

ENGL 5147: LANGUAGE ACQUISITION  
Monday & Wednesday 4:30 to 5:45 PM Howard 103

Professor: K. Seon Jeon  
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Office Hours: Tuesdays and Thursdays 12:15 - 1:15 PM, Wednesdays 6:00-7:00 PM and by appointment.

COURSE OBJECTIVES

Students will develop better understanding of the nature of first and second language acquisition by studying the various theories or views on the process of language acquisition. Students will also become familiar with the environmental and psycholinguistic factors which affect the acquisition of both first and second languages.

REQUIRED MATERIALS

1. Lightbown, P. & Spada, N. (1993). *How languages are learned*. 2<sup>nd</sup> Edition. Oxford University Press.
2. Reading materials on reserve in the library.
3. A campus e-mail account.

CLASS FORMAT: lectures, discussions of readings and lectures, and student presentations.

CLASS DECORUM: Treat students and the professor with courtesy and respect. Arrive on time. If you enter class late, do so quietly and sit in the back of the room. No cell phones.

ATTENDANCE: Attendance is required. You are permitted 5 absences. There are NO excused absences. It is your responsibility to use your absences wisely.

### COURSE REQUIREMENTS

1. **HOMEWORK** (50% for undergraduate, 40% for graduate): There are six homework assignments. Both graduate and undergraduate students are required to complete all the homework assignments. The homework assignments will be based on the reading assigned for each topic being covered. You need to submit the homework before class starts. Homework will not be accepted after the class is over. If you are late, please submit your homework as soon as you arrive. If you have a planned sports or (non)academic activity, it is your responsibility to turn in assignments ahead of time to avoid late penalties. Assignments are also considered late if you are absent (although they may be submitted by email on the same day as due). A late assignment will be penalized 10 points.
2. **EXAMS** (40% for undergraduate, 30% for graduate): There will be two exams for both undergraduate and graduate students. No makeup exam will be given to anyone in any instances. If you have to miss an exam for a medical reason, please bring me a written note from the doctor. If you have a planned sports or other non-academic activity for the exam dates, please bring a written note from the dean.
3. **ARTICLE CRITIQUE** (graduate students only) (20%): Graduate students are required to read an article of their choice and write a 4-6 page critique (double-spaced). The article can be chosen from the list of the suggested reading at the end of each chapter in the textbook or you can choose on your own. The areas within which you will pick a topic include first language acquisition, second language acquisition theories, factors affecting second language acquisition, and classroom second language learning. Depending on what area you choose, your due date will vary. You are also required to present the critique to the class on the specified date on the course calendar. Submit your written critique at the end of your presentation. Please follow APA guidelines in the format and style of your paper.
4. **CLASS PARTICIPATION** (10%): You are required to participate in class discussions and activities. Class participation grade is determined based on the quantity and quality of your efforts at class discussions and activities.

GRADES: Final letter grades will be based on the following scale:

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

NOTE: Academic theft or copying will not be tolerated. Students will receive failing grades on any plagiarized assignments. If the behavior continues, a failing grade will be received in the course and the student will be reported to university judiciaries.

SPECIAL NEEDS: The American with Disabilities Act assures every student the opportunity to receive assistance if he/she requires it to be successful in this of any other course at Columbus State University. If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) that may require you to need assistance attaining accessibility to instructional content to meet course requirements, we recommend that you contact the Office of Disability Services in the Academic Support Center, Woodall Hall at (706) 568-2330, as soon as possible. It is then your responsibility to contact and meet with the instructor. The Special Needs Office can assist you and the instructor in formulating a reasonable accommodation plan and provide support in developing accommodations for your disability. Course requirements will not be waived, but accommodations may be made to assist you to meet the requirements. Technical support may also be available to meet your specific need.

COURSE CALENDAR

<i>Date</i>	<i>Topics</i>	<i>Reading</i>	<i>Assignment</i>
Jan. 12 M	Introduction to the course/overview of assignments		
Jan. 14 W	First language acquisition: Introduction	Chapter 1	
Jan. 19. M	No class (MLK)		
Jan. 21 W	First language acquisition	RR <sup>1</sup>	
Jan. 26	No class		
Jan. 28 W	First language acquisition		
Feb. 2 M	Graduate student presentation		HW 1 due
Feb. 5 W	Second language acquisition (SLA): Introduction	Chapter 2	
Feb. 9 M	SLA theories: Behaviorism/Contrastive Analysis Hypothesis	RR	
Feb. 11W	SLA theories: Nativist/Innatist Theories-Chomsky's Universal Grammar		
Feb. 16M	SLA theories: Nativist/Innatist-Krashen's Monitor Theory		
Feb. 18W	SLA theories: Interactionist		HW 2 due
Feb. 23M	SLA theories: Interactionist		
Feb. 25W	Graduate student presentation		
Mar. 1M	Exam Review		HW 3 due
Mar. 3W	Exam I		

<sup>1</sup> Reserved Reading

Mar. 8M	Factors affecting second language learning: Introduction	Chapter 3	
Mar. 10W	Cognitive factors: Intelligence, aptitude	RR	
Mar. 15M	Age and SLA: Critical period hypothesis		
Mar. 17W	Age and SLA: Critical period hypothesis		
Mar. 22-27	No class (spring break)		
Mar. 29M	Personality/ Motivation and SLA		HW 4 due
Mar. 31W	Socio-cultural factors		
Apr. 5M	Graduate student presentation		
Apr. 7W	Learner language/Interlanguage /developmental stages/error analysis/ fossilization	Chapter 4, RR	
Apr. 12M	Graduate student presentation		HW 5 due
Apr. 14W	Second language learning in the classroom: Introduction	Chapter 5	
Apr. 19M	Second language learning in the classroom		
Apr. 21W	Second language learning in the classroom		
Apr. 26M	Graduate student presentation		HW 6 due
Apr. 28W	Exam review		
May. 3M	Final Exam		

**List of Reserved Readings for ENGL 5147 (Language Acquisition)**

First language acquisition (Jan. 14 –Jan. 28)

Pages 317- 346 from Fromkin, V. & Rodman, R. (1998), *An Introduction to Language* by New York, NY: Harcourt Brace College Publishers.

Second language acquisition theories (Feb. 5 – Feb. 25)

Pages 52 - 56 from Larsen-Freeman, D., & Long, M. (1991). *An Introduction to second language acquisition research*. New York, NY: Longman

Pages 227 - 240 from Larsen-Freeman, D., & Long, M. (1991). *An Introduction to second language acquisition research*. New York, NY: Longman

Pages 240- 249 from Larsen-Freeman, D., & Long, M. (1991). *An Introduction to second language acquisition research*. New York, NY: Longman

Pages 279- 282 from Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.

Chapter 6: Input, interaction, and second language acquisition (pp. 127-163) from Ellis, R. (1985). *Understanding second language acquisition*. Oxford, UK: Oxford University Press.

Factors affecting second language acquisition (Mar. 8- April 5)

Pages 93-95 from Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.

Pages 154-167 from Larsen-Freeman, D., & Long, M. (1991). *An Introduction to second language acquisition research*. New York, NY: Longman

Chapter 5: Individual learner differences and second language acquisition (p. 99-126). from Ellis, R. (1985). *Understanding second language acquisition*. Oxford, UK: Oxford University Press.

Learner language (April 7)

Chapter 8: Contrastive analysis, interlanguage, and error analysis (p. 192-225) from Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.