

The School of Education prepares knowledgeable, reflective, caring teachers and leaders for diverse communities.

Semester: Spring 2021

Course number and title: EDCE 5800C: Theories of Second Language Acquisition

Class time: Tuesdays, 4:50-7:20

Location: n/a (online) **Instructor**: Kelsey Swift

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This course is designed to develop students' understanding of the different theories that have been proposed to explain second language acquisition and of the interaction between such theories and strategies for maintaining and developing bilingualism.

Prerequisites: none **Co-requisites:** none

Place of course in curriculum: Required __X__ TESOL Streams A, B, C, D and Fellows Elective

Required __X__ Bilingual Education Streams A, D

Working themes of the Conceptual Framework of the School of Education and how addressed in the course:

- Educating for and About Diversity: Second language learners and teachers bring a rich diversity into the classroom and school. The course will explore if/how second language acquisition is influenced by factors such as age, first language, national origin, learning styles, and personality types, and will also explore the roles of gender, race and ethnicity, and other demographic variables in the second language classroom.
- Developing In-depth Knowledge about the World: Second language development is an everyday, worldwide occurrence, a part of the human experience that urban teachers, especially, need to understand in they are to be effective. Candidates will observe second language learners, analyze their linguistic behavior, and relate that to research.
- Becoming Skillful, Reflective Practitioners: Candidates read, discuss, and write about effective and ineffective teaching practice, their own and that of others, vis-à-vis the nature of language, its development in the bilingual individual, and educational policy.
- *Nurturing Leadership for Learning*: Candidates learn how and where to find reliable information about language and education, and how to advocate for an enlightened policy and practice in regards to language development and education.
- Building Caring Communities: Candidates gain an understanding of the reality of the essential linguistic equality of all languages and dialects and begin to develop strategies for mediating between that equality and the social inequalities of language variation. They develop empathy for second language learners by understanding their challenges.

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 <u>all</u> 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.ccny.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 <u>first week of class</u>. 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 <u>disabilityservices@ccny.cuny.edu</u>. Additional information is also available through their website: https://www.ccny.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.

<u>PARTICIPATION</u> will primarily be through postings on our <u>class blog</u> and <u>Zoom</u> 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	Due
1		(optional unless noted) Tues, 2/2 6-7:20 PM REQUIRED	(by end of week) Homework 1
2	"Topic 1: How Do Different Languages Connect in Our Minds?" (<i>Key Topics in SLA</i>) "Topic 2: Is There a Best Age for Learning a Second Language?" (<i>Key Topics in SLA</i>)	Tues, 2/9 6-7 PM	Homework 2 Blog comments
3	"Topic 3: How Do People Acquire the Words of a Second Language?" (Key Topics in SLA) "Topic 4: How Important is Grammar in Acquiring and Using a Second Language?" (Key Topics in SLA)	Tues, 2/16 6-7 PM	Homework 3 Blog comments
4	"Topic 5: How Do People Learn to Write in a Second Language?" (Key Topics in SLA) "Topic 6: How Do Attitude and Motivation Help in Learning a Second Language?" (Key Topics in SLA)	Tues, 2/23 6-7 PM	Homework 4 Blog comments
5	"Topic 7: How Useful is Second Language Acquisition Research for Language Teaching?" (<i>Key Topics in SLA</i>) "SLA in Uncertain Times: Disciplinary Constraints, Transdisciplinary Hopes" (Ortega, 2018) – article or recorded talk	Tues, 3/2 6-7:20 PM REQUIRED	Homework 5 Blog comments
6	"Decolonizing ESOL: Negotiating Linguistic Power in U.S. Public School Classrooms" (Motha, 2006) OPTIONAL - "Topic 8: What are the Goals of Language Teaching?" (Key Topics in SLA)	Tues, 3/9 6-7 PM	Homework 6 Blog comments
7	"Clarifying translanguaging and deconstructing named languages" (Otheguy, Reid & García, 2015) "Let's Not Forget that Translanguaging is a Political Act" (Flores, 2014)	Tues, 3/16 6-7 PM	Homework 7 Blog comments
8	"Pushing Past Myths: Designing Instruction for Long- Term English Learners" (Brooks, 2018) "Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education" (Flores & Rosa, 2015)	Tues, 3/23 6-7 PM	Homework 8 Blog comments
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) "Translanguaging and Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility" (Ascenzi-Moreno, 2018)	Tues, 4/6 6-7:20 PM REQUIRED	Homework 9 Blog comments
11	"Connecting with communities of learners and speakers: Integrative ideals, experiences, and motivations of successful black second language learners" (Anya, 2011) "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)	Tues, 4/13 6-7 PM	Homework 10 Blog comments

12	"Bilingualism, Disability and What it Means to Be Normal" (Cioè-Peña, 2017)	Tues, 4/20 6-7 PM	Homework 11 Blog comments
	Distinguishing Language Acquisition from Learning Disabilities (NYCDOE)		
13	"Implementing Trauma-Informed Principles in the Remote Spanish Classroom During the Coronavirus Pandemic" (Saldívar García & Manuel, 2020) "When Schools Cause Trauma" (Gaffney, 2019) "Immersion" (film, 12 minutes, 2019)	Tues, 4/27 6-7 PM	Homework 12 Blog comments
14	CUNY-NYSIEB website	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