

COMMON COURSE SYLLABUS
Murray State University

TSL 510: Applied Linguistics for Second Language Teaching

I. Course Title: Applied Linguistics for Second Language Teaching

II. Catalog Description: An overview of the basic concepts, scope, and methodology of the science of linguistics in its historical and descriptive aspects, including topics and issues in current linguistic studies. The primary systems of language, psycholinguistics and comparative phonology are treated in depth.

III. Purpose: To explore the theories and research (and related pedagogical movements) of applied linguistics, especially those pertaining to second language acquisition and teaching.

IV. Course Objectives: (*Coded for Kentucky Experienced Teacher Performance Standards, NTPS; TESOL Standards, TESOL; KERA Initiatives KERA*) By the end of this course, students will have the requisite knowledge and skills to

- A. Discuss theoretical concepts/models in second language acquisition (SLA). (*NTPS 2; TESOL 1,2,5; KERA 1-3*)
- B. Understand the major controversies and issues in SLA. (*NTPS 2; TESOL 1,2,5; KERA 1-3*)
- C. Evaluate critically research studies and related hypotheses concerning SLA. (*NTPS 8,9; TESOL 1,2,5; KERA 1-3*)
- D. Develop a literature review of a topic of interest in SLA, synthesizing relevant material from research conducted in the field of SLA. (*NTPS 8-10; TESOL 1,2,5; KERA 1-3*)

The EPBS Themes – Diversity and Assessment are explored as course topic that students discuss, research, and write literature reviews over to fully explore these topics. They investigate these themes and how they should be implemented in the language classroom.

V. Content Outline: The course will begin by discussing the theoretical issues surrounding applied linguistics and specific theories. The rest of the course will include analyzing applications of linguistic theories in English as a Second Language (ESL) in the literature and developing skills and initial scholarly thinking for carrying out and reporting individual student research to the ESL community.

Note: This course covers essential material for the ESL Certificate Endorsement Program and for the Praxis Exam for ESL.

VI. Instructional Activities: The primary organization of the course will be a combination of lectures, class discussion, group critique, and student presentations. Additionally, I will present research and perspectives on specific topics in short lecture format. Students are expected to read the scheduled research and chapters before class and to be prepared to be **actively engaged** in the discussion.

VII. Field, Clinical, and/or Laboratory Experiences: None except as it pertains to the projects/research that students conduct for class.

VIII. Resources:

1. The Blackboard course site --- additional readings, study guides, sample presentations, term and concept definitions, tips for taking advantage of library resources available under Course Information
2. University library resources, electronic resources and Interlibrary loans
3. Databases: Academic Search Premier, MLA, Eric
4. Internet

***** Please note that this process may be time consuming, so plan accordingly.**

IX. Grading Procedures: It is expected that performance in this graduate class be quality work that reflects students' responsibility for their own learning. Assignments should be completed prior to the deadline.

Active participation means you do good thinking and come up with good questions, different perspectives and ideas to look at issues under investigation. I like questions and active thinkers!

All late work will be penalized by a reduction of points awarded. Late work will only be accepted only with prior instructor consent and **WILL STILL BE PENALIZED** 10 points for each 24 hours that the assignment is late. Receiving permission to submit an assignment late will not remove the penalty. Special exceptions for emergencies may be made in accordance with University Policy.

Letter grades will be assigned according to the following scale:

- A =90 – 100 pts.
- B =89 – 80 pts.
- C =79 – 70 pts.
- D =69 – 60 pts.
- E =59 – 0 pts.

Course Requirements:	Percentage
1) Attendance & Class Participation	10%
2) Discussion Leader.....	10%
3) Article Critique & Reaction/Response	30%
1) Article Critique (10% percent each X 2)	20%
2) Reaction/Response (5% percent each X 2).....	10%
4) Midterm Exam.....	15%
5) Literature Review or Research Project Proposal.....	20%
6) Final Exam.....	15%

Total Percentage of Grade100%

***Missing any one of the components designated in 1)-6) means a failure of the entire course.

X. Attendance Policy: Punctuality is seriously required for each session. Each class will start from the designated class time sharp! Let's **create a mutual respecting and mutual learning environment for each class**. Your final grade will be lowered if you have excessive absences from the class. **More than one absence from the class will be considered excessive**. Students are expected to participate fully in all class discussions.

XI. Academic Honesty Policy: This policy is provided in the Murray State Student Handbook on page 30 at the following address:

<http://www.murraystate.edu/provost/catalogs/010507.html#Policies>

Plagiarism or academic dishonesty (cheating on any kind of forms) will have consequences from failure of the assignment or exam to failure of the entire course. The biggest problem students often have is not attributing materials and ideas to the sources they are from. This is especially easy to do, even unintentionally, when the internet is used heavily for doing projects and writing papers. If you do use outside resources at anytime, be sure to provide full references. Another problem some students have with academic honesty is getting unauthorized help. There are times--especially on quizzes, exams, and some projects--that you are supposed to work entirely on your own without consulting anyone. Make sure you do so at those times. Please follow the **APA** (American Psychology Association, Publication Manual 5th ed.) format to cite all the resources you used.

XII. Required Texts:

Gass, S. M., & Selinker, L. (2001). *Second language acquisition: An introductory course* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum. ISBN: 0-8058-3528-8

Larsen-Freeman, D., & Long, M. H. (1997). *An introduction to second language acquisition research*. Harlow, England: Longman. ISBN: 0-582-55377-6

Johnson, K. & Johnson, H. (1998/2006). *Encyclopedic dictionary of Applied Linguistics*. Malden, MA: Blackwell Publishing. ISBN: 0-631-21482-8.

OR

Richards, J., & Schmidt, R. (1992/2002). *Longman dictionary of language teaching & applied linguistics* (3rd ed.). Harlow, England: Longman. ISBN: 058243825X

Recommended Texts:

Klein, W. (1986). *Second language acquisition*. London: Cambridge University Press. ISBN: 0-521-31702-9

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, DC: APA. ISBN: 1-55798-791-2

Other Readings: (Available through the Course Blackboard under Course Documents and many of them are also located on EBSCO through the Kentucky Virtual Library)

Atkinson, D. (2002). Toward a sociocognitive approach to second language acquisition. *The Modern Language Journal*, 86, 525-545.

- Bailey, N., Madden, C., & Krashen, S. (1974). Is there a 'natural sequence' in adult second language learning? *Language Learning*, 21, 235-243.
- Beto, J. (2001). Reading and using research: Making the most of your time and effort. *Topics in Clinical Nutrition*, 17(1), 1-11.
- Bley-Vroman, R. (1989). What is the logical problem of foreign language learning? In S. Gass & J. Schacter (Eds.). *Linguistic perspectives on second language acquisition (41-68)*. New York: Cambridge.
- Brown, J.D. (1988). *Understanding research in second language learning (43-62)*. Cambridge: Cambridge University Press.
- Goldschneider, J. M. & DeKeyser, R. (2001). Explaining the "natural order of L2 morpheme acquisition" in English: A meta-analysis of multiple determinants. *Language Learning*, 51(1), 1-50.
- Klein, W. (1986). Six dimensions of language acquisition. *Second language acquisition*. Cambridge: Cambridge University Press.
- Larsen-Freeman, D. (1976). An explanation for the morpheme acquisition order of second language learners. *Language Learning*, 26, 125-134.
- Pica, T. (1996). Do second language learners need negotiation? *IRAL: International Review of Applied Linguistics in Language Teaching*, 34, 1-21.
- Pienemann, M. (1989). Is language teachable? Psycholinguistic experiments and hypotheses. *Applied Linguistics*, 10, 52-79.
- Spada, N., & Lightbown, P. (1999). Instruction, first language influence, and developmental readiness in second language acquisition. *The Modern Language Journal*, 83, 1-22.
- Thatcher, P. (2000). Acquisition and learning – theory matters. *IRAL: International Review of Applied Linguistics in Language Teaching*, 38, 161-174.

XIII. Prerequisite: ENG 310/531

XIV. Course Policies/Expectations:

1. Graduate level performance is expected from all students. At the graduate level, it is assumed that students are, to a great extent, responsible for their own learning. Therefore, assignments are to be completed **PRIOR** to the class for which they are assigned in a thorough and timely manner. Attendance in class discussions and **quality in class participation is highly expected** from every student.
2. All out-of-class assignments should be typewritten and double-spaced unless otherwise stated, following the APA style manual (Guidelines available through the Course Blackboard). A hard copy is needed on the due date. **(I may ask you to submit them via Blackboard)**

Detailed assignments:

- **Discussion Leader:** Each student will select **TWO** of the required readings articles for the course (except for chapters in Gass & Selinker; Larsen-Freeman & Long,) and sign up dates to be responsible for presenting the two papers. Other students in class are required to read those articles and be prepared to participate in the peer-led discussion. Each presenter will give a **BRIEF** overview of the reading and will prepare questions to lead the class in a discussion of the key points of the article. Students will **NOT** simply summarize the article or "LECTURE" the article to the

class (that would be too difficult and too boring)—remember this is supposed to be a discussion. **20 minutes for each presentation including 10 minutes class discussion.**

- **Article Critiques & Response/Reaction Papers (2):**
 - **Article Critique:** Each student will select **two** articles from your literature review articles and will write a critique for each of them. The preliminary critique will be presented to group members for discussion and response.
 - **Response/Reaction Paper:** Each student will read the Article Critiques of his/her group members and will write a brief 1 to 2-page double-spaced response/reaction paper. This paper will be submitted to the author and the instructor. The author of the critique will then revise the critique based on the feedback before each of the two is submitted to the instructor.
 - **Guidelines are available through the Course Blackboard**

- **Midterm Exam:** An in-class exam will be administered on the scheduled date. You will be provided with a study guide one week prior to the exam. You are required to understand the theories, concepts, and research you have learned in the first half of the semester to apply them in the exam. More details will be provided prior to the exam.

- **Literature Review or Research Project Proposal:**
 1. Each student will choose a specific topic in applied linguistics or issues of second language acquisition and learning or teaching to do a literature review or write a research proposal. The literature review or research project proposal should reveal the past and current literature on the topic, reviewing a minimum of 12 sources (MAXIMUM 20). The proposed topic and the research questions need to be submitted to the instructor before you start the project.

2. The studies that you will choose to review should be published studies with authentic data. Make sure you stay away from literature review type of study, commentaries, analysis, or theoretical discussions. In other words, the study should have used real data to answer its research questions.

 - 3. Guidelines for Literature Review are available through the Course Blackboard.**

- **Final Exam:** A “take-home” exam will be administered for which students may use any textual resources to respond to a few questions, requiring synthesis of the course material and application of theories and research methods learned.

XV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.