Originating Course Information

Offering of Education: Teaching & Learning 5620: Introduction to Second Language Acquisition
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled, Off Campus
Term of Offering: Autumn 2012 - Regular Academic Term
Level/Career: Graduate, Undergraduate
Rationale for proposing this offering: Outreach and Engagement course with Columbus City Schools
Description for this offering: This course introduces major theoretical approaches to second language acquisition (SLA) for teachers and prospective teachers of FL, ESOL, BE, and teachers of students from diverse linguistic backgrounds.

Attachments

- OneTimeSupplement for Autumn 2012, Custodio.doc
- 5620 Syllabus Autumn 2012.doc
- OneTimeSupplement_for_Autumn_2012,_Custodio[1].doc: Revised Supplement

Comments

- Please use the Revised Supplement for approval purposes. (by Zircher, Andrew Paul on 07/11/2012 04:32 PM)
- Approved on behalf of GSC. 6/28/12 (by Mercerhill, Jessica Leigh on 06/28/2012 02:53 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
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<td>Mercerhill, Jessica Leigh</td>
<td>06/28/2012 02:53 PM</td>
<td>Submitted for Approval</td>
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<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>06/28/2012 03:34 PM</td>
<td>Unit Approval</td>
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<td>College Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Herness, M Scott Myers, Dena Elizabeth</td>
<td>07/11/2012 04:32 PM</td>
<td>GradSchool Approval</td>
</tr>
</tbody>
</table>
THE OHIO STATE UNIVERSITY ONE-TIME OFFERING REQUEST

A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) N/A
2. Enrollment Capacity 20
3. Waitlist Capacity 99
4. Final Exam:
   - [ ] Yes
   - [x] No
   - [ ] Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
   a. Exam Seat Spacing
5. Special Instructions or Additional Information

6. Class Search Title (18 character limit) Int Sec Lang Acq
7. Display in Class Search:
   - [ ] Yes
   - [x] No
8. Credit Hours 3
9. Course Components (check all that apply): Lecture
10. Graded Component (check one): Lecture
11. Campus of Offering (check all that apply):
    
    [ x] Columbus    [ ] Marion    [ ] Newark
    [ ] Lima        [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions

13. Permission to Enroll in this course: Department Consent

C. **Flexibly Scheduled/Off Campus/Workshop Request Information** (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date August 28 to November 27
2. Previous quarter(s) of offering and enrollment Autumn 2011 -- 20 students
3. Expected enrollment for proposed quarter of offering: 20 students

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site: Columbus Global Academy

6. Will course be taught in distance learning format: Yes ☒ No ☐

7. Complete the following for courses offered for less than term length or for Workshops:

<table>
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<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Graduate, 3 hours</td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td>28 hours</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>☐ Letter ☐ S/U ☐ Progress</td>
<td>☐ Letter ☐ S/U ☐ Progress</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>60</td>
<td>Total hours of class meetings: 28</td>
</tr>
<tr>
<td>Length of each class:</td>
<td>2 hours</td>
<td></td>
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</table>

8. Complete this section for Off-Campus courses only:

- Distribution of contact time (explain differences from on-campus offerings):
  Course will have same distribution of time as on-campus course, contract course for Columbus teachers

  Instructor: Dr. Brenda Custodio  Rank: Lecturer

  Qualifications (explain any difference in rank/qualification from on-campus instructors):
  Course instructor is a Ph. D. and has the same qualifications as the on-campus instructor, but not the same rank.

  Explain differences in teaching arrangements from on-campus offerings:
  This course is a contract course for Columbus Schools teachers and is taught off-site for their convenience.

  Student Services (explain how they will be provided to off-campus students):
  Registration: Offered on-site in Columbus Schools location.

  Office Hours: Before and after class

  Academic Advising: Students receive advising from Dr. Charles Hancock, the TESOL advisor.
Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [X] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON   [X] TUE   [ ] WED    [ ] THR     [ ] FRI   [ ] SAT   [ ] SUN

4. Meeting start time: _4:30__________  5. Meeting end time: ___6:40_________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Custodio.</td>
<td>Primary</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
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<tr>
<th>Priority</th>
<th>Characteristic</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. **Heading of Syllabus:**

School of Teaching & Learning/Foreign Second Language Education  
Ed T and L 5620 Studies in TESOL & Bilingualism: Second Language Acquisition  
AU 2012  
Graduate (3 semester credit hours)  
Dr. Brenda Custodio (lecturer)  
(Cell phone: 371-1011)  
Time/Room: Tuesday 4:30 – 6:40 at the Columbus Global Academy, 2001 Hamilton Ave. 43211  
Office Hours: Before or after class or as arranged  
Email addresses: OSU custodio.1@osu.edu

2. **Description/Rationale**

   This course introduces major theoretical approaches to second language acquisition (SLA) for teachers and prospective teachers of foreign languages (FL), English to speakers of other languages (ESOL), bilingual education (BE), and teachers of students from diverse linguistic backgrounds. Exploration of how languages are learned involves an interdisciplinary approach, drawing mainly from psychology, linguistics, anthropology and sociology of education.

   Interdisciplinary insights from SLA research can be useful to language teachers in many ways. First, they enable language teachers to articulate and develop their own language teaching philosophies, approaches and methods for language teaching which have a theoretical foundation recognized by the profession and supported by research. Second, knowledge of SLA will enable language teachers to become more discipline-based decision makers as they develop curriculum, select and make teaching texts and materials that are appropriate for their students of various ages, interests, and levels of proficiency. Third, knowledge of SLA will help language teachers develop a repertoire of tools to know their students, the resources they bring to the classroom, their home languages and cultures. Fourth, SLA will enable language teachers to know what to expect when assessing the academic achievement of their students, and to become more reflective practitioners in evaluating their own teaching through research-based inquiry. Fifth, knowledge of SLA research will enable second language educators to advocate for effective and appropriate programs for second language learners within their own social and institutional contexts.

3. **Relationship to Other Courses/Curricula:**

   The course is a core requirement for the MA in FSLED, TESOL endorsement, and one of the three courses (Ed T and L 5630 TESOL & Bilingualism: Second Language
Acquisition, Ed T and L TESOL Methods, Ed T and L Second Language Testing and Assessment) for part-time students in the M.Ed. program.

4. **Knowledge, Skills and Dispositions:**

The purpose of this course is twofold: (a) to provide an overview of the theory and research of second language acquisition and (b) to establish meaningful connections from research to the language classroom. The following objectives address this twofold purpose and the knowledge, skills and dispositions addressed in this course:

1. To consider the nature of the language learning process and to develop a reflective approach to the ways in which insights from SLA research can be of significance to language teaching.
2. To identify and describe basic concepts and theoretical approaches to first and second language acquisition.
3. To reflect upon one’s own second language learning experiences by reference to scholarship in the field.
4. To be able to develop and support one’s choice of teaching methodology by reference to some of the articles, scholarly journals and research studies in the field.
5. To encourage critical thinking in examining debates in SLA and in the popular media concerning second language education.

This course will support teachers’ development of knowledge, skills and dispositions which take additive rather than subtractive view towards second language learning. The goal of TESOL is to utilize and strengthen the home languages and cultures of our students as bridge to learning English. The goals are bilingualism and bi-literacy, multilingualism and multi-literacy, not to replace the home language with English.

The course emphasizes problem-solving in a case study approach and opportunities for individual study and reflection and discussion with other practitioners. Class projects will provide opportunities to engage in teacher research, reflecting on the application of course readings to actual second language teaching practice.

5. **Off Campus Field Experiences:**

Ed T and L 5630 is being offered off-campus at the Columbus Global Academy for certified Columbus City Schools teachers seeking TESOL Endorsement.
6. **Policies for Student Conduct and Participation** – Students are expected to do their own work and to act in accordance with standard University policies. Regular attendance is critical and mandatory. Late assignments will be accepted, but the grade will decrease one level each week.

7. **Academic Misconduct** -- The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (HYPERLINK "http://studentaffairs.osu.edu/info_for_students/csc.asp" http://studentaffairs.osu.edu/info_for_students/csc.asp).

8. **ODS Statement** -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; HYPERLINK "http://www.ods.ohio-state.edu/" http://www.ods.ohio-state.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

9. **Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”
10. Diversity
The course explores the interconnections between knowledge of learners in all their rich dimensions of social identity—racial, linguistic, religious, ethnic, gender and sexual identity, educational and socio-economic backgrounds, social context and the other areas of pedagogical knowledge. The intent of the course is to prepare teachers who will become advocates for English language learners.

Many effective ESL teachers have developed a broad repertoire of cultural and linguistic responsiveness to second language students through their own experiences of studying a second language or living and working in a non-English speaking environment. Empathy and flexibility are dispositions which enable teachers to better know the needs of students from diverse cultural and linguistic backgrounds. While this course, within an English-dominant educational environment, cannot replicate a study-abroad or immersion experience, demonstrations which use various languages will provide some experiential context for discussing second language teaching and learning within multicultural, multilingual settings.

Statement on Diversity -- The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

11. Technology:
Technology provides a variety of tools to support ELLs learning across the curriculum. The course will introduce the field of Computer Assisted Language Learning (CALL) including opportunities for students to develop skills in areas such as web design, video, power point and electronic communication. The ELL population in the Columbus area is comprised of students who bring diverse resources to our school system. The course will explore use of technology incorporate the home languages and cultures into the classrooms and the funds of knowledge from many communities into curriculum development. The course will model and demonstrate how technology can facilitate the development of multilingual, multicultural voices into to promote academic achievement.
12. Topical Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Readings</th>
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</thead>
<tbody>
<tr>
<td>August 28th</td>
<td><strong>Course Introduction: What is “second language acquisition?”</strong></td>
</tr>
<tr>
<td>Session 1</td>
<td>What makes a good language teacher/learner?</td>
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<tr>
<td>Sept 4th</td>
<td><strong>The Role of Culture in the second language classroom</strong></td>
</tr>
<tr>
<td>Session 2</td>
<td>Freeman, D.E. &amp; Freeman, Y.S. Chapters 1 and 2</td>
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<tr>
<td>Sept. 11th</td>
<td><strong>Theories of SLA and History of Language Teaching Approaches</strong></td>
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<tr>
<td>Session 3</td>
<td>Freeman, D.E., &amp; Freeman, Y.S. Chapter 3 and 4</td>
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<tr>
<td></td>
<td><strong>Self-Introductions Due</strong></td>
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<tr>
<td>Sept. 18th</td>
<td>Freeman, D.E., &amp; Freeman, Y.S. Chapter 5</td>
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<tr>
<td>Session 4</td>
<td><strong>Culture Presentations begin</strong></td>
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<tr>
<td>Sept. 25th</td>
<td>Freeman, D.E., &amp; Freeman, Y.S. Chapter 6 and 7</td>
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<tr>
<td>Session 5</td>
<td><strong>Culture Presentations continue</strong></td>
</tr>
<tr>
<td>October 2th</td>
<td>Freeman, D.E., &amp; Freeman, Y.S. Chapter 8</td>
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<tr>
<td>Session 6</td>
<td><strong>Culture Presentations continue</strong></td>
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<tr>
<td>October 9th</td>
<td>Freeman, D.E., &amp; Freeman, Y.S. Chapter 9</td>
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<tr>
<td>Session 7</td>
<td><strong>Midterm due</strong></td>
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<tr>
<td>October 16th</td>
<td>Freeman, D.E., &amp; Freeman, Y.S. Chapter 10</td>
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<tr>
<td>Session 8</td>
<td></td>
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<tr>
<td>October 23rd</td>
<td>Online activity on Carmen, first draft of SLA paper</td>
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<tr>
<td>Session 9</td>
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<tr>
<td>October 30th</td>
<td>Online posting of powerpoint about a culture present in Columbus Schools</td>
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<tr>
<td>Session 10</td>
<td></td>
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<tr>
<td>November 6th</td>
<td>Freeman, D.E., &amp; Freeman, Y.S. Chapter 11.</td>
</tr>
<tr>
<td>Session 11</td>
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<tr>
<td>November 13th</td>
<td>Freeman, D.E., &amp; Freeman, Y.S. Chapter 12.</td>
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<tr>
<td>Session 12</td>
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</table>
No Class November 20th  Thanksgiving Break

Nov. 27th  Final class. Oral presentation of case study.
Session 13  Case Study Due (Late Projects will receive a lower grade)

13. Course Requirements/Evaluation:

1. **Self introduction.** Tell me about yourself. How did you decide to become a teacher? Where are you from? What language(s) did your grandparents and parents speak? Include dialect issues. What languages did you speak at home? At school? When were you first exposed to a second language? Describe your school experiences with second/foreign languages. How would you characterize the teaching methodology? What makes a good language learner? Teacher? (10% of final grade)

2. **Cross-Cultural Experience.** You will research a culture other than your own. As part of the research, you will participate in some kind of cross-cultural experience such as attending a religious service, visiting the home or business from the culture, etc. (This may include, but not be exclusively, going to a restaurant from a different culture.) Include an interview with a person from that culture in your presentation. Share your experience with the class through a short 5-minute presentation. Include reflections on the experience and how you felt during the encounter. This activity may be done with a group. (This project will be 20% of the final grade.)

3. **Second Language Acquisition Paper.** You will select an aspect of SLA that interests you and research the theories behind this aspect of learning a language. The paper needs to be at least 10 pages in length and will be uploaded onto TK20 as part of the NCATE review process. (25% of grade)

4. **Case Study**
Select a student from your class or school about whom you would like to know more. The child can be a student who has special difficulties, who comes from a culture that you would like to know better, or who represents a special opportunity or challenge. (Read the case studies in Freeman and Freeman, Chapter 12, for some general guidelines of what a case study looks like.) Do not include the real name of the student, select a pseudonym or some other indicator for the child.
Each case study should include:

- Background information on the country, culture, and home language of the student
- Description of the child’s language learning experiences, in the past and in your classroom or building. Include work samples, observation logs, assessment data, behavior checklists, interview transcripts, or whatever data you feel is pertinent.
- Criteria for the selection of the student (why you choose this particular student)
- Narrative of at least one home visit
- Interview with at least one other educational professional who works with this child
- Reflection on the experience, what you learned from your interaction with the child, his/her family, and the other adults you contacted about the child. Reflections should include references to language theories from our readings or from classroom discussions.

The narrative of your reflections concerning the project should be approximately 4-5 pages, with as many appendices as you feel are necessary (i.e. notes from home visit, interview with another teacher or counselor, student writing samples). Case studies are due on the last night of class, Nov. 27th. The grade from your case study will comprise 25% of your grade.

**Final Grade:**

<table>
<thead>
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<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Self Introduction</td>
<td>10%</td>
</tr>
<tr>
<td>Cross-cultural Experience Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>SLA Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Case Study</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading scale:**

- A 94-100%
- A- 90-93%
- B+ 87-89%
- B 84-86%
- C+ 77-79%
- C 70-73%
- D+ 67-68%
- D 64-66%
- F 63% and below 69%

**14) Required Reading:**


**15) Statement of Student Rights:**

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodation.”