



## ENG 462.01W Language Acquisition & Processing Spring 2020

**Instructor:** Dr. Dongmei Cheng (Assistant Professor of Applied Linguistics)

**Office Location:** Hall of Languages 116

**Office Hours:** Online: Daily (Monday through Friday; emails will be answered within 24 hours on weekdays; video meetings available upon request)

**University Email Address:** [dongmei.cheng@tamuc.edu](mailto:dongmei.cheng@tamuc.edu)

### COURSE INFORMATION

#### Materials

##### *Required Textbooks:*

Saxton, M. (2017). *Child Language Acquisition and Development* (2<sup>nd</sup> Edition). SAGE.

Lightbown, P. & Spada, N. (2013). *How Languages are Learned* (4th Edition). Oxford University Press.

##### **Suggested Equipment:**

A tape recorder with a microphone OR a digital voice recorder, which will allow you to collect your own language data for the data analysis projects.

##### **Course Description:**

This course is an introduction to language acquisition and processes. All of us have learned a first language and most of us either know or have tried to learn at least one other language as a child or adult. Thus, we know that both the process and results are different! There are many myths surrounding first and second language acquisition and we will tackle many of these as we look at the major schools of thought and concepts that underpin the field of language acquisition. We will spend the first half of the semester looking specifically at L1 acquisition and following Spring Break, we will look at L2 learning.

##### **Student Learning Outcomes:**

1. The student will be an active and engaged participant in discussions by analyzing, constructing and evaluating information presented within the textbooks and class activities.

2. The student will demonstrate their ability to work with language data as part of their language data analysis projects.
3. The student will demonstrate knowledge of linguistic systems of English. As we progress through the data analyses and required readings, the student will be required to demonstrate an increased awareness of the structure and function of linguistic systems in English.
4. The student will demonstrate effective communication in both written and oral language in English as a result of online class activities and assignments.

## COURSE REQUIREMENTS

### Assessment and Instruction:

<b>Data Analyses (2)</b>	<b>30%</b>
<b>Weekly Lecture/Reading Discussion</b>	<b>20%</b>
<b>Midterm</b>	<b>20%</b>
<b>Final</b>	<b>20%</b>
<b>Article Review (1)</b>	<b>10%</b>

The data analyses are an opportunity for you to work with real first & second language data. We will model the process and output of the data analysis in class and each student will complete two analyses on their own. Data may be collected by you or derive from the CHILDES/Talkbank language database.

The weekly online class lectures will focus on discussions of readings you have completed for that week; additional readings may be assigned; your responses and ideas will be central to the class. **Each Sunday by 11:59pm**, each student must post a response in the discussion area of our electronic course shell to one aspect of the lecture/reading. Your original post (worth 6 points) should comprise a short paragraph and may focus on 1) what you found beneficial from the lecture/reading – particularly for pedagogical purposes; 2) personal/professional experiences to share with your colleagues that were prompted by the lecture/reading; 3) any questions about the lecture/reading (including what you may not have understood from the lecture/reading). You are also required to reply to two of your classmates' posts each week by the same deadline. Each reply (worth 2 points) needs to address a specific point brought up by your classmate and reacts to this point by giving your opinions and/or examples.

You will take a midterm and a final exam. Both of these exams will comprise short answer definition questions and essay questions.

While you are reading, keep your eye out for what looks interesting to you. You will choose one article that is cited in your textbook and write a 2-3 page review (due at the end of the semester). We will discuss in class about how to find these articles in the library. Your participation is crucial and will help you to process the material.

## Grading Scale

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

*Note: An 'A' grade reflects work that is clearly superior and exceeds the minimum criteria in all dimensions. A 'B' grade means a good, solid performance which fulfils the requirements for a particular assignment.*

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet	N/A	11

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
Explorer®		
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### **Tablet and Mobile Support**

<b>Device</b>	<b>Operating System</b>	<b>Browser</b>	<b>Supported Browser Version(s)</b>
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions *8 Mbps* is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard

spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



### System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

## Interaction with Instructor Statement

I check D2L message and Open Discussion area daily (Monday through Friday) and answer most questions within 24 hours. Questions sent in Friday afternoon or evening may be answered in the following Monday.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### Late Assignment Policy:

No late assignment is accepted without instructor's permission. Weekly assignment should be submitted by 11:59pm, Central time, on the due date that is given in the week's assignment. Submitting late work without contacting the instructor well in advance will result in a grade of 0. In a special circumstance with a valid excuse (which needs to be documented in paper and authorized), you may be granted with 24-hour grace period to complete your assignments.

If you are having difficulties completing your work, please let me know **before** the work is due.

#### Student Responsibilities:

- You are responsible for familiarizing themselves with the syllabus and all course instructions found in the online course platform.
- You are responsible for reading/watching all print and online resources assigned to you each week.
- You are responsible for completing and submitting all assignments online.
- You are responsible for contacting the professor via email regarding questions on assignments **PRIOR** to the due date.
- You are expected to complete all assignments on time.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **Please avoid self-plagiarism.**

Self-plagiarism is reusing one's own previously written work partially or entirely in another piece of work without referring to the previous use. Instructors expect unique coursework for individual classes to demonstrate students' persistent learning and growth. Submitting an assignment that has already been submitted for another class, also called "recycling fraud", is a



form of academic misconduct and never allowed. In case you want to further explore a topic that you have examined in another class, please do ask for the instructor's permission beforehand.

## **ADA Statement**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## COURSE OUTLINE

*(Schedule is flexible and subject to change)*

<b>Week 1</b> <b>(1/13-1/19)</b>	<b>Course Introduction</b> Saxton, Chapter 1: 1-26 <b>Discussion #1 Due</b>
<b>Week 2</b> <b>(1/20-1/26)</b>	<b>L1 Acquisition: Animal vs. Human &amp; The Critical Period Hypotheses</b> Saxton, Chapters 2-3: 27-84 <b>Discussion #2 Due</b>
<b>Week 3</b> <b>(1/27-2/2)</b>	<b>L1: Input and Interaction &amp; Language in the First Year</b> Saxton, Chapter 4-5: 85-146 <b>Discussion #3 Due</b>
<b>Week 4</b> <b>(2/3-2/9)</b>	<b>L1: The Acquisition of Lexicon &amp; Morphology</b> Saxton, Chapter 6-7: 147-204 <b>Discussion #4 Due</b>
<b>Week 5</b> <b>(2/10-2/16)</b>	<b>L1: Linguistic Nativism</b> Saxton, Chapter 8: 205-234 <b>Discussion #5 Due</b>
<b>Week 6</b> <b>(2/17-2/23)</b>	<b>L1: The Usage-Based Approach</b> Saxton, Chapter 9: 235-264 <b>Discussion #6 Due</b>
<b>Week 7</b> <b>(2/24-3/1)</b>	<b>L1: Nature vs. Nurture (Conclusion)</b> Saxton, Chapter 10: 265-286 <b>Discussion #7 Due</b> <b>First Data Analysis Due</b>
<b>Week 8</b> <b>(3/2-3/8)</b>	<b>Midterm Review</b> <b>Midterm Exam</b>
3/9-3/15	Spring Break—NO CLASS
<b>Week 9</b>	<b>L2 Acquisition</b> Lightbown & Spada, Chapter 2: 35-74

<b>(3/16-3/22)</b>	<b>Discussion #8 Due</b>
<b>Week 10</b>	<b>L2: Individual Differences</b>
	Lightbown & Spada, Chapter 3: 75-102
<b>(3/23-3/29)</b>	<b>Discussion #9 Due</b>
<b>Week 11</b>	<b>L2: Explaining Learning</b>
	Lightbown & Spada, Chapter 4: 103-122
<b>(3/30-4/5)</b>	<b>Discussion #10 Due</b>
<b>Week 12</b>	<b>L2: Teaching &amp; Learning an L2 Classroom</b>
	Lightbown & Spada, Chapter 5: 123-152
<b>(4/6-4/12)</b>	<b>Discussion #11 Due</b>
<b>Week 13</b>	<b>L2 : SLL in the classroom</b>
	Lightbown & Spada, Chapter 6: 153-200
<b>(4/13-4/19)</b>	<b>Discussion #12 Due</b>
<b>Week 14</b>	<b>L2: Language Learning Revisited</b>
	Lightbown & Spada, Chapter 7: 201-212
<b>(4/20-4/26)</b>	<b>Discussion #13 Due</b>
	<b>Second Data Analysis Due</b>
<b>Week 15</b>	<b>Final Review</b>
<b>(4/27-5/3)</b>	<b>Article Review Due</b>
<b>5/6</b>	<b>Final Exam</b>

## I. RUBRIC FOR EXAMS:

<b>Student Work Demonstrates...</b>	<b>Meets or exceeds all criteria (90-100%)</b>	<b>Work makes a clear attempt to meet all criteria (80-89%)</b>	<b>Work makes a clear attempt to meet some but not all criteria (70-79%)</b>	<b>Work fails to meet most of criteria (69-60%)</b>
<b>Content</b>	<b>Meets maximum content guidelines required for a full response</b>	<b>Most of responses meet maximum content guidelines required for a full response</b>	<b>Minimal content</b>	<b>Minimal or some incorrect content</b>
<b>Structure</b>	<b>All prose meets the requirement of consecutive sentences in a paragraph/essay format</b>	<b>Most of prose meets the requirement of consecutive sentences in a paragraph/essay format</b>	<b>Some of prose does not meet requirement (e.g. uses bullet points or lists)</b>	<b>Most of prose does not meet requirement (e.g. uses bullet points or lists)</b>
<b>Timeliness</b>	<b>Is handed in on time</b>	<b>Is handed in on time</b>	<b>Is handed in late</b>	<b>Is handed in late</b>
<b>Length</b>	<b>Meets or exceeds length requirement</b>	<b>Meets length requirement</b>	<b>Does not meet length requirement</b>	<b>Does not meet length requirement</b>
<b>Accuracy</b>	<b>Well written, is in standard academic English, grammatically accurate</b>	<b>Fairly well written, is mostly in standard academic English, few grammatical errors</b>	<b>Not well written, fails to meet standards of academic English, some grammatical errors</b>	<b>Badly written, many grammatical errors, fails to meet standards of academic English</b>

## II. RUBRIC FOR DATA ANALYSES:

<b>Student Work Demonstrates...</b>	<b>Meets or exceeds all criteria (90-100%)</b>	<b>Work makes a clear attempt to meet all criteria (80-89%)</b>	<b>Work makes a clear attempt to meet some but not all criteria (70-79%)</b>	<b>Work fails to meet most of criteria (69-60%)</b>
<b>Content</b>	<b>Each part of the analysis is covered in detail and is highly responsive</b>	<b>Most parts of the analysis are covered well and are responsive</b>	<b>Some parts of the analysis are covered and correct</b>	<b>Most parts of the analysis are not covered or are incorrect</b>
<b>Structure</b>	<b>Follows the structural format outlined for the task</b>	<b>For the most part follows the structural format outlined for the task</b>	<b>Some parts of the structural format maybe missing or incomplete</b>	<b>Most of the structural format is missing or incomplete</b>
<b>Timeliness</b>	<b>Is handed in on time</b>	<b>Is handed in on time</b>	<b>Is handed in late</b>	<b>Is handed in late</b>
<b>Length</b>	<b>Meets or exceeds length requirement</b>	<b>Meets length requirement</b>	<b>Does not meet length requirement</b>	<b>Does not meet length requirement</b>
<b>Accuracy</b>	<b>Well written, is in standard academic English, grammatically accurate</b>	<b>Fairly well written, is mostly in standard academic English, few grammatical errors</b>	<b>Not well written, fails to meet standards of academic English, some grammatical errors</b>	<b>Badly written, many grammatical errors, fails to meet standards of academic English</b>