COURSE TITLE: Second Language Acquisition Research: Interlanguage Development

SLA: Interlanguage Development

SCHEDULING Fall ☒ Summer ☐
Every Year ☐ Alt. Year Odd ☐ Alt. Year Even ☐ Other ☐

COURSE OFFERED BY DISTANCE EDUCATION ONLY ☐ ON CAMPUS ONLY ☒ BOTH ON CAMPUS AND BY DISTANCE EDUCATION ☐

CREDIT HOURS: 3
GRADING ABCDF ☒ SI/U ☐

CONTACT HOURS: Lecture/Seminar ☒ Laboratory/Studio ☐ Research/Independent Study ☐
REPEAT FOR CREDIT: YES ☒ No ☐

INSTRUCTOR NAME: Valerie Wust
TITLE: Associate Professor

GRADUATE FACULTY STATUS: Associate ☒ Full ☐

ANTICIPATED ENROLLMENT On Campus: Per semester 10 Multiple sections Yes ☒ No ☐ Max. per Section 25
Distance Ed: Anticipated Enrollment N/A Maximum Enrollment N/A

PREREQUISITE(S) N/A
COREQUISITE(S) N/A
PRE/Corequisite FOR N/A
REQUISITED N/A
CURRICULA/MINOR PROPOSED EFFECTIVE DATE Spring 2015

CATALOG DESCRIPTION IN CONCISE FORM MEANINGFUL TO STUDENT (INCLUDE RESTRICTIVE STATEMENT AT END OF DESCRIPTION; LIMIT TO TOTAL OF 80 WORDS): This course introduces students to the objectives, methods and findings of research investigating how classroom learners acquire French and Spanish as a second language. It examines specific features of French and Spanish interlanguage including grammatical gender, copular series and idiomatic uses of être/lavoir, pronominalization, verbal systems and longitudinal/cross-section studies of interlanguage development. Course content bridges the gaps between second language acquisition research, foreign language teaching methodology courses, and curriculum implementation. Graduate standing or consent of instructor required.

VERIFICATION/REQUEST BY: The course syllabus has been developed and is in conformance with the requirements of the Provost’s website.

Dean of the Graduate School Date

ENDORSED BY: Date

Dean of the Graduate School
INSTRUCTIONS

Provide the following information. If additional table rows are needed place cursor at location, select Table, Insert, Rows Above or Rows Below. Please limit your submission to 4 pages using 10-point font.

I. Course Justification (Explain the need for the course and its place in the curriculum in terms of the educational needs and interests of the students for whom the course is intended):
This course has been taught previously as a special topics course and was highly rated in ClassEvals. Enrollment is expected to be strong because the majority of our graduate students specialize in linguistics. Students in the linguistics track have ample access to courses in Sociolinguistics (learning how language and society mutually influence each other). However, as current and prospective teachers of French and Spanish in instructed settings, they also need a course to bridge the gap between second language acquisition research, foreign language teaching methodology courses, and curriculum implementation. This course is essential if our graduates are to be competitive candidates for PhD programs in Linguistics.

II. Proposed Revisions with Justification (Briefly list the changes and the justification for each):

<table>
<thead>
<tr>
<th>Revision</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

III. Enrollment for Last Five Years (Enter data – look up at R&R website for either existing course number or special topics number as applicable. If not offered, indicate N/A. If previously offered as special topic, indicate designation after number enrolled [e.g. 17-XX 592B]):

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>7 (FL 595)</td>
<td></td>
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</tbody>
</table>

IV. Consultation with Other Departments (Consultation is needed whenever there is a possibility of content duplication or when establishment or dropping would affect other programs. List all departments and individuals contacted, and a summary of any statements of objection, non-objection, or support. Consultation should include Program Director or Department Head. A copy of the entire document/communication should also be sent to the Graduate School as a separate document.)

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact Name</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No course related to this topic is being offered. This course deals specifically with learners of French and Spanish as a second language.</td>
</tr>
</tbody>
</table>

V. Student Learning Outcomes. By the end of the course, the students will be able to:

1. Describe the key areas of inquiry and questions examined by second language acquisition researchers of French and Spanish;
2. Describe and critically analyze frameworks for investigating French and Spanish interlanguage;
3. Compare and contrast qualitative and quantitative approaches to second language acquisition research; and
4. Propose a detailed research plan to investigate some aspect of the instructed second language acquisition of French or Spanish.

VI. Student Evaluation Methods (List types of evaluation [tests, exam, papers, homework, etc.] and % weighting normally anticipated):

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Weighting for Graduate Course (%)</th>
<th>Weighting for Undergraduate Version – if Dual Level (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>On-line discussion (Moodle)</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Facilitated discussion</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Article critiques</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Oral presentation of term paper</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Research proposal</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

VII. Explanation of Differences for Dual-Level Course (Explain differences in content, expectations, and outcomes for graduate level version of dual-level course and indicate evaluation above):
N/A
VIII. Resource Statement (New courses only. Indicate the resource requirements of this course and the source(s) of those resources.)

This course has been taught as a special topics course by Dr. Wust. She will continue to teach the course with its new number as part of her standard rotation of courses. It will be taught, every second year, in the spring.

IX. Topical Outline of Course and Time Devoted to Each Topic (Definition should be adequate to allow understanding of the course content. Indicate time measure used, e.g. weeks, 50 min. lectures, 75 min. lectures, etc.):

(Class meets weekly for 150 minutes.)

<table>
<thead>
<tr>
<th>Date</th>
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<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview and Review of SLA Theories</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Data Types (I): Researching Instructed SLA; Designing and Analyzing Surveys in SLA &lt;br&gt;Read Mackey &amp; Gass, Ch 4</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Data Types (II): Designing and Analyzing Surveys in SLA &lt;br&gt;Read Mackey &amp; Gass, Ch 5</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Data Types (II): Exploring IL through Error Analysis and Obligatory Occasion Analysis &lt;br&gt;Read Ellis &amp; Barkhuizen, Chs 3 &amp; 4</td>
<td>*SLA book for class presentation selected. Title submitted for instructor approval.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Data Types (III): Carrying out Case Study Research; Collecting and Analyzing Qualitative Data &lt;br&gt;Read Mackey &amp; Gass, Chs 6 &amp; 10</td>
<td>*Article Critique 1 Due</td>
</tr>
<tr>
<td>Week 6</td>
<td>Coding SLA Data; Running Statistical Analyses using SPSS &lt;br&gt;Read Mackey &amp; Gass, Chs 11 &amp; 13</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Replicating SLA Research; Writing Research Reports &lt;br&gt;Read Mackey &amp; Gass, Ch 15 &lt;br&gt;Read S. McKay &amp; Gass, Ch 4</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Acquisition of Grammatical Gender in L2 French and Spanish &lt;br&gt;French Read Bartning (2000); Lyster (2010) &lt;br&gt;Spanish Read Alarcon (2010); Lichtman (2009)</td>
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<td>Week 9</td>
<td>Individual Research Consultations with Professor for Term Papers</td>
<td>*Article Critique 2 Due</td>
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<td>L2 Acquisition of Spanish Copula (ser/estar) and Idiomatic Uses of French être/avoir &lt;br&gt;French Read Hahn (1973), Knaus &amp; Nadasdi (2001) &lt;br&gt;Spanish Read Geeslin (2003); VanPatten (1987)</td>
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<td>Acquisition of Pronominalization in L2 French and Spanish &lt;br&gt;French Read Lyster &amp; Rebuffot (2002); Wust (2010) &lt;br&gt;Spanish Read VanPatten &amp; Cadierno (1993); Zyzik (2006)</td>
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</tr>
<tr>
<td>Week 14</td>
<td>Research Project Proposal Oral Presentation</td>
<td>*Research Project Proposal Oral Presentations</td>
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<tr>
<td>Week 15</td>
<td>Course Wrap-Up</td>
<td>*Submit Written Version of Research Project Proposal</td>
</tr>
<tr>
<td>Week 16</td>
<td>Submit final paper</td>
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</table>
Course: FL 508 - Second Language Acquisition Research: Interlanguage Development
Instructor: Dr. Valerie WUST, Assistant Professor of French
Office: Withers Hall, Room 407
Office hours: Mondays 4:30-5:45 p.m., or by appointment
Course: Mondays 6:00-8:45 p.m.
Phone: (919) 513-0118
E-mail: vawust@ncsu.edu
3 credit hours; Spring semester

Enrollment Restriction:
Graduate standing or permission of instructor.

Student Learning Outcomes:
By the end of the course, students will be able to:
- Describe the key areas of inquiry and questions examined by SLA researchers of French and Spanish;
- Describe and critically analyze frameworks for investigating French and Spanish IL;
- Compare and contrast qualitative and quantitative approaches to SLA research; and
- Propose a detailed research plan to investigate some aspect of the instructed L2 acquisition of French or Spanish.

Required Readings (Available on Moodle, E-reserve or from instructor):

Textbook References for Course Schedule:
Course Description:
This course introduces students to the objectives, methods and findings of research investigating how classroom learners acquire French and Spanish as a second language (L2). The course begins with an examination of popular methods for collecting and analyzing (both qualitative and quantitative) data, with a particular emphasis on replicating studies and running basic statistical analyses with SPSS.

In the second part of the course, we examine specific features of French and Spanish interlanguage (IL) including: grammatical gender, copular ser festar and idiomatic uses of être/avoir, pronominalization, verbal systems and longitudinal/cross-sections studies of IL development.

This course should be of relevance to current and prospective teachers of L2 French and Spanish and, as such, is designed to bridge the gap between second language acquisition research, foreign language teaching methodology courses, and curriculum implementation.

Course Structure:
This course consists of lectures by the professor, student presentations, Moodle discussions and face-to-face discussions of the texts between the professor and students (or in small-group settings).

Course Schedule (subject to change with appropriate advance notice):

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| Week 12 | Acquisition of Verbal Systems in L2 French and Spanish  
French Read Harley (1992); Heschensohn (2003)  
Spanish Read Collentine (1995); Liskin-Gasparro (2000) |
| Week 13 | Longitudinal and Cross-Sectional Studies of French and Spanish IL  
French Read Bartning & Schlyter (2004); Harley & Swain (1984)  
Spanish Read Collentine (2004); Segalowicz & Freed (2004) |
| Week 14 | Research Project Proposal Oral Presentation  
*Research Project Proposal Oral Presentations |
| Week 15 | Course Wrap-Up  
*Submit Written Version of Research Project Proposal |
| Week 16 | Submit final paper |

**Grading**

- **Class Participation**: 10%
- **Online Discussion (Moodle)**: 15%
- **Facilitated Discussion**: 25%
- **Article Critiques (2)**: 10%
- **Oral Presentation of Term Paper**: 10%
- **Research Proposal**: 30%

There will be plus/minus grading in this class. The scale will be as follows:

- **A+** = 97.0-100, **A** = 93.0-96.9, **A-** = 90.0-92.9,
- **B+** = 87.0-89.9, **B** = 83.0-86.9, **B-** = 80.0-82.9,
- **C+** = 77.0-79.9, **C** = 73.0-76.9, **C-** = 70.0-72.9,
- **D+** = 67.0-69.9, **D** = 63.0-66.9, **D-** = 60.0-62.9,
- **F** = 59.9 and below.

1. **Online Discussion (Moodle)**: The online discussion tool will allow students to apply what they have read, to provide critical interpretations of the content matter, and to engage in an open dialogue. A participation grade will be assigned based on the quality and quantity of contributions to the discussion forum. Each week one student will be assigned the role of “Keynote Writer”. The “Keynote Writer” will post the main text in response to the readings that have been assigned for the upcoming class and all other students must post a response. The comments of the “Keynote Writer” should be posted by Saturday at midnight and all other comments should be posted by Tuesday at midnight.

2. **Class Participation**: Class participation (both in individual and group activities) will be evaluated based on how well students are prepared and their effort.

3. **Facilitated Discussion**: Each week we will discuss one of the various course topics and one (or more) student(s) will be responsible for presenting the assigned reading to the other students. These presentations should not be formally prepared papers, but rather “facilitated discussions” which can be supported by PowerPoint and/or other e-platforms. As everyone will have already done the readings, the student facilitator should summarize the content and pose pertinent questions to guide the discussion.

4. **Article Critiques**: Students will be required to write reviews (500-750 words) of 2 articles they have chosen, each of which will relate to French or Spanish IL. Once students have selected two articles, please confirm the choice with the professor. In addition to providing the bibliographical information, students should consider the following: research questions, theoretical framework and methodology, participants, major findings, methodological strengths and weaknesses, and the overall findings. In preparing their article critiques, students are to use a separate title page, 1" margins on all sides, 12 pt. font, double-spaced, with page numbers.

5. **Research Proposal (Term Paper)**: Your final paper will consist of a proposal for an empirical study of some aspect of French or Spanish SLA. Your proposal should include the following:

- A statement of the research problem (i.e., What the research problem is and why you have chosen to investigate it);
- A review of the relevant literature, with a specific statement of how your proposed study contributes to the extant
research;
- The research questions, and in the case of theoretically-motivated studies, the research hypotheses;
- The research methodology: participants, design, data collection instruments, procedures for implementing data collection instruments;
- An account of how the data you propose to collect would be analyzed in order to answer your research questions; and
- A statement of the theoretical and practical implications of your proposed research.

Be sure to cite the sources using appropriate footnotes and bibliographical information according to the APA Style Manual. Papers should be 12-15 pages in length. Topics, which are to be chosen in consultation with the professor, must be relevant to the course content and be based on empirical research. Students will be required to meet with the professor at least once during the semester to discuss progress. Students will orally present a shorter version of their research proposals (12-15 minutes) at the end of the semester. In preparing their term papers, students are to use a separate title page, 1" margins on all sides, 12 pt. font, double-spaced, with page numbers.

Policy on Missed Exams and Assignments
A student may turn in assignments late only with documentation of an excused absence. Make up work must be done within one week of returning to class.

Policy on Attendance
Since this is a graduate course demanding much commitment from the students, you are allowed one absence during the semester, covering both excused and unexcused. For every unexcused absence after the initial one, the final grade will be lowered 2%. See the university regulations regarding attendance and excused absences: http://policies.ncsu.edu/regulation/reg-02-20-03

Students with Disabilities
Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG 02.20.01): http://policies.ncsu.edu/regulation/reg-02-20-01.

Academic Integrity
Regardless of discipline, honest and rigorous scholarship is at the foundation of a Research I institution. All instructors of foreign languages at NC State take very seriously the principle of academic integrity. (See sections 7-13 of the Code of Student Conduct, accessible from the web site of the Office of Student Conduct.) You are expected to have read the entire NCSU Code of Student Conduct. You and your instructor will follow both the spirit and letter of that code. When you submit any assignment for the course, include the statement "This is my work; I did not receive any unauthorized assistance in completing this assignment." Additional information is found here: http://policies.ncsu.edu/regulation/pol-11-35-01

Student Privacy and Electronically Hosted Courses
Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

N.C. State University Policies, Regulations, and Rules (PRR)
Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include:
http://ojed.ncsu.edu/ojed/policies.php (Office for Institutional Equity and Diversity), http://policies.ncsu.edu/policy/pol-11-35-01 (Code of Student Conduct), and http://policies.ncsu.edu/regulation/reg-02-50-03 (Grades and Grade Point Average).