

Ling 4327: Second Language Acquisition
Spring 2016

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 Seula: Mondays and Wednesdays, 10:30-11:30am

Section Information: Ling 4327 Section 001

Time and Place of Class Meetings: Tuesdays/Thursdays 9:30AM-10:50AM TH202

Description of Course Content: This course will focus on second language acquisition. Topics will include the similarities and differences between first and second language acquisition, perception and production in native and non-native languages, and the implications of second language acquisition and processing research for theoretical linguistics and language teaching.

Student Learning Outcomes: Upon successfully completing this course, students should be able to:

- identify and describe different theoretical approaches to second language acquisition;
- analyze second language data in terms of these different approaches;
- read and critique literature in the field of second language acquisition;
- evaluate the applicability of second language acquisition theory to language teaching.

Required Textbooks and Other Course Materials:

Required Text:

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education. ISBN: 9780340905593

Additional readings will be provided on the course Blackboard site (login at <https://elearn.uta.edu/>). You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, readings, and assignments.

Recommended Text:

Ellis, R. (2012). *Language teaching research & language pedagogy*. Oxford: Wiley-Blackwell. ISBN: 978-1-4443-3611-5

Descriptions of major assignments and examinations:

- Course Engagement: you will receive a grade for your attendance and in-class participation

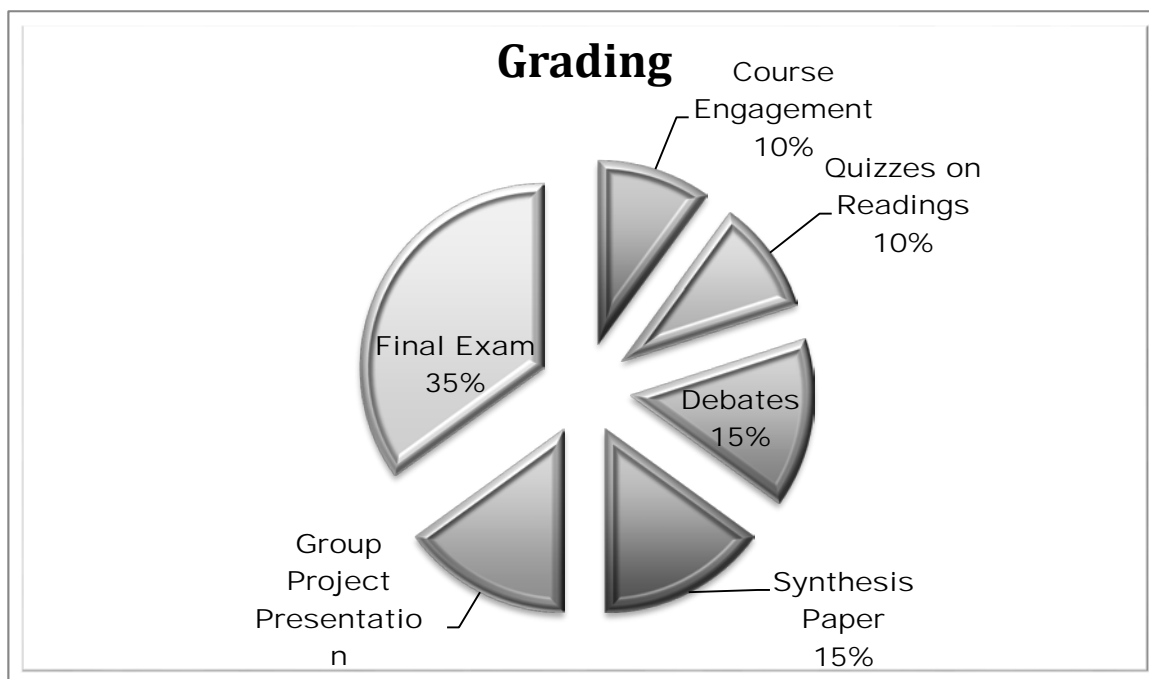
- Quizzes on Readings: there will be a number of pop-up quizzes to ensure that you are doing your readings. One lowest grade for the quizzes will be dropped.
- Debates: there will be 3 in-class debates
- Synthesis Paper: there will be 1 paper that will serve as a first step for your final project
- Group Project Presentation: you will be doing research and presenting on a topic with a group
- Final Exam: during the finals week there will be a comprehensive final exam

***Written assignments should be uploaded to the Blackboard website for this course (as either .pdf or .doc files).** (See below for detailed descriptions of these projects and due dates.)*

Grading Policy

Your course grade will be determined as follows (A = 90% or above; B = 80-90%; C = 70-80%; D = 60-70%; F = below 60%):

Course Engagement	10%
Quizzes on Readings	10%
Debates	15%
Synthesis Paper	15%
Group Project and Presentation	15%
Final Exam	35%



Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. All grades and Course Grade (in progress) will be always available on Blackboard.

Important Information about the Assignments:

Most assignments are due by 5PM on the day indicated on the schedule unless specified otherwise. All written assignments must be uploaded on Blackboard (unless specified otherwise) by the due time in .doc or .docx format (with the exceptions of .pdf if there are images or symbols that can be lost in .doc). No paper copies will be accepted as substitutions to the Blackboard upload.

Under **VERY FEW CIRCUMSTANCES** any assignments will be accepted late without penalty. If you know you will be gone the day an assignment is due, you can still upload it by due time. Late assignments might only be accepted if there is a documented proof of exceptional circumstances, and only up to a week past the due date; late work will receive half a credit. **No late assignments will be accepted during the last 2 weeks of classes and during the final exams week. Please also note that if you miss the final exam, the highest possible grade you can receive in this class is 65 (D) provided that you received A's on every other assignment.**

Course engagement: Course engagement refers to regular on-time attendance, preparation for class, participation in discussions, and physical as well as mental presence in the classroom. Because regular attendance is necessary for this course, you can expect that **more than one (unexcused) absence will negatively affect your grade. Attendance and class participation grades cannot be made up.** There might a very few circumstances when the instructor will allow partial make up for attendance. Please talk to the instructor if you have questions about this.

Quizzes on Readings: You must come prepared to each class meeting having read the chapters and materials that are due by that day. To help you stay on top of the readings, there will be a number of unannounced quizzes based on the reading due on that day. The quizzes will be given at the beginning of class, so you want to make sure you are on time, so you don't miss the quiz. If you are absent or late on that day and did not participate in a quiz, you will receive a zero. These quizzes cannot be made up; however, one lowest grade will be dropped.

Debate Participation: Throughout the semester, there will be three in-class Mini-Debates. You will be assigned to be part of one of three teams. On each day of the Debate, the coin will be flipped at the beginning of class to determine which team takes the PRO position, which takes the CON, and which team will be the judges. This information will be only known on the day of the Debate; therefore, all three teams must come prepared to defend both sides of the argument. The team of judges will be evaluated on their pre-debate activity as well as their judging comments. The topic of the debate and specific instructions will be given two weeks before the Debate date.

Debate Grading and Evaluation (the specific grading rubric will be uploaded to Blackboard): The instructor will be evaluating and giving the Overall Debate Grade based on four factors: 1) judges' scores (winner/loser team), 2) pre-debate on-line activity, 3) peer evaluation, and 4) instructor's evaluation.

- 1) **Judges' scores:** The appointed judges will be present to give points to the teams for each part of the debate (the scoring rubric that the judges will use will be available for all to look at). All members of the winner team will receive a number of points that the judges will determine based on their performance, all members of the loser team will receive less points.
- 2) **Pre-debate on-line activity:** Work done prior to the Debate based on the Blackboard activity of the team members (discussion board or group emailing). The instructor has a right to add to /subtract points from the Overall Debate grade based on the preparation activity of some students.
- 3) **Peer evaluation:** There will be an anonymous team member evaluation, during which each participant will have a chance to write two names of the team members who they thought contributed the most to the team's success, and one name of who they thought contributed the least (for the second one, however, if the team member cannot name anybody, they can leave the paper blank). The instructor will review these paper slips before assigning the Overall Debate Grade to each individual.
- 4) **Instructor's evaluation:** The instructor reserves the right to allocate fewer than the default or judge given points to a group, if, in his opinion, the quality of preparation and/or presentation was inadequate. He will also review and evaluate all of the categories described above and assign individual Overall Debate Grades. A separate Debate Grade column will be

created on Blackboard that is 15% weight of the Course Grade. This means that if you get a low grade or zero (if absent) it will reduce your 15% debate grade.

Synthesis Paper:

Paper: Synthesis Essay (2–4 pages, double-spaced, references in APA format).

Whereas an analysis involves the process of breaking down something into its component parts, synthesis involves putting such parts back together in a new and different way. For this class, students will write a synthesis essay in which they select several articles on a given topic from the weekly readings and discuss what this group of readings, taken as a whole, suggests about the language acquisition process. This is NOT a summary assignment. That is, students should not merely summarize the articles they read. Rather, they should discuss their opinions and interpretations of what they read and how it applies to the world. In this sense, the essay assignment will require students to understand fully the ideas and concepts discussed in at least two primary research readings and to draw original connections among them. In order to do so, students can consider some of the following questions as they read:

1. How do the ideas discussed in the readings compare or contrast with one another?
2. What areas of contradiction or conflict can I identify among the readings?
3. What areas of overlap can I find between the readings?
4. How do the ideas in one reading contribute to my understanding of the other readings?
5. Considering the ideas and concepts discussed in the group of readings, what can a teacher do or not do in order to facilitate language acquisition more effectively?
6. How might the ideas and concepts addressed in this group of readings be understood differently from a different perspective, applied to a different situation, etc.?
7. What areas or concerns do the readings not address (either justifiably or neglectfully so)?
8. What questions does the group of readings raise for me as a language teacher?

Each of these example questions asks the students to understand the readings beyond merely the surface level and speculate on how the ideas and concepts can be understood. Still, students should ground their discussions in specific quotes, paraphrases, and examples from the original readings. The references to the articles used in the essay must be included at the end (should not be included in the overall page count).

Example text:

The three main articles addressing the critical period hypothesis suggest that Lenenberg's theory may be more complex than originally thought. For example, while Smith (1982) states that there is strong evidence that the "window of opportunity" with regard to language acquisition is restricted to approximately before the age of 12, Freeman (2003) and Portman & Selznick (2001) stated that several further factors, such as fear or failure and identity conservation, might account for why adults can have a more difficult time learning a second language than children. This "window of opportunity" might suggest that a second language would best be taught to younger children; however, as Brown (1992) indicates, adults still have certain advantages over children in the way that they acquire languages. For example, adults have a more conscious metaknowledge of the structural features of the language. In addition, adults are more diligent and will seek out linguistic input if motivated to do so. These more recent considerations to Lenenberg's original theory now seem to beg a question, "When should a second language be taught?" To answer that question....

Assessment: (Questions used in grading – the specific grading rubric will be uploaded to Blackboard)

1. To what extent does the student understand the issues and concepts addressed in the readings? (30pts)
2. How well does the student draw connections or comparisons between the readings? (30pts)
3. How well can the student draw connection between the research and ESL classroom

- application? (30pts)
4. How accurately does the student document citations, quotations, paraphrases, and bibliographic references? (10pts)

Note: The Synthesis Paper must be on the same or related topic as the Final Group Project Presentation (described below). Also, you may choose to work on this paper individually, with a partner, or as a group (this must be the same partner/group member(s) as for the Final Group Project). With each additional writer, the minimum/maximum number of pages increases by 1 (e.g. 2-4 pages becomes 3-5 pages) and the number of required primary sources also increases by 1 (if originally you had to have at least 2, with one partner you both must have at least 3). If you work with a partner(s), you will all receive the same grade.

Group Project Presentation:

You will be assigned to a study group consisting of 2–3 students from the class. Your study group will select a topic from a group of weekly readings, find two or more articles from the library on the topic, and conduct a 20-30 minute group presentation discussing the implications of the ideas expressed in this group of readings for the language classroom. This assignment is rather open or free in terms of what the students in the study groups might want to do or focus on. Study groups might want to meet outside of class and discuss their synthesis papers to get ideas for their presentations. Remember that the **focus of this group presentation is on implications for the language classroom**. The whole study group will receive one grade (even though bonus points to some students are possible based on the performance); therefore, it is the responsibility of each group member to participate fully in the study group so as not to let the other members down. Group management skills are the important skill in teaching.

As part of this project, the group will have to submit the sources used and the presentation outline by the date indicated in the syllabus. The students will not be allowed to present if the instructor did not approve the outline, or not submitting the outline may result in lower presentation grade.

Assessment: (Questions used in grading – the specific grading rubric will be uploaded to Blackboard)

1. How thoroughly does the group understand the concepts and ideas in the selected group of readings?
2. How well does the group draw logical connections to the language classroom?
3. How well does the group as a whole present additional (two or more) sources from the library?
4. How well-organized and well-prepared are the group members as a whole?

Final Exam:

Final Exam is a comprehensive exam that will cover information from the textbook, lectures, debates, and handouts. Detailed review sheet will be provided a few weeks before the exam.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the attendance policy that is described in the *Course Engagement* section above. Please read it carefully for specific information about how attendance influences your Participation grade (10%).

Extra Credit Opportunities: If you participate in any of the linguistic experiments conducted this semester, you will receive for each 30 minutes of participation 25 pts towards a quiz grade or 50 pts towards a participation grade. You can get extra credit in this class for maximum of 120 minutes of participation in the studies. Please make sure that you ask for a proof from the experimenter, and submit it to the instructor. These extra points can be applied to Quizzes or Participation grade only.

In addition, the students will have a choice to get a real-life experience with a non-native learner of English by being their conversation partners at ELI. (More information on how to become a conversation partner will be provided at the beginning of the semester.) If you choose to do this, by the due date indicated on the syllabus, you will submit three things: (i) Service Learning Hours Log, (ii) an ELI verification form that states how many hours you volunteered, and (iii) a short paper about your partner's interlanguage development (the detailed assignment is posted on Blackboard). Provided you have a satisfactory or higher grade(s) on the paper and the number of hours you did the Service learning, this/these grade(s) can be counted instead of the essay question(s) on your final exam. So, you don't only get a chance to write your paper in advance and with no time constraints, but also you will have extra time on the final exam to answer other questions, as you will not be required to write the essay(s).

Lastly, there will be a Library Assignment that can be done for extra credit. These extra credit points will be used towards the Synthesis Essay grade (up to 10 points). See the course outline for the due date.

Other Requirements:

4327 Prerequisite: LING 3311 or permission of the instructor.

University / Departmental Policies and Other Information

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. **Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located down the hall that leads up the stairs (the same one you entered through unless you took the elevator). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and

information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Writing Center: The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy. However, with instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL program may be able to sit in on a course. These courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive credit) be granted.

Librarian to Contact:

UTA's Linguistics/TESOL librarian is Jody Bailey (jbailey@uta.edu). She can help you find the best scholarly, authoritative materials you will need for your research project. If you need immediate help during evenings and weekends, contact the UTA Library Central Service Point: <http://ask.uta.edu/>.

Additional help can be found on these guides:

- Linguistics Research Guide: <http://libguides.uta.edu/linguistics>
- TESOL Research Guide: <http://libguides.uta.edu/tesol>
- Library Home Page..... <http://www.uta.edu/library>
- Subject Guides <http://libguides.uta.edu>
- Subject Librarians..... <http://www.uta.edu/library/help/subject-librarians.php>
- Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
- Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
- Ask A Librarian <http://ask.uta.edu>

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>

Course Schedule (subject to change)

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Class #	Date	Topic	Readings and Assignments DUE
1	19-Jan	<i>Introduction to SLA</i>	Ortega Ch. 1
2	21-Jan	<i>Second and foreign language research techniques and data analysis</i>	Brown, J. D. (1991). Statistics as a foreign language – Part 1: What to look for in reading statistical language studies. <i>TESOL Quarterly</i> , 25, 569-586.
3	26-Jan	<i>Second and foreign language research techniques and data analysis</i>	Ellis, R. (2012). Methods for researching the Second Language Classroom. In Ellis, R., <i>Language teaching research & language pedagogy</i> . (pp. 21-49). Oxford: Wiley-Blackwell. <u>Additional:</u> Chaudron, C. (2003). Data collection in SLA research. In C. Doughty & M. H. Long (Eds.), <i>The handbook of second language acquisition</i> (pp. 762-828). Blackwell Publishers. <u>Additional:</u> Brown, J. D. (1992). Statistics as a foreign language – Part 2: More things to consider in reading statistical language studies. <i>TESOL Quarterly</i> , 26, 629-664.
4	28-Jan	<i>Age of Acquisition and SLA</i>	Ortega Ch. 2
5	2-Feb	Library Workshop (Library, 315A)	<i>Due: Sign up for a group project topic Extra Credit Library Assignment is due</i>
6	4-Feb	<i>Age of Acquisition and SLA</i>	<u>Additional:</u> Flege, J. E., Yeni-Komshian, G. H., & Liu, S. (1999). Age constraints on second-language acquisition. <i>Journal of Memory and Language</i> , 41, 78-104.
7	9-Feb	<i>L1 influences on SLA</i>	Ortega Ch. 3
8	11-Feb	<i>L1 influences on SLA</i>	<u>Additional:</u> Rothman, J. (2010). L3 syntactic transfer selectivity and typological determinacy: The typological primacy model. <i>Second Language Research</i> , 27, 107-127.
9	16-Feb	<i>SLA and the Linguistic Environment</i>	Ortega Ch. 4
10	18-Feb	<i>SLA and the Linguistic Environment</i>	<u>Additional:</u> Yang, Y., & Lyster, R. (2010). Effects of form-focused practice and feedback on Chinese EFL learners' acquisition of regular and irregular past tense forms. <i>Studies in Second Language Acquisition</i> , 32, 235-263.
11	23-Feb	<i>Memory, Attention, and Awareness</i>	Ortega Ch. 5 <i>Due: Synthesis Essay</i>
12	25-Feb	<i>Memory, Attention, and Awareness</i>	<u>Additional:</u> Elgort, I. (2011). Deliberate learning and vocabulary acquisition in a second language. <i>Language Learning</i> , 61, 367-413.
13	1-Mar	<i>Interlanguage Development</i>	Ortega Ch. 6
14	3-Mar	<i>Interlanguage Development:</i>	<u>Additional:</u> Ozeki, H., & Shirai, Y. (2007). Does the noun phrase accessibility hierarchy predict the difficulty order in the acquisition of Japanese relative clauses? <i>Studies in Second Language Acquisition</i> , 29, 169-196.
15	8-Mar	Debate 1: Language Learning and Cognition	
16	10-Mar	<i>Individual Differences: Aptitude</i>	Ortega Ch. 7

14 -18 Mar: SPRING BREAK			
17	22-Mar	<i>Individual Differences: Aptitude</i>	<u>Additional:</u> Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. <i>Studies in Second Language Acquisition</i> , 30, 481-509.
18	24-Mar	Debate 2: Interlanguage System	
19	29-Mar	<i>Individual Differences: Motivation</i>	Ortega Ch. 8 <i>E-mail Group Project title, rough outline, and references of the sources planned to use</i>
20	31-Mar	<i>Individual Differences: Motivation</i>	<u>Additional:</u> Noels, K. A., Pelletier, L. G., Clement, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. <i>Language Learning</i> , 50, 57-85.
21	5-Apr	<i>Individual Differences: Affect and Attitudes</i>	Ortega Ch. 9
22	7-Apr	<i>Individual Differences: Affect and Attitudes</i>	<u>Additional:</u> Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. <i>Language Learning</i> , 54, 119-152.
23	12-Apr	Debate 3: Comprehensible Output	
24	14-Apr	<i>Social Dimensions of SLA</i>	Ortega Ch. 10.01-10.12 <i>Extra Credit due: Service Learning Log and Verification form (submit in class), Interlanguage Development paper (submit by e-mail).</i>
25	19-Apr	<i>Social Dimensions of SLA</i>	Ortega Ch. 10.13-10.22
26	21-Apr	Group Presentations	
27	26-Apr	Group Presentations	
28	28-Apr	Group Presentations	
29	3-May	Review for Final Exam	
30	12-May	8:00AM-10:30AM - Final Exam	

Last day to drop: 1-APril; submit requests to advisor prior to 4PM