

Dr. Mary Lou Vercellotti

Email: [mlvercellott@bsu.edu](mailto:mlvercellott@bsu.edu)Office Hours: **Fri. 2:30 - 3:30 pm & by appt**<https://bsu.zoom.us/j/98771187193>**COURSE DESCRIPTION**

This course introduces basic theories of language learning, with a focus on English as a second language learning, by examining linguistic, psychological, and sociocultural factors that influence learning.

Learning Objectives Students will be able to:

1. Discuss language and interlanguage, as an organized, interrelated system with multiple subsystems using linguistic terms and concepts
  - a) Demonstrate knowledge of the components of language and language as an integrative system (Std1a1)
  - b) Apply knowledge of phonology, morphology, syntax, semantics, pragmatics to help ELLs develop language skills (Std1a2)
2. Raise and evaluate claims related to language use and development
  - a) Demonstrate ability to read and conduct classroom research (Std5a3)
3. Identify patterns and analyze those patterns in language learning data
4. Accurately reference and explain theories of language learning and relevant research, using field-specific terms
  - a) Understand and apply knowledge about the interrelationship between language and culture (Std2e)
  - b) Understand and apply concepts of cultural competency... affects their learning (Std2g)
5. Successfully use technologies which support clear communication of course content
  - a) Use technological resources to enhance language and content-area instruction for ELLs (Std3.c.4)

This course covers the required content for meeting national TESOL P-12 Standards and for the Add-on Licensure in English as a New Language in Indiana, particularly. See the subsections and performance indicators for specifics. [StdX are directly quoted from TESOL international Association for NCATE.]

**REQUIRED TEXTS**

**Hummel, K. M.** (2021). *Introducing Second Language Acquisition*. Wiley Blackwell. ISBN: 9781119554134

**Ortega, L.** (2009). *Understanding Second Language Acquisition*. New York: Routledge. ISBN: 9780340905593

Other readings will be in the module or available via Course Reserves/Reading Lists.

**COURSE TECHNOLOGY**

You don't need to be an expert with technology to be successful in this **blended** course. Become familiar with our Canvas course site and seek help when necessary. We will use the Discussion feature and the Collaborate feature in Canvas, which works like Google Docs. We will also be using the following free and easy-to-use software program. Additional information is in "Course Technology" module.

**Zoom** is an online conferencing platform that allows meetings from a computer, phone, to tablet. Office hours will be held via Zoom. I will send an invitation to each meeting, but the following link should be stable: <https://bsu.zoom.us/j/98771187193>

**Screencast-o-matic** <https://screencast-o-matic.com/home> is an audio with screenshot software. Audio feedback combined with visuals, is a very powerful communication tool. There are tutorials and demonstrations available on YouTube. For Chromebooks, Screencastify is a compatible tool. Canvas also has screencasting capability.



## COURSE REQUIREMENTS

Learning community members will demonstrate knowledge of course content with a variety of assessments. All assignments will build skills for the final project. Many assignments will be drafts for the final project.

**English Language Learner (ELL) Project Paper** - For this semester-long project, course members will transcribe, code, and analyze data with consideration of various language learning frameworks, culminating in a final paper. See the assignment description for details, expectations, and grading.

**Assignments** -Course members will complete assignments to practice course concepts, scaffolding the skills and knowledge needed to successfully complete the ELL Project Paper, assessment for learning. Although graded, these serve mainly as **formative assessments**, opportunities for self-assessment and instructor feedback. See assignments for details and grading criteria.

**Quizzes** – Course members will identify, explain, and apply field-specific terms, concepts, and theories, demonstrating understanding of readings by answering untimed, open-book quiz questions in Canvas.

**Exam** – Course members will identify, explain, and apply field-specific terms, concepts, and theories including application during one timed, closed-book exam in Canvas. The timed exam requires working knowledge of common terms, concepts, and related theories. The quizzes serve as preparation for the exam.

**Academic Discussion** - Active participation and intellectual engagement is vital to success. Course members are expected to synthesize ideas and make connections throughout the course. Discussion posts should be high-quality interactions, demonstrating understanding of course concepts and professional engagement using relevant field-specific terms. See description and grading criteria for more details.

## EVALUATION

	#	Percentage of Course Grade		Final letter grades			
Assignments	4	25%		93-100%	A	73-76%	C
<b>ELL Project Paper</b>	1	25%		90-92%	A-	70-72%	C-
Quizzes	4	20%		87-89%	B+	67-69%	D+
<b>Exam</b>	1	15%		83-86%	B	63-66%	D
<b>Academic Discussion</b>	≈ 4	15%		80-82%	B-	60-62%	D
<i>Practice quizzes</i>	≈2	0%		77-79%	C+	Below 60	E

Averages within each category will be averaged proportionally. Grades are posted to Canvas, weighted by evaluation category. If you think there is a calculation error, please email me as soon as you notice it.

## LATE WORK

Course members should plan to invest time on multiple days to complete each assignment. It is important for you manage your time and complete the work for this course by the due date. Submitting assignments on time allows the learning community to interact with the presented ideas during our class discussion. Generally, we will be discussing the assignments, academic discussion posts, quiz and exam responses during our next class meeting. If assignment material has been reviewed, credit cannot be given for work because the late-submitted work would not be solely your own. (See Academic Honesty.)

## ACADEMIC HONESTY

“Plagiarism is a species of intellectual fraud. It consists of unauthorized copying that the copier claims (whether explicitly or implicitly, and whether deliberately or carelessly) is original with him and the claim causes the copier’s audience to behave otherwise than it would if it knew the truth” (Posner, 2007: 106).

As scholars, we cannot participate in, condone, or ignore intellectual fraud. Ball State University’s position on academic dishonesty is described in Section VII.B of the Code of Student Rights and Responsibilities. Academic dishonesty includes using unauthorized aids during tests and other assignments and using someone else’s work as your own. (It is also academic dishonesty to allow your work to be submitted by someone else!) Plagiarism, which is the use of another’s words and phrases without proper citation, is another form of academic dishonesty. If you use someone else’s words or ideas, cite the work properly. I take academic honesty very seriously. If there’s an appearance of academic dishonesty, we will discuss the issue to decide an appropriate resolution. I retain the right to penalize (e.g., give a score of zero for that assignment) any student who engages in any form of academic dishonesty to ensure that students who do honest work are not at a disadvantage.

**COURSE COMMUNICATION:** Join me virtually during office hours or by appointment at <https://bsu.zoom.us/j/98771187193> I am also available via email; I generally check my email a few times a day during the week, but less frequently on the weekend. During weekdays, I respond to email within 48 hours, unless notified. If you have a question about an assignment, ask when it is assigned (earlier is better).

- If you have any challenge with the course material or assigned reading which you cannot resolve on your own, **consider posting a Discussion question**. If you have a question, it is likely someone else has the same one. Posting questions to the Discussions will allow others to consider your question, perhaps posting an answer or comment, which may help all course members better understand the material.
- **I encourage everyone to participate by responding to questions**. Peers are often very helpful source because they are on the same journey! Be mindful about where to best post your question; discussions are more useful when they are threaded by topic.

## DIVERSITY AND INCLUSION

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [Beneficence Pledge](#) and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>.

Diverse languages and dialects are welcome in this classroom. As we communicate with one another, both the reader/listener and the writer/speaker must be committed to the communication process, which means that we will listen patiently, work to understand one another, seek out clarification when necessary, and avoid correcting grammatical “errors.” The instructor may need to draw our attention to differences in language use in order to clarify meaning for effective communication.

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State’s Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodation can be provided. Contact Disability Services at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).



## ADDITIONAL COURSE INFORMATION

At Ball State, we are encouraging socially responsible behavior on campus and in the community. All individuals on campus must be in compliance with the current University Face Mask Policy. For instance, as of August 10, 2021, individuals are required to wear face masks while inside campus. Wearing a mask while inside the classroom helps all of us stay healthy.

### The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to [www.bsu.edu/writingcenter](http://www.bsu.edu/writingcenter). Online and in-person appointments are available seven days a week. Plan ahead because appointments book quickly!

**Course Policy:** By remaining in this course, you implicitly accept the following social contract.

#### The instructor agrees to:

- Act in good faith to help the student learn the material and to get the highest grade possible within the parameters of academic respectability
- Conduct the course with transparency with explicit and transparent grading policy with current grade posted
- Intellectually engage in the course concepts and course members every week
- Treat students with fairness and respect

#### The student agrees to:

- Read the assigned texts and watch the lessons in preparation for class meetings
- Make a good-faith effort to learn and enjoy the material by
  - listen/reading actively and attentively
- Take responsibility for the quality of the discussion by
  - including supporting evidence when presenting opinions
  - building on one another's comments
  - posting and replying to the most applicable Discussion
  - avoiding cluttered Discussions by using the "like" feature in place of agreement-only posts
- Ask for clarification if you are confused; approach the instructor when you first have trouble understanding a concept or assignment
- Treat other course members with respect
  - Critique ideas, not people
  - If offended by a discussion, acknowledge it immediately

DILBERT



Think about assumptions that this comic makes. What important language learning issues are being ignored? [By the end of the course, it will be clearer.]