ED 480 Second Language Acquisition & Bilingualism
Margaret Warner Graduate School of Education & Human Development
Summer B, June 29-July 29, 2009, 4:50-8:10 p.m.
Dewey B-315

Instructor: Dr Mary Jane Curry
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Office 1-160G; office hours by appointment (usually before class)

This course provides an introduction and overview to research on second language acquisition and bilingualism. We will examine major theories of bilingualism and second language acquisition (SLA) as well as the developmental stages and individual differences among language learners.

Course Objectives
- To develop an understanding of the factors that affect second language acquisition (WS standards 1, 2, 4; TESOL standard 1.b; ACTFL standard 3a)
- To become familiar with current thought in second and foreign language pedagogy, cross-cultural issues in language education, and how second/foreign language classrooms operate (WS standards 2, 3; TESOL standards 2.a, 2.b; 3.a, 3.b, 3.c; 4.c; ACTFL standards 2a, 2c; 3b; 4a, 4b, 4c)
- To become a “critical consumer” of research and instructional ideas, and to be able to independently evaluate and apply ideas from research and practice them in your own classroom. (TESOL standards 5c; 6b)

Required texts:


Other readings available on Blackboard.

Course requirements:
- This course is as a graduate seminar. Attendance and preparation will be essential to the course and will constitute 20% of your grade. Missing more than one class for any reason will lower your grade by 5%.
- Reading journals 15%
- Interview 15%
- Leading discussions of an assigned article 10%
- Mid-term examination 20%
- Cooperative learning project on bilingualism 20%
Assignments

Reading journals
Brief (1-2 double-spaced pages) comments, observations and related questions about the readings for each class to be posted on the course Blackboard discussion board and printed out to hand in after each class. Please do not summarize the readings but look at this journal as more of a synthetic task—what issues, topics, questions arise? You can use the journal to relate issues in the readings to your own experiences and views. A reading journal is not expected for a class in which you lead discussion of a reading.

Leading a discussion of reading
During the first class session, a sign-up sheet will be passed around for each student to select an article on which to lead a class discussion of no more than 30 minutes. The discussion should include: a brief summary of the article, strengths and weaknesses of the article; how the article relates to the other articles for that evening; and what additional information and questions the article might raise. Use the article to ask questions and to generate class discussion. It is a good idea to prepare an activity which illustrates principles in the reading. You are encouraged to use handouts for the presentation, an overhead projector, and/or the chalkboard.

Interview of bilingual speaker. Due 7/26
You will conduct an in-depth interview with a second language learner of your choice. You will write up the contents of the interview and share your findings in a brief presentation with the class. (See assignment sheet.)

Take-home mid-term essay examination. Due 7/20
The purpose of the mid-term is to assist you in contrasting and synthesizing concepts presented in class.

Cooperative learning project. Due 7/28
Groups will prepare projects on topics in bilingualism for class presentation in the final sessions of class. (See assignment sheet.)
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments due for class</th>
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<tbody>
<tr>
<td>Mon 6/29</td>
<td>Introduction to course, instructor, students Video on language learning</td>
<td>Wardhaugh, Chs 1-2</td>
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| Weds 7/1   | Using two languages; social contexts of bilingualism; gender and bilingualism | Wardhaugh, Chs 3, 15  
Chernela: Discussion leader: Hee-Jeong |
| Fri 7/3    | No class                                                             |                                                 |
| Mon 7/6    | No class                                                             |                                                 |
| Weds 7/8   | Language attitudes & code switching  
*Identify bilingual respondent for interview—prepare one paragraph description of person* | Wardhaugh, Ch 4  
Poplack: Discussion leader: Maria  
Dailey, Giles, & Jansma: Discussion leader: Karen |
| Fri 7/10   | Theories of second language acquisition  
Consciousness raising  
Attention to error  
*Discuss bilingual speaker interviews*  
*Form cooperative learning groups* | Lightbown & Spada, Chs 1-2  
Kagan: Cooperative groups (no discussion leader)  
Mohamed: Discussion leader: Will  
Kormos: Discussion leader: Jake |
| Mon 7/13   | Critical age hypothesis  
Individual differences in language learning  
Risk taking  
Motivation | L&S Ch 3  
Wong Fillmore: Discussion leader: Libby  
Beebe: Discussion leader: Michelle  
Dornyei: Discussion leader: Cole |
| Weds 7/15  | Learner language: development sequences/stages  
Variationist perspectives  
NO JOURNAL DUE | L&S Ch 4  
James: Discussion leader: Mike  
Olmedo: Discussion leader: Megan |
<p>| Hakuta, Butler, &amp; Witt: Discussion leader: Jaclyn |</p>
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<tr>
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<tr>
<td>Fri 7/17</td>
<td>Classroom language learning</td>
<td>L&amp;S Ch 5</td>
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<td>CALPS &amp; BICS</td>
<td>Cummins: Discussion leader: <strong>Kristen</strong></td>
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<td>JOURNAL DUE</td>
<td>Liebscher &amp; Dailey-O'Cain: Discussion leader:</td>
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<td>Lyster &amp; Mori: Discussion leader: <strong>Lauren</strong></td>
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<td>Mon 7/20</td>
<td><em>Mid-term examination due (take home)</em></td>
<td>Harklau: Discussion leader: <strong>Sam</strong></td>
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<td>Culture and second language writing</td>
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<td><em>Cooperative learning group planning meeting</em></td>
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<td>NO JOURNAL DUE</td>
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<td>Weds 7/22</td>
<td>Bilingual education debate</td>
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<td>Fri 7/24</td>
<td>Biliteracy/second language reading &amp; writing</td>
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<td><em>Brief (5 min.) accounts of interview in class</em></td>
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<td><em>Peer review of bilingual interview paper</em></td>
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<td>Mon 7/26</td>
<td>Myths of language learning revisited</td>
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<td>Pedagogical grammar</td>
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<td><em>Bilingual interview paper due—Continue brief (5 min.) accounts of interview in class</em></td>
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<td>Weds 7/28</td>
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<td>Cooperative learning group presentations</td>
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<td>Course evaluations</td>
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References


Cummins, J. [specific reading to come]


