

Ling 4327: Second Language Acquisition Fall 2018

Instructor: Juliet Huynh

Email Address: juliet.huynh@mavs.uta.edu

Office Number: TH217A, or online*

Office Hours: Tuesdays 2:30-4:30PM or by appointment

Faculty Profile:

<http://mentis.uta.edu/explore/profile/juliet-huynh>

Office Telephone Number: 817-272-3133 (Department of Linguistics and TESOL Main Office)

Section Information: Ling 4327 Section 001

Time and Place of Class Meetings: Online

Teaching Assistant: Ehsan Shafiee Zargar

Email Address: ehsan.shafieezargar@mavs.uta.edu

Office Number: TH217B, or online*

Office Hours: Mondays 2-4PM or by appointment

Faculty Profile:

<https://www.uta.edu/profiles/ehsanshafiee-zargar>

**During all office hours, the Instructor and the TA will be available via Blackboard IM and BB Collaborate.*

Prerequisite: LING 3311

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:

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

ISBN: 9780340905593

Additional readings, slides, and videos will be provided on the course Blackboard site. You are responsible for checking this Blackboard site regularly.

Technology Requirements: This course will use the Blackboard website. Via Blackboard, you will access course materials, submit assignments, participate in discussions, engage with your peers, and communicate with the instructor. Once this course becomes available to students, it can be accessed by logging into the Blackboard website: <http://elearn.uta.edu>. Within the first week of class, look for an email from your instructor letting you know that you can now access this class on Blackboard. It is your responsibility to make sure that you are able to access Blackboard. In the unlikely event of a Blackboard outage lasting more than 24 hours, the instructor will adjust deadlines and/or accept submissions via email.

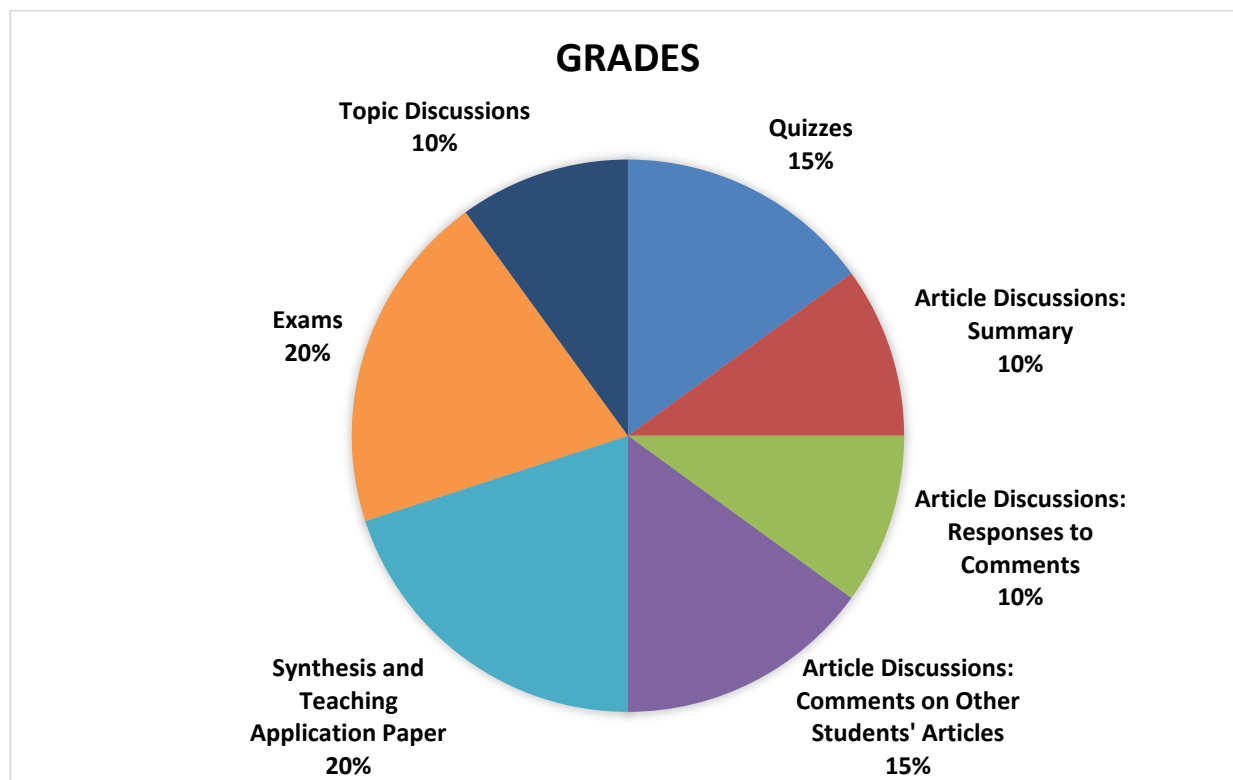
In addition, you will also be responsible to have a working knowledge of the following programs or software. Links to tutorials will be available early in the semester to help you familiarize yourself with these programs.

- Blackboard Collaborate
- LockDown Browser
- Blackboard Instant Messaging (IM)

Overview of major assignments and examinations (see more detailed descriptions below):

Percentage of the course grade	Assignment overview
10%	Topic Discussions: You will be participating in online discussions on the topics of the reading materials. (One course-setup grade will also be part of this category.)
15%	Quizzes on Readings: There will be a number of quizzes to ensure that you are doing your readings (textbook, lecture slides, and journal articles). <i>One lowest grade for the quizzes will be dropped.</i>
10%	Article Discussion (Summary): You will need to choose a journal article, summarize it and provide some questions for other students to discuss.
10%	Article Discussion (Responses to comments): After other students read and comment on the article you summarized, you will respond to several of their questions/comments.
15%	Article Discussion (Comments on other student' articles): You will be reading the articles that other students summarize, and comment on them.
20%	Synthesis and Teaching Application Paper: You will submit a paper in which you synthesize and discuss at least two journal articles and include a section explaining the applications of what you have learned for language teaching.
20%	Exams: There will be two exams – one half-way through the semester and another one during the finals week.

Grading Policy: Your course grade will be determined as follows (A = 90% or above; B = 80-89%; C = 70-79%; D = 60-69%; F = below 60%)



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 and Tests

- Each week starts on Wednesday and ends on the following Tuesday. Most assignments are due on Tuesdays by 11:59PM.
- All online quizzes and exams will require a **LockDown browser** that you must install prior to taking the tests (see the Welcome Center for more details). The LockDown browser will not allow you to open other windows or browse the Internet while you are taking the test. If you use other means of communication during the tests (another computer, tablet, or phone) it will be considered academic dishonesty. If the instructor has a reason to suspect you of cheating (looking up answers on the Internet or communicating with your peers and therefore having the same answers and the same mistakes), you will receive a grade of zero. Please take advantage of the fact that all tests in this class are open book and open-notes, so do not use other sources that are not allowed during the tests (i.e. Internet, peers).
- **Most assignments are due by midnight (11:59PM)** 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 moved or lost in .doc). **No e-mails or paper copies will be accepted** as substitutions to Blackboard upload.
- One of the keys to success in this course is carefully reading all instructions and grading rubrics for assignments. Submitted work is expected to be excellent. Read all materials thoroughly. **Please note:** the instructor will grade what has been submitted to Blackboard. If you submit a blank document or a file that cannot be opened, this is what will be graded. Double-check everything you submit. The instructor is **not** responsible for letting the student know that something is wrong with the document they submitted.
- As a general policy, in this course **NO LATE SUBMISSIONS** will be graded, and **NO ACCESS** will be given to take tests past the due dates. Under very few circumstances any assignments will be accepted late without penalty. Late assignments might only be accepted if there is a documented proof of exceptional circumstances, and only up to one week past the due date; if accepted, this late work submitted during that week will receive only 50% of the credit. **Under no circumstances late submissions will be accepted during the last 2 weeks of classes and during the final exams week.**

Detailed Description of Major Assignments

- **Course-setup assignment (will be part of the Topic Discussions grade):** At the beginning of the course you will have to explore the course's Blackboard website as well as other websites and tutorials and fill out a checklist that will be provided through Blackboard. You will have to submit that filled-out checklist by the due date.
- **Topic Discussions:** You will engage in online discussions in response to the questions/topics posted by the instructor. The topics will be based on textbook readings and other materials due that week. The discussion board posting has two parts:

- 1) Responding to the instructor's initial post: Your initial response needs to be at least 200 words, incorporating key ideas from the readings that are due that week. You should cite specific course readings for that week in the written response. You may also express personal reactions to the materials and/or provide some specific examples of what you are seeing in your environment related to the reading/discussion. Your post must include at least one question you came up with regarding the topic.

You need to type or paste your text into the discussion board under each week's forum **by starting a new thread for your initial response**. Subscribe to the forum if you would like to receive notifications about other posts. You may also support your discussion or provide examples using media such as pictures, videos, online articles, blogs, etc. Do not submit responses that are not based on the readings, unless specified otherwise. Please do the readings and reflect on them before writing the initial post

- 2) Replying to other students' posts: During the following week, you will return to the discussion board to read and reply to at least two of your peer's posts. Your responses may include at least two of the following parts:
 - Explaining why you chose this posting/question to respond to.

- Extending the discussion in the initial post (share specific resources, experiences, etc.)
- Answering the question(s) raised in the initial post.
- Providing further questions or comments.

These replies should be posted as comments to the initial thread created by each student. Do not start a new thread for these comments.

This is the **general timeline** of how we will be running our topic discussions each week:

- Initial response posts will be due by Tuesday at 11:59 pm the week the topic is discussed.
- Replies to two or more posts from other students will be due by the following Tuesday at 11:59 pm.

Here is an example: Let's say a week opens on Wednesday, August 22nd and ends on Tuesday, August 28th. Everybody will need to read the materials designated for that week and respond to the classmate's initial post by Tuesday, August 28th. Next week, by Tuesday, September 4th, everybody will respond to at least two of the other students' posts, and follow-up the discussions if necessary.

We will have a total of 6 discussions during the designated weeks (see the course schedule). The rubric will be posted on Blackboard.

- **Quizzes on Readings**: You must read the chapters and materials that are due during each unit. To help you stay on top of the readings, there will be a number of quizzes based on the reading materials due. The quizzes will be open book, but they will be timed, so you will need to complete the readings BEFORE you log into the quiz, otherwise you will not have enough time to finish the quiz. Most quizzes will have short-answer questions, to answer which you will need to be familiar with all the materials and you will not be able to find the information simply skimming through the chapter. These quizzes cannot be made up or taken past the due date; however, one lowest grade will be dropped.

- **Article Discussions**: This project includes three assignments: (i) Choosing and summarizing a journal article and starting a discussion, (ii) Responding to other students' comments on your article, and (iii) Reading and commenting on other students' articles. These are the steps to set up and run our article discussions:

- Step 1: Sign up for the broad topic of interest by the due date.
- Step 2: Read the textbook chapter on this topic to get a general idea about possibilities to narrow it down. Find two peer-reviewed primary research articles that are related to this topic and e-mail them to the instructor by the due date. Consult the recommended list of journals.
- Step 3: After the instructor approved and chose one of the two articles, you need to post this article's summary with a short discussion (in the form of a discussion post) by the due date.
- Step 4: Each week, we will be discussing one or several of the articles. You will need to read and comment on the article that is up for discussion every week. During the week your article is up, you will have to respond to at least 5 questions/comments made by other students.

- Each of the three assignments related to the article discussions are explained below:

- (i) Article Summary and Discussion: This covers steps 2-3 described above. After you chose at least two peer-reviewed primary research papers on the topic that you signed up for, you will e-mail them to the instructor for approval. After the instructor chooses one of the two, you will post its summary and a short discussion on Blackboard. This will be the discussion opener, so you need to make sure to include some questions or comments for discussion.
- (ii) Reading and Commenting on Other Students' Articles: The articles that the students chose for their projects and that were approved by the instructor will be posted on Blackboard for all to read. Each week, you will be required to read one article and provide at least one comment and/or question to the posted article summary. The following week, you will need to go back to your posted comment and follow it up if it is responded to.

Please note: each week you will need to read and comment on only one article. If we have more than one article to discuss, you will be assigned one.

- (iii) Responses to Other Students' Comments on Your Article: Each week, one (or more, depending on the size of the class) articles will be discussed. The week that your article is up for discussion, the rest of the students, having read that article, will comment on your summary. You will need to respond thoroughly to at least 5 comments/questions. You will receive the grade for this assignment after the article discussion is over. Grading rubric for this assignment will be provided.

Please note: on the week when your article is being discussed, you still need to read and comment on the other article that is up for discussion. If there is no other article up for discussion, you will be asked to respond to 10 comments/questions instead of 5.

- This is the **general timeline** of how we will be running our article discussions each week:

- You will read the designated article and post comments and/or questions on it by Tuesday 11:59 pm (CST) of the week that article is up for discussion.
- The author of the article summary will respond to the comments by Sunday 11:59 pm (CST) of the following week.
- The follow-up comments will have to be posted before Tuesday 11:59 pm (CST) of that week.

Here is an example: Let's say a week opens on Wednesday, September 19th and ends on Tuesday, September 25th. This week, John's article is up for discussion. Everybody will need to read that article and John's summary of it, and post a comment/question by Tuesday, September 25th. Next week, by Sunday, September 30th, John will need to respond to at least 5 (or 10; see the note above) comments/questions. By Tuesday, October 2nd, everybody will check if their posts have been responded to, and follow up the discussion (even very briefly).

You will be graded for the timely comments on the weekly articles after the discussion time for that article is over.

- **Synthesis and Teaching Application Paper:** (3–5 pages, 12 pt. font, double-spaced, references in APA format).

You will write a Synthesis and Teaching Application paper, in which you synthesize at **least two closely related journal articles** and talk about their implications for language teaching in practice. We strongly recommend working within the topic that you chose for your article summary (see above), and use the article that you summarized as one of the articles on which you base this paper. If you decide to change the topic and/or your articles, please consult the instructor.

While 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 your Synthesis and Teaching Application paper you will select several articles (at least two) on a specific and narrowed-down topic and discuss what this group of readings, taken as a whole, suggests about the language learning/teaching in practice. This is NOT a summary assignment. That is, you should not merely summarize the articles you read. Rather, you should discuss your interpretations of what you read and how it applies to the world. Therefore, this assignment will require you 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, you can consider some of the following questions as you read:

- How do the ideas discussed in the readings compare or contrast with one another?
- What areas of contradiction or conflict can I identify among the readings?
- What areas of overlap can I find between the readings?
- How do the ideas in one reading contribute to my understanding of the other readings?
- 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.?
- What areas or concerns do the readings not address (either justifiably or neglectfully)?

Each of these example questions require understanding the readings beyond merely the surface level and speculating on how the ideas and concepts can be understood. Still, you should ground your discussions in specific paraphrases and examples from the original readings. The references to the articles used in the essay must be included at the end (this will not be included in the overall page count).

Please note: in order to write a good synthesis, it is very important that you choose articles that are connected in a meaningful way, based on a narrowed down topic. For example, “The influences of L1 on acquisition of L2” or “The role of motivation in L2 acquisition” are NOT sufficiently narrowed-down topics, but “The influence of L1 syllable structures on production/perception of L2 syllables” or “The role of internal motivation in acquisition of L2 pragmatic knowledge” are.

- Your paper should include a **teaching applications section**, which focuses on implications for the language classroom. Your discussion should be focused on these questions:

- What questions do these articles raise for me as a language teacher?
- What does this research tell us about second language learners that we, as second language teachers, should know and accommodate to in the classrooms?
- 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?

- To answer some of the questions that may come up, here are some helpful points about this assignment:

- To help you know what **style of writing** is expected, a sample part of the paper is provided below:

Three 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....

- As for the **overall structure**, keep in mind that this is an academic essay, so it is a single piece of text that has the essay structure (no titles/subtitles inside the text). Usually, an essay has an introduction paragraph, a thesis statement (what is the main point in your essay you will be arguing for), argumentation to support the thesis in the body of the essay, and then a conclusion paragraph. You can also choose a different structure of the essay if it works better for your topic. Make sure that everything that you say is straight to the point, supports the main idea, and does not just fill the space.
- Do not forget to provide the **title of your paper**. It should NOT be just the same broad topic you signed up for, but a narrow aspect of that broad topic that you chose to focus on. The title should make it clear for the reader right away what the paper is about.
- A good way to choose specifically related articles is to look at what other works your first chosen article cites. This usually gives you an idea of which other articles address the same type of specific questions within your broad topic.
- Do not forget in-text citations and references in the APA format at the end. Do not include any sources in the references that you do not cite in the text, even if you read them. If you cite the textbook, or other non-peer reviewed or secondary research sources, include them in the references, but they will not count towards the two peer-reviewed primary research articles that you should have.
- **Length will not give you extra points, only content will.** Keep in mind, that it is BETTER if you write 3 pages of intelligent and straight to the point argumentation than 5 pages of stuff to fill the space.

- It will be helpful to read the articles of your choice keeping the assignment questions in mind (see above). You don't have to answer all of them in your paper, but you can focus on a few that will help you compare, contrast and think of the applications for different views and theories described in the literature.
- In your paper, please define technical terms, briefly explain ideas as if you were explaining to someone who does not share your specialty. Basic terminology, such as *interlanguage*, and other basic linguistic terms do not need to be defined. However, for example, the Cumulative Enhancement Model and the Typological Primacy Model should be (even if we went over them in class). Also, if you are using abbreviations, you must provide a full term the first time you use it (e.g. willingness to communicate (WTC)), unless they are common abbreviations (e.g., L1). Consult APA handbook if you are not sure.
- Do not forget to check the grading rubric on Blackboard before you submit your paper. Make sure you have all the components.

Grading Rubric for this assignment will be provided on Blackboard.

- **Exams:** There will be 2 online exams: one in the middle of the course and one during the finals week. Each exam will be based on the materials (the textbook, slides, debates, and discussions, etc.) covered up to that point. The second exam will not be based on the materials from the first half of the course covered in Exam 1. Detailed review sheets will be provided at least one week before each exam. See exam policies in the section above on information about test submissions.

- **Attendance:** At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. **In this section, which meets exclusively online, attendance will be understood as active participation in every unit of the course.** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

- **Extra Credit Opportunities:** If you participate in any of the linguistics experiments conducted this semester, you will receive for each 30 minutes of participation 25 pts towards a quiz grade. You can get extra credit in this class for maximum of 120 minutes of participation in the studies (i.e. 100 points). These extra points cannot be applied to any other grade category. Please make sure that you ask for a proof from the experimenter, and submit it to the instructor. **Note!** Since this is an online class, the best way to get the proof is NOT by scanning the paper slip, but by asking the experimenter to e-mail the instructor directly with the relevant information.

Lastly, there will be a Library Assignment that can be done for extra credit. These extra credit points will be used towards the Article Summary grade (up to 15 extra points). See the course outline for the due date.

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://www.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). Only those students who have officially documented a need for an accommodation will have their request honored. 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. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *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.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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.

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 <http://www.uta.edu/universitycollege/resources/index.php>.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

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 Reserve..... <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>

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

Stop. Think. Protect Yourself. You Have Choices.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

YOUR OPTIONS TO AN ACTIVE THREAT You Have Choices!		
A V O I D	<ul style="list-style-type: none"> • AVOID the situation. <u>Stay away</u> from the area and campus. • If you can safely leave the area, RUN. • Get others to leave the area, if possible. • Prevent others from entering the area. 	<ul style="list-style-type: none"> • Know your exit and escape options. • If in a parking lot, get to your car and leave. • If in an unaffected area, stay where you are. • When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have.
D E N Y	If you can't leave the area safely, DENY or slow entry to the intruder: <ul style="list-style-type: none"> • Lock/barricade doors with heavy items. • Turn off lights/projectors/equipment. • Close blinds and block windows. • Stay away from doors and windows. 	
D E F E N D	If you can't AVOID or DENY entry to the intruder, DEFEND your location: <ul style="list-style-type: none"> • As a last resort, <u>FIGHT for your life.</u> • Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. 	
<p>Follow ALL instructions.</p> <p>For more information, go to: police.uta.edu/activeshooter</p> <div>  <div> <p>Emergency: 817.272.3003</p> <p>Non-Emergency: 817.272.3381</p> <p>police.uta.edu</p> </div> </div>		

Additional information for active threat and other emergency situations can be found through the links below:

police.uta.edu/activeshooter

police.uta.edu/em

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. – Juliet Huynh

Each week starts on Wednesday and ends on the following Tuesday at 11:59PM.

Most assignments are due on Tuesday at 11:59PM, but some assignments may be due earlier. See specific instructions for each assignment.

WEEK#	Dates	Topic	Readings, Slides, Videos due	Assignments DUE
Week 1	Aug 22- Aug 28	Introduction to SLA	Ortega Ch. 1 Slides 0	<i>Checklist Assignment</i>
Week 2	Aug 29 - Sep 4	Second and foreign language research techniques and data analysis	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. Slides 1	<i>Sign up for a research project topic, start looking for academic articles on this topic (see assignment for next week)</i> <i>Quiz 1</i>
Week 3	Sep 5 – Sep 11	Library Research, Explore your topic, Search for articles	Library Tutorials and library session	<i>Extra Credit Library Assignment (can include the test on Plagiarism)</i> <i>E-mail two articles to the instructor preferably as early as you have them, so you can get approval and start on your assignment for next week on time</i>
Week 4	Sep 12 – Sep 18	Work on Article Summaries and Short Discussions	After one of your articles has been approved by the instructor, read it.	<i>Article Summary and Short Discussion Due</i>
Week 5	Sep 19 – Sep 25	Age of Acquisition and SLA	Ortega Ch. 2 Slides 2 Article 2a, 2b, or 2c	<i>Quiz 2</i> <i>Comments on Article 2</i>
Week 6	Sep 26 – Oct 2	L1 influences on SLA/ Transfer	Ortega Ch. 3 Slides 3 Article 3a, 3b, or 3c	<i>Quiz 3</i> <i>Follow-up Comments on Article 2*</i> <i>Comments on Article 3</i>
Week 7	Oct 3 – Oct 9	SLA and the Linguistic Environment/ Interaction	Ortega Ch. 4 Slides 4 Article 4a, 4b, or 4c	<i>Quiz 4</i> <i>Follow-up Comments on Article 3*</i> <i>Comments on Article 4</i>
Week 8	Oct 10 – Oct 16	Review for Exam 1		<i>Exam 1</i>

Week 9	Oct 17 – Oct 23	Memory, Attention, and Awareness	Ortega Ch. 5 Slides 5 Article 5a, 5b or 5c	Quiz 5 <i>Follow-up Comments on Article 4*</i> <i>Comments on Article 5</i>
Week 10	Oct 24 – Oct 30	Interlanguage Development	Ortega Ch. 6 Slides 6 Article 6a, 6b, or 6c	Quiz 6 <i>Follow-up Comments on Article 5*</i> <i>Comments on Article 6</i>
Week 11	Oct 31 – Nov 6	Individual Differences: Aptitude	Ortega Ch. 7 Slides 7 Article 7a, 7b, or 7c	Quiz 7 <i>Follow-up Comments on Article 6*</i> <i>Comments on Article 7</i>
Week 12	Nov 7 – Nov 13	Individual Differences: Motivation	Ortega Ch. 8 Slides 8 Article 8a, 8b, or 8c	Quiz 8 <i>Follow-up Comments on Article 7*</i> <i>Comments on Article 8</i>
Week 13	Nov 14 – Nov 20	Individual Differences: Affect and Attitudes/Personality	Ortega Ch. 9 Slides 9 Article 9a, 9b, or 9c	Quiz 9 <i>Follow-up Comments on Article 8*</i> <i>Comments on Article 9</i>
Week 14	Nov 21 – Nov 27	Social Dimensions of SLA	Ortega Ch. 10 Slides 10 Article 10a, 10b, or 10c	Quiz 10 <i>Follow-up Comments on Article 9*</i> <i>Comments on Article 10</i> <i>Synthesis and Teaching Application Paper Due</i>
Week 15	Nov 28 – Dec 4	Review for the Exam		<i>Follow-up Comments on Article 10</i>
Week 16 – Exams week		Exam 2		<i>Exam 2 opens on Thursday, December 6th and is due by Wednesday, December 12th, 11:59PM.</i>

Important: the article summary author's responses to comments are due by Sunday 11:59 pm (CST). The follow-up comments are due by Tuesday 11:59 pm (CST).

Other important dates:

Census Date:	Friday, Sept. 7, 2018
Last day to drop:	Friday, Nov. 2, 2018
TexTESOL in Dallas	Friday, Nov. 2, 2018
DFW Metroplex Conference in Linguistics (at TAMU-Commerce)	Friday, Nov. 9, 2018
Thanksgiving Holiday	Wednesday, Nov. 21 – Friday, Nov. 23, 2018