

## LING 4327: Second Language Acquisition

Fall 2020

**Instructor:** Dr. Daniel Scarpace  
**Email Address:** [daniel.scarpace@uta.edu](mailto:daniel.scarpace@uta.edu)  
**Office Number:** Online  
**Office Hours:** By appointment

**Teaching Assistant:** Hammed  
**Email Address:**  
[hammed.mohammadpanah@mavs.uta.edu](mailto:hammed.mohammadpanah@mavs.uta.edu)  
**Office Number:** Online  
**Office Hours:** By appointment

**Department Telephone Number:** 817-272-3133  
(Department of Linguistics and TESOL Main Office)  
**Section Information:** Ling 4327 Section 001  
**Time and Place of Class Meetings:** Online, asynchronous

**Prerequisite:** LING 3311

**Description of Course Content:** This course will focus on second language acquisition. Topics will include the similarities and differences between first and second language acquisition, perception and production in native and non-native languages, and the implications of second language acquisition and processing research for theoretical linguistics and language teaching.

**Student Learning Outcomes:** Upon successfully completing this course, students should be able to:

- identify and describe different theoretical approaches to second language acquisition;
- analyze second language data in terms of these different approaches;
- read and critique literature in the field of second language acquisition;
- evaluate the applicability of second language acquisition theory to language teaching.

### **Required Textbooks and Other Course Materials:**

#### Required Text:

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education. ISBN: 9780340905593

Additional readings, slides, and videos will be provided on the course Canvas site. You are responsible for checking the Canvas site regularly.

### **Technology Requirements:**

This course will use Canvas website. Via Canvas, you will access course materials, submit assignments, participate in discussions, engage with your peers, and communicate with the instructor. Once this course becomes available to students, it can be accessed by logging into the Canvas website: <https://uta.instructure.com>. Within the first week of class, look for an email from your instructor letting you know that you can now access this class on Canvas. It is **your** responsibility to make sure that you are able to access Canvas.

In the unlikely event of a Canvas outage lasting more than 24 hours, the instructor will adjust deadlines and/or accept submissions via email.

**Overview of major assignments and examinations (see more detailed descriptions below):**

<b>Points (200 total)</b>	<b>Percentage of the course grade</b>	<b>Assignment overview</b>
32	16%	<b><u>Quizzes on Readings:</u></b> there will be 9 quizzes to ensure that you are doing your readings (textbook, lecture slides, and journal articles).
40	20%	<b><u>Article Summary and Discussion (Original post):</u></b> you will need to post a discussion post with the summary and discussion of one of the journal articles that you will be using for your Synthesis and Teaching Application Paper. (This portion is worth 15% of your final grade and is assessed in Week 3).  After other students read your article and comment on your article summary, you will respond to several of their questions/comments. (This portion is worth 5% of your final grade and is assessed in whichever week your article falls in the course schedule.)
28	14%	<b><u>Discussion Boards:</u></b> Every week, you will be asked to engage with the course material in some way. This could include making comments to classmates on a discussion board, creating a discussion board post yourself, turning in a reflection or response to the week's material, or other activities as assigned.
60	30%	<b><u>Synthesis and Teaching Application Paper:</u></b> You will submit a paper in which you synthesize and discuss three journal articles and include a section explaining the applications of what you have learned for language teaching.
40	20%	<b><u>Exams:</u></b> there will be two exams – one half-way through the semester and the other in Week 15.

**Grading Policy**

Your course grade will be determined as follows (A = 90% or above; B = 80-89%; C = 70-79%; D = 60-69%; F = below 60%):

**Grading:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. All grades and Course Grade (in progress) will be always available on Canvas.

**Important information about the assignments and tests:**

- **All online quizzes and exams** are timed & open-book. If the instructor has a reason to suspect you of cheating (communicating with your peers and therefore having the same answers and the same mistakes), you will receive a grade of zero.
- **Most assignments are due by midnight (11:59PM)** on the day indicated on the schedule unless specified otherwise. All written assignments must be uploaded on Canvas (unless specified otherwise) by the due time in .doc or .docx format (with the exceptions of .pdf if there are images or symbols that can be moved or lost in .doc). No e-mails or paper copies will be accepted as substitutions to Canvas upload.

- One of the keys to success in this course is carefully reading all instructions and grading rubrics for assignments. Submitted work is expected to be excellent. Read all materials thoroughly. **Note!** The instructor will grade what has been submitted to Canvas. If you submit a blank document or a file that cannot be opened, this is what will be graded. Double-check everything you submit. The instructor is not responsible for letting the student know that something is wrong with the document they submitted.
- **Late work:** Your best bet is always to email the course instructor ahead of time with any concerns about deadlines. Timely communication is key. **Late work may or may not be accepted given the circumstances.**

### Detailed Description of Major Assignments

- **Discussion Boards:** Every week of the course, you will be asked to participate in some way. This participation takes form differently from week-to-week depending on the course content being covered. Your grade will involve responding to a prompt about course material covered during those weeks. Your grade mostly involves replying to classmates on discussion board, the details of which are given below under “Replying to a Classmates’ Article Summary”. During exam weeks, your work will involve contributing to a class-wide exam review activity.
- **Replying to a Classmates’ Article Summary** Each week between Weeks 5-14, you will be required to read one article. In the event that there is more than one article, you will be notified which one you have been assigned to read. After you read that article, you will need to provide at least one comment and/or question to the article summary of the student who picked that article. Please pay attention to the following weekly deadlines:
  - You will read the article and post comments and/or questions on the article by Sunday 11:59 pm (CST) of the week when that article is due.
  - The author of the original article summary will respond to the comments by Thursday 11:59 pm (CST) of the following week.
  - The follow-up comments will have to be posted before Sunday 11:59 pm (CST) of that week.

Practically speaking, this means that most weeks you will be creating two replies – one initial reply to the article that you just read, and one follow-up reply to the author whose article you commented on the previous week. The course schedule below includes which replies are due during which weeks.

You will be graded for the timely comments on the weekly articles after the discussion time for that article is over. Assignment expectations and grading rubric will be provided.

- **Quizzes on Readings:** You must read the chapters and materials that are due during each unit. To help you stay on top of the readings, there will be a number of quizzes based on the reading materials due. The quizzes will be open book, but they will be timed, so you will need to complete the readings BEFORE you log into the quiz, otherwise you will not have enough time to finish the quiz. Most quizzes will have short-answer questions, to answer which you will need to be familiar with all the materials and you will not be able to find the information simply skimming through the chapter. These quizzes cannot be made up or taken past the due date.
- **Research project. This project includes two assignments: (i) Article Summary and Discussion (Original post), (ii) Synthesis and Teaching Application Paper:**
  - Step 1: Sign up for the broad topic of interest by the due date.
  - Step 2: Read the textbook chapter on this topic to get a general idea about possibilities to narrow it down. Find two peer-reviewed primary research articles that are related to this topic and e-mail them to the instructor by the due date. Consult the recommended list of journals.
  - Step 3: After the instructor approves and chooses one of the two articles, you need to post this article’s summary with a short discussion (in the form of a discussion post) by the due date. At some point during the

semester, the rest of the class will have to also read your article and post comments and/or questions to your original entry. During the week your article is read, you will have to respond to at least 5 of those questions/comments.

- **Step 4:** Based on that one article that you summarized and using at least two other primary research peer-reviewed article you will write a Synthesis and Teaching Application paper by the due date.

*Make sure you do not miss any of the steps! It will negatively reflect on your grade.*

- **Article Summary and Discussion (original post):** This covers steps 2-3 described above. After you chose at least two peer-reviewed primary research papers from the recommended journals list on the topic that you signed up for, you will upload them to the instructor for approval. After the instructor chooses one of the two, you will post its summary and a short discussion in a form of a discussion post on Canvas.
- **Responses to Other Students' Comments on Your Article Summary:** Each week, one (or more, depending on the size of the class) articles will be discussed. The week that your article is up for discussion, the rest of the students, having read that article, will comment on your summary. You will need to respond thoroughly to at least 5 comments/questions. You will receive the grade for this assignment after the article discussion is over. Grading rubric for this assignment will be provided. **Note!** On the week when your article is being discussed, you still need to read and comment on the other article that is up for discussion. These are two separate grades!
- **Synthesis and Teaching Application Paper:** (7–10 pages, 12 pt. font, double-spaced).

The Synthesis and Teaching Application paper must be within the topic that you chose for your article summary (see above). You can use the article that you summarized as one of your articles on which you base this paper. If you decide to change the articles, you might want to consult the instructor.

While an analysis involves the process of breaking down something into its component parts, synthesis involves putting such parts back together in a new and different way. For your Synthesis and Teaching Application paper you will select several articles (at least three) on a given topic and discuss what this group of readings, taken as a whole, suggests about the language acquisition process. This is NOT a summary assignment. That is, you should not merely summarize the articles you read. Rather, you should discuss your interpretations of what you read and how it applies to the world. Therefore, this assignment will require you to understand fully the ideas and concepts discussed in at least three primary research readings and to draw original connections among them. In order to do so, you can consider some of the following questions as you read:

- How do the ideas discussed in the readings compare or contrast with one another?
- What areas of contradiction or conflict can I identify among the readings?
- What areas of overlap can I find between the readings?
- How do the ideas in one reading contribute to my understanding of the other readings?
- How might the ideas and concepts addressed in this group of readings be understood differently from a different perspective, applied to a different situation, etc.?
- What areas or concerns do the readings not address (either justifiably or neglectfully so)?

Each of these example questions asks you to understand the readings beyond merely the surface level and speculate on how the ideas and concepts can be understood. Still, you should ground your discussions in specific paraphrases, and examples from the original readings. The references to the articles used in the essay must be included at the end (this will not be included in the overall page count).

In order to write a good synthesis, it is important that you choose articles that are connected in a meaningful way, based on a narrowed down topic.

Example text:

*The three main articles addressing the critical period hypothesis suggest that Lenenberg's theory may be more complex than originally thought. For example, while Smith (1982) states that there is strong evidence that the*

*“window of opportunity” with regard to language acquisition is restricted to approximately before the age of 12, Freeman (2003) and Portman & Selznick (2001) stated that several further factors, such as fear or failure and identity conservation, might account for why adults can have a more difficult time learning a second language than children. This “window of opportunity” might suggest that a second language would best be taught to younger children; however, as Brown (1992) indicates, adults still have certain advantages over children in the way that they acquire languages. For example, adults have a more conscious metaknowledge of the structural features of the language. In addition, adults are more diligent and will seek out linguistic input if motivated to do so. These more recent considerations to Lenenberg's original theory now seem to beg a question, “When should a second language be taught?” To answer that question....*

Your paper should include a **teaching applications section**, which focuses on implications for the language classroom. Your discussion should be focused on these questions:

- What questions do these articles raise for me as a language teacher?
- What does this research tell us about second language learners that we, as second language teachers, should know and accommodate to in the classrooms?
- Considering the ideas and concepts discussed in the group of readings, what can a teacher do or not do in order to facilitate language acquisition more effectively?

To answer some of the questions that may come up, here are some helpful points about this assignment:

- To help you know what **style of writing** is expected, a sample part of the paper is provided above.
- As for the **overall structure**, keep in mind that this is an academic essay, so it is a single piece of text that has the essay structure (no titles/subtitles inside the text). Usually, an essay has an introduction paragraph, a thesis statement (what is the main point in your essay you will be arguing for), argumentation to support the thesis in the body of the essay, and then a conclusion paragraph. You can also choose a different structure of the essay if it works better for your topic. Make sure that everything that you say is straight to the point, supports the main idea, and does not just fill the space.
- Do not forget to provide the **title of your paper**. It should not be the same broad topic you signed up for within which you are working (as there is no way to cover it in 8-10 pages). So, it should be a narrow aspect of that broad topic that you chose to focus on. The title should make it clear for the reader right away what the paper is about.
- Do not forget in-text citations and references. Do not include any sources in the references that you do not cite in the text, even if you read them. If you cite the textbook, or other non-peer-reviewed or secondary research sources, include them in the references, but they will not count towards the three peer-reviewed primary research articles that you should have.
- **Length will not give you extra points, only content will:** Keep in mind, that it is BETTER if you write 7-8 pages of the intelligent and straight to the point argumentation than 10 pages of stuff to fill the space.
- It will be helpful to read the articles of your choice keeping the assignment questions in mind (see above). You don't have to answer all of them in your paper, but you can focus on a few that will help you compare, contrast and think of the applications for different views and theories described in the literature.
- In your paper, please define technical terms, briefly explain ideas as if you were explaining to someone who does not share your specialty. Basic terminology, such as *interlanguage*, and other basic linguistic terms do not need to be defined. However, for example, the Cumulative Enhancement Model and the Typological Primacy Model should be (even if we went over them in class). Also, if you are using abbreviations, you must provide a full term the first time you use it (e.g. willingness to communicate (WTC)), unless they are common abbreviations (L1).
- Do not forget to check the grading rubric on Canvas before you submit your paper. Make sure you have all the components.

Grading Rubric for this assignment will be provided on Canvas.

- **Exams:** There will be 2 online exams: one in the middle of the course and one during Week 15. Each exam will be based on the materials (the textbook, slides, debates, and discussions, etc.) covered up to that point. The second exam will not be based on the materials from the first half of the course covered in Exam 1. Detailed review sheets will be provided at least one week before each exam. See exam policies in the section above on information about test submissions.
- **Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. **In this section, which meets exclusively online, attendance will be understood as active participation in every unit of the course.** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

### University / Departmental Policies and Other Information

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**Title IX Policy:** The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The English Writing Center (411LIBR):** The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library's 2<sup>nd</sup> floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

**Auditors:** The Department of Linguistics and TESOL has a "no audit" policy. However, with instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL program may be able to sit in on a course. These courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive credit) be granted.

**Librarian to Contact:**

UTA's Linguistics/TESOL librarian is Jody Bailey ([jbailey@uta.edu](mailto:jbailey@uta.edu)). She can help you find the best scholarly, authoritative materials you will need for your research project. If you need immediate help during evenings and weekends, contact the UTA Library Central Service Point: <http://ask.uta.edu/>. Additional help can be found on these guides:

- Linguistics Research Guide: <http://libguides.uta.edu/linguistics>
- TESOL Research Guide: <http://libguides.uta.edu/tesol>
- Library Home Page..... <http://www.uta.edu/library>
- Subject Guides ..... <http://libguides.uta.edu>
- Subject Librarians ..... <http://www.uta.edu/library/help/subject-librarians.php>
- Course Reserve..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Tutorials ..... <http://www.uta.edu/library/help/tutorials.php>
- Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
- Ask A Librarian..... <http://ask.uta.edu>

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **23003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

## Course Schedule (subject to change)

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Daniel Scarpace

**Each week starts on Monday and ends on the following Sunday at 11:59PM (with the exception of week 1, which starts on a Wednesday).**

**Most everything is due on Sunday at 11:59PM, but some assignments may be due earlier. See specific instructions for each assignment.**

WEEK#	Dates	Topic	Readings	Assignments due
Week 1	8/26 – 8/30	Introduction to SLA	Ortega Ch. 1	<i>Discussion Boards</i>
Week 2	8/31 – 9/6	Intro to SLA / Reading research articles	Brown, J. D. (1991). Statistics as a foreign language – Part 1: What to look for in reading statistical language studies. <i>TESOL Quarterly</i> , 25, 569- 586.	<i>Discussion Boards</i> <i>Sign up for a research project topic</i> <i>Start looking for academic articles on your research topic</i> <i>Upload two articles to the instructor preferably as early as you have them, so you can get approval and start on your assignment for next week on time</i>
Week 3	9/7 – 9/13	Intro to SLA / Reading research articles	Sample Article 1 (TBD)  After one of your articles has been approved by the instructor, read it.	<i>Discussion Boards (comment on sample article discussion)</i> <i>Get approval for research article</i>  <b>Article Summary and Short Discussion Due</b>
Week 4	9/14 – 9/20	Age of Acquisition and SLA	Ortega Ch. 2  Article 2a, 2b, or 2c	<i>Quiz 1</i>  <i>Comments on Article 2</i>
Week 5	9/21 – 9/27	L1 influences on SLA/ Transfer	Ortega Ch. 3  Article 3a, 3b, or 3c	<i>Quiz 2</i> <i>Follow-up Comments on Article 2*</i>  <i>Comments on Article 3 (P&amp;E)</i>
Week 6	9/28 – 10/4	SLA and the Linguistic Environment/ Interaction	Ortega Ch. 4  Article 4a, 4b, or 4c	<i>Quiz 3</i> <i>Follow-up Comments on Article 3*</i>  <i>Comments on Article 4 )</i>

Week 7	10/5 – 10/11	Review for Exam 1		<i>Discussion Board Activity (due Thursday @ 11:59 p.m.)</i> <b>Exam 1</b>
Week 8	10/12 – 10/18	Memory, Attention, and Awareness	Ortega Ch. 5 Article 5a, 5b or 5c	<i>Quiz 4</i> <i>Follow-up Comments on Article 4*</i> <i>Comments on Article 5</i>
Week 9	10/19 – 10/25	Interlanguage Development	Ortega Ch. 6 Article 6a, 6b, or 6c	<i>Quiz 5</i> <i>Follow-up Comments on Article 5*</i> <i>Comments on Article 6 (P&amp;E)</i>
Week 10	10/26 – 11/1	Individual Differences: Aptitude	Ortega Ch. 7 Article 7a, 7b, or 7c	<i>Quiz 6</i> <i>Follow-up Comments on Article 6*</i> <i>Comments on Article 7 (P&amp;E)</i>
Week 11	11/2 – 11/8	Individual Differences: Motivation	Ortega Ch. 8 Article 8a, 8b, or 8c	<i>Quiz 7</i> <i>Follow-up Comments on Article 7*</i> <i>Comments on Article 8 (P&amp;E)</i>
Week 12	11/9 – 11/15	Individual Differences: Affect and Attitudes/Personality	Ortega Ch. 9 Article 9a, 9b, or 9c	<i>Quiz 8</i> <i>Follow-up Comments on Article 8*</i> <i>Comments on Article 9 (P&amp;E)</i>
Week 13	11/16 – 11/22	Social Dimensions of SLA	Ortega Ch. 10 Article 10a, 10b, or 10c	<i>Quiz 9</i> <i>Follow-up Comments on Article 9*</i> <i>Comments on Article 10 (P&amp;E)</i>
Week 14	11/23 – 11/29	<b>Thanksgiving Break</b>		<i>Follow-up Comments on Article 10*</i> Exam Review Activity (due Tuesday @ 11:59 p.m.)
Week 15	11/30 – 12/6	Review for the Exam		<b>Exam 2 (due TBD)</b>
Week 16 – Exams week		Exam 2		<b>Synthesis and Teaching Application Paper Due (TBD)</b>

**\*Important!** The article summary author's responses to comments are due by Thursday 11:59 pm (CST). The follow-up comments are due by Sunday 11:59 pm (CST).