

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

TESL 403

SECOND LANGUAGE ACQUISITION

COURSE DESCRIPTION

A study of strategies for second-language acquisition and assessment. An historical approach to perspectives on second language-acquisition and proficiency.

RATIONALE

Only with a thorough understanding of how languages are learned can language teachers effectively help their students by providing the optimal conditions for acquisition to take place. In addition, knowing about Second Language Acquisition (SLA) can guide both students' and teachers' expectations regarding teaching-learning processes and outcomes.

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. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office
- E. Microsoft PowerPoint or equivalent for making presentations

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Identify and describe different theoretical concepts and models in SLA.
- B. Interpret second language data by applying different theoretical approaches.
- C. Evaluate theoretical propositions in SLA theory.
- D. Relate SLA theory to differences among second language learners.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

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

C. Discussion Board Forums (6)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be 500 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be a minimum of 250 words.

D. Research Proposal

Each student will write up a research proposal which will be fulfilled in conducting the research and writing a research paper setting forth the results of the research. The research proposal will include the following materials, which are to be handed in in a single Bb submission. The various parts of this assignment will be submitted separately in assignments which build toward the research proposal.

E. Quizzes (6)

Each quiz will cover the Reading & Study material for the assigned module(s)/week(s). Each quiz will be open-book/open-notes, contain 10 multiple-choice, true/false, and short answer questions, and have a 20-minute time limit.

F. PPT Presentations (4)

Students will create PPT presentations throughout the semester outlining, comparing, and contrasting various theories in second language acquisition. A detailed rubric and instructions is provided on Blackboard.

G. Final Exam

The Final Exam will be cumulative, covering the Reading & Study material for all module/weeks. The exam will be open-book/open-notes, contain 50 multiple-choice, true/false, and short answer questions, and have a 1-hour time limit.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (6 at x 50 pts ea)	300
Language Learning Self-Analysis Paper	50
PPT Presentations (4 at 75 pts each)	300
Quizzes (6 at 25 pts each)	150
SLA Research Proposal	100
Final Exam (Module 8)	100
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

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

TESL 403

Textbooks: VanPatten, B., & Williams, J. (2015). *Theories in second language acquisition: An introduction*. Routledge.

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	VanPatten & Williams: ch. 1	Course Requirements Checklist	10
		Class Introductions	0
		DB Forum 1	50
		Language Learning Self-Analysis	50
2	VanPatten & Williams: ch. 2 1 presentation 1 website	DB Forum 2	50
		PPT Presentation 1	75
		Quiz 1	25
3	VanPatten & Williams: ch. 3-4 1 presentation	PPT Presentation 2	75
		Quiz 2	25
4	VanPatten & Williams: ch. 5-6 1 website	DB Forum 3	50
		PPT Presentation 3	75
		Quiz 3	25
5	VanPatten & Williams: ch. 7, 9 1 article 1 website	DB Forum 4	50
		Quiz 4	25
6	VanPatten & Williams: ch. 10 1 article	DB Forum 5	50
		PPT Presentation 4	75
		Quiz 5	25
7	VanPatten & Williams: ch. 11	SLA Research Project	100
		Quiz 6	25
8	VanPatten & Williams: ch. 13	DB Forum 6	50
		Final Exam	100
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.