

## Term Information

Effective Term Autumn 2021  
*Previous Value* Summer 2017

## Course Change Information

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

- 1) We are requesting to add a permanent DL version of the course.
- 2) We are requesting to change the designation of this course to French and Italian (FRIT).

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

- 1) 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.
- 2) This course applies both to students of French and Italian and covers topics related to both French and Italian studies. A letter further explaining the rationale is attached.

### 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)?

Programs that list this course as a requirement will need to change the requirement to FRIT 8601 rather than French 8601.

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
<i>Previous Value</i>	<i>French</i>
Fiscal Unit/Academic Org	French & Italian - D0545
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	8302
Course Title	Issues in Second Language Studies
Transcript Abbreviation	Issues in SLA
Course Description	Explores in depth a particular area or issue of second language acquisition.
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	Yes

Allow Multiple Enrollments in Term	Yes
Max Credit Hours/Units Allowed	12
Max Completions Allowed	4
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
<i>Previous Value</i>	<i>16.0901</i>
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

## 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	<ul style="list-style-type: none"><li>• To gain an in depth understanding of a particular area or issue of second language acquisition.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Lexical acquisition</li><li>• Grammar acquisition</li><li>• The effects of instruction on second language acquisition</li><li>• Input enhancement and focus-on-form</li><li>• The role of interaction in second language acquisition</li></ul>
Sought Concurrence	No

**Attachments**

- FR 8302 DL syllabus.docx: DL Syllabus  
*(Syllabus. Owner: Afanasyeva,Sofya)*
- French 8302 P Syllabus.doc: P Syllabus  
*(Syllabus. Owner: Afanasyeva,Sofya)*
- FRIT 8302 Tech Checklist.docx: DL Technical Review Checklist  
*(Other Supporting Documentation. Owner: Afanasyeva,Sofya)*
- FRIT Designation Rationale.docx: Rationale  
*(Other Supporting Documentation. Owner: Afanasyeva,Sofya)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva,Sofya	01/30/2021 05:47 PM	Submitted for Approval
Approved	Renga,Dana	01/30/2021 11:26 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/31/2021 11:06 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/31/2021 11:06 AM	ASCCAO Approval

# SYLLABUS FRENCH 8302 (DISTANCE VERSION)

Topics in Second Language Acquisition

## Instructor

Instructor: Wynne Wong

Email address: [wong.240@osu.edu](mailto:wong.240@osu.edu)

Phone number: 614-292-4938

Office hours: TBA

## CLASS MODE AND MEETING SCHEDULE

**Course times and location:** Thursdays, 02:20-05:00 in Zoom

**Credit hours:** 3

**Mode of delivery:** Distance Learning

## COURSE DESCRIPTION

Instructed second language acquisition (ISLA) as a subfield of second language acquisition (SLA) has become an increasingly important area of study within second language studies. This is evidenced by a surge in the number of books and volumes on the effects of instruction the last few years, particularly in the area of focus on form instruction. What is the relationship between instructed second language acquisition and second language acquisition more generally? To what extent is the former informed by the latter? To what extent is focus on form in classroom practice informed by theory and research in both areas?

## Course learning outcomes

In this course, you will...

- (1) learn theoretical underpinnings that underlie research in ISLA;
- (2) be able to critically examine research in ISLA with particular attention to focus on form research;
- (3) be able to analyze various pedagogical practices to determine how (or if) they are informed by research & theory in ISLA;
- (4) put theory into practice by designing focus on form activities that are grounded in theory and research;
- (5) be able to design a research experiment to investigate an issue that pertains to instructed SLA
- (6) reflect on your own teaching, if you are a classroom language instructor.

*Assessment of outcomes:* The first three learning outcomes will be assessed via class discussions, discussion boards and round table discussions. The fourth learning outcome will be assessed via the language learning classroom activity assignment as well as by the final project if you select option 1. The fifth learning outcome will be measured via option 2 of the final project in which you will design an experiment to assess the effects of acquisition. The sixth learning outcome will not be formally assessed, but is a byproduct of reading research and designing studies and pedagogical activities that are motivated by theory and research.

## 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. 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 ELECTRONIC TEXTS AVAILABLE AT OSU LIBRARY

Keating, G. (2015). *Second language acquisition: The basics*. New York; London: Routledge, 2016.

<https://library.ohio-state.edu/record=b7943076~S7>

Record # b7943076

P118.2 .K438 2016eb

Loewen, S. & Sato, M. (2017). *The Routledge Handbook of Second Language Acquisition*

<https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/detail.action?docID=4809851>

VanPatten (2015a). *Language*. New York; London: Routledge.

<https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7943080~S7>

Record # b7943080

P118.2 .V367 2016eb

VanPatten, B. & Williams, J. (Eds.) (2015). *Theories in second language acquisition*. New York; London: Routledge, 2015.

<https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7>

Record # b7889182

P118.2 .T45 2015eb

Wong, W., & Simard, D. (2015). *Focusing on form in language instruction*. New York; London: Routledge, 2016.

<https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7943077~S7>

Record # b7943077

[P107](#)

Additional readings will be posted in Carmen.

## 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](http://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](http://go.osu.edu/it)
- Phone: 614-688-4357 (HELP)
- Email: [servicedesk@osu.edu](mailto:servicedesk@osu.edu)(link sends email)

## 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](http://go.osu.edu/dfresources).

## ACADEMIC INTEGRITY AND COLLABORATION

- **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 classroom activity assignment 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](mailto: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](http://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:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## OTHER POLICIES

### OHIO STATE'S ACADEMIC INTEGRITY POLICY

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](http://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](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto: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](http://equity.osu.edu) or email [equity@osu.edu](mailto: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](http://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](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://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](mailto: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](mailto:buckeyelink@osu.edu). Student Academic Services Building | 281 W. Lane Ave. | Columbus, Ohio 43210. Contact: 614-292-0300

## GRADING IN THIS COURSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Discussion leader of required article	15%
Discussion leader of selected article	15%
Participation in article discussions	10%
Pedagogical activity & presentation	15%
Discussion forums	10%
Final project	35%
<b>Total</b>	<b>100</b>

*See course schedule below for due dates.*

### Details for specific assignment categories

#### Preparation:

Regular attendance, participation in class discussions, and preparation for class are expected.

#### Round Table Discussion #1: Required Readings

All students are expected to actively participate in round table discussions. Each discussion should be around 30-45 minutes. ALL students must read the assigned articles. The discussion leader must be prepared to summarize the article and lead the class in a group discussion.

*Expectations of the Moderator/Discussion Leader:*

1. Briefly summarize the article (not to exceed 5 minutes).

For empirical studies, you should include the following points:

- What was the purpose of the study?
- What theoretical framework(s) is this study working from (if applicable)?
- What was the intervention and what was/were the goal(s)? What process(es) was/were the intervention trying to affect?
- What were the independent variables in the study?
- What were the dependent variables (i.e., assessment measures)?
- Who were the subjects?
- What was the overall design (i.e., pretest-posttest? within-subjects? between-subjects?)
- What were the overall results?

For theoretical or state-of-the art articles, consider these questions:

- What was the purpose of the article?
- What arguments are being made?
- How do the authors support their arguments?
- Does the evidence support the arguments?
- Evaluate the conclusions drawn.
- What are the strengths/limitations (if any)?
- Other observations?

2. Lead the group in discussing the article critically. You do not need to assess comprehension of the article. Do not ask the group to summarize or answer factual questions from the study (e.g., “How many participants were in the study? What types of tests were used in the study?” ) that everyone has read.

3. Use effective visual support to enhance/facilitate discussion.

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

<ul style="list-style-type: none"> <li>• <b>Excellent:</b> Visual support was clear, efficient, and facilitated the round table discussion. Stayed within time limit.</li> <li>• <b>Good:</b> Visual support facilitated round table discussion but could have been clearer and/or more efficient. Mostly within time limit.</li> <li>• <b>Poor:</b> Visual support did not support the discussion well. Did not manage time well.</li> </ul>	1 0	
<b>TOTAL</b>		/ 20

*Expectations of the Participants:*

1. Read each assigned article critically. The following are some of the important things to consider when reading empirical research critically:

- Consider the research design and procedure.
- Does the design allow for the research questions to be answered?
- Critically evaluate the materials used.
- Evaluate the data collection instruments (i.e., dependent measures).
- Are the interpretations of the results sustainable?
- Evaluate the conclusions drawn.
- Any limitations of the study that the author did not mention?
- Does this study help advance research in this area?
- Suggestions for improving this study or what next steps should be?
- Other observations?

For theoretical or state-of-the art articles, consider these questions:

- What was the purpose of the article?
- What arguments are being made?
- How do the authors support their arguments?
- Does the evidence support the arguments?
- Evaluate the conclusions drawn.
- What are the strengths/limitations (if any)?
- Other observations?

2. Actively participate during the discussion.

<b>Grading Rubric for Participants</b>	<b>Range</b>	<b>Score</b>
<b>Participation (5 pts)</b> <ul style="list-style-type: none"> <li>• <b>Excellent:</b> Participated frequently.</li> <li>• <b>Good-Fair:</b> Participated occasionally.</li> <li>• <b>Needs Work:</b> Minimal effort to participate or no participation.</li> </ul>	5 3-4 1-2	
<b>Quality of comments and questions (5 pts)</b> <ul style="list-style-type: none"> <li>• <b>Excellent:</b> Comments/questions show excellent critical reading/understanding of study. Interesting and thought-provoking questions for group and moderator.</li> <li>• <b>Very Good/Good:</b> Comments/questions show adequate critical reading/understanding of study. Questions are adequate but could be more interesting and thought-provoking.</li> <li>• <b>Needs Work:</b> Does not show adequate comprehension and/or critical reading of study. Questions for group are not interesting, not thought-provoking or not relevant to discussion.</li> </ul>	5 3-4 1-2	
<b>TOTAL</b>		/ 10

### Pedagogical Activity Presentation

You will create pedagogical activities for a specific target form or learning goal and explain how your activities (around 1-3 activities) are informed by a theory or theories of SLA. In your presentation, you must do the following:

- Explain what your goal/goals is/are. What is the purpose of the intervention? What in terms of SLA are you trying to affect?
- Explain the theory or theories that inform your activities.
- Indicate if any other theory or hypotheses about language learning informed your activities.
- Walk the class through your activities.

Your presentation should be about 5- 10 minutes with 5 minutes for discussion (not to exceed 15 minutes total with discussion).

Grading Rubric for Pedagogical Activities	Range	Score
<b>Goal/purpose of intervention in relation to SLA</b> <ul style="list-style-type: none"> <li>• <i>Excellent</i></li> <li>• <i>Good/Very good</i></li> <li>• <i>Needs work:</i></li> </ul>	5 3-4 1-2	
<b>Relationship of theory/theories/hypotheses to activities</b> <ul style="list-style-type: none"> <li>• <i>Excellent</i></li> <li>• <i>Good/Very good</i></li> <li>• <i>Needs work</i></li> </ul>	5 3-4 1-2	
<b>Quality of activity/activities (</b> <ul style="list-style-type: none"> <li>• <i>Excellent</i></li> <li>• <i>Good/Very good</i></li> <li>• <i>Needs work</i></li> </ul>	5 3-4 1-2	
<b>Clarity of Presentation/Respect of Time Limit</b> <ul style="list-style-type: none"> <li>• <i>Excellent</i></li> <li>• <i>Good/Very good</i></li> <li>• <i>Needs work</i></li> </ul>	5 3-4 1-2	
<b>TOTAL</b>		<b>/ 20</b>

### Round Table Discussion #2: Selected Reading:

The purpose of this second round of round table discussion is to consider how the research on instructed SLA (ISLA) is related to or is informed by research in SLA more generally. To prepare for these assignments, read VanPatten (in press) and consider these five facts about SLA that are presented in the article:

Fact #1. Second language learners develop an implicit, abstract, and complex mental representation of language that bears no resemblance to rules in the traditional sense.



Fact #2. The development of mental representation for a second language has three characteristics: (1) it is slow; (2) it is piecemeal; (3) it is stage-like.

Fact #3. The development of the second language learner's mental representation is constrained by learner-internal mechanisms.

Fact #4. The basic data for second language acquisition are communicative input.

Fact #5. Most second language learners fall short of native-like representation and ability, but not in all areas.

*Role of the discussion leader/moderator:*

The moderator will select an empirical study in the area of instructed ISLA that investigates the effects of some kind of instruction or intervention. The moderator should let the class know what article has been selected so the rest of the class has time to read it.

The moderator should prepare the round table discussion in the same way as the first round- table discussion. However, in addition to this, the moderator will also specifically address if/how the selected ISLA study is guided by what we know about SLA. How does this study on ISLA fit into and is informed by or guided by second language acquisition more generally?

The following questions may be helpful to consider to help you evaluate the study in terms of addressing the question: "How does this study on ISLA fit into and is informed by or guided by second language acquisition more generally?"

***Questions to consider***

1. Is the study informed by a theory of language or mental representation (e.g., domain specific)? How does the researcher conceive the nature of language and how is this related to the purpose of the ISLA study?
2. How does the study address the role of input?
3. Is the study informed by a theory of how learners process input? What processes is instruction trying to affect?
4. Is the study informed by some theory that take into account learners' internal constraints? How does the study take into consideration the internal constraints that learners bring to the task of acquisition? If the ordered development of acquisition is essentially immutable, what is the goal of the intervention in question? What does the researcher believe is affected by the intervention in the study? Do the researchers believe they can override such constraints through pedagogical interventions?
5. What, in the mind/brain of the learner, is the intervention trying to effect or bring about? What is the goal of the pedagogical intervention?

6. What is the product of acquisition? If non-nativeness is the norm, what is the goal of the intervention? Does the study suggest that nativeness is possible with the intervention?

Grading Rubric for Discussion Leader/Moderator for Round Table #2	Range	Score
<b>Summary of study (5 pts )</b> <ul style="list-style-type: none"> <li><b>Excellent:</b> Summary is clear, complete, concise, coherent, and flows well. Summary transitions nicely into discussion with class.</li> <li><b>Very Good/Good:</b> Overall, summary is clear, complete or mostly complete but could be improved. Could be more coherent and/or concise.</li> <li><b>Needs Work:</b> One of more aspects needs serious work or does not meet expectations.</li> </ul>	5 3-4 1-2	
<b>Ability to address the question:</b> “How does this study on ISLA fit into and is informed by or guided by second language acquisition more generally?” <ul style="list-style-type: none"> <li>Excellent</li> <li>Very Good/Good</li> <li>Needs Work</li> </ul>	5 3-4 1-2	
<b>Moderating skills (5 pts)</b> <ul style="list-style-type: none"> <li><b>Excellent:</b> Moderator was clear, coherent, interesting, and dynamic.</li> <li><b>Good to Very Good:</b> Overall adequate but could be clearer, more interesting, more coherent, and /or more dynamic.</li> <li><b>Needs Work:</b> Needs to be clearer/more coherent. Not interesting. Not dynamic.</li> </ul>	5 3-4 1-2	
<b>Ability to involve the group in active discussion (3 pts)</b> <ul style="list-style-type: none"> <li><b>Excellent:</b> Able to involve group in active discussion with great ease.</li> <li><b>Very Good/Good:</b> Adequately able to get students to participate in discussing article.</li> <li><b>Needs Work:</b> Has some difficulty getting students to participate in discussing article.</li> </ul>	3 2 1	
<b>Quality of comments and questions for group (5 pts)</b> <ul style="list-style-type: none"> <li><b>Excellent:</b> Comments/questions show excellent critical reading/understanding of study. Interesting and thought-provoking questions for group.</li> <li><b>Very Good/Good:</b> Comments/questions show adequate critical reading/understanding of study. Questions for group are adequate but could be more interesting and thought-provoking.</li> <li><b>Needs Work:</b> Does not show adequate comprehension and/or critical reading of study. Questions for group are not adequate.</li> </ul>	5 3-4 1-2	
<b>Visual support (2 pts)</b> <ul style="list-style-type: none"> <li><b>Excellent:</b> Visual support was clear, efficient, and facilitated the round table discussion</li> <li><b>Good:</b> Visual support facilitated round table discussion but could have been clearer and/or more efficient.</li> <li><b>Poor:</b> Visual support did not support the discussion well.</li> </ul>	2 1 0	
<b>TOTAL</b>		/ 25

#### *Role of the participants:*

Same requirements as the first series of round table discussion plus making comments that show the ability to evaluate the question: “How does this study on ISLA fit into and is informed by or guided by second language acquisition more generally?”

**Discussion Forums:** You will also participate in weekly discussion forums with your classmates in Carmen.

**Final Project Option 1:** This final project involves a review of research (8-10) and creating a series of activities for the classroom that is informed by theory in SLA. More details to follow.

**Final Project Option 2:** In this project, you will design a research study to investigate an issue related to vocabulary acquisition. A review of literature, research questions, and possible ways to investigate the question(s) must be included. More details to follow.

## 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	Aug 26	What is SLA? What is Instructed SLA (ISLA)? What are possible roles for instruction in SLA? What role does instruction play in SLA theories? What components of language acquisition may be affected by instruction?

2	Sept 2	<p>Early thoughts Early theories in SLA The nature of language Main perspectives of the nature of SLA</p> <p>Readings :</p> <ol style="list-style-type: none"> <li>1. VanPatten &amp; Williams [Early theories of SLA] (2015) <a href="https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7">https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7</a> Record # b7889182</li> <li>2. VanPatten (2015a), Language. <a href="https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7943080~S7">https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7943080~S7</a> Record # b7943080</li> <li>3. Keating (2015) (pp 1-11 only) <a href="https://library.ohio-state.edu/record=b7943076~S7">https://library.ohio-state.edu/record=b7943076~S7</a> Record # b7943076</li> </ol> <p>Recommended: Corder (1967) [Carmen]</p>
3	Sept 9	<p>The First Empirical Challenge: Instruction plays little to no role Overview of Universal Grammar, Usage-based approaches to SLA</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Dulay &amp; Burt (1974) [Carmen]</li> <li>2. Bailey, Madden &amp; Krashen (1974) [Carmen]</li> <li>3. Lightbown (1983) [Carmen]</li> <li>4. Felix (1981) [Carmen]</li> </ol> <p>Recommended: White (2015). Linguistic theory, Universal Grammar, and second language acquisition; Ellis &amp; Wulff (2015). Usage-based approaches to SLA. <a href="https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7">https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7</a> Record # b7889182</p>
4	Sept 16	<p>Processability theory, teachability hypothesis Views from sociocultural theory</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Morgan-Short, Steinhauer, Sanz &amp; Ullman (2012) [Carmen]</li> <li>2. Storch (2017) <a href="https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/detail.action?docID=4809851">https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/detail.action?docID=4809851</a></li> </ol>

		Recommended: Pienemann & Lenzing (2015). Processability theory <a href="https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7">https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7</a> Record # b7889182
5	Sept 23	Some rebuttals to the challenge  The noticing hypothesis  Readings:  1. Long (1983) [Carmen] 2. Pica (1985) [Carmen] 3. Schmidt (1990) [Carmen] 4. Truscott (1998) [Carmen]
6	Sept 30	Input enhancement Skill Acquisition Theory  Readings: 1. Sharwood Smith (1993) [Carmen] 2. Wong & Simard (2015) <a href="https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7943077~S7">https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7943077~S7</a> Record # b7943077  Recommended: Dekeyser (2015). Skill acquisition theory. <a href="https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7">https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7</a> Record # b7889182
7	Oct 7	Input processing theory  Readings:  1. VanPatten (2015b). Input processing in adult SLA <a href="https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7">https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7</a> Record # b7889182 2. VanPatten & Cadierno (1993) [Carmen] 3. Wong (forthcoming)  Recommended: Wong & Ito (2018) [Carmen]
8	Oct 14	Autumn Break
9	Oct 21	Roles of output and interaction Evolution of Focus on Form

		<p>Readings:</p> <ol style="list-style-type: none"> <li>1. Long (1991) [Carmen]</li> <li>2. Doughty &amp; Williams (1998) [Carmen]</li> <li>3. Ellis (2016) [Carmen]</li> </ol> <p>Recommended: Gass &amp; Mackey (2015). Input, interaction, and output in second language acquisition.  <a href="https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7">https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7889182~S7</a>  Record # b7889182</p>
10	Oct 28	<p>ISLA: Where are we today?  Types of instruction/Focus on form</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Truscott (2004) [Carmen]</li> <li>2. Goo et al (2015) [Carmen]</li> <li>3. VanPatten (2017) [Carmen]</li> </ol> <p>Recommended: Norris &amp; Ortega (2000)</p> <p>Pedagogical Activity Presentations</p>
11	Nov 4	Selected Article Round Table Discussions
12	Nov 11	Veterans Day
13	Nov 18	Selected Article Round Table Discussions
14	Nov 25	Thanksgiving
15	Dec 7	<p>Last day of class  Presentation of projects</p>

FRENCH 8302 Issues in SLA  
**VOCABULARY ACQUISITION: THEORY, RESEARCH AND CLASSROOM  
PRACTICE**

Thursday 2:15-5:00

**Professor Wynne Wong (wong.240)**

DESCRIPTION

Second language acquisition (SLA) researchers and practitioners agree that the acquisition of vocabulary may be the most important component of learning a new language. When language learners have a solid corpus of L2 vocabulary at hand, they can get their meaning across in most communicative situations even with limited grammatical knowledge. This seminar explores the phenomenon of vocabulary learning by examining theoretical and pedagogical implications of research on vocabulary acquisition, including the development of materials and activities for the classroom. Topics in the course include (but are not limited to):

- theoretical underpinnings that underlie research on vocabulary acquisition;
- what it means to learn a new word;
- lexical input processing and implications for instruction;
- incidental and intentional vocabulary learning;
- principles of effective vocabulary instruction;
- evaluating vocabulary instructional techniques;
- creating effective vocabulary activities for the classroom;
- designing a research proposal to investigate an issue in lexical acquisition.

Prerequisite for the course: There is no pre-requisite but a basic course in second language acquisition is strongly recommended. Course is taught in English.

REQUIRED READINGS

1. Barcroft, J. (2012). *Input based incremental vocabulary acquisition*. Alexandria, VA: TESOL International Association. The book will be ordered and available to students via Barnes & Noble OSU.
2. Supplemental readings/articles on Carmen

RECOMMENDED: *APA (American Psychological Association) Style Guide*

COURSE EVALUATION :

Short Preparation Assignments: 15%

Article Presentation: 15%

One Take-Home Essay Question: 30%

Final Project –2 options – (option 1) set of classroom vocabulary learning activities;  
(option 2) research proposal for a study on vocabulary acquisition: 40%

**Note: All assignments must be in APA style.**

## LEARNING OUTCOMES

You will:

1. learn theoretical underpinnings that underlie approaches to vocabulary instruction;
2. be able to critically examine research on vocabulary acquisition;
3. put theory into practice by designing vocabulary learning activities that are grounded in theory and research in vocabulary acquisition;
4. be able to design a research experiment to investigate an issue that pertains to vocabulary acquisition (if you select option 2 as your final project);
5. reflect on your own teaching, if you are a classroom language instructor.

*Assessment of outcomes:* The first two learning outcomes will be assessed via in-class presentations, article critiques, preparation assignments, and a take-home essay question. The third learning outcome will be assessed via the vocabulary activity homework assignment as well as by the final project if you select option 1. The fourth learning outcome will be measured via option 2 of the final project in which you will design an experiment on vocabulary acquisition. The fifth learning outcome will not be formally assessed, but is a byproduct of reading research on vocabulary acquisition and designing research studies and pedagogical activities that are motivated by theory and research.

### **Preparation and Participation:**

Regular attendance, participation in class, and preparation for class are expected. There is no class-participation grade component. However, students who do not participate are less likely to do well in the course, so participation is strongly encouraged as a valuable learning activity. The Ohio State University expects students to spend approximately two hours in preparation for each hour of lecture. As graduate students, you are expected to read beyond the required material and thus may spend more than two hours per class hour.

### **Preparation assignments:**

You will be asked to complete and hand in some short activities from the Barcroft supplemental readings. These activities are designed to facilitate class discussion and must be turned in before or during class (electronically or hard copy). You will be graded on completion only and these activities will not be returned to you. You will receive feedback during class discussions.

### **Article Presentation:**

You will do an oral presentation of a research article. Your presentation is to be 15-20 minutes long followed by a 5-10 minute discussion period. Use appropriate visuals to support your presentation. Your presentation should include the following components:

- Bibliographical reference
- Introduction and presentation of the problem/question
- Theoretical framework (and previous research related to this problem if relevant)
- The research questions and/or hypotheses
- The research methodology
- The subjects, the data collection instruments



- The methods of data analyses
- The results
- Conclusions (interpretation of results and discussion)
- Your critique of the study

**Evaluation Criteria:**

Clarity of presentation of required components:	/5
Accuracy of info presented:	/5
Ability to synthesize information succinctly:	/5
Critical reading of the research article:	/5
Ability to address questions posed by classmates:	/4
Respect of 20 minute time limit:	/1

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 Total: /25

**Take-Home Essay Question:**

Your take home essay question is Activity A in Barcroft Supplemental Reading #5 (p. 20) due March 6. You will need to read these 3 articles to answer the question: (1) Coomber, Ramstad, and Sheets (1986), (2) Hulstijn and Laufer (2001) and (3) Barcroft (2004). Your essay will be evaluated based on:

- questions answered completely & accuracy of content [25%]
- argumentation (supported by evidence) [25%]
- critical analysis, insight and ability to interject your own reasoned thoughts [25%]
- style and cohesion of writing (i.e., writing that is appropriate to an academic environment; APA style) [25%]

**Final Project Option 1:**

This final project involves creating two sets of vocabulary activities for the classroom based on your textbook. More details to follow.

**Final Project Option 2:**

In this project, you will design a research study to investigate an issue related to vocabulary acquisition. A review of literature, research questions, and possible ways to investigate the question(s) must be included. More details to follow.

**POLICIES**

**Academic Misconduct**

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/>. 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](http://www.northwestern.edu/uacc/8cards.htm))

## **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](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto: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](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **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](http://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](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

## **Disability services and accessibility**

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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

This online course requires use of Carmen (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](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

## WEEKLY SCHEDULE

### WEEK 1: JAN 9

Introduction to course/course goals

Vocabulary as the Center of Second Language Acquisition

Barcroft Ch 1

- Vocab & other areas of linguistic dev. (pp. 1-4)
- A brief history of L2 vocab instruction (pp. 4-5)

Your current ideas about effective L2 vocabulary learning

#### **To do for next class:**

1. Read Barcroft Ch 1, Incidental and Intentional Vocabulary Learning (pp. 6 & 7)
  2. Read Barcroft Supplement #1: The Incidental-Intentional Continuum in Vocabulary Research
  3. Do Activity A & B from Supplement #1 (p.3 & p.9)
- 

### WEEK 2: JAN 16

Incidental and Intentional Vocabulary Learning

**Completed for today:** Activity A & B from Supplement #1

#### **To do for next class:**

1. Hulstijn (1992)
  2. Krashen (1989)
- 

### WEEK 3: JAN 23

Studies on Incidental and Intentional Vocabulary Learning

Hulstijn (1992), Krashen (1989)

Article Presentation #1: \_\_\_\_\_  
Paribakht & Wesche (1999)

#### **To do for next class:**

1. Read Barcroft Supplement #2: Four other areas of research related to L2 vocab
  2. Do Activity A from Supplement #2 (pp. 3-5)
  3. Melka (1997)
  4. Kroll & Sunderman (2003)
-

WEEK 4 JAN 30

Four other areas of research related to L2 vocabulary

1. Research on Word-Based Determinants of Learnability
2. Research on the Bilingual Mental Lexicon
3. Research on Receptive versus Productive Knowledge
4. Research on Lexical Input Processing

Presentation #2: \_\_\_\_\_  
Laufer (1997)

**Completed for today:** Activity A from Supplement #2

**To do for next class:**

1. Read Nation (2001) (Teaching and explaining vocabulary)

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WEEK 5 FEB 6

Teaching and explaining vocabulary (Nation, 2001)

The relationship between word frequency, lexical knowledge, and text coverage

Presentation #3: \_\_\_\_\_  
Hulstijn, Hollander, & Greidanus (1996) or Barcroft, Sommers, & Sunderman (2011)

Presentation #4: \_\_\_\_\_  
Tinkham (1997) or Webb (2008)

**To do for next class:**

1. Read Barcroft Ch 1: Five Key Questions About L2 Vocab Instruction (pp.7-15)
  2. Read Barcroft Supplemental Reading #3: Ideas about Vocabulary Learning: Beyond Wishful Thinking
  3. Complete Activity A in Supplement #3 (pp. 7-8)
  4. Read Craik & Lockhart (1972)
-

WEEK 6: FEB 13

Ideas and misconceptions about vocabulary learning

Craik & Lockhart (1972)

Presentation #5: \_\_\_\_\_  
Finkbeiner & Nicol (2003)

**Completed for today:** Activity A in Supplement #3

**To do for next class:**

1. Read Barcroft Supplemental Reading #4: The Basics of Learning New Words
  2. Do Activity B in Supplemental Reading #4 (pp. 10-11). [Do not do Activity A]
  3. Boggards (2001)
- 

WEEK 7: FEB 20

The Basics of Learning New Words

Presentation #6: \_\_\_\_\_  
Boers et al. (2009)

**To do for next class:**

1. Read Barcroft Supplemental Reading #5: Lexical Input Processing Part 1
  2. Wong & Pyun (2012)
  3. Start preparing take-home essay question, Activity A in Supplemental Reading #5 (p. 20)
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WEEK 8: FEB 27

Lexical Input Processing: Theory, Research, and Instruction

Wong & Pyun (2012)

Presentation #7: \_\_\_\_\_  
Barcroft (2002)

**To do for next class:**

1. Read Barcroft Supplemental Reading #6: Lexical Input Processing Part 2
  2. Take-home essay question: Activity A in Supplemental Reading #5 (p. 20)
-

WEEK 9: MARCH 6

Lexical Input Processing: Theory, Research, and Instruction (cont.)

Presentation #8: \_\_\_\_\_  
Barcroft (2007b) or Sommers & Barcroft (2013)

**To hand in today: Take-home Essay Question**

**To do for next class:**

1. Read Barcroft Ch 2: Ten Principles of Effective Vocabulary Instruction
2. Barcroft ch 3: Checklist for Designing and Implementing Vocab Lessons

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WEEK 10: MARCH 13

SPRING BREAK

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WEEK 11: MARCH 20

Ten Principles of Effective Vocabulary Instruction

Presentation #9: \_\_\_\_\_  
Barcroft & Sommers (2014)

Presentation #10: \_\_\_\_\_  
Sydorenko (2010).

Presentation #11: \_\_\_\_\_  
Winke et al. (2010)

**To do for next class:**

1. Barcroft ch 4: Lessons for your classroom, Part 1: Using multiple sources of input
  2. Barcroft ch 5: Lessons for your classroom, Part 2: Reading as primary source of input
  3. Barcroft ch 6: Designing activities to supplement our existing materials
-

WEEK 12: MARCH 27

Ten Principles of Effective Vocabulary Instruction (cont.)

Vocabulary acquisition & technology

Presentation #12: Joseph White  
Jones (2004)

Presentation #13: Roger Anderson  
Neuman & Koskinen (1992)

**To do for next class:**

1. Laufer & Goldstein (2004)
2. Barcroft ch 7: The future of vocabulary research & instruction
3. Schmitt (2008)

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WEEK 13: APRIL 3

No class – Individual appointments

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WEEK 14: APRIL 10

No class – Individual appointments

Start final project

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WEEK 15: APRIL 17

Testing Vocabulary Knowledge

The future of vocabulary research & instruction

Wrap up



Readings  
(\* required of everyone)

Barcroft, J. (2002). Semantic and structural elaboration in L2 lexical acquisition. *Language Learning*, 52, 2, 323-363.

\*Barcroft, J. (2004). Effects of sentence writing in L2 lexical acquisition. *Second Language Research*, 20, 4, 303-334. [for essay]

Barcroft, J. (2007b). When knowing grammar depends on knowing words: Native-speaker grammaticality judgments of sentences with real and unreal words. *Canadian Modern Language Review*, 63, 313-343.

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June 1, 2020

To Whom It May Concern:

I write to request a "FRIT" designation for a selection of our courses which are listed below. Currently, all of our courses have either a FREN (French) or ITAL (Italian) course prefix. As we think towards the new General Education requirements and graduate offerings that speak to a diverse student body, we believe a FRIT course prefix would allow some courses to count toward either the French or the Italian majors. The FRIT designation has the support of Garrett Heysel and David Horn and has been approved by Randy Smith.

Please find below a few of our current courses for which we are requesting the FRIT designation. Please let me know if you need anything further and thank you for your assistance.

Italian 2061: Mediterranean Food Culture

Italian 3052: Mediterranean Voyages: Migration and Travel

Italian 5061: The Global Mediterranean

Italian 7301: Teaching French and Italian at the College Level

French 7301: Teaching French and Italian at the College Level

French 7601: Introduction to Literary and Cultural Theory

French 8601: Theory and Practice

Italian 8602: Comparative French and Italian Studies

French 8602: Comparative French and Italian Studies

Sincerely,

Dana Renga

Associate Professor and Chair, The Department of French and Italian

Co-Director, The Film Studies Program

Affiliate Faculty: Comparative Studies and Women's, Gender, and Sexuality Studies

The Ohio State University

(she/her/hers)

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** FRIT 8302

**Instructor:** Wynne Wong

**Summary:** Topics in 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"> <li>Office 365</li> <li>Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>Zoom</li> <li>Synchronous lectures</li> <li>Carmen discussion boards.</li> </ul>
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 <sup>rd</sup> 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 <sup>rd</sup> 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.
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**Reviewer Information**

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

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

<sup>a</sup>The 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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add 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>

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