

University of Puerto Rico at Humacao
English Department
English B.A. Program

Course Syllabus

- I. Title: Studies in Language Acquisition
- II. Codification: INGL 4325
- III. Number of Credits/ Hours: Three credits/ Three hours per week/ Forty-five contact hours per semester
- IV. Prerequisites: Pre-requisites: INGL 3227 and INGL 4206
Co-requisites: None
- V. Course Description: Studies in Language Acquisition is one of the professional skills courses required for students enrolled in the English B.A. program leading to the degree in Arts with a specialization in the teaching of English at the elementary or secondary school level. This course is designed to provide the students with a foundation in what cognitive, psychological, sociological and linguistic research contributes to the study of language acquisition and to the identification of factors that affect the acquisition of a second language. This course also focuses on research as a complementary tool for academic and professional growth and development.
- VI. Course Objectives: Course content and materials are geared towards helping students to:
- A. Examine the major theories about the nature of language and the nature of language learning developed in the related fields of study.
 - B. Distinguish factors related to first language acquisition that affect second language acquisition.
 - C. Discover issues presented in current literature about first and second language acquisition.
 - E. Examine current literature about acquisition theory based on the analysis of arguments presented by language acquisition theorists and other researchers.

VII. Course Content:	Introduction to Course	3 hrs.
	a) Course Requirements	
	b) Myths about Language Acquisition	
	c) Reference Styles and Resources	
	Language Learning and Teaching	3 hrs.
	L1 Acquisition Theories and Issues	6 hrs.
	Building a Theory of L2 Acquisition	6 hrs.
	Nature of Human Learning	3 hrs.
	Styles and Strategies	6 hrs.
	Personality Factors	3 hrs.
	Sociocultural Factors	3 hrs.
	Communicative Competence	3 hrs.
	Oral Presentations	4 hrs.
	Quizzes	2 hrs.
	Exams	<u>3 hrs.</u>
		45 hrs.

VIII. Instructional Strategies

- Class Lectures – Professor as facilitator
- Cooperative Groups – Student-centered activities
- Oral Presentations – Students as facilitators
- Journal Panels – Students as facilitators

IX. Resources

- Computer/LCD Projector
- Blackboard/Whiteboard
- Television/DVD/VCR

X. Evaluation Strategies

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| • Case Study Presentation | 15% |
| • Exam 1 | 15% |
| • Exam 2 | 20% |
| • L2 Acquisition Theoretical Model | 25% |

• Journal Panel Discussion	5%
• Critiques	10%
• Quizzes	<u>10%</u>
	100%

XI. Grading System

A = 90-100 %
B = 80-89 %
C = 70-79 %
D = 60-69 %
F = 0-59 %

XII. Bibliography

A. Required Textbook

Brown, H.D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson Education.

B. References

Bandura, A. (1976). *Social learning theory*. New York, NY: Prentice Hall.*

Cook, V. (2003). *Effects of the second language on the first*. London, UK: Cromwell Press.*

Crawford, J., & Krashen, S.D. (2007). *English learners in American classrooms: 101 questions, 101 answers*. New York, NY: Scholastic Teaching Resources.

de Bot, K. (2008). Introduction: Second language development as a dynamic process. *Modern Language Journal*, 92, ii, 166-178.

Gass, S.M., & Selinker, L. (2008). *Second language acquisition: an introductory course*. Mahwah, NJ: Lawrence Erlbaum Associates.

Krashen, S.D. (2003). *Explorations in language acquisition and use*. New York, NY: Heinemann.*

Lugo Colón, N. (2007). A study on secondary English as a second language

- Facilitators' emancipation toward a constructivist paradigm. Retrieved September 30, 2007 from <http://gradworks.umi.com/32/56/3256816.html>.
- Maher, J., & Groves, J. (2007). *Introducing Chomsky*. Cambridge, UK: Gutenberg Press.
- Nunan, D., & Bailey, K. (2008). *Exploring second language classroom research: A comprehensive guide*. Boston, MA: Heinle & Heinle.
- Oak, M. (2008). *Second language acquisition theory*. Retrieved January 12, 2008 from <http://www.buzzle.com/articles/second-language-acquisition-theory.html>.
- Quartz, S. R., & Sejnowski, T.J. (2002). *Liars, lovers, and heroes: What the new brain science reveals about how we become who we are*. New York, NY: Harper Collins Publishers.*

*Classic edition or latest edition in print

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UPR-Humacao complies with ADA (Americans with Disabilities Act) and Law 51 (Integrated Educational Resources for Persons with Disabilities) to guarantee equal access to education and services. Students with disabilities should inform the professor of the course about special needs and/or reasonable accommodations for the course on the student information card filled out during the first week of classes. He/she should also visit the Services for Students with Disabilities Office. Strict confidentiality will be maintained.

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