

Upon successful completion of this course, students should be able to:

- Critically analyze and discuss major issues surrounding SLA and multilingualism, and their implications for teaching language.
- Exemplify familiarity with some key terms and theories in the SLA field.
- Summarize and discuss the readings assigned for the class.
- Connect theoretical knowledge to fieldwork and teaching experience.

Required texts:

Cook, Vivian & Singleton, David. (2014). *Key topics in second language acquisition*. Multilingual Matters.

Details for additional texts are provided in the course schedule.

PDFs of all required readings (including the textbook listed above) are accessible through links on the course website. The instructor will also share copies of the readings via email each week.

Class Policies:

ACADEMIC INTEGRITY: CCNY takes acts of academic dishonesty very seriously. You are expected to adhere to CUNY's standards of academic integrity, which are outlined here:

<https://www.cuny.edu/academicaffairs/integrity-policies>

ADA STATEMENT: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the City College Access Ability Center; (2) show a letter to the instructor indicating what kind of accommodation is needed. This should be done during the first week of class. For more information about services available to CCNY students, contact the City College Access Ability Center, via phone at (212)650-5913 or via email at disabilityservices@ccny.cuny.edu. Additional information is also available through their website: <https://www.cuny.edu/accessability>

INCLUSIVITY & DIVERSITY: All students, regardless of background, affiliation, immigration status, or identity, are welcome in this class and as such, this class should be a safe space. If you feel that any instances of disrespect or discrimination, or threats to your safety, are taking place, you are encouraged to call them out in class or discuss them with me privately. As an educator, I fully support the rights of all students to an education and I want to work with you to address anything that might be interfering with that.

OTHER ACCOMMODATIONS: We're all managing ongoing challenges to our physical and mental health, along with disruptions and losses within our families and communities; I absolutely do not want to add to that stress with this course. We'll take each week as they come and make collective adjustments as needed. On the individual level, if you're not able to keep up with the course expectations for whatever reason, please reach out as you're able, and we'll make alternative plans.

Course structure:

This course will be structured around weekly readings, homework, and online writing + discussion, according to the following timeline:

By Sunday AM	All content for the week (readings and homework) posted; work through at your own pace
By Tuesday AM	Post reflection on blog, if it's your week
Tuesday PM (required meetings: 6-7:20, optional meetings: 6-7)	Zoom class meeting (optional, except for 2/2, 3/2, 4/6 and 5/11)
By the end of the week	Homework due, via email Post at least 1 comment on that week's blog post(s)

ASSIGNMENTS should be turned in via email, as doc/pdf attachments or Google docs.

Assignments include:

- Weekly homework, due via email.
- Weekly comments on the class blog.
- Three blog posts, reflecting on the readings/material:
The blog post should include reactions to and/or questions about the ideas presented in the readings, and a discussion of how those concepts connect to education or some other application. The format/style is flexible, but should more or less correspond to a couple of paragraphs' worth of content. You will sign up for specific weeks at the beginning of the semester.
- Lesson/curriculum proposal:
You will propose a lesson or curriculum sequence that encourages emerging multilingualism/second language acquisition, and could be used in your future teaching. You will present drafts of these lesson plans via Zoom. More details will be provided later in the semester.
- Final reflection/blog post:
You will reflect on one or more readings/texts from the semester and explore how the concepts/themes will influence your future teaching; more details will be provided later in the semester.

The instructor will provide individualized feedback on the weekly homework; you're welcome to refer to this feedback as you work on any other assignments. Homework, blog posts, and blog comments will be graded for completeness, while the lesson proposal and final reflection will be graded according to a provided rubric.

Assignment deadlines are suggested, unless otherwise noted. There will be no late penalties, but please be considerate when submitting work; remember, grading and providing feedback takes time, and the course timeline was designed intentionally.

PARTICIPATION will primarily be through postings on our class blog and Zoom meetings. There are four required Zoom meetings this semester – February 2, March 2, April 6, and May 11; all other Zoom meetings are optional but encouraged. Take some time to become familiar with these platforms and let me know if you have any trouble.

READINGS should be completed before posting on the blog or completing homework.

GRADES will be assigned according to the following breakdown:

Weekly homework	20%
Participation (blog comments and required Zoom meetings)	20%
Blog posts	20%
Lesson proposal	20%
Final reflection	20%

Grades will be assigned according to the City College Grading System. For graduate courses, the lowest passing grade is a C. Your grade will reflect the work that you have submitted for the course during the semester.

Course Calendar (tentative and subject to change)

Week	Readings/Material	Zoom Meeting (optional unless noted)	Due (by end of week)
1	---	Tues, 2/2 6-7:20 PM REQUIRED	Homework 1
2	“Topic 1: How Do Different Languages Connect in Our Minds?” (<i>Key Topics in SLA</i>)	Tues, 2/9 6-7 PM	Homework 2 Blog comments
	“Topic 2: Is There a Best Age for Learning a Second Language?” (<i>Key Topics in SLA</i>)		
3	“Topic 3: How Do People Acquire the Words of a Second Language?” (<i>Key Topics in SLA</i>)	Tues, 2/16 6-7 PM	Homework 3 Blog comments
	“Topic 4: How Important is Grammar in Acquiring and Using a Second Language?” (<i>Key Topics in SLA</i>)		
4	“Topic 5: How Do People Learn to Write in a Second Language?” (<i>Key Topics in SLA</i>)	Tues, 2/23 6-7 PM	Homework 4 Blog comments
	“Topic 6: How Do Attitude and Motivation Help in Learning a Second Language?” (<i>Key Topics in SLA</i>)		
5	“Topic 7: How Useful is Second Language Acquisition Research for Language Teaching?” (<i>Key Topics in SLA</i>)	Tues, 3/2 6-7:20 PM REQUIRED	Homework 5 Blog comments
	“SLA in Uncertain Times: Disciplinary Constraints, Transdisciplinary Hopes” (Ortega, 2018) – article or recorded talk		
6	“Decolonizing ESOL: Negotiating Linguistic Power in U.S. Public School Classrooms” (Motha, 2006)	Tues, 3/9 6-7 PM	Homework 6 Blog comments
	OPTIONAL - “Topic 8: What are the Goals of Language Teaching?” (<i>Key Topics in SLA</i>)		
7	“Clarifying translanguaging and deconstructing named languages” (Otheguy, Reid & García, 2015)	Tues, 3/16 6-7 PM	Homework 7 Blog comments
	“Let’s Not Forget that Translanguaging is a Political Act” (Flores, 2014)		
8	“Pushing Past Myths: Designing Instruction for Long-Term English Learners” (Brooks, 2018)	Tues, 3/23 6-7 PM	Homework 8 Blog comments
	“Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education” (Flores & Rosa, 2015)		
9	---	No meeting	---
10	“‘She Doesn’t Have the Basic Understanding of a Language’: Using Spelling Research to Challenge Deficit Conceptualizations of Adolescent Bilinguals” (Brooks, 2017)	Tues, 4/6 6-7:20 PM REQUIRED	Homework 9 Blog comments
	“Translanguaging and Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility” (Ascenzi-Moreno, 2018)		
11	“Connecting with communities of learners and speakers: Integrative ideals, experiences, and motivations of successful black second language learners” (Anyia, 2011)	Tues, 4/13 6-7 PM	Homework 10 Blog comments
	“The Black and Brown Search for Agency: African American and Latinx Children's Plight to Bilingualism in a Two-Way Dual Language Program” (Cervantes-Soon, Degollado & Nuñez, 2020)		

12	“Bilingualism, Disability and What it Means to Be Normal” (Cioè-Peña, 2017)	Tues, 4/20 6-7 PM	Homework 11 Blog comments
	<i>Distinguishing Language Acquisition from Learning Disabilities</i> (NYCDOE)		
13	“Implementing Trauma-Informed Principles in the Remote Spanish Classroom During the Coronavirus Pandemic” (Saldívar García & Manuel, 2020)	Tues, 4/27 6-7 PM	Homework 12 Blog comments
	“When Schools Cause Trauma” (Gaffney, 2019)		
	“Immersion” (film, 12 minutes, 2019)		
14	<i>CUNY-NYSIEB website</i>	Tues, 5/4 6-7 PM	Blog post 3/Homework 13 Blog comments
15	---	Tues, 5/11 6-7:20 PM REQUIRED	Lesson proposal presentations
16		---	Lesson proposal and final reflection