

Course Title	TCE205 Second Language Acquisition Theory 1		Instructor(s)	Dr. Won Kim
			E-mail	wkim@miu.ac.jp
Class Style	Lecture	Office Hours	TBD	
Track	English Education	Mode of Instruction	In-person	
Credits	2	Allocated Year	2	
Active Learning	Interactive in-class tasks; inquiry-based learning; discussion and presentations	Compulsory or Elective	Compulsory	
Course Overview	This introductory course will introduce students to major terminologies, trends, theories, and perspectives necessary to understand approaches to second language acquisition. Based on their theory-informed understanding, students will describe and explain cognitive, individual, affective, and sociocultural factors in second language acquisition and learning and explore culturally-inclusive ways of applying their critical understanding to their prospective foreign language teaching practices and specific points of intersection. This course is composed of a balance of lectures, whole class/small group discussions, and hands-on interactive activities that call for students' active participation			
Course Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Become familiar with fundamental theories of and cognitive/sociocultural approaches to SLA. ▪ Develop abilities to critically and creatively evaluate and apply their informed knowledge of SLA to their previous and prospective English language learning contexts ▪ Identify and develop classroom activities based on these theories ▪ Be provided with ample opportunities to use the English language by discussing in groups or as a whole class, presenting to the class, and carrying out an individual/group inquiry-based project <p>Learn from and with one another by sharing perspectives, experiences, and knowledge in a learning community of practice as apprentice language educators.</p>			
Prerequisite	N/A			
Course Schedule	No	Contents		Homework
	1	Introduction to the course and the learning community		<p>After class: write and send a self-intro to Won via email</p> <p>For next class: Read selected excerpts from King and Mackey (be prepared to summarize and report in small groups)</p>
	2	What is language acquisition? Beliefs about language learning		<p>In-class: Small group sharing (Summarize and report King Mackey) For next class: read 1) Barry chapter 8 or</p>

			Finegan chapter 14
	3	Cognitive approaches to SLA: L1 & L2 acquisition	For next class: prepare for a multimodal PLLH presentation
	4	Personal Language Learning History Presentation	For next class: Read the required class reading on input
	5	Cognitive approaches to SLA: Krashen's Input theory	For next class: prepare for Mini ABC Reading on interaction
	6	Cognitive approaches to SLA: Output and interaction (Part 1)	In-class: Mini ABC reading discussion
	7	Cognitive approaches to SLA: Output and interaction (Part 2)	For next class: Read Lightbown & Spada's chapter
	8	Cognitive approaches to SLA: Individual factors in SLA (Part 1)	
	9	Cognitive approaches to SLA: Individual factors in SLA (Part 2)	
	10	Midterm review	
	11	2-Staged Midterm Quiz	For next class: Read Coffin
	12	Sociocultural approaches to SLA: Functional perspectives on grammar teaching	For next class: Read selected reading on sociocultural approaches
	13	Sociocultural approaches to SLA: Identity; motivation vs. investment Language socialization; Language learning as becoming	For next class: Prepare for a micro teaching demo presentation
	14	Micro Teaching Demonstration Presentation Day 1	
	15	Micro Teaching Demonstration Presentation Day 2 End of semester reflection	
Grading	<ul style="list-style-type: none"> ▪ Micro teaching demo presentation: 20% ▪ Preparation/participation (+ pop quizzes): 5% ▪ Multimodal personal language learning history video presentation: 20% ▪ Midterm Quiz: 30% <p>Final project: L2 learning Interview and report in writing: 25</p>		
Textbooks	Readings will be provided by the instructor and made available via email and Moodle		
References	<p>Lightbown, P. M., & Spada, N. (2021). How languages are learned 5th Edition . Oxford university press.</p> <p>Brown, H. D., & Lee, H. (2015). Teaching by principles: An interactive approach to pedagogy . Pearson.</p>		
NOTES	This syllabus is tentative, and the content, and schedule of the course are subject to change in accordance with the needs and pace in learning of class participants. Detailed		

	information about all assignments and assessments will be provided in class and through Moodle
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Course Requirements and Policies:

▪ **Attendance**

Success in TCE205 depends on students actively engaging in class, attending lectures on time, being prepared, and participating actively in all class activities and tasks. According to MIU policies, regular attendance is required in all classes. Attendance and lateness will be recorded in each class starting from week 1 and these will have an impact on participation grades and your overall success in the course. Students who know they will not be in class due to unforeseen circumstances (weather, sickness, accidents, etc.) must communicate via email with the instructor before class begins.

Students who miss class are responsible for catching up on all missed class activities, including assignments, by communicating with their fellow classmates. Students who miss five class periods will receive a failing grade.

▪ **Active Engagement**

On top of attendance, active engagement is also essential to your success in this course. You are expected to come to class (on time) having read all the assigned readings of that day and prepared to discuss them. Failure to preview and review the readings according to the class schedule can lead to difficulty in preparing for assignments and class, both of which require good comprehension of the assigned readings, lectures, and discussions. All questions are welcome.

▪ **Missed Assignments**

Students are expected to complete all assessments. A missed quiz, class task, online work, or assignment will receive a grade of 0. Students who miss assessments due to extenuating circumstances must contact their instructor immediately.

▪ **Late Submission Policy & Extension Pass Card**

Keeping deadlines is an important part of being a university student and apprentice teacher. This will be practiced and encouraged by complying with the following strict submission policy. 10% will be deducted for assignments submitted late within the first 24 hours. An additional 10% will be deducted for assignments submitted 24-48 hours late. No assignments will be accepted after 48 hours and will receive a mark of zero. Please note that one-minute late submission will be considered as one day late. Please make every effort to make timely submissions. This being said, I also understand challenging circumstances that you may face as a learner during the term due to personal, medical, or academic challenges (e.g., sickness, unforeseen incidents, or a stressful week with several deadlines or midterms, etc.). With this understanding, each of you will be granted one free extension pass card, allowing you a 24-hour extension for any one major assignment with no penalty. If you need to use your extension card, please make sure to let Won know via email in advance (e.g., at least 3 hours before the deadline).

▪ **Assignment Format**

All assignments must be formatted according to the American Psychological Association (APA) guidelines. Using the e-version of the syllabus on Canvas, follow the links below for detailed

information on APA style 7th Edition. Also, a brief overview of APA guidelines will be made available on Moodle:

- ✚ [Getting Started with APA - APA Citation Style Guide - Research Guides at University of British Columbia \(ubc.ca\)](#)
- ✚ [General Format - Purdue OWL® - Purdue University](#)
- ✚ [APA Style](#)

Your assignment should be written using MS Word (.docx, .doc files only). Your assignment should follow the required format in each assignment instruction provided (e.g., single spaced, times new roman, font size 12, file name, etc.).

▪ **Participation Policy**

A dynamic learning environment requires active engagement from all students. Active engagement means that each student is responsible for learning and helping others to learn. Accordingly, class participation is an important component of your overall evaluation. It is expected that each student will contribute to a respectful and intellectually engaging class discussions. Participation can take many forms: it can be oral (e.g., asking and/or answering questions, contributing to class discussions) or written (e.g., through the discussion forums in the course website). In addition, participation is not measured simply by the number of times you raise your hand – quality of participation is more important than quantity.

Together, we strive to create a classroom environment in which everybody feels comfortable to explore ideas through questions and discussions. In order to encourage and facilitate participation, all students support their classmates' efforts to contribute to class discussion. The opinions and perspectives of all individuals are valued and respected, no matter their age, gender, ethnicity, or sexual orientation. Individuals should feel safe to express their thoughts and opinions without judgment, ridicule, or discrimination. To this end, thoughts and opinions should only be shared in a respectful manner. This includes using English as the main means of communication in an effort to include everyone in our conversations.

In-Class engagement and participation will be assessed with the following rubric in addition to completion and performance on instructor specific assessments (Note: the evaluation of your in-class engagement/participation will involve both of your critical self-grading and teacher grading)

Score	Participation score descriptors
13.5-15	Exceptional contributor Contributions consistently add to, extend or deepen the conversation. Consistently helps fellow students to contribute by listening attentively, encouraging contributions, turn-taking, and building on the ideas of classmates. Actively Speaks English during class time to maximize the quality of learning for all and tries to elicit alternative viewpoints. Completes all pre/in/post-class tasks and comes to class prepared. Always comes to class and is always on time. Completes all on-line discussions.

10.5-13.5	<p>Engaged contributor</p> <p>Contributions often add to or deepen and extend the conversation. Occasionally helps fellow students to contribute. Usually speaks English during class time, occasionally attempts to explore other viewpoints. Completes all or most pre/in/post-class tasks and is usually prepared for class. Attendance is generally strong. Completes all or most online discussions.</p>
7.5-10.5	<p>Average contributor</p> <p>Contributions occasionally add to, deepen or extend the conversation. Rarely or only sometimes helps fellow students contribute. Sometimes has to be reminded to use English to include others during class time. Student rarely explores the viewpoint of other classmates. Pre/in/post-class tasks are sometimes incomplete or not of high quality, and/or student sometimes shows up for class unprepared. Attendance is marked by occasional lateness and absence. Online discussions are incomplete.</p>
4-7.5	<p>Poor contributor</p> <p>Contributions often do not add to the conversation, and are sometimes obvious or simplistic. Student often hinders the contributions of other students. Student is often late, unprepared or absent. Student rarely shows eagerness to interact with others during class. In-class tasks and online discussions are incomplete.</p>
0-4	<p>Non-contributor</p> <p>Few or no contributions, while hindering the contributions of other students. Student is usually late, unprepared or absent. Student rarely interacts with others in class. Class tasks and online discussions are incomplete or unsuccessful</p>

- **Computer use in class:**

You are not discouraged to use a laptop in the class. I consider it a good alternative to browse course readings and take notes rather than using printed materials and handwriting. You are also allowed to access the Internet for course-related research. However, please do not use it for entertainment or non-course-related purposes. Inappropriate in-class use of the Internet/computers includes (but is not limited to) checking/composing personal emails, typing assignments unrelated to this course, typing assignments related to this course that are due on another day, playing (online) games, and using social media. Off-task computer/tablet/smart phone use will negatively impact your participation mark. Many thanks to you for helping to create a computer-distraction-free classroom.

- **Class Policy on the Use of Generative AI Tools**

In this course, it is essential that students submit their own, original writing that demonstrates a student's developed understanding of learning materials and skill of academic writing. Thus, the use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any form of assignment or assessment in this course is not allowed and would be considered as a serious case of academic misconduct. Any assignments supported by the use of AI tools may result in a failing grade or zero for an assignment.

- **Copyright**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are

the intellectual property of instructors in the program. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

- **Class Communication**

In the event that your instructor feels unwell and is unable to attend the class in person, this will be communicated to the class via email in advance as soon as possible, and alternative teaching/learning plans (e.g., a rescheduled make-up class, video-recorded lecture, online live zoom class, etc.) will be made. Thus, you are advised to frequently check your MIU email inbox for any important messages about the course.

- **Student-Generated Classroom Policies**

TCE205 is your own learning space. You and your classmates have suggested and agreed on the following classroom policies to follow over the term in an effort to create and maintain a learning community in the classroom: