

Term Information

Effective Term Autumn 2021
Previous Value Spring 2021

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting to add a permanent DL version of the course.

What is the rationale for the proposed change(s)?

The course has been successfully offered as DL during the pandemic, and establishing a permanent DL status would provide added flexibility to instructors and students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course?)

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	French and Italian
Fiscal Unit/Academic Org	French & Italian - D0545
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3301
Course Title	Discovering Second Language Acquisition
Transcript Abbreviation	Discovering SLA
Course Description	Introduces undergraduates to second language acquisition (SLA), how children and adults learn new languages. Students explore contemporary approaches to SLA and evaluate the effectiveness of various language-teaching practices. Taught in English.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0114
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior
Previous Value Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understand contemporary approaches to Second Language Acquisition
- Understand what constitutes a good empirical study in Second Language Acquisition
- Articulate research questions to examine an aspect of Second Language Acquisition
- Evaluate language teaching practices

Content Topic List

- Language acquisition and children
- Adult Second Language Acquisition
- Critical period
- Psycholinguistic approaches
- Individual differences
- Socio cultural approaches
- Effects of language instruction
- Taught in English

Sought Concurrence

No

COURSE CHANGE REQUEST
3301 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/31/2021

Attachments

- FRIT 3301.docx: Tech checklist
(Other Supporting Documentation. Owner: Afanasyeva, Sofya)
- FRIT 3301 Syllabus.pdf: P Syllabus
(Syllabus. Owner: Afanasyeva, Sofya)
- FRIT 3301 Distance syllabus.docx: Updated DL Syllabus
(Syllabus. Owner: Afanasyeva, Sofya)

Comments

- A syllabus with the updated Academic Misconduct Statement has been attached as requested. *(by Afanasyeva, Sofya on 03/18/2021 12:26 PM)*
- See 3-17-21 feedback email *(by Oldroyd, Shelby Quinn on 03/17/2021 01:36 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva, Sofya	01/29/2021 02:53 PM	Submitted for Approval
Approved	Renga, Dana	01/29/2021 02:59 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/29/2021 03:24 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	03/17/2021 01:36 PM	ASCCAO Approval
Submitted	Afanasyeva, Sofya	03/18/2021 12:26 PM	Submitted for Approval
Approved	Renga, Dana	03/18/2021 12:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/31/2021 03:28 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	03/31/2021 03:28 PM	ASCCAO Approval



SYLLABUS

FRIT 3301 (DISTANCE VERSION)

Discovering Second Language Acquisition

Instructor

Instructor: Wynne Wong

Email address: wong.240@osu.edu

Phone number: 614-292-4938

Office hours: TBA

CLASS MODE AND MEETING SCHEDULE

Course times and location: Tuesdays and Thursdays, 09:35 a.m. – 10:55 a.m. in Zoom

Credit hours: 3

Mode of delivery: Distance Learning

COURSE DESCRIPTION

Do you like languages? Are you currently learning a language and wish to understand how to learn it better? Do you hope to teach languages one day? Second Language Acquisition (SLA) is a field that is devoted to understanding and explaining the processes that underlie the learning of another language after one has already acquired a first language. How does second language acquisition happen? How do we create a new linguistic system in our heads? This course introduces undergraduate students to the exciting field of second language acquisition. This course is ideal for language learners who wish to reflect on and improve their own language learning experience, for those who desire to become language instructors, and for anyone who simply has an interest in languages.

Course learning outcomes

By the end of this course, ...

1. You will gain a deeper understanding of SLA by exploring the following questions:

- Is second language acquisition like first language acquisition?
- Does the first language help or get in the way of SLA?
- Why do children become universally native-like, but second language learners seem not to?
- Why do we make errors in a second language (or at least appear to)?
- Is there a best way to teach languages?
- I took 4 years of Spanish and got all As so why am I not fluent?
- What's the difference between learning two languages from birth as opposed to learning a second language later in life?
- What about individual differences like motivation and aptitude?
- *Why do I still have an accent?*

2. You will learn how to design pedagogical activities for online learning based on the knowledge you will gain about SLA.

3. You will successfully conduct a mini research project related to an issue of SLA.

Assessment of outcomes: The first outcome will be assessed via discussion boards, quizzes, and the midterm. The second outcome will be assessed via the demo lessons you teach. The third outcome will be assessed via the final research project for the course.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. You will find a sequence of materials and activities each week in Carmen, and we will meet for a weekly Zoom session during our scheduled class meeting time. Class sessions will also be recorded so that you can review them. As part of your homework, you will also participate in some written discussion forums in Carmen.

Pace of online activities: This course is divided into **weekly modules** that are released at least one week ahead of time. Apart from our Zoom meetings, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates (indicated in the weekly schedule and also in Carmen).

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (class meetings and instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. As noted above, this course is

not a self-paced learning experience. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. The following is a summary of students' expected participation:

- **Weekly Zoom sessions: REQUIRED.** All live, scheduled class sessions for the course are required. Regular attendance during synchronous class sessions is essential to the success of this class. You are expected to prepare carefully for class by reading/preparing all the assigned work indicated in your syllabus before class. You are also expected to actively participate in class discussions including those led by your classmates.
- **Zoom instructor office hours: OPTIONAL.** You are encouraged to note my office hours in your weekly schedule and attend as you have questions, but these sessions are optional.
- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK.** You are expected to log in to the course in Carmen every week to engage with course readings, videos, and assignments. During most weeks you will probably log in many times.

COURSE MATERIALS, FEES AND TECHNOLOGIES (INCLUDING DIGITAL FLAGSHIP)

REQUIRED TEXTBOOK

- Hummel, Kirsten M. (2014). *Introducing Second Language Acquisition*. Oxford: Wiley/Blackwell Press.

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN CANVAS ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device\(link is external\)](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Install the [Duo Mobile application\(link is external\)](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](#)
- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](#)

TECHNOLOGY SUPPORT

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self-Service and Chat: go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: [servicedesk@osu.edu\(link sends email\)](mailto:servicedesk@osu.edu)

DIGITAL FLAGSHIP

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or

Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources.

ACADEMIC INTEGRITY AND COLLABORATION

- **Quizzes and exams:** You must complete the midterm yourself, without any external help or communication. Weekly quizzes are included as self-checks. These quizzes are graded but you have three attempts to complete each quiz before a grade is recorded.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.
- **Group projects:** You have the option of doing the teaching demos and the final project with a partner. Group projects can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

INSTRUCTOR FEEDBACK AND RESPONSE TIME

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call **614-688-4357 (HELP)** at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address at wong.240@osu.edu. I will reply to emails within 24 hours on days when class is in session at the university.
- **Office hours:** You can always bring questions about course content, assignments, or policies to my weekly office hours. If you cannot make my weekly office hours, I am happy to schedule an appointment to meet with you at another time.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in Carmen Canvas. Please check your [notification preferences](#) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards weekly.
- **Grading and feedback:** For any large weekly assignments (when applicable), you can generally expect feedback within seven days.

DISCUSSION AND COMMUNICATION GUIDELINES (INCLUDING ZOOM GUIDELINES)

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357 (HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Recordings: This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently

enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

ACCESSIBILITY OF COURSE TECHNOLOGY

This online course requires the use of CarmenCanvas, Ohio State's learning management system, and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility\(link is external\)](#)
- [CarmenZoom accessibility](#)

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** sllds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

OTHER POLICIES

OHIO STATE'S ACADEMIC INTEGRITY POLICY

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

OTHER RESOURCES

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Academic Resources

For academic resources such as advising, transcripts, degree audits, tutoring services and other learning support services on the OSU campus, visit <http://advising.osu.edu> or e-mail peltier.15@osu.edu.

Student Services

For student services offered on the OSU main campus, visit <https://contactbuckeyelink.osu.edu/> or e-mail buckeyelink@osu.edu. Student Academic Services Building | 281 W. Lane Ave. | Columbus, Ohio 43210. Contact: [614-292-0300](tel:614-292-0300).

Connect with the Department of French and Italian

As you learn about the exciting topics featured in this course, we encourage you to enhance your studies by connecting with the Department of French and Italian. The department has a French Club and an Italian Club, and organizes a variety of events throughout the year including scholarly lectures, music performances, and film screenings. Stay in touch with us via Twitter at @FRIT_OSU or via Facebook at facebook.com/fritatosu!

If you really love your class, consider adding a major or minor. The Department of French and Italian offers four majors and two minors, through which you will discover the appreciation of other cultures, become bilingual, widen your career opportunities, and gain valuable skills. We offer study abroad programs in Québec, Canada;

Dijon, Montpellier, Nantes and Paris, France; Bologna, Lecce and Siena, Italy; and Dakar, Senegal for all levels of language proficiency. The department holds an annual scholarship competition with awards that can be used towards tuition or study abroad. We would also be happy to help you make a plan for double majoring. Learn more about Why Study French or Italian at frit.osu.edu/ug.

GRADING IN THIS COURSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Participation	10%
Self-assessment quizzes	10%
Discussion forums	10%
Discussion leader	5%
Class observation	10%
Teaching demos	15%
Midterm	20%
Final project & oral presentation	20%
Total	100

See course schedule below for due dates.

Details for specific assignment categories

Participation (10%):

Regular attendance and participation in class activities are essential in this class. You are expected to prepare carefully for class by reading/preparing all the assigned work indicated in your syllabus before class. You are also expected to actively participate in class discussions including those led by your classmates.

You will receive a weekly participation grade. In addition to class discussion, you will submit in Carmen a brief written summary of what you learned or what made an impression on you from class discussions each day.

Self-assessment Quizzes/Homework (10%):

Brief self-assessment quizzes based on the textbook's readings are assigned in Carmen. You will have three attempts to arrive at the correct answer. See Carmen for due dates. From time to time, you may also be assigned other homework assignments.

Discussion Forums (10%):

Discussion forums are assigned in Carmen. In addition to posting your responses, you are required to respond/react to at least 2 of your classmates' responses.

	Unsatisfactory 0	Meets Some Expectations 1-2	Meets Most Expectations 3-4	Meets All Expectations 5
Response to question is thorough and on time. Shows thought and reflection. Demonstrates mastery of readings/discussions.				
Response to classmates' posts is thorough and on time. Shows thought and reflection. Demonstrates mastery of readings/discussions.				
				TOTAL: / 10

Discussion Leader (5%):

Everyone has their own ideas about how languages are acquired. When we study SLA, we begin to see that what we once thought about how SLA happens may not always be accurate. You will lead the class in a discussion (10 minutes max) on a topic from your reading or some other topic (maybe something that you got from a lecture or a research study that you read) that you found intriguing that has enhanced your knowledge of SLA. In other words, what did you discover about SLA that intrigued you? Use the following questions to help you prepare your discussion:

- What is the topic?
- Why did you find this topic interesting?
- Is this topic something new for you or is it something you have read about or had knowledge of before? (Note: During the discussion, you may want to find out if your classmates had the same idea about SLA before reading about this topic or hearing about this topic from you.)
- Did what you read or learn contradict/dispel previous ideas you had about SLA, or did it reinforce what you previously thought about SLA?
- How might you apply this new knowledge to either teaching or to your own language learning experience?

Grading Rubric for Discussion Leader	Range	Score
Summary of content (5 pts) <ul style="list-style-type: none"> • Excellent: Summary is clear, complete, concise, coherent, and flows well. Summary transitions nicely into discussion with class. • Very Good/Good: Overall, summary is clear, complete or mostly complete but could be improved. Could be more coherent and/or concise. • Needs Work: One of more aspects needs serious work or does not meet expectations. 	5 3-4 1-2	

Discussion leading skills (5 pts) <ul style="list-style-type: none"> • <i>Excellent</i>: Discussion leader was clear, coherent, interesting, and dynamic. • <i>Good to Very Good</i>: Overall adequate but could be clearer, more interesting, more coherent, and /or more dynamic. • <i>Needs Work</i>: Needs to be clearer/more coherent. Not interesting. Not dynamic. 	5 3-4 1-2	
Ability to involve the group in active discussion (3 pts) <ul style="list-style-type: none"> • <i>Excellent</i>: Able to involve group in active discussion with great ease. • <i>Very Good/Good</i>: Adequately able to get students to participate in discussing article. • <i>Needs Work</i>: Has some difficulty getting students to participate in discussing article. 	3 2 1	
Quality of comments and questions for class (5 pts) <ul style="list-style-type: none"> • <i>Excellent</i>: Comments/questions show excellent critical reading/understanding of information. Interesting and thought-provoking questions for classmates. • <i>Very Good/Good</i>: Comments/questions show adequate critical reading/understanding of information. Questions for classmates are adequate but could be more interesting and thought-provoking. • <i>Needs Work</i>: Does not show adequate comprehension and/or critical reading of information. Questions for classmates are not adequate. 	5 3-4 1-2	
Instructions followed and required questions addressed (2 pts) <ul style="list-style-type: none"> • <i>Excellent</i> • <i>Good</i> • <i>Poor</i> 	2 1 0	
TOTAL		/ 20

Class observation (10%):

You will observe one online language class (beginning or intermediate level; any language) and answer questions about what you observed based on what you have learned about SLA in this course. See Carmen for specific questions. You must turn in your observation report no later than 1 week after your scheduled observation.

Teaching demos (15%):

You will teach two 10-minute online language classes to your classmates. You may work with a classmate if you wish. More details to follow in Carmen.

Midterm Exam (20%):

There is one midterm exam for this course. The first portion is a timed exam in Carmen and the second portion is a take-home essay.

Final Project & Oral Presentation (20%):

You will conduct a mini research project on a topic of SLA. You may do your own project or work with someone in class. You will present this project during the last week of class. More details to follow in Carmen.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

COURSE SCHEDULE

Please see Carmen for homework assignments and specific due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	T Aug 24	Introduction to course
	TH Aug 26	Ch 2: First language acquisition (pp. 6-18)
2	T Aug 31	Ch 2: First language acquisition (pp. 18-26)
	TH Sept 2	Ch 3: Language learning contexts (pp. 35-53)
3	T Sept 7	Ch 4: Theoretical perspectives: Past and present Contrastive analysis Error Analysis The Monitor Model
	TH Sept 9	Ch 4: Theoretical perspectives: Information Processing Approach Skill Acquisition Theory Interaction

		Comprehensible output Noticing hypothesis Sociocultural theory
4	T Sept 14	Ch 5: Teaching approaches and instructional issues (pp. 105-114)
	TH Sept 16	Ch 5: Teaching approaches and instructional issues (115-130)
5	T Sept 21	Issues in online language teaching
	TH Sept 23	Issues in online language teaching
6	T Sept 28	Wong and VanPatten (2003) [in Carmen]
	TH Sept 30	Teaching Demo #1
7	T Oct 5	Film <i>Genie</i>
	TH Oct 7	Teaching Demo #1
8	T Oct 12	Teaching Demo #1
	TH Oct 14	Fall break
9	T Oct 19	Midterm
	TH Oct 21	TBA
10	T Oct 26	Read: Bigelow & Tarone (2004) and Simard & Wong (2004) [in Carmen] SLA and other types of learners <ul style="list-style-type: none"> • Learners with diverse L1 backgrounds • Learners with lower levels of literacy <p>Crosslinguistic pedagogy, language awareness & intercultural competence</p>

	TH Oct 28	Intercultural competence
11	T Nov 2	Ch 7: The age factor (pp. 169-174)
	TH Nov 4	Ch 7: The age factor (pp. 174-186)
12	T Nov 9	Teaching Demo #2
	TH Nov 11	Veterans Day
13	T Nov 16	Ch 8: Individual differences
	TH Nov 18	Ch 9: Bilingualism
14	T Nov 23	Individual conferences for final project
	TH Nov 25	Thanksgiving
15	Tue Dec 5	Project Presentations

FRIT 3301***Discovering Second Language Acquisition*****SPRING 2020****Tue/Thu 9:35-10:55****Professor Wynne Wong (wong.240@osu.edu)****Office hours: Th 11:00-12 :00 & 1 :00-2 :00 & by appointment (238 Hagerty Hall)****Course Objectives**

Do you like languages? Are you currently learning a language and wish to understand how to learn it better? Do you hope to teach languages one day? Second Language Acquisition (SLA) is a field that is devoted to understanding and explaining the processes that underlie the learning of another language after one has already acquired a first language. How does second language acquisition happen? How do we create a new linguistic system in our heads? This course introduces undergraduate students to the exciting field of second language acquisition. This course is ideal for language learners who wish to reflect on and improve their own language learning experience, for those who desire to become language instructors, and for anyone who simply has an interest in languages.

Learning Goals:

1. You will gain a deeper understanding of SLA by exploring the following questions:
 - Is second language acquisition like first language acquisition?
 - Does the first language help or get in the way of SLA?
 - Why do children become universally native-like but second language learners seem not to?
 - Why do we make errors in a second language (or at least appear to)?
 - Is there a best way to teach languages?
 - I took 4 years of Spanish and got all As so why am I not fluent?
 - What's the difference between learning two languages from birth as opposed to learning a second language later in life?
 - What about individual differences like motivation and aptitude?
 - *Why do I still have an accent?*
2. You will learn how to design pedagogical activities based on the knowledge you will gain about SLA.
3. You will conduct a mini research project related to an issue of SLA.

Evaluation :

- Participation: 12%
- Self-assessment quizzes: 10%
- Discussion forums: 10%
- Discussion leader: 5%
- Class observation: 10%
- Micro teaching demos: 18%
- Midterm exam: 15%
- Final project and oral presentation: 20%

Required text:

Hummel, Kirsten M. (2014). *Introducing Second Language Acquisition*. Oxford: Wiley/Blackwell Press.

CLASS POLICIES

Policy on Absences

Regular attendance is expected. Absences will be closely monitored and fall into three categories: **excused absences**, **grace absences**, and **unexcused absences**. Any unexcused absences will negatively affect your final course grade.

Excused absences: Makeup work/exams will be permitted only when the instructor is presented with verifiable documentation for acceptable excusable absences. It is your responsibility to notify your instructor of any excused absence as far in advance as possible. Legitimate excused absences must be accompanied by dated written documentation in the form of: an official letter or note from a doctor with contact phone number, letter on letterhead from the company/establishment of the career interview, death notice/obituary, program from funeral, official note from OSU coach/advisor, and so on. When in doubt of the kind of documentation needed, please ask your instructor. No documentation will be accepted after the last day of class.

Since participation cannot be made up, the number of excused absences cannot exceed 16. If a student has 16 or more absences and can provide valid documentation for those absences, we will support the student's petition to withdraw from the course late or to do a retroactive withdrawal.

Grace Absences: You are allowed three grace absences that will not affect your participation grade without the need for documentation for personal situations (i.e., family events) and for times when you are not well but not sick enough to see doctor. You may not use grace absences to make up quizzes, exams, or presentations. Note that should you be absent the day of an exam or presentation, you must present *official, documented proof* of illness or of some other calamity in order to be able to make it up. Otherwise, you will receive a zero.

Please use these 3 grace absences wisely! They should be reserved for foreseeable or unforeseeable events and emergencies, *and illness for which medical attention is not sought*. Any additional absences beyond the 3 "grace absences" will be considered **unexcused**.

Note: *Because you are given grace absences, the BuckMD Explanatory Statement for Absence from Class* forms will NOT be accepted as official documentation for this course.

Unexcused Absences: Any additional absences (beyond the "3 grace absences" and any excused absences [maximum 16]) will be considered **unexcused**.

In sum, make sure that you clearly understand the attendance policies for this course, that you keep track of your own attendance and tardiness records, and that you make wise decisions regarding if and when you miss class.

Please note: Do not make travel arrangements before you know exam dates and other important in-class assignment/presentation due dates. Having purchased a plane/train/bus ticket (either by you or someone else) or other arrangements for travel that falls on an exam or presentation day is not a legitimate excuse to make up or reschedule exams/assignments.

CLASS REQUIREMENTS

Participation and Preparation (12%):

Regular attendance and participation in class activities are essential in this class. You are expected to prepare carefully for class by reading/preparing all the assigned work indicated in your syllabus before class. You are also expected to actively participate in class discussions including those led by your classmates.

Name:

Unsatisfactory 0-15		Below Expectations 16-17		Meets Expectations 18-19		Impressive 20	
One or more unexcused absences. Rarely speaks or only speaks when called on.		Attends class but does not participate or volunteer much. Rarely speaks or only speaks when called on.		Attends class and participates/volunteers adequately. Volunteered at least 2-3 times.		Attends class and participates/volunteers frequently and enthusiastically.	
Not attentive and/or unprepared.		Not always attentive. Sometimes not well prepared.		Attentive, engaged, and prepared.		Attentive, engaged, and prepared. Contributes new and/or interesting ideas.	
Uses electronic devices during class for non-class related purposes.		Uses electronic devices during class for non-class related purposes.		Does not use electronic devices in class for non-class purposes.		Does not use electronic devices in class for non-class purposes.	
Not always on task or not engaged during pair/group work.		Not always on task or not engaged during pair/group work.		On task and engaged during pair/group work.		On task and engaged during pair/group work.	
Comments:							/20

Self-assessment Quizzes/Homework (10%):

Brief self-assessment quizzes based on the textbook's readings are assigned in Carmen. See Carmen for due dates. From time to time, you may also be assigned other homework assignments.

Discussion Forums (10%):

Discussion forums are assigned in Carmen. In addition to posting your responses, you are required to respond/react to at least 2 of your classmates' responses.

	Unsatisfactory 0-4	Meets Some Expectations 5-6	Meets Most Expectations 7-8	Meets All Expectations 9-10
Response to question is thorough and on time. Shows thought and reflection. Demonstrates mastery of readings/discussions.				
Response to classmates' posts is thorough and on time. Shows thought and reflection. Demonstrates mastery of readings/discussions.				
TOTAL: / 10				

Discussion Leader (5%):

Everyone has his/her own ideas about how languages are acquired. When we study SLA, we begin to see that what we once thought about how SLA happens may not always be accurate. You will lead the class in a discussion (10 minutes max) on a topic from your reading or some other topic (maybe something that you got from a lecture or a research study that you read) that you found intriguing that has enhanced your knowledge of SLA. In other words, what did you discover about SLA that intrigued you? Use the following questions to help you prepare your discussion:

- What is the topic?
- Why did you find this topic interesting?
- Is this topic something new for you or is it something you have read about or had knowledge of before? (Note: During the discussion, you may want to find out if your classmates had the same idea about SLA before reading about this topic or hearing about this topic from you.)
- Did what you read or learn contradict/dispel previous ideas you had about SLA, or did it reinforce what you previously thought about SLA?
- How might you apply this new knowledge to either teaching or to your own language learning experience?

Grading Rubric for Discussion Leader	Range	Score
Summary of content (5 pts) <ul style="list-style-type: none"> • <i>Excellent:</i> Summary is clear, complete, concise, coherent, and flows well. Summary transitions nicely into discussion with class. • <i>Very Good/Good:</i> Overall, summary is clear, complete or mostly complete but could be improved. Could be more coherent and/or concise. • <i>Needs Work:</i> One of more aspects needs serious work or does not meet expectations. 	<p>5</p> <p>3-4</p> <p>1-2</p>	
Discussion leading skills (5 pts) <ul style="list-style-type: none"> • <i>Excellent:</i> Discussion leader was clear, coherent, interesting, and dynamic. • <i>Good to Very Good:</i> Overall adequate but could be clearer, more interesting, more coherent, and /or more dynamic. • <i>Needs Work:</i> Needs to be clearer/more coherent. Not interesting. Not dynamic. 	<p>5</p> <p>3-4</p> <p>1-2</p>	
Ability to involve the group in active discussion (3 pts) <ul style="list-style-type: none"> • <i>Excellent:</i> Able to involve group in active discussion with great ease. • <i>Very Good/Good:</i> Adequately able to get students to participate in discussing article. • <i>Needs Work:</i> Has some difficulty getting students to participate in discussing article. 	<p>3</p> <p>2</p> <p>1</p>	
Quality of comments and questions for class (5 pts) <ul style="list-style-type: none"> • <i>Excellent:</i> Comments/questions show excellent critical reading/understanding of information. Interesting and thought-provoking questions for classmates. • <i>Very Good/Good:</i> Comments/questions show adequate critical reading/understanding of information. Questions for classmates are adequate but could be more interesting and thought-provoking. • <i>Needs Work:</i> Does not show adequate comprehension and/or critical reading of information. Questions for classmates are not adequate. 	<p>5</p> <p>3-4</p> <p>1-2</p>	
Instructions followed and required questions addressed (2 pts) <ul style="list-style-type: none"> • <i>Excellent</i> • <i>Good</i> • <i>Poor</i> 	<p>2</p> <p>1</p> <p>0</p>	
TOTAL		/ 20

Class observation (10%):

You will observe one language class (beginning or intermediate level; any language) and answer questions about what you observed based on what you have learned about SLA in this course. See Carmen for specific questions. You must turn in your observation report no later than 1 week after your scheduled observation.

Micro teaching demos (18%):

You will teach two 10-minute language classes to your classmates. You may work with a classmate if you wish. More details to follow on Carmen.

Midterm Exam (15%):

There is one in-class midterm exam for this course.

Final Project & Oral Presentation (20%):

You will conduct a mini research project on a topic of SLA. You may do your own project or work with someone in class. You will present this project in class during the last week of class. More details to follow on Carmen.

Connect with the Department of French and Italian

As you learn about the exciting topics featured in this course, we encourage you to enhance your studies by connecting with the Department of French and Italian. The department has a French Club and an Italian Club, and organizes a variety of events throughout the year including scholarly lectures, music performances, and film screenings. Stay in touch with us via Twitter at @FRIT_OSU or via Facebook at facebook.com/fritatosu!

If you really love your class, consider adding a major or minor. The Department of French and Italian offers four majors and two minors, through which you will discover the appreciation of other cultures, become bilingual, widen your career opportunities, and gain valuable skills. We offer study abroad programs in Québec, Canada; Dijon, Montpellier, Nantes and Paris, France; Bologna, Lecce and Siena, Italy; and Dakar, Senegal for all levels of language proficiency. The department holds an annual scholarship competition with awards that can be used towards tuition or study abroad. We would also be happy to help you make a plan for double majoring. Learn more about Why Study French or Italian at frit.osu.edu/ug.

Disability Services:

Students with disabilities who require accommodations for access and participation in this course must be registered with the Office for Disability Services (ODS). Please contact ODS at (614) 292-3307 or (614) 292-0901 (TDD). Students should also contact their instructor as soon as possible to explore potential accommodations.

Academic Integrity:

Students enrolled in courses at The Ohio State University are expected to adhere to the highest standards of academic conduct. All suspected cases of misconduct will be reported to the Committee on Academic Misconduct as required by University rules. Complete honesty is required of students in the preparation and presentations of any and all phases of course work, as their own. This applies to quizzes of whatever length as well as to final examinations, daily reports, term papers, or any other homework or completed assignment. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension. "Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. Students are responsible for understanding what constitutes academic dishonesty. For more information on this topic, consult the Ohio State University's policy on Academic Misconduct at: <http://oaa.osu.edu/coam/home.html>

All suspected cases of academic misconduct will be reported to the Committee on Academic Misconduct as required by University rules.

In its classrooms, the Department of French and Italian maintains a positive learning environment free from all harmful forms of discrimination. You are expected to adhere to this policy.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: FRIT 3301

Instructor: Wynne Wong

Summary: Discovering Second Language Acquisition

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Zoom • Synchronous lectures • Carmen discussion boards.
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party utilities are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tech is used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
--	--	--	--	---

Reviewer Information

- Date reviewed: 1/28/21
- Reviewed by: Ian Anderson

Notes: Add dates to the weekly breakdown. Add statements b&c.

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>