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Rutgers, The State University of New Jersey

PRINCIPLES OF SECOND / WORLD LANGUAGE ACQUISITION
015:253:520:91 cross-listed with 05:300:430:91
Fall 2020

ONLINE

Instructor: Christelle Palpacuer Lee (she / her / hers)	**Email**: christelle.palpacuer-lee@gse.rutgers.edu *Please allow 24 hours for a response, M-F*
Virtual Office Hours: Drop-in Virtual Office Hours: Thursdays 2-3pm Appointments on Thursdays:10am-noon and 3.30-4.30pm (please email at least 2 days ahead).	**Prerequisites or other limitations**: Admission to Teacher Education program, to online advanced cert programs or Ed.M in Language Education online programs.
Zoom Room: https://rutgers.zoom.us/my/chpalpa?pwd=RlVZdzloUS9TVUJsVk8yOXdFaFJodz09	
Mode of Instruction: ___ Lecture __ _ Seminar ___ Hybrid _ X Online ___ Other: Remote Synchronous Class Meetings: Thursdays 5-8PM	Permission required: __ No _X_Yes Directions about how to get permission numbers: Please contact Marie Pavelchak marie.pavelchak@gse.rutgers.edu

Disability Services

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: hhttps://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Course Description

This course is designed to offer an introduction to second language acquisition (SLA) theories and research that inform our understanding of how new languages are learned by children and adults. Through readings, discussions, and activities, we will critically examine the language acquisition processes from learners' and language instructors' perspectives and analyze the socio-cultural, psychological, and instructional factors that can affect the language learning process. The course is designed to promote knowledge construction gained through exposure to scholarship in the field of language acquisition, while making connections to our own personal language learning experiences and the language learning experiences of members of our local community. We will discuss how the New Jersey Core Curriculum Content Standards, ACTFL Standards, WIDA and TESOL Standards reflect second language acquisition theory and research. We will also focus develop graduate-level academic writing and presentational

skills. Throughout the course, participants will be given many opportunities to reflect upon and develop their personal theory of second language acquisition, which they will use as a foundation for their practice as they teach ESL and world languages to foster the success of *all* their students.

Learning goals

The main *learning goal* for this course is the investigation, participation, and creation of curricular, cross-disciplinary and community spaces for language learning that connect theory and practice. The *learning objectives* for this class are:

1. UNDERSTAND the concepts, ideas and tools of second/world language learning by:
   1.1. Recognizing and identifying concepts, ideas, and theories of SLA
   1.2. Summarizing information about theories of SLA
   1.3. Identifying the meanings of concepts and terms in SLA
   1.4. Constructing visual representations of main ideas in SLA

2. REFLECT on connections between theory and practice by:
   2.1. Applying the material and your understanding of theories to problems and situations of practice, and to personal experience
   2.2. Analyzing the relationships between theoretical concepts and practice
   2.3. Identifying concepts and ideas and explain how to use them to solve problems of practice
   2.4. Analyzing data or information regarding SLA

3. CREATE explanations, advocacy, and pathways to practice by:
   3.1. Explaining your experiences as a life-long language learner using the conceptual and inquiry tools of SLA
   3.2. Developing your choices in your practice and advocating for your multilingual students
   3.3. Explain your students' learning experiences to advocate for multilingual students
   3.4. Reframe a problem to change public perceptions about it and advocate for multilingualism.

4. EVALUATE and CRITIQUE research studies by:
   4.1. Using research and analysis to identify solutions to a problem, to explain why they are relevant to you as an educator, and to support advocacy efforts
   4.2. Evaluating the validity and relevance of information, results, and conclusions of a SLA research study to use in your programs, practice, and advocacy
   4.3. Identifying possible applications for your practice and advocacy. Hone knowledge, skills, and dispositions to support L2 learners as fully participating members of their classrooms, schools and communities.
   4. 4. Interpreting and constructing inquiries into second language learning/acquisition.

Standards

Additional standards addressed in this class are listed at the end of the syllabus.

	Learning Goal	Assessment Tools	Professional Standards			CAEP Competencies
			NJPST	TESOL/ CAEP	ACTFL/ CAEP	A.1.1
A	Students will ENGAGE with the concepts, ideas and tools of SLA and with multilingual speakers.	Discussions with peers and content area educators; Group and individual reflections Course Assignments	1-4, 9	2, 5	3, 6	Leading and participating in collaborative activities Applications of professional dispositions Data analysis
B	Students will REFLECT on connections and intersections	Module assignments Discussions with peers about planning, teaching and reflecting practices.	1, 3, 4, 9	1, 2, 3, 5	3, 6	Applications of data literacy Use of research

	between theory and practice					Data analysis
C	Students will CREATE explanations and pathways to practice	Module assignments; Course assignments *Project*	1, 2, 4, 9	1, 3, 5	3, 6	Applications of data literacy Use of research Data analysis
D	Students will EVALUATE and CRITIQUE research studies to problem-solve, to construct and interpret inquiries, to support language learners in diverse learning spaces.	Module assignments *Critical Annotated Bibliography*	1-4, 9	1, 2, 5	3	Use of research Applications of data literacy
E	Students will communicate effectively in written English and build academic language skills.	Discussions with peers Peer feedback (giving and receiving); Course assignments.	9	5		
F	Students will demonstrate use of technology in research, learning and teaching.	Online course format for learning; Use of Rutgers libraries online search engines; Use of Zoom for online content delivery & community-engaged facilitation *Project multimodal presentations*	9	2, 5		Applications of technology

Equity and Social Justice Stance

In this course, we strive to build a collaborative and transformative learning environment that critically addresses equity and social justice in language education. As we engage with the contents and materials for this course, we approach language learning critically and discuss this notion and associated practices together with issues of privilege, oppression and power. As we build our learning community and remain attuned to addressing inequities in language education, we interrogate our own assumptions about multilingualism and education, and strive to disrupt deficit-oriented frames by positioning our work as collaborative, equitable, and culturally-sustaining.

A note on terminology
In a 2019 announcement, titled [WIDA Guiding Principles on Language Development](), WIDA issued guidelines moving away from the use of "English language learner" to "Multilingual learner". Depending on the context of our discussion and readings, we will use the following labels when referring to students in language learning settings:

- Multilingual learner
- Emergent or Emerging Bilingual
- English language learner (ELL)—this is the only term that has a formal acronym and as much as possible, we'll avoid it.

This practice will prepare you to speak of, for, and about students from a strength-based perspective. As we know, language matters. Labels such as "ESL student(s)" or "Limited English Proficient (LEP) student(s)" when speaking

or writing about students in academic classrooms, although common and in use in school settings, actually reinforce deficit mindsets and raciolinguistic ideologies (see Flores & Rosa, 2015). Following WIDA's 2019 statement, we will be mindful of the language we use and orient towards social justice, equity and excellence in education.

Course Schedule Overview

Week	Dates	Course Contents	Learning Modes[1]
UNIT 1: **LANGUAGE, LEARNING, IDEOLOGIES**			
Week 1	Sept 2-5	***COURSE ORIENTATION*** ***Module 1: How do languages and cultures connect in our lives?*** Getting to know each other activities Review of Modules 0 & syllabus Course overview	S Sept 2 ZOOM MEETING 5PM
Week 2	Sept 5-12	***Module 2: Language Learning & SLA research*** Historical overview, problem statements Review Modules 0 & 1	AS
Week 3	Sept 12-19	***Module 3: How languages are learned?*** Multiple approaches/perspectives. Sociocultural orientation Frames and Stance	S Sept 16 ZOOM MEETING 5PM
Week 4	Sept 19-26	***Module 4: How can we use research for teaching and advocacy?*** Introducing critical annotated bibliography, course projects, and research tools Frames – Danielson, TESOL, WIDA, ACTFL	AS
Week 5	Sept 26-Oct 3	***Module 5: How do we construct and negotiate identities/positionalities through language?*** Narratives of experience	S Sept 23 ZOOM MEETING 5PM
Week 6	Oct 3-Oct 10	***REVIEW & PLAN*** Finalize Unit 1 Modules Complete and submit your Unit 1 project by Oct.10	AS Submit your mid-term Project by October 10
Week 7	Oct 10-17	***MID-TERM PROJECTS*** View, reflect and report on peers' Projects Submit video comments & feedback Intro to Unit 2	AS

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[1] **S (synchronous, Thursdays between 5-8PM), AS (asynchronous, no meeting).**

UNIT 2 INVESTIGATIONS INTO LANGUAGE LEARNING			
Week 8	Oct 17-24	***Module 6: Is there a best age for learning an additional language?*** Review and write a brief based on data analysis and evidence	AS
Week 9	Oct 24-Oct 31	***Module 7: What is the role of interaction in L2 learning?*** Review principles and analyze interactions Reflect on ways to promote collaborative dialogue in the L2 classroom	AS
Week 10	Oct 31-Nov 7	***Module 8: What do motivation / investment mean for L2 learning?*** Review principles and re-framing motivation Read Bonny Norton Write a brief based on data analysis and evidence	S (Zoom meeting) Nov 4 at 5PM
Week 11	Nov 7- Nov 14	***Module 9: What is the role of grammar in L2 learning?*** Review principles Reflect on practice	AS
Week 12	Nov 14-Nov 21	***Module 10: How do L2 learners develop multiple literacies?*** Review principles and reframe approaches to literacies Reflect on implications for practice	AS
Week 13	Nov 21-Nov 28	***REVIEW*** Finalize Unit 2 module assignments Write your Language Teaching Philosophy Work on critical annotated bibliography	AS
UNIT 3 RE-FRAMING LANGUAGE LEARNING & TEACHING			
Week 14	Nov 28-Dec 5	***FINAL PROJECT WEEK*** Complete your critical annotated bibliography Submit your critical annotated bibliography by Dec. 5	AS Submit Critical Annotated Bibliography by Dec 5
Week 15	Dec 5-Dec 12	***REFLECTION & ACTION*** Present and share your findings from the critical annotated bibliography Discussion: my language teaching philosophy	S (Zoom meeting) Dec. 9 at 5PM

Major Assignments

There are two major assignments for this class. The first one is a Unit 1 Project acting as a mid-term. The final assignment for this class is a critical annotated bibliography. The Completion of the 10 Modules for this course is also required.

> **Final Course Assignment: Critical Annotated Bibliography of Language Learning Studies (30% of final grade)**
> For your final assignment in this course, you will write a ***critical annotated bibliography*** using five (5) empirical and peer reviewed articles that investigate one specific topic from the field of SLA. An annotated bibliography is an *organized list of sources*, like a regular bibliography. It is, however, more complete, because each citation is followed by a couple of paragraphs that *describe* each study (an *annotation*) and *criticizes* the contents of each article (*critical* annotation).
> The goal of this assignment is to support your use of research to anchor and expand the scope of your practices as scholars, language teachers, community leaders, and advocates in K-12 and beyond. As you complete the assignment, you will demonstrate all four learning objectives as well as Standards (B-D) for the course.

Purpose

By completing this final course assignment, you will demonstrate your understanding of second language acquisition, which is a building block of language educators' content knowledge. You will show how you connect theory and practice through reflection and analysis. This knowledge and skills are useful for educators: You will often find yourself in professional situations where you have to make research-based decisions about practice, to advocate for your students and for yourself, and to innovate in your classroom, schools, and communities. You will also use and develop your academic writing skills, which you will expand during the program and beyond. The completion of this assignment targets all four learning objectives for this class.

Instructions
- ***Select*** a topic pertaining to language learning.
- ***Select*** five empirical studies from peer-reviewed journals that pertain to your topic.
- ***Analyze*** each study and analyze how, together, all five studies address your topic.
- ***Critique*** each study and explain why this study could be useful to you and other educators.
  (See Home page on Canvas for the description of the assignment, guidelines, rubric, sample, and FAQs).

Step 1. Select a topic pertaining to language learning.

Your topic should emerge from the *themes* (e.g., age, identity, interaction, literacies, multilingualism) and *questions* that we cover and investigate in class (i.e., Is there a best age for learning a second language? What kinds of interactions are conducive to language learning? What is the impact of the environment/ of individual factors on second language learning? How do learners acquire literacies in a second language-culture? How and why do/should learners invest in their L2 learning journeys? How do speakers construct and negotiate identities through L2 learning?).
The topic is yours to select, but here are some possible topic ideas for your critical annotated bibliography:

- The acquisition of literacies in pre-school bilingual students;
- Study abroad and the development of pragmatic strategies among U.S. college students;
- Second language development in virtual learning environments;
- The negotiation of identity in language-focused community-based programs for adults;
- Fostering engagement/interaction and second language learning in middle school Spanish classrooms;
- Family language policies and socialization into life-long multilingualism, etc.

You will notice that these topics are narrow and focused. They should be aligned with one specific theoretical and/or conceptual orientation to second language acquisition research (here cognitive, interactionist, or sociocultural). These topics have implications for practice, but they are NOT about practice, methods, or specific instructional strategies. This means that, a proposed topic like 'Using music in the elementary class to teach phonetics' for instance, will need to be reformulated and re-oriented to be acceptable for the CAB. This reformulation could be 'The acquisition of the phonetic system of Mandarin among young learners.'

Step 2: Select five empirical studies from peer-reviewed journals that pertain to your topic.
An *empirical study* is a study that uses data. The data-set used in the study has either been collected by the researcher and her team or comes from a database that the researcher explores in the paper. Empirical studies about second/world language acquisition are published in *academic journals*. Academic journals have different procedures for publication. *Peer-reviewing* means that, prior to publication, every submitted article has been read and edited by at least two scholars with expertise on the topic covered. Peer-reviewed journals often have a DOI number associated with their publications.

Examples of peer-reviewed journals in language education:
- Language Learning
- TESOL Quarterly
- TESOL Journal
- The Modern Language Journal
- Foreign Language Annals
- Language Teaching Research
- Journal of Language and Education
- Journal of Language, Identity and Education
- Journal of Multilingual Education Research
- International Journal of Bilingualism
- Linguistics and Education

To select your five study, use the Rutgers libraries' database. See the following guide on how to search for articles in the Rutgers libraries' database: https://www.libraries.rutgers.edu/how_do_i/find_an_article

Step 3: Analyze the studies first one-by-one, and then together.
Your analysis of each individual study addresses the following questions:
- What is the study about?
- What did the researchers find?
- How did the research team find these results?
- What does the study say about your topic?
- What did you learn from reading this study/article?
- How does the study/article connect to the concepts, readings, discussions from class?

Examining the five studies together, answer the following questions:
- What are the similarities and differences across the five studies?
- How do these five studies address your topic?

Step 4: Critique the studies and explain how they can be applicable/useful to you and other educators.
Your critique of each study should address the following questions:
-Is the research in the article applicable (or not) to your teaching/professional practice?
- Give specific examples of how this research can be used (or not) in your context.

- What questions remain unanswered?

Organization
Write about your findings, especially Steps 3 and 4. An annotated bibliography is an organized list of sources, like a regular bibliography, but each citation is followed by a series of paragraphs that describe, analyze, and critique the contents of each article. Your critical annotated bibliography should be organized in three main sections, and include:

A. *Introduction (which you should perhaps write last).* In your introduction (one paragraph), describe your topic, and explain why you selected it. Include a description of the key themes related to your topic and the articles; state how your five articles fit together aand give a specific perspective on your topic; and state your overall response to the articles.
B. *Content.* Include your critical annotation for each article, one after the other. No transition is necessary between your annotations. Each critical annotation entry builds on Steps 3 and 4, and includes:
1) a reference for the text (single-spaced, following APA style);
2) a brief summary (no more than six sentences, in your own words);
3) a critical response to the article.
Each entry must be maximum one (1) page in APA style (double-spaced, 12-font, 1" margin all around). At the end of each entry, you can add references to citations you made in that section (if any).
C. *Conclusion.* In a couple of sentences, summarize the key findings of these five articles and the implications for your practice. You can build on Steps 3 and 4.

A guide for writing a critical annotated bibliography can be found here:http://www.lib.uoguelph.ca/assistance/writing_services/resources/components/documents/writing_an_annotated_bibliography.pdf and here: https://writingcenter.unc.edu/handouts/annotated-bibliographies/
See also Module 0 on Canvas with additional step-by-step instructions, support and resources, and examples of critical annotated bibliographies.

Submit
Upload your critical annotated bibliography to the assignment tab on Canvas. You can submit your work in Word (.doc; .docx) or .pdf files.

Rubric for critical annotated bibliography

CATEGORY	Below expectations	Approaching expectations	Meets expectations	Exceeds expectations
Topic **20 pts.**	Topic is not clearly formulated, or the paper is a collection of different topics.	Topic is not focused, remains vague. Two or three articles are related to a single topic.	Topic is clear and described. At least four sources are related to the chosen topic.	Topic is clear and focused. All the five required sources are related to the chosen topic. empirical and from peer-reviewed journals.

Sources 30 pts.	Sources are not related to the topic. Articles are not empirical or from peer-reviewed journals but come from websites, Wikipedia, etc.	Sources are related to the topic. Two or three sources are empirical studies from peer-reviewed journals.	At least four papers selected are empirical studies from peer-reviewed journals.	All five sources (papers) are empirical studies from peer-reviewed journals.
Critical perspective 30 pts.	All annotations are lacking in completeness, thought, critical perspective, and/or writing quality.	Most annotations are lacking in completeness, critical perspective, thought, and/or writing quality.	Some annotations are well written but some are lacking in completeness, thought, critical perspective and /or writing quality. Some connections between theory and practice are outlined.	All annotations are thoughtful, complete, and well written. All annotations reflect a critical perspective and connections between theory and practice.
Format and Documentation 20 pts.	There is little or no adherence to APA format in the document.	There are many and/or frequent formatting errors in the document's citations.	There are some formatting errors in the document's citations.	Citations are formatted correctly following APA in the document.

Mid-term assignment: Project (30% of final grade)
The mid-term assignment is a Project that builds on the knowledge and learning experiences shared in Unit 1 of the class. You will select ONE (1) of the options below for completing your project. All projects require an inquiry and the sharing of your findings and reflections through a multimedia presentation. The goal of this mid-term assignment is to extend your understanding of the principles of language learning and teaching in a global and multilingual world. In completing this assignment, you will meet the course objectives of Understanding, Reflecting, and Creating pathways towards practice and advocacy; and all the Standards (A-F).

Select ONE (1) project to complete among the following options.

Option 1: Researcher Profile
You will introduce the class to a SLA researcher of your choice and highlight her/his impact on the field of applied linguistics/second language acquisition in a multimedia presentation.
(See Home page on Canvas for the description of the assignment, guidelines, rubric, sample, and FAQs).

Option 2: Your Language Learning Autobiography
You will write your own story of living with, learning and teaching languages and share through a multimedia presentation.
(See Home page on Canvas for the description of the assignment, guidelines, rubric, sample, and FAQs).

Option 3: Book critic podcast
You will select a book from our Book Club series on Living with, Teaching and Learning Multiple Languages and review this book for our class audience. Your review will take the form of a podcast. *(See Home page on Canvas for the description of the assignment, guidelines, rubric, sample, and FAQs).*

Course Modules Completion (40% of final grade, weekly completion)
There are 10 modules for this class and ALL modules need to be completed. Each module includes learning activities such as viewing a lecture video, listening to a podcast, reading and note-taking, discussions, and reflections. You must complete ALL these learning activities to obtain a passing grade for the class. Several optional synchronous meetings will be organized to orient, prepare, and reflect on our work and progression in this class. They take place on Thursday evenings at 5pm and will be recorded in case you cannot attend.

The format of an online course may be new to some of you, and you may want to know what my expectations are regarding participation and the completion of the modules' activities. I am looking for you to post thoughtful, well-reasoned expressions of your thinking about the topic, and to respond to your classmates' ideas in the same way. Guidelines for specific tasks in the modules will be provided on Canvas. The following is generally expected from your work when completing the course modules:

- *Responsiveness to the task or question* – Make sure you are fulfilling the requirements of the assignment
- *Clarity* and organization of writing.
- *Conciseness* – try to write in a non-repetitious way.
- *Completeness and depth* – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- *Independent judgment* – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- *Relevance* – Connections between your work and the content and organization of the course and other courses you are or have taken should be clear.
- *Attention to professional style* – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: http://owl.english.purdue.edu/owl/resource/560/01/). Please use Times New Roman 12pt font, 1-inch margins, and double space all of your assignments.
- *Appropriate use of terms*- Learners are discussed respectfully and from a strength-based perspective (see 'Required Terms' section).

The 10 class Modules are organized around different learning 'moments.' Each Module includes Engage, Learn, Explore and Reflect 'moments'. The *Engage* section proposes short activities to activate your prior knowledge on the topic of the module. In *Learn*, you review the reading or the voiced presentations, and then complete reading activities to make sure you have a clear understanding of the concepts and tools to investigate the topic. *Explore* includes activities that go more in-depth into the question associated with the module and include specific tasks and inquiries. In *Reflect*, you can bring all this information and ideas together and connect to your experience or to your practice.
Completing these Modules will put you on track to success, as they provide all the contents and information you need to complete the course project and the final paper.

A significant portion of our learning activities take place online. This class is online hybrid, which means that we will meet online as a class on specific days (Thursdays, between 5-8PM) for class discussions and activities. We can also meet regularly on one-on-one via Zoom during my office hours. While this format allows us some flexibility in the organization of our work, you should remember that you have specific due dates and keep in mind that each of the ten modules in this course includes the work for a week. Modules are released on Fridays and you have until the following Sunday to complete them. Your participation to these activities is essential to your personal learning experience, to the completion of the assignments for the course, and to the learning trajectory of our class community.

Class materials
Textbook
Cook, V., & Singleton, D. (2014). *Topics in Second Language Acquisition*. Boston, US: Multilingual Matters.

Articles & Media
Additional readings will be available through Canvas for each module and are cited in the conclusion of this syllabus.

Standards
New Jersey Core Curriculum Standards (NJCCS) OR the core standards for your state. *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
Teaching English for Speakers of Other Languages (TESOL) standards *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
World Class Instructional Design and Assessment (WIDA) standards *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

Recommended Texts for Expanding course readings (not required)
Atkinson, D. (Ed.). (2011). *Alternative Approaches to Second Language Acquisition*. New York: Routledge. ISBN13: 978 0 415 54925 7
Johnson, M. (2004). *A philosophy of second language acquisition*. New Haven, CT: Yale University Press.
Kleifgen, J. & García, O. (2010). *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners.* New York: Teachers College Press.
Lightbown, P. & Spada, N. (1999). *How languages are learned.* Oxford: Oxford University Press.
Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Education (Hachette UK). ISBN: 978 0 340 905 593
Perrin, R. (2007). *Pocket guide to APA style: Second edition*. NY: Houghton Mifflin.
Swain, M., Kinnear, P. & Steinman, L. (2011). *Sociocultural Theory in Second Language Education: An Introduction through Narratives*. Tonawanda, NY: Multilingual Matters.

Learning online
We will be using Canvas as our Learning Management System platform, along with Zoom for synchronous meetings. You can find resources on how to be successful in online environments here: https://rlc.rutgers.edu/node/444

- **Format**
  Principles of Language Learning is an online hybrid class. This means that your work is both asynchronous (at home, in your own time) and synchronous (on specific days this semester, we

meet together as a class to conduct Modules activities).
We will meet for five (5) synchronous zoom meetings as part of our course. We will meet on Thursdays Sept. 2, Sept. 16, Sept. 23; Nov. 4 and Dec. 9. These synchronous meetings take place on Thursdays, 5pm-8pm. You can find a calendar on Canvas and at the beginning of the syllabus to help you organize your schedule.

- **Online Learning**
  If it is your first online class, please read tips on how to be a successful online learner. It will help you understand the general expectations for online students. Tips can be found here: https://rlc.rutgers.edu/node/444
  Go through the Course Success Guide in Module 0. You can find a general overview here: https://rlc.rutgers.edu/sites/default/files/pdf/course%20guide.pdf
  If you have already taken online classes, you will know your strengths and challenges. Take a moment to reflect upon those, and to modify your work plan accordingly.

- **Time Commitment and Expectations**
  This class is a 3-credit, 15-weeks long, graduate class. This includes 3 hours of "in class" work each week that focuses on engagement with the course materials, the instructor, and your peers. Each student is also expected spend at least another 4 hours per week on out of class work. This estimation does not include the additional time required to work on your main project/assignment and on specific Module assignments. However, two weeks this semester are dedicated to finalizing modules and completing assignments.
  When we meet synchronously, we will spend some of these 3 "in class" hours together on zoom. We will cover course materials and engage in learning activities. When we are asynchronous, you will complete the weekly Module at your own pace. The 7+ hours of work per week is distributed differently over the 15-weeks and the 10 Modules for this class. To receive an "A" in this class, you should expect to do more than the minimum in time, effort, and quality of work. My advice is to build a regular work schedule early on in the semester and to follow the weekly pace of the course for module completion. *See the template for organizing your work in this class on Canvas.*

- **Rutgers NetID**
  The NetID policy, which took effect July 1, 2003, requires all students, faculty and staff to have a Rutgers NetID (Network Identifier), or username, on a Rutgers University Computing Services (RUCS)-maintained computer system, and to maintain a current email address in the Rutgers online directory. If you do not yet have a NetID, please set up your account here: https://netid.rutgers.edu/index.htm

- **Updated email address**
  Course updates and other important information will be emailed to you via Canvas. Communication with your instructor will also take place via email. You are responsible for all course-related email so please check your mailbox regularly, including your Spam folder (who knows?). The course website on Canvas has an embedded email system and, as the instructor, I cannot make any modifications. The email address used for communication is the one on file in the directory at the time your enrolled in the course or the program. If you change your address or if you prefer using another email address, you can change it. Here is the link to the instructions on how to do this: https://community.canvaslms.com/t5/Student-Guide/How-do-I-change-my-default-email-address-in-my-user-account-as-a/ta-p/410

- **Communication & Office Hours**
  I will use our Canvas site to catalogue communication of updates and events related to our course. Please check your email regularly. The email provided on the first page of this syllabus is the quickest method of communication with me. You can expect a response from me within 1-2 business days.
  Virtual office hours are drop-in, which means that you can log in during that time without any appointment and that I am available to answer your questions. I will also meet with students upon request on a one-to-one basis. I have blocked dedicated times for these individual meetings on Thursdays 10am to noon or 2-5pm. To make an appointment please email me with specifics on what would be discussed and two or three available times for us to meet. I will gather and prepare supporting materials accordingly and share a conference meeting link.

- **Zoom class norms**
  For our synchronous sessions with community-members, I expect you to participate with your zoom cameras on, using the audio features. For our synchronous sessions as a class, I expect you to use your video cameras during our whole group and breakout room sessions, unless there are extenuating circumstances (in which case you should use the chat function). Make sure you have your preferred name and an image on your screen prior to the start of our meetings.
  We are learning together as a community in our virtual learning space, which extends beyond the windows of our screens to our homes and communities. With many children learning from home or schools facing closure, and relatives and family members we care for, we can expect children and family members to be present in class from time to time.
  Please work with me to create an inclusive and caring environment that is respectful of all our responsibilities in such uncertain times.

- **Technical Support**
  In this course, we will be using Canvas as our learning platform. Students will therefore need to have access to the Canvas course management system and to the shell associated with this course. Please make sure you are familiar with Canvas and operational by the beginning of the semester. There will be no training on how to use Canvas in this course, but a student orientation tutorial is available on the Rutgers Canvas Resources site: https://canvas.rutgers.edu/students/
  It is your responsibility to check the assignment deadlines and to submit your work in a timely manner. Your instructor is not responsible for technical issues related to Canvas. Please contact the Canvas helpdesk if you are having troubleshooting issues. Email: help@canvas.rutgers.edu. Phone: 877-361-1134 (24 hours a day, 7 days a week, 365 days a year).

Course policies

- **Academic Integrity Policy**
  The consequences for violating policies of academic integrity and the student code of conduct are serious. I expect that you will comply with standards of academic integrity (that is, all the work you present is your own) in this course. For any and all assignments no copying of any kind is allowed, unless copied text is placed within quotations and appropriately cited. Paraphrased text must be appropriately cited. The consequences of clear evidence of extensive plagiarism include, but are not limited to, a grade of F for the assignment AND the course. If you have questions about an assignment or the course content, please seek assistance. You should not turn in the same work in two separate classes. To avoid problems, don't wait until the last minute to begin an assignment. For more information, read the Academic Integrity Policy and the Student Code of

[Conduct at the Rutgers Academic Integrity site.](#)

- **Care, Flexibility, and Collegiality in pandemic times**
  These three words apply to the written and verbal exchanges of this class. A respectful attitude is expected for class discussions and interpersonal communication with instructor and colleagues. Our classroom and learning environments are safe and open spaces. Please be respectful of each other and of your instructors. Emails to instructors and peers should always begin by a greeting, include clear and reasonable questions and/or request, and end with salutations. I make sure to respond to emails within a couple of days. In the event I do not respond after that time, a kind email reminder is welcome.

- **Netiquette**
  "Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. Here are links to several sources for generally accepted network etiquette. Please review this material, be familiar with the core principles of netiquette and please follow these guidelines during the term of this course:

  [Netiquette Home Page on Albion.com](#). *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

  [User Guidelines and Netiquette by Professor Rinaldi, Florida Atlantic University](#). *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

  [Netiquette guidelines](#). *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
  "Netiquette" provides some basic guidelines about how to behave in an online format, such as not using all capital letters online because that represents the vocal equivalent of shouting. In addition to these basics, please remember that this is a graduate course where much of the academic work is taking place online. It is not the same as communicating with friends via Facebook or Twitter, nor is it equivalent to sending text messages to friends or colleagues. I expect complete sentences, good English grammar and written compositions that are devoid of spelling and syntax errors. It is especially important in the academic and professional online settings to communicate clearly, concisely and intelligently. This course provides practice in that arena, as well as preparation for future professional development that will include online components. The one exception to this rule will be the chat session exercise, during which there will be no penalty imposed for misspellings, sentence fragments or for employing commonly used chat acronyms - keyboard shortcuts (cross reference a [chat acronyms](#) website *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Canvas sponsors or supports the content found on this site.)*

- **Grading policy**

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Grade	Percent
A	95.00-100.0%
B+	90.00-94.99%
B	85.00-89.99%
C+	80.00-84.99%
C	75.00-79.99%
F	Under 75%

Standards

New Jersey Professional Standards for Teachers (2014)[2]:

1. NJPST Standard One: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Critical dispositions
(2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

(4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

2. NJPST Standard Two: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Essential knowledge
(4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

(6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions
(4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.

3. NJPST Standard Three: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

Critical Dispositions
(1)The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

4. NJPST Standard Four: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for language learners to ensure mastery of the content.

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[2] http://www.state.nj.us/education/code/current/title6a/chap9.pdf

9. NJPST Standard Nine: Professional Learning
The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Critical disposition
(2) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(3) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

ACTFL and NCATE Standards (2014)

Standard 3a. Understanding language acquisition and creating a supportive classroom.
Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation and meaningful interaction.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Language Acquisition Theory	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	Candidates exhibit and understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide varieties of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories.

The following activities will provide evidence and opportunities to meet the objectives of Standard 3:

a. Activities in Modules: your performance will demonstrate your understanding of language acquisition theories and the relationship between theory and practice,

b. Final Project - Critical Annotated Bibliography: Your synthesis of professional journal articles that address current research and/or teaching practices, will demonstrate your capacity to investigate theoretical issues, and to reflect on the information learned and implications for your practice.

Standard 6a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

Standard 6b. Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Life-long commitment to professional growth	Candidates articulate the need for ongoing professional development	Candidates identify immediate professional development needs	Candidates outline a process for identifying ongoing professional development needs and the potential providers to meet these needs.
Reflection as a critical tool for growth	Candidates recognize the potential of reflection and research as essential tools for becoming an effective practitioner. They rely on others' questions to frame reflection.	Candidates frame their own reflection and research questions and show evidence of engaging in a reflective process to improve teaching and learning.	Candidates systematically engage in a reflective process for analyzing student work and planning future instruction. They identify possibilities of classroom-based research to inform practice.
Development of a rationale for foreign language learning	Candidates realize the importance of developing a rationale that supports foreign language learning.	Candidates develop a rationale that includes key benefits of foreign language learning.	Candidates develop and articulate a rationale for foreign language learning that includes cognitive, academic, and affective benefits to students and society
Accessing and employing data to support foreign language learning	Candidates identify the main data sources (print and online) for accessing foreign language specific data.	Candidates choose appropriate data sources to develop products in support of foreign language learning for designated audiences.	Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for foreign language learning for diverse audiences.

Council for the Accreditation of Education Professionals (CAEP, 2014) [3]

• **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Teacher candidates will learn about language acquisition across ages and contexts and investigate how and why there is much variation among learners.

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[3] http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

• **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Teacher candidates will read about and discuss individual differences among language learners.

• **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
The course is an introduction to the theoretical tenets in the field. Teacher candidates will learn about the field of applied linguistics and second language acquisition, and understand the main theoretical debates currently discussed, as well as the impact of such theories on instruction.

• **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Teacher candidates will be able to test and implement their theoretical understanding through mini-research projects, group work, and reflections.

* Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Teacher candidates will get familiar with the Danielson Framework and in particular the content knowledge domain. The assignments for this course are preparation for the EdTPA Commentary sections, for which teacher candidates need to provide research-based evidence for practice and assessment.

• **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Teacher candidates will be able to discuss and justify instructional strategies for diverse language learners using research, such as providing comprehensible input, deploying high-leverage teaching practices (e.g., conducting a collaborative discussion), teaching grammar, support for literacies, etc.

• **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Teacher candidates will reflect on their learning trajectories and how they inform their teaching practices.

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