

SYLLABUS  
Queens College/CUNY  
Education Unit

Fall 2006

**LCD 740 & 740.4: SECOND LANGUAGE ACQUISITION AND TEACHING**

**Sec. E6T3 (3719, 3720): Tuesdays, 6:30-9:20 pm; Sec. E6W3 (1281, 1282): Wednesdays, 6:30-9:20 pm, Kissena 340**

**INSTRUCTOR INFORMATION** ▪ Eva M. Fernández, Assistant Professor, Linguistics & Communication Disorders  
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**COURSE DESCRIPTION** ▪ Prereq. or coreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.

- 740.3. 3 hr. plus 25 hr. of fieldwork; 3 cr. (For students who possess a New York State teaching certificate.)
- 740.4. 3 hr. plus 50 hr. of fieldwork; 4 cr. (For students who do not possess a New York State teaching certificate.)

**CONCEPTUAL FRAMEWORK:** Queens College Principles for Educator Preparation (QC-7) ▪ This course is being offered by the MS in Education: TESOL Program, which is part of the Education Unit at Queens College. The Education Unit seeks to promote equity, excellence, and ethics in urban education and is committed to developing competencies in all teacher preparation and other education professional candidates that will enable them to:

- Hold high expectations for all learners,
- Work as change agents to promote equity and social justice,
- Foster nurturing and challenging democratic learning communities, and
- Respect and honor diversity.

This course is aligned with the Education Unit's commitment to preparing educational professionals to work in diverse urban and suburban communities. Specifically, the knowledge, skills, and dispositions that candidates will develop/demonstrate at the successful completion of this course are directly linked to the Education Unit's seven principles: 1) discipline specific competencies, 2) learning and development, 3) families and urban communities, 4) diversity, inclusion, democracy and social justice, 5) language and literacy, 6) curriculum, instruction, and assessment, and 7) technology.

**COURSE GOALS/OBJECTIVES**

To foster an understanding of major theories of second language acquisition and their value as the foundation for the practice of teaching English as a second language (QCP 2; NYS ii; INTASC 2, 7; SPA 1b; ESL 1, 3, 4)

To introduce the predominant empirical approaches to understanding how English and languages other than English are acquired by children and adults, in formal and informal contexts (QCP 5; NYS iv; INTASC 3, 6; SPA 5a; ESL 1, 3, 4, 5)

To promote the use of sound pedagogy in teaching English as a second language, particularly instructional practices based on generally accepted findings in the field (QCP 6; NYS v, vii, ix; INTASC 1, 3, 4, 7, 8, 9; ESL 1, 3, 4)

To foster information literacy by enhancing the understanding and associated skills necessary for the sound use of technology to carry out academic tasks and to interact with the instructor and peers (QCP 7; NYS vi; INTASC 6; ESL 2)

**REQUIRED PURCHASES: TEXTBOOK(S) AND SUPPLIES**

Textbook (required): VanPatten, B. (2002). *From input to output: A teacher's guide to second language acquisition*. Boston: McGraw Hill. (This text is available for purchase at the QC bookstore.)

Additional required readings will be made available through the Library's e-reserve system.

Supplies: tape or digital voice recorder, to make recordings of tutoring sessions.

**WEEKLY TENTATIVE SCHEDULE**

TUE	WED	TOPIC	READING	STANDARDS
9/5	8/30	Introduction	VP pp. 1-8	
9/12	9/13	Scope of SLA	VP Ch1, pp. 9-41	QCP 2; NYS ii; INTASC 2, 7; SPA 1b; ESL 1, 3, 4
9/19	9/20		Long, 1990	
<b>9/26</b>	<b>9/27</b>	Input & Intake	VP Ch 2, pp. 42-60 <b>Field assignment due</b>	QCP 5; NYS iv; INTASC 3, 6; SPA 5a; ESL 1, 3, 4, 5
<b>10/10</b>	<b>10/4</b>	(n/a)	<b>Tutoring Interim Reports</b>	
<b>10/24</b>	10/11	Electronic Resources	TBA	QCP 7; NYS vi; INTASC 6; ESL 2
<b>10/17</b>	<b>10/18</b>	Review!	<b>In-class mid-term</b>	
10/31	10/25	Interlanguage Grammar	VP Ch 3, pp. 61-76	QCP 5; NYS iv; INTASC 3, 6; SPA 5a; ESL 1, 3, 4, 5
11/7	11/1	Critical Period Hypothesis	Harley & Wang, 1997	

TUE	WED	TOPIC	READING	STANDARDS
11/14	11/8	Output	VP Ch 4, pp. 61-76	
<b>11/21</b>	<b>11/15</b>	Tutoring Interim Reports	<b>Tutoring journals will be graded during this week</b>	QCP 7; NYS vi; INTASC 6; ESL 2
11/28	11/29	FAQs	VP Ch 5, pp. 77-101	
12/5	12/6	Implications for Teaching	VP pp. 102-114	QCP 6; NYS v, vii, ix; INTASC 1, 3, 4, 7, 8, 9;
12/12	12/13	Effectiveness of Instruction	Norris & Ortega, 2000	ESL 1, 3, 4
<b>12/19</b>	<b>12/20</b>	No class: finals week	<b>Tutoring paper due</b>	

ASSIGNMENTS, DUE DATES, AND GRADING PLAN ▪ A final letter grade will be assigned based on a number grade calculated from your scores on the following components of the course, which will each be graded using a point system:

- Midterm exam (100 points, 30% of final grade)
- Tutoring paper (100 points, 30% of final grade)
- Other assignments (100 points (25 points each), 30% of final grade); these are: (i) field assignment; (ii) and (iii) tutoring interim reports, two short presentations; (iv) tutoring electronic journal
- Participation in and out of class (100 points, 10% of final grade)

Guidelines for all of these will be discussed in class and will be provided on the course web.

Number to letter-grade conversion will follow QC's established system; a copy is on the course web.

Make-ups for the midterm and final exams will only be granted under extraordinary circumstances.

Assignments handed in late will be penalized: 1 point off for each day the assignment is late; no extensions.

Most assignments will be handed in electronically (instructions will be provided in class and posted on the course web).

In-class assignments are unannounced and cannot be made up.

FIELDWORK REQUIREMENTS ▪ You will tutor a second language learner and/or observe classrooms with second language learners, for a total of 25 hours (LCD740) or 50 hours (LCD740.4). The learners you tutor and/or observe may be children or adults. You may find tutees on your own or ask to be assigned a tutee from the student body of the English Language Institute at Queens College; on the course web is a list of schools our students have worked with in the past to find tutees. You must keep an electronic journal containing entries for each tutoring or observation session (details on the software we will use will be discussed in class and posted on the course web). You are also strongly encouraged to keep audio recordings of at least some of your tutoring sessions. These recordings and your journal entries will become the primary data for your tutoring paper.

CUNY POLICY ON ACADEMIC INTEGRITY ▪ Academic dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at: <<http://qcpages.qc.cuny.edu/provost/policies/index.html>>.

ADA STATEMENT ▪ Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Kiely 171; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens students contact: Pratik Patel, Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.); e-mail address: [pratik\\_patel@qc.edu](mailto:pratik_patel@qc.edu).

USE OF STUDENT WORK ▪ All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

ADDITIONAL INFORMATION ▪ This class has an online component, managed using CUNY's Blackboard server. The Blackboard site for this class will be used by your instructor to distribute supplementary materials, important course-related announcements, and student grades; by you to hand in some of the assignments; and by you to engage in asynchronous discussions with other students in the class. To access the Blackboard server:

- If you already have a CUNY Portal ID, login at <<https://blackboard-doorway.cuny.edu>>.
- If you don't have a CUNY Portal ID, go to the CUNY Portal, <<http://www.cuny.edu>>, and get yourself registered.
- If you have questions, you'll probably find answers at <<http://qcpages.qc.cuny.edu/edtech/BlackBoard/students.html>>.

#### BIBLIOGRAPHY

Some journals: *Studies in Second Language Acquisition*; *TESOL Quarterly*; *Language Learning*

Some textbooks: Gass, S. & Selinker, L. (2001). *Second language acquisition: An introductory course*. Mahwah, NJ: Lawrence Erlbaum; Ellis, R. (1999). *Second language acquisition*. Oxford: Oxford University Press.

Some professional organizations: TESOL, <<http://www.tesol.org>>; NY State TESOL, <<http://www.nystesol.org/>>; NY State Bilingual/ESL Network, <<http://www.emsc.nysed.gov/ciai/biling/nysben.html>>; CALICO, Computer Assisted Language Instruction Consortium, <<http://calico.org/>>; IALLT, International Association for Language Learning Technology, <<http://iall.net/>>