS

	Score	Criteria	Notes (optional)
CONTENT		<p>SUCCESSFUL (24-30 pts): knowledgeable and relevant to assigned topic. addresses everything in the prompt and meets the minimum length requirement.</p> <p>SATISFACTORY (18-23 pts): mostly relevant to topic, but lacks detail. addresses most of the prompt OR does not meet the minimum length requirement</p> <p>DEVELOPING (11-17 pts): some details, but may be too general or not clearly related to assigned topic. OR half the required # of pages/words</p> <p>UNSATISFACTORY (0-10 pts): does not answer the prompt, not relevant to assigned topic OR too short to evaluate fairly</p>	
ORGANIZATION		<p>SUCCESSFUL (21-25 pts): strong thesis statement. substantive development of argument with clearly outlined supporting points. Coherent and cohesive.</p> <p>SATISFACTORY (17-20 pts): no thesis statement. main argument stands out but lacks support. introduction and/or conclusion may need revision. Mostly coherent and cohesive OR does not meet the minimum length requirement</p> <p>DEVELOPING (10-16 pts): there are some questions as to what the main argument is. Coherent and cohesion needs improvement. Major revisions needed. OR half the required # of pages/words</p> <p>UNSATISFACTORY (0-9 pts): no discernable argument or support. Not cohesive or coherent. OR too short to evaluate fairly</p>	
GRAMMAR / USAGE		<p>SUCCESSFUL (21-25 pts): few grammar / punctuation errors or typos. follows academic language conventions (limited to no contractions or colloquialisms, does not address the reader by using <i>you, your</i>, imperatives, etc.).</p> <p>SATISFACTORY (17-20 pts): some grammar / punctuation errors or typos. mostly follows academic language conventions OR does not meet the minimum length requirement</p> <p>DEVELOPING (10-16 pts): several grammar / punctuation errors or typos. meaning may be compromised in some sentences. does not consistently follow academic language conventions. OR half the required # of pages/words</p> <p>UNSATISFACTORY (0-9 pts): meaning not understood in several sentences/paragraphs due to the grammar / punctuation errors or typos. does not follow academic conventions, OR too short to evaluate fairly.</p>	
VOCABULARY		<p>SUCCESSFUL (9-10 pts): excellent use of course-specific vocabulary,</p> <p>SATISFACTORY (6-8 pts): limited to adequate use of course-specific vocabulary OR does not meet the minimum length requirement</p> <p>DEVELOPING (3-5 pts): incorrect use of course-specific vocabulary OR half the required # of pages/words</p> <p>UNSATISFACTORY (0-2 pts): limited to no use of course specific vocabulary OR too short to evaluate fairly.</p>	
MECHANICS		<p>SUCCESSFUL (9-10 pts): follows APA format and any other format specifications in the prompt. if applicable, has correct in-texts citations and the required number of sources in the references. minimal errors and few in number. Quotes do not exceed 40 words at once or 15% total. Quote sandwiches utilized effectively.</p> <p>SATISFACTORY (6-8 pts): follows APA format or any other format specifications in the prompt with occasional mistakes. if applicable, has more than half of the required number of reliable sources under References. Quotes somewhat exceed 40 words at once or 15% total. Quote sandwiches attempted. OR does not meet the minimum length requirement</p> <p>DEVELOPING (3-5 pts): contains multiple formatting errors. if applicable: cites works but fails to follow APA. references are inadequate or from unreliable resources. Quotes exceed 40 words at once or 15% total. Quotes not connected to the rest of the text. OR half the required # of pages/words</p> <p>UNSATISFACTORY (0-2 pts): does not follow the format specifications in the prompt. if applicable: fails to cite works in text and/or missing the References page. Quotes significantly exceed 40 words at once or 15% total. Irrelevant quotes. OR too short to evaluate fairly.</p>	

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