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 Summer 2013 - Seven Week Summer Session
Level/Career Graduate, Undergraduate
Rationale for proposing this offering To offer a TESOL Endorsement course to CCS teachers via O&E. 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. The goals are bilingualism and bi-literacy, multilingualism and multi-literacy, not to replace the home language with English

Description for this offering Following successful completion of this course, teachers will
• Identify and describe basic concepts and theoretical approaches to first and second language acquisition
• Gain an understanding of how to develop and support one’s choice of teaching

Attachments

• 5620 course description-sla summer 2013.doc
  (Other Supporting Documentation. Owner: Wisnor, Steven Thomas)

• 5620 SLA syllabus summer 2013.doc
  (Syllabus. Owner: Wisnor, Steven Thomas)

• 5620 OneTimeSupplement-sla summer 2013.doc
  (One Time Form Supplement. Owner: Wisnor, Steven Thomas)

Comments

• Approved 12/6/12. (by Mercerhill, Jessica Leigh on 12/06/2012 12:51 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>
<td>Submitted</td>
<td>Wisnor, Steven Thomas</td>
<td>12/03/2012 03:20 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>12/06/2012 12:51 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>12/06/2012 12:51 PM</td>
<td>College Approval</td>
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</tbody>
</table>
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) 20
2. Enrollment Capacity 20
3. Waitlist Capacity 10
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) **Intro2ndLangAcquis**
7. Display in Class Search:
   - [x] Yes
   - [ ] No
8. Credit Hours 3

9. Course Components (check all apply):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Laboratory
   - [x] Lecture
   - [ ] Recitation

10. Graded Component (check one):

11. Campus of Offering (check all apply):
   - [x] Columbus
   - [ ] Marion
   - [ ] Newark
   - [ ] Lima
   - [ ] Mansfield
   - [ ] Wooster (ATI)

12. Prerequisites and Exclusions none
13. Permission to Enroll in this course:  ☑ No Consent needed ☐ Department Consent

☐ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

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  July 8-July 12, 2013

2. Previous quarter(s) of offering and enrollment

3. Expected enrollment for proposed quarter of offering:  20

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

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

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

<table>
<thead>
<tr>
<th>Level and Credit Hours</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time</td>
<td>One week; 7 hours per day</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Exclusion or Limiting Clause</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Grade Options (Check one):</td>
<td>Letter S/U Progress X Letter S/U Progress</td>
<td></td>
</tr>
<tr>
<td>Total hours of class meetings:</td>
<td>35 hrs</td>
<td></td>
</tr>
<tr>
<td>Length of each class:</td>
<td>7 hours</td>
<td></td>
</tr>
</tbody>
</table>

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

Distribution of contact time (explain differences from on-campus offerings):

Instructor Elizabeth McNally lecturer Rank

Qualifications (explain any difference in rank/qualification from on-campus instructors)

Explain differences in teaching arrangements from on-campus offerings

Student Services (explain how they will be provided to off-campus students):

Registration

Office Hours
D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:

3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.
ATTACHMENT TYPES that may be needed for this form:

- Cover Letter
- Syllabus
- Study Tour Academic Plan
- Study Tour Administrative Plan
- Concurrence Letters / Forms
- GE model curriculum compliance statement
- GE course assessment plan
- Memo of Understanding
- Appeal statement
- Other supporting documentation

### Components (Sections): 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
   - [ ] Flexibly Scheduled
   - [X] In Person
   - [ ] Video Taught

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

4. Meeting start time: ___________8 am
5. Meeting end time: ____________3 pm

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>Elizabeth McNally</td>
<td>Primary</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
7. Central classroom pool facility or department room: [ ] Pool  [ ] Dept

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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</tbody>
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9. Notes: ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

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

End Component 1

Begin Component 2

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

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

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

4. Meeting start time: ____________  5. Meeting end time: ____________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
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9. Notes: ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

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

End Component 2

Begin Component 3

1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [ ] Computer taught
   [ ] Distance Learning

3. Meeting Pattern
   [ ] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop
   [ ] Flexibly Scheduled
   [ ] In Person
   [ ] Video Taught
4. Meeting start time: ___________ 5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
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<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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<td>Primary Yes</td>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

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

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</table>

9. Notes: ______________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print  [ ] Before  [ ] After
The Ohio State University
College of Education and Human Ecology

EDUTL 5620 (703)

Second Language Acquisition

July 8-12
Summer 2013

Dr. Elizabeth McNally
614-378-4939
mcnally.48@osu.edu
Office hours: By appointment only

COURSE DESCRIPTION
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. The goals are bilingualism and bi-literacy, multilingualism and multi-literacy, not to replace the home language with English.

Objectives: Following successful completion of this course, teachers will
- Identify and describe basic concepts and theoretical approaches to first and second language acquisition
- Gain an understanding of how to develop and support one’s choice of teaching methodology by referencing theory and research studies in the field
- Discuss primary issues in the teaching and learning of English Language Learners
- Develop critical thinking skills in examining debates in SLA and in the popular media concerning second language acquisition

Textbooks and Readings:

The following books are required and are available from multiple online booksellers (not at the OSU bookstore). The articles are available through the OSU library or the website is provided.

Bylund, J. (January 01, 2011). Thought and Second Language: A Vygotskian Framework for Understanding BICS and CALP. Communique, 39,


Iddings, A. C. D., & Jang, E.-Y. (January 01, 2008). The Mediational Role of Classroom Practices During the Silent Period: A New-Immigrant Student Learning the English Language in a Mainstream Classroom. Tesol Quarterly, 42,


**COURSE REQUIREMENTS AND EVALUATION**

**PARTICIPATION AND ATTENDANCE:** Active and engaged participation is required. Coming to class prepared entails that the student has read the materials for that day’s class and is ready to discuss the material. The level of this course suggests that the student is eager to address issues and concerns in second (and additional) language learning. Attendance at every class meeting is required. Arriving late and leaving early counts against the student’s participation. There will be a variety of in-class work and projects that will also contribute to this grade. Please contact me if there is an emergency situation. Due to the shortened nature of the course, if there is more than one absence, the student may not be able to adequately meet the objectives of the course, and a passing grade may not be possible.
READINGS: It is expected that the student comes to class having read the required daily material and be ready to discuss and problematize it. The readings will be referenced in class, so they must be physically present with the student.

READING RESPONSES: Write a reading response to the required reading for each day. These are short papers (approx. 500 words), in which the student responds to the material. The student can critique, problematize, question, or discuss Aha’s found within the reading. It is expected that the reading responses begin to refer to other readings and materials being discussed during the course. Please label the reading response as to which meeting number it is. The reading response is due on the day that we are discussing that material. Late papers will not be accepted.

CRITICAL REVIEW: The student will write and present a critical review (approx 1500 words) of a current article discussing an aspect of educating ELLs in a K-12 context. This should begin with a summary of the article and include: why you chose this article, its strengths and weaknesses, and how the student sees it fitting into the topic of the day. This is due by Friday July 19, 2013.

FINAL PAPER: The student will combine the essential learning of the quarter into one cumulative final paper. The student will draw upon at least 5 sources that we have reviewed during the quarter, demonstrating a synthesis of key themes, while applying it to their personal pedagogy going forward. This paper will be approximately 10 pages, with an additional references page. This is due by Friday July 26, 2013.

EVALUATION:
Participation and Attendance 10
Reading Responses (5 papers/10 pts each) 50
Critical Review 20
Final Paper 20

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. I am obligated to report any suspected academic misconduct.

ODS STATEMENT: Any student who feels s/he may need an accommodation based upon a disability should contact me privately to discuss specific needs of the individual.

STATEMENT ON DIVERSITY: The College of Education values and affirms diversity in the student body. Discrimination in any form is prohibited.

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.”
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1  |      | Intro: What is SLA?  
- Syllabus review  
- The role of culture in SLA | • Freeman and Freeman Chapters 1 & 2  
• Freeman and Freeman Chapters 3 & 4 |
| 2  |      | - Theories of SLA | • Freeman and Freeman Chapters 5 & 6  
• Krashen article  
• Krashen article |
| 3  |      | - Stages of SLA | • Freeman and Freeman Chapters 7 & 8  
• Iddings article  
• Zhaohong article |
| 4  |      | SLA in CCS | • Cummins article  
• Bylund article |
| 5  |      | - Classroom application | • Cohen article  
• NEA policy brief  
• Goldberg article  
• Sherris article (in class) |
Please return the completed form to Greg Mild no later than Friday August 6, 2012. All information is needed so registration materials can be distributed in a timely manner. Please include an electronic version of your syllabus as drop deadlines are prior to the first class meeting time. Thanks for observing this timeline. This information can be sent to me via email. mailto:gmild@columbus.k12.oh.us

Name of Course: Second Language Acquisition

Dates for Course: July 8-12, 2013

Time of Course: 8:00 am-3:00 pm

Location of Course:

Name of Instructor: Dr. Elizabeth McNally

Grading System: A-E

Intended Audience:
This course is aimed at in-service teachers participating in the TESOL Endorsement program and thus seeking an endorsement in the area of TESOL (Teaching English to Speakers of Other Languages) in addition to their already existing license in their initial area of teacher licensure

Brief Course Description:
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. The goals are bilingualism and bi-literacy, multilingualism and multi-literacy, not to replace the home language with English
If you have any questions, please contact Greg Mild at 365-5039.

Thanks!