

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://ualberta.ca/modern-languages-and-cultural-studies>

**2020-2021 MLCS 620 B1: Applied Linguistics–Second Language
Acquisition and Bilingualism**
(Winter Term)

Note: Remote Delivery

Instructor: Dr. Yvonne Lam
Office: REMOTE
E-mail: yvonne.lam@ualberta.ca

Time: F 9:00am - 11:50am
Place: REMOTE
Office Hours: by appointment only

Course Prerequisite: LING 101 or equivalent, and consent of department. This course is cross-listed as LING 620. Credit will be granted for either MLCS 620 or LING 620. It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Technology Requirements (minimum):

See the University's recommendations: <https://www.ualberta.ca/covid-19/students/computing-recommendations.html>. A microphone is required to record the presentation for the discussion leader component. A video camera is recommended, but not required, to facilitate class interactions. It is your responsibility as a student to ensure that you have the appropriate technology for the course.

Experiential Learning Component:

- this course has a significant experiential learning component (15% or more of the course grade) – NO

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

- Yes x No, not needed

Past or Representative Evaluative Course Material Available:

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- x N/A

Course Description, Objectives and Expected Learning Outcomes:

This course introduces students to major approaches and issues in past and current research on second (or additional) language acquisition and bilingualism. Through readings and discussions, we will come to understand the complexities of being bilingual/multilingual. Four broad questions guide our discussions:

- What does learning a second language entail?
- What is needed to learn a second language?
- What factors affect success in second language learning?
- How do we research second language learning?

By the end of the course, students will be able to:

- describe various approaches to the study of second language acquisition and bilingualism,
- evaluate the strengths and weaknesses of these approaches
- identify linguistic, cognitive, psychological, social, and contextual factors that influence the learning and the use of a second language
- compare different methods used in collecting and analyzing second language data
- design an empirical study on a student-selected topic in second language acquisition and write a detailed research proposal

Course Format:

The course will consist of the critical discussion of assigned readings and a research project. The course will be delivered through a combination of synchronous (live, face-to-face) and asynchronous online sessions.

Texts:

See reading list posted on eClass. All readings are accessible online through the U of A libraries.

Additional Course Fees:

Yes No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: January 11, 2021

Add/Delete Date: January 22, 2021

50% Withdrawal Date: February 10, 2021

Winter Term Reading Week: February 16-19, 2021

Withdrawal Date: April 9, 2021

Last Day of Class: April 16, 2021

Components of Course Grade (see “Explanatory Notes”):

Component	Value	Due date
Research proposal stage 1	15%	Feb 26 9:00am MST
Research proposal stage 2	15%	April 16 9:00am MDT
Full research proposal	50%	April 23 12:00pm MDT
Discussion leader	20%	see sign-up sheet on eClass

Explanatory Notes on Assignments:

RESEARCH PROPOSAL

The project for this course involves the design of an original study on a topic in second language acquisition of your choice. You will not collect the actual data for the study; you will simply go through the process of designing an original project from scratch and writing a detailed research proposal.

Research proposal stage 1 (5-8 pages): Tell us about the topic you wish to study. What is your proposed research question(s)? Why is this an interesting question(s)? How does it fit in with previous research on this topic? Describe briefly what your intended methodology will be. Do not present your instruments at this point; just give us an idea of what you’re thinking. You will be assigned to a group where you will give each other feedback on your proposals.

Research proposal stage 2 (5-8 pages): Describe the proposed methodology of your study. Who are your intended participants? Why do you choose them? What instruments will you use, and why did you choose these particular instruments? Include a copy of each instrument (or a sample of the questions). If the instruments are to be applied in a particular order, describe. How do you plan to analyze the data you collect? As before, you will give each other feedback on your proposals.

Full research proposal (15-20 pages): Write the full research proposal detailing your intended study. Use any citation format you wish (e.g. *MLA*, *APA*), as long as citations are complete and formatted consistently. Include the following components:

- Research question(s)
- Rationale for the study (i.e. why is this topic interesting?)
- Literature review (only cite previous research that is relevant to your study)
- Methodology (participants, instruments, procedure for data analysis)
- Information letter and consent form (use template)

DISCUSSION LEADER

You will select one of the topics that we will be reading about (excluding those on research methods). Your task will be to provide a brief introduction to the topic (approx. 5 minutes) in the form of an online presentation posted to eClass prior to the class meeting for everyone to review. During the synchronous session, you will lead an activity (30 minutes) that encourages critical discussion of the reading. Because it will be early morning for some of your classmates and late

evening for others, I encourage you to think of creative ways to engage everyone in discussion, rather than using the question-answer format (which doesn't work well on Zoom anyway).

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Sexual Violence Policy:

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

Territorial Statement:

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, although there is no participation grade, students are expected to attend all synchronous sessions in order to maximize the learning experience. In the case of an anticipated absence or an emergency, the student is responsible for notifying the instructor by email as soon as possible, preferably within two days, to find out what they missed. Students are also expected to check eClass and their [@ualberta email](#) regularly for additional or updated information. If a student cannot keep up with the course because of illness or extenuating personal circumstances, they are responsible for contacting the instructor as soon as possible to discuss their options.

Policy for Late or Missed Assignments:

All assignments must be submitted via eClass by the scheduled date **and time**. Students who consult [in advance](#) with the instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be given an alternate due date. If a student misses an assignment due to illness or an emergency, they must notify the instructor by email as soon as possible, preferably within two days, to discuss their options. The instructor reserves the right not to accept the assignment (grade of zero), to transfer the weight to other grade components, or to deduct up to 5% per day of lateness.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support

There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

MLCS Graduate Grading Scale

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D-	50-53	Failure
F	00-49	Failure

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