

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

MLAN 519

SECOND LANGUAGE ACQUISITION

COURSE DESCRIPTION

A study of the foundations of second language acquisition (SLA), including the theories, research, as well as the cross cultural, cross-linguistic, psychological, and personality components inherent in SLA; students explore strategies for second-language acquisition and assessment.

RATIONALE

The teaching of languages, including English, is a growing field, which speaks to the increasingly global orientation of current educational, business, and political goals. Content area teachers in fields other than languages are being asked to contribute to the needs of second-language students in their regular content-area classrooms and to encourage all students to diversify their learning. This course will help K–12 classroom teachers and ESL teachers expand their instructional preparation and, in some cases, add an endorsement to the teaching license they already hold.

The content will include an overview of language acquisition/learning theory, an examination of language program models, state and federal language policies, state and “national” language standards, the development of individual language resources, including professional resources and organizations, the use of various technologies in language acquisition/learning and assessment, an overview of various assessments, and issues pertinent to the individual preparation for licensure. It is a course that emphasizes reflection on best practices and personal professional growth.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. RECOMMENDED RESOURCE PURCHASE

American Psychological Association. Publication manual of the American Psychological Association (Current ed.). Washington, DC: Author.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)

- C. Blackboard [recommended browsers](#)
- D. Microsoft Word, Excel and PowerPoint
(Microsoft Office is available at a special discount to Liberty University students.)

V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Identify intrinsic values in lesson content.
- B. Apply biblical standards to lesson content.
- C. Understand the philosophies and perspectives which have described second language acquisition and promoted historic language pedagogy.
- D. Reflect on his/her teaching practices.
- E. Develop sets of resources for personal and professional use.
- F. Reflect on best practices in world language teaching.
- G. Evaluate world language materials and assessment instruments.
- H. Participate in professional language events.
- I. Integrate teaching methods/approaches, student learning modalities, diversity, types of assessment, technology, and professional reflection into an authentic teaching unit.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (5)

Discussion boards are collaborative learning experiences. Therefore, the student will complete 6 Discussion Board Forums in Modules/Weeks 2, 3, 5, 6 and 7. Most Discussion Board Forums correspond to a video segment. Each discussion will consist of a thread of 250–300 words and at least 2 replies consisting of 150–200 words each.

- D. BALLI (2)

The student will complete a pre-test and post-test for “The Beliefs About Language Learning Inventory (BALLI).” The purpose of taking the pre-test and post-test is to analyze the student’s beliefs about language learning and how these beliefs have changed during the course. The student will not receive a grade for this assignment.

- E. Annotated Resources (2)
The student will cite and annotate language organizations, regional language conferences, ESL resources, state teaching standards, and additional resources in Task 1 and Task 2.
- F. PowerPoint Presentations (2)
The student will complete 2 PowerPoint presentations on topics specified in the assignment instructions. Each presentation must have a maximum of 10 slides including a title and reference slide. The sources must be cited in current APA format.
- G. Timeline
The student will create an Instructional Perspectives Timeline
- H. PACE Projects (2)
The student will complete 2 PACE projects. Each PACE project will include a lesson plan, learning activity, and performance assessment.
- I. Professional Development
The student will participate in 2 hours of professional development activity(s). It is also strongly recommended (but not required) that the student joins at least 1 professional organization.
- J. Case Study
The case study covers aspects of technology in the language learning classroom.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 50 pts ea)	250
Annotated Resources (2 at 50 pts ea)	100
PowerPoint Presentations (2 at 100 pts ea)	200
Timeline	100
PACE Projects (2 at 100 pts ea)	200
Professional Development	50
Case Study	100
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 679 and below

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at

LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

MLAN 519

Textbooks: Shrum & Glisan, *Teacher's Handbook* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Shrum & Glisan: pp. 1–10, ch. 1 1 presentation	Course Requirements Checklist Class Introductions BALLI Pre-test Annotated Resources Part 1	10 0 0 50
2	Shrum & Glisan: chs. 2–4 1 website	DB Forum 1 PowerPoint Presentation 1	50 100
3	Shrum & Glisan: Review chs. 1–4 1 website	DB Forum 2 PowerPoint Presentation 2	50 100
4	Shrum & Glisan: chs. 5–6 1 website	Annotated Resources Part 2 Timeline	50 100
5	Shrum & Glisan: chs. 7–9 1 website	DB Forum 3 PACE Project 1	50 100
6	Shrum & Glisan: chs. 11–12 1 website	DB Forum 4 Professional Development	50 50
7	Shrum & Glisan: ch. 10 1 website	DB Forum 5 PACE Project 2	50 100
8	Shrum & Glisan: Review chs. 1–12 1 website	BALLI Post-test Case Study	0 100
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.