

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

*If DUAL LISTED list BOTH courses in the page title*

***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***  
*Please be sure to remove the Brackets while renaming the page*

**EDIT CONTENTS**

**SAVE**

*\*Indicates a required field*

(A) Course Prefix*	
(B) Course Number*	<a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a>
(C) Course Title*	
(D) Course Level*	

<p><b>(E) Cross Listed*</b></p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p><b>(F) Variable Credit*</b></p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p><b>(G) Variable Title*</b></p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p><b>(H) Number of Credits*</b></p>	<p>Class Hours per Week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<p><b>(I) Repeatable Course*</b></p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<p><b>(J) Prerequisite(s)</b></p>	
<p><b>(K) Co-requisite(s)</b></p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>



**(P) Brief Course Outline\***

*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments*

*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or*

*direct faculty instruction, there should be a minimum of two hours of out of class student work.*

In this course we will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-disciplinary in nature, reflecting the complex nature of language learning and use. Linguistic, cognitive, psychological, and social processes that underlie language learning and use will be introduced and current research findings will be examined from the perspective of both the SLA researcher and the language teaching professional. We will also be examining the how acquisition may affect, particularly, adolescents and how acquisition may be affected by schooling and schooling interactions, both elementary, middle, and high schools. As well as touching one possible differences or similarities across a variety of ages and cultures.

**Week 1 Syllabus Introductions**

Opening experiential activity

**Week 2 Introduction to Second Language Acquisition**

Compare and contrast the Saville-Troike and Barto texts

Application of Ideas explanation/Presentation of Articles outline

**Week 3 The Linguistics of SLA/Discussion of Assigned Readings**

Explain Term Project Explanation

**Week 4 The Psychology of SLA/ 524 Presentations Begin**

Explain and Argue for Assessment design for Elementary and Secondary ELL

**Week 5 Social Contexts for SLA**

Exploring where and what SLA looks like in communities

**Week 6 Acquiring Knowledge in L2**

How might L2 learning be different from L1 learning

**Week 7 L2 Teaching and Learning**

**Week 8 Alternative Approaches to SLA**

Using the Atkinson Text to explore non-traditional views to SLA

**Week 9 Sociocultural Approaches to SLA**

Using the Lantolf to unpack Sociocultural learning and how it can affect SLA

Term Project Progress Report

**Week 10 Chaos Theory and SLA**

Using the Larsen-Freeman text

**Week 11 Identity Approaches to SLA**

Analyzing how identity work can aid SLA using the Norton text

**Week 12 Language Socialization Approaches**

Building off Lantolf, use the Duff text to analyze and evaluate LS approaches

**Week 13 Socio Cognitive Approach**

Finishing approaches with Atkinson text

**Week 14 Assessment Design Presentation**

**Week 15 Final In-class Reflection**



<p><b>(X) Attach Supporting Documents for Implications, if Necessary</b></p>	<p style="text-align: center;"><b>File    Modified</b></p> <hr/>
<p><b>(Y) Are the Resources Adequate?*</b></p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>There are a number of faculty members who can teach this course including Drs. Porter, Carpenter, Park, Savova, au12nfied</p>


**Brief Course Outline**

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Application of Ideas explanation/Presentation of Articles outline

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Term Project Explanation

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Assessment design for Elementary and Secondary ELL

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Term Project Progress Report

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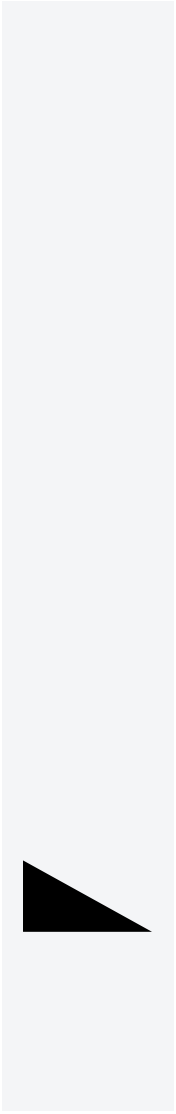
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- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p><b>If Completing this Section,</b></p> <p><b>Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File    Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
 Please submit an ihelp if you have any questions <http://ihelp.iup.edu>