ENG 672 Second Language Acquisition

Fall 2025

INSTRUCTOR INFORMATION

Instructor: Dr. Masha Kostromitina
Email: maria.kostromitina@tamuc.edu
Office Hours: By appointment on Zoom (please email to schedule!)
Optional Zoom lectures: Fridays @ 6:30 – 7:45 pm

Preferred Form of Communication: TAMUC email or D2L messages.
I will normally try and respond within 24 hours of your initial email. Please allow me some extra time to respond to you on weekends. ☺

COURSE INFORMATION

Textbooks Required

Gass, S., Behney, J. & Plonsky, L. (2020). *Second Language Acquisition: An introductory course* (Fifth Edition). Routledge
ISBN: 978-1138743427

Additional readings will be uploaded to the electronic course shell.

Course Description

This initial-level seminar focuses on "perennial" issues that arise in the study of second language acquisition and our current understanding, re-evaluation, and discussion of these issues within the field. Our discussions will be guided by our readings in order to ensure that everyone has a similar background understanding of these issues; however, topics are not confined to those that appear in the textbook if class participants have additional areas of interest.

Student Learning Outcomes

1.   Demonstrate knowledge of the major theories/models of SLA covered in the course. Through class discussion and reading critiques, students are required to demonstrate an increased awareness of the major themes in the field of SLA.

2.   Engage in an investigation of the processes underlying second language acquisition. This is facilitated through the data analysis assignments that students complete.

3.   Demonstrate an increased knowledge of genre of research writing in SLA. This is demonstrated using the final research project that all students complete.

COURSE REQUIREMENTS

1.   Students are responsible for familiarizing themselves with the syllabus and all course instructions posted in the online course platform

2.   Students are responsible for reading all online class materials

3.   Students are responsible for completing and submitting all assignments online

4.   Students are responsible for contacting the professor via Email regarding questions/issues on assignments PRIOR to the due date.

5.   Students are expected to exhibit courtesy towards others in this online class. Courtesy means engaging in such behaviors as listening carefully to others, accepting that various points of view can be valid, maintaining a focus on the discussion at hand and treating others as you wish to be treated. A guide to Netiquette can be found at http://www.albion.com/netiquette.

GRADING

Final grades in this course are based on the following scale:

A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = 59 points or below

Assessments

Midterm	20 points (5 points x 4 questions)
Reading Posts	20 points (2 points x 10 posts)
Data Analyses	15 points (5 points x 3 analyses)
Proposal & Annotated Bibliography	20 points
Final Paper/Project	25 points
Total	100 points

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.

Assignments

Final Project

As participants in a graduate level seminar, I recognize that each of you is engaged in different stages of your graduate school career; thus, there area range of options for this project. In addition to the usual possibilities for a written final project such as a review paper, research proposal or research project report (see descriptions of each below), participants may wish to work on SLA papers/projects for publication or conference presentation, or a similar SLA-related project.

Proposals for the final project should be worked out individually in consultation with the professor.

Final project options:

A review paper: A student can write a review paper in which they analyze, synthesize and evaluate the research done on a specific topic related to SLA. A good review paper will have a specific rather than a general topic, a clear and well-supported theme, and an adequate coverage of information. It should include a minimum of 12-15 references.

A research proposal: A student can write a detailed proposal for a research project that investigates an SLA issue. A good project proposal will have a clearly defined research question, an adequate review of the literature related to the question, detailed description of the method to be used, including such information as participants, experimental paradigms or test methods, test materials and any other instruments. The proposal should also list possible outcomes of the project and potential significance of the findings.

A research report: A student can complete a research project that is related to one of the topics of this course and write a report on the project as a term paper. The project can be a straightforward replication of a published study, a study attempting to extend a published finding to a new participant population or a new language, or a study that examines a research question that has not yet been explored. A good report will have a well-defined research method, a clear presentation of the results and a reasonable interpretation or explanation of the findings.

Proposal & Annotated Bibliography

For each paper/book chapter in your annotated bibliography, the following information should be included.
- The reference of the article: Authors(s), year of publication, title, journal name
- The purpose and the research question: What is the purpose of the project or the specific research question under investigation? Explain important concepts and definitions if necessary

- Information re. methodology: Participants, materials, design, tasks/procedures, dependent/independent variables
- Results, findings & conclusion: Results of the study, summary of findings, the author's interpretation of findings and conclusions
- Your evaluation of the study, e.g., right question? Appropriate method? Reasonable interpretation of findings? Conflicting evidence?

Data Analysis

The processes that underlie second language acquisition are multiple and complex. Ultimate attainment is mediated by factors as diverse as processes of first language acquisition that may apply to all learners and individual differences that apply to only some. All of these areas are under investigation in the field. Throughout the semester, we will look at second language data in order to observe these processes. Three times during the semester, you will turn in your analyses. You may talk to your fellow students about the analyses but each student must turn in their own final copy.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

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

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. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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. https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedures 13.99.99.R0.01 http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

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
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Students Academic Integrity Policy and Form

Graduate Student Academic Dishonesty Form

https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

Students with Disabilities-- ADA Statement

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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Student Disability Services

https://www.tamuc.edu/student-disability-services/

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

http://telusproduction.com/app/5108.html

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text,

or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).
 Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

Our week begins on <u>Mondays</u>. All assignments from the previous week are due on <u>Sundays</u>.

WEEK #	ASSIGNED READING	ACTIVITIES/ASSIGNMENTS
1: 08/25 – 08/31 ***Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT***	Reading in D2L Week 1: The recent history of second language learning research	Reading Post #1 due [08/31 11:59 p.m. CDT - Sunday]
2: 09/01 – 09/7 ***Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT***	1. Textbook: Chapters 1 Reading in D2L Week 2.Second and Foreign Language Data	Reading Post #2 due [09/7 11:59 p.m. CDT - Sunday]
3: 09/8 – 09/14 ***Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT***	Chapter 3: The role of the native language	Reading Post #3 & Data Analysis (1) due [09/14 11:59 p.m. CDT - Sunday]
4: 09/15 – 09/21 ***Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT***	Chapter 4: The transition period	Reading Post #4 due [09/21 11:59 p.m. CDT - Sunday]
5: 09/22– 9/28	Chapter 5: Alternative Approaches to the	Reading Post #5 due [9/28 11:59 p.m. CDT - Sunday]

Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT	Role of Previously Known Languages	
6: 9/29 – 10/05 *Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT*	Chapter 6: Formal Approaches to SLA	Reading Post #6 & Data Analysis (2) due [10/5 11:59 p.m. CDT - Sunday]
7: 10/06 – 10/12 *Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT*	Chapter 9: Lexicon	Midterm due [10/12 11:59 p.m. CDT - Sunday]
8: 10/13 – 10/19 *Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT*	Chapter 10: Psycholinguistics approaches to learning	Reading Post #7 due [10/19 11:59 p.m. CDT - Sunday] - **ungraded**
9: 10/20 – 10/26 *Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT*	Chapter 11: Psycholinguistic constructs and knowledge types	Reading Post #8 and Annotated Articles due [10/26 11:59 p.m. CDT - Sunday]
10: 10/27 – 11/02 *Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT*	Chapter 12: Interlanguage in context	Reading Post #9 & Data Analysis (3) due [11/02 11:59 p.m. CST - Sunday]
11: 11/03 – 11/09 *Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT*	Chapter 13: Input, interaction, & output	Reading Post #10 due [11/09 - 11:59 p.m. CST - Sunday]
12: 11/10 – 11/16 *Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT*	Chapter 14: Contexts of language learning	Reading Post #11 due [11/16 - 11:59 p.m. CST – Sunday]
14: 11/17 – 11/23 *Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT*	Chapter 15: Learner-internal influences	Final project work
13: 11/24 – 11/30	Thanksgiving Week Pickering: 6	Final project work

15: 12/01 – 12/7 *Optional Attendance: Online Zoom Lecture on Friday 6:30 p.m. CDT*	Chapter 17: An integrated view of second language acquisition	Final project work
16: 12/8 – 12/12 *No Zoom Lecture*	Finals week	Final Project due **12/8 11:59 p.m. CST – Monday**

EXAMS GRADING RUBRIC

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