

# Spring 2016

## TCHED 6220 Principles in Second Language Acquisition

DATE	Focus	Assignments DUE by the Following Monday
Jan 18	<ul style="list-style-type: none"> <li>• Introductions-Thought You Should Know</li> <li>• Birth of a Word</li> <li>• Funds of Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Thought You Should Know letter</li> <li>• Viewing and Postings on Birth of a Word</li> <li>• Reading and Posting of Funds of Knowledge</li> </ul>
Jan 26 PHYS OPT	<ul style="list-style-type: none"> <li>• Chapter 1: Language Shock</li> <li>• Making Concepts Visible in our World</li> <li>• <b>Intro: Expertise Project in form of an Inquiry into My Practice (IMP)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Book Club Posting of Chapter 1 Language Shock</li> <li>• Example-Making Posting</li> <li>• What is an IMP?</li> </ul>
Feb 1	<ul style="list-style-type: none"> <li>• Chapter 1: How Languages are Learned (HLAL)</li> <li>• Learning Language Autobiography</li> <li>• América is Her Name (Prezi Presentation)</li> </ul>	<ul style="list-style-type: none"> <li>• Book Club Posting of Chapter 1 HLAL</li> <li>• Posting: Visual Presentation/Video Posting of Language Learning Experience</li> <li>• América is Her Name Post</li> </ul>
Feb 8	<ul style="list-style-type: none"> <li>• Chapter 2: How Languages are Learned</li> <li>• Krashen's Language Hypotheses</li> <li>• Krashen &amp; Terrell's Phases of Language Learning</li> <li>• Determining Immigrant Interview Project</li> </ul>	<ul style="list-style-type: none"> <li>• Book Club Posting of Chapter 2 HLAL</li> <li>• Krashen's SLA Principles</li> <li>• Work on Immigrant Interview Project</li> </ul>
Feb 15	<ul style="list-style-type: none"> <li>• Chapter 3: How Languages are Learned</li> <li>• BICS &amp; CALPs</li> <li>• Group work on Immigrant Interview Project</li> <li>• <b>ALERT: IMP Expertise Project Check-In</b></li> </ul>	<ul style="list-style-type: none"> <li>• Book Club Posting of Chapter 3 HLAL</li> <li>• BICS &amp; CALPs</li> <li>• Work on Immigrant Interview Project</li> </ul>
Feb 22	<ul style="list-style-type: none"> <li>• Chapter 4: How Languages are Learned</li> <li>• SLA Online Lecture</li> <li>• Specially Designed Academic Instruction in English: SDAIE</li> <li>• Group Work on Immigrant Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Book Club Posting of Chapter 4 HLAL</li> <li>• Work on Immigrant Interview Project</li> <li>• SDAIE-izing a Lesson</li> </ul>
Feb 29 PHYS OPT	<ul style="list-style-type: none"> <li>• Chapter 5: How Languages are Learned</li> <li>• High-Low Context Languages</li> <li>• <b>Practicing IMPs together</b></li> </ul>	<ul style="list-style-type: none"> <li>• Book Club Posting of Chapter 5 HLAL</li> <li>• Present Immigrant Interview Project</li> <li>• <b>IMP Expertise Project Google HangOut</b></li> </ul>
Mar 7	<ul style="list-style-type: none"> <li>• Chapter 6: How Languages are Learned</li> <li>• CCSS &amp; NGSS</li> <li>• <b>Group Work: Prepping for IMP Expertise Project</b></li> </ul>	<ul style="list-style-type: none"> <li>• Book Club Posting of Chapter 6 HLAL</li> <li>• CCSS &amp; NGSS Postings</li> <li>• <b>IMP Expertise Project Google HangOut</b></li> </ul>

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Mar 14	<ul style="list-style-type: none"> <li>Chapter 7: How Languages are Learned</li> <li>Assessment</li> <li>Squiggly Lines &amp; Portfolios</li> <li><b>Collaborative Assessment Conversation</b></li> </ul>	<ul style="list-style-type: none"> <li>Book Club Posting of Chapter 6 HLAL</li> <li><b>Google HangOut: Collaborative Assessment Conversation</b></li> </ul>
Mar 21 PHYS OPT	<ul style="list-style-type: none"> <li><b>Advocating for ELL's: Letter to a Friend</b></li> <li><b>Work on Expertise Project</b></li> </ul>	<ul style="list-style-type: none"> <li>Readings TBD</li> <li><b>IMP Expertise Project Google HangOut</b></li> </ul>
mar 26 - apr 3	<b>Spring Break!</b>	<b>chill out!</b>
Apr 4	<ul style="list-style-type: none"> <li><b>Finalizing IMP Expertise Project</b></li> </ul>	<b>IMP Expertise Rehearsal</b>
Apr 11	<ul style="list-style-type: none"> <li><b>IMP Expertise Conference Sharing: Round 1</b></li> </ul>	<b>Attend IMP Expertise Online Conference</b>
Apr 18	<ul style="list-style-type: none"> <li><b>IMP Expertise Conference Sharing: Round 2</b></li> </ul>	<b>Attend IMP Expertise Online Conference</b>
Apr 25 PHYS OPT	<ul style="list-style-type: none"> <li>Taking Stock of our Learning</li> <li>Domain Analysis of our Learning</li> <li>Assessing Our Learning</li> </ul>	Analytic Reflection: Self as Learner
May 2	Organizing Final Project: Archaeological Dig	<b>Archaeological Dig Presentation</b>
May 9 PHYS OPT	<ul style="list-style-type: none"> <li>Sharing Insights about Self as Learner</li> </ul>	Daily Formative Self Assessment in 24

### I. Attendance and Class Participation Online (20%):

*Prompt “attendance” by timely completion of assignments* as well as active participation in all online discussions and activities.

Please keep me informed of any “absences” or lateness of assignments you anticipate or if you are experiencing difficulty in meeting deadlines. Additionally, if you are in need of special accommodations, please see me at the beginning of the semester.

### II: Major Practices and Assignments (65%):

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***Thought You Should Know letter:*** Each participant must write and submit a letter in correspondence to the instructor's letter. It should introduce the participant, explain a little about her/his interests specifically in the area of foreign language, questions and wondering about language learning and more generally in the area of family/hobby/social interests. This letter acts as an initial communication between the instructor and participants. Using the 'thought you should know' copy-change style is suggested. **(10 points).**

***Daily Formative Self-Assessment:*** At the end of every 2 weeks, you will complete a meta self-reflection on NING, that focuses on our work and learning to date. **Due at the end of each class session within 24 hours on NING. (10 points)**

***Immigrant/Newcomer Interview:*** You will prepare an interview protocol to help you learn more about the perspectives of an immigrant to the US. **(10 points).**

***Inquiry into My Practice (IMP):*** You develop questions that focus on an area of your practice that you want to strengthen and develop further expertise. This will be in form of an Inquiry into My Practice (IMP), where you will take what you are learning in the course and from your own individual research to address a question about your teaching practices. You will have a ThinkingPartner to work through the project, and present it in form of an IMP in space we shall call **IMP Expertise Conference** which will be on the NING. This will be a time where we will learn from each other. **(30 points).**

### **III. Course Learning Log (Readings on NING):**

The NING Discussion Group will act as the space to interact with readings, each other's understandings, and become the primary "Classroom" where we will create our learning community and culture. **(Total 40 points).** We work in two ways within the Discussion Group:

- a. **Content & Strategies, theory into practice reflections/Daily:** The instructor will provide strategies in form of video, or discussion to develop pedagogical understandings of Second Language Acquisition and Cultural Awareness. Each participant will read and respond to the postings on NING and complete with the stated time frame (usually 7 days). **(20 points).**
- b. **Book Clubs: Beginning Week 3,** the students will be placed in their own Book Club Discussion. There will be times when a small group of 4 will be responding to each other on particular reading. There will also be times (as in Weeks 1 & 2) where all classmates will discuss together a reading. These readings involve the course text as well as supplemental

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readings provided by the instructor. Each participant will read and respond to the postings on NING and complete with the stated time frame (usually 7 days). (20 points).

### Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = less than 60%

### Special Needs

Please notify your instructor and the appropriate campus resources if you have a disability that would negatively impact your academic performance.

### Guidelines for Academic Honesty

Academic dishonesty, such as cheating and plagiarism, is defined in the Student Code of Conduct (see Bulletin and UM-St. Louis Student Handbook): *“The term plagiarism includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully or properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material; or (iii) unacknowledged use of work/materials that has been produced through collaboration with others without releasing in writing from collaborators.”* Therefore in consideration of the above: (a): No cheating or plagiarism will be tolerated. (b): The student will receive the grade of 0 on the assignment (quiz, exam, homework, composition, final exam) for cheating and plagiarism. (c): All dishonesty will be reported to the proper university authority.

### Planning Ahead

This is the final course prior to student teaching. I highly recommend that during this academic year you make certain that you have completed ALL necessary paperwork for graduation and certification. To this end, please double-check your program of study, transcript, and employer requirements. Portfolios are required for certification. Continue, if not begin, collecting appropriate artifacts for inclusion. Attend at least one portfolio information session sponsored by the College of Education.

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