TASL 501 – First and Second Language Acquisition in ASL
Summer Semester 2019

Instructor Information: Dr. Byron Bridges
E-mail: byron.bridges@unco.edu

Department Contact: Dr. Barbara Garrett
E-mail: barbara.garrett@unco.edu

Office Hours: Tuesday and Thursday 7:00-8:00 pm via text, Videophone or FaceTime.

Class Times and Locations (follow the Course Map in your course for specific dates/times):
- June 3-June 14 - online
- June 17-July 12 – onsite
- July 14-July 19 - online

Course Description: The course will introduce major theories of acquisition, and similarities and differences between first language and second language acquisition and learning for teaching ASL as L1 and L2.

Course Purpose: The purpose of this course is to address factors that influence language acquisition and learning, such as cognitive style, attitude/motivation, personality, age, setting and classroom environment, code switching and learner strategies. Topics covered in this course include L1 and L2 theories of acquisition, including but not limited to, biological and cognitive, socio-cultural, input and interaction, interlanguage, language transfer and interference. The course includes three parts: 1) students learn the structural properties of ASL including phonology, morphology, syntax, semantics, and discourse; 2) learn different components involved in the process of first language acquisition to second language acquisition, and 3) learn how to use different tools in teaching L1 and L2 in class.

Pre-Requisites: American Sign Language competency, and acceptance into the Graduate School and the Teaching ASL program.

Professional Standards Met: CDE Standards: 8.10(2)(c)(d) 8.10(3)(a)(b)

Course Objectives: Upon the completion of this course, students will be able to do the following:
1. Explain the major theories of acquisition for first language (L1) and second language (L2)
   CDE Standards: 8.10(3)(a)
2. Identify and describe the similarities and differences between L1 and L2 acquisitions
   CDE Standards: 8.10(3)(a)
3. Demonstrate an understanding of L1 and L2 acquisition influences upon language teaching
   CDE Standards: 8.10(3)(a)(b)
4. Employ different teaching methods for L1 and L2 classes
   CDE Standards: 8.10(3)(a)(b)
This course also meets 8.10(2)(c)(d) of Colorado Content Standards: identify the linguistic elements of the target language system needed to communicate in a variety of settings and demonstrate an understanding of linguistics and the changing nature of language, and compare language systems.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Colorado Teacher Quality Standards 5.0</th>
<th>Colorado Content Standards (specific to each licensure/endorsement area)</th>
<th>Specialized Program Association Standards (if applicable)</th>
<th>Assignments/Evidence/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the major theories of acquisition for first language (L1) and second language (L2)</td>
<td>8.10(3)(a)</td>
<td></td>
<td></td>
<td>Readings &amp; Answer</td>
</tr>
<tr>
<td>Identify and describe the similarities and differences between L1 and L2 acquisitions</td>
<td>8.10(3)(a)</td>
<td></td>
<td></td>
<td>Readings &amp; Answer</td>
</tr>
<tr>
<td>Demonstrate an understanding of L1 and L2 acquisition influences upon language teaching</td>
<td>8.10(3)(a)(b)</td>
<td></td>
<td></td>
<td>Readings &amp; Answer</td>
</tr>
<tr>
<td>Employ different teaching methods for L1 and L2 classes</td>
<td>8.10(3)(a)(b)</td>
<td></td>
<td></td>
<td>Readings &amp; Answer</td>
</tr>
</tbody>
</table>
Required Materials:

Textbooks


Equipment

- Computer with Internet access
- Webcam or other camera to record signed assignments

Additional Materials from Prior Courses as needed

Readings (eReserves)


| **Course Requirements:** This is a brief overview; full instructions are posted in your online class. |
|---|---|
| **Description** | **Points** |
| **Assignment 1** | **Learning Activity:** Students will perform a total of 24 learning activity. For each unit, you provide the answers to the questions. This activity promotes you to be able to explain and apply the linguistic concepts. Each learning activity is worth 1.25 point. | 30 |
| **Assignment 2** | **Video Analysis:** A total of 4 video analyses will be included. Apply specific linguistic concepts learned from each unit by identifying them in the video. Students write an analysis report. Each application activity is worth 3.75 point. | 15 |
| **Assignment 3** | **Mock Teaching Grammar Lesson Presentation:** You will give a presentation on how to teach a selected grammatical feature in class. Presentation is worth 15 points. Be prepared to have someone video your presentation and develop your feedback form for the students and teacher. | 15 |
| **Assignment 4** | **Mock Teaching Grammar Lesson Presentation Reflection Paper:** You will receive feedback from your instructor and students on your presentation. Your task is to write a reflection paper on how you would improve your teaching. Presentation Reflection Paper is worth 10 points. | 10 |
| **Assignment 5** | **Tests:** You will have three tests. The first test will cover Units 1-8, the second test will cover Units 9-19, and the last open-book test will cover Unit 21-26 and Bilingualism. Each test is worth 10 points. | 30 |

**Total score: 100 points**

**Evaluation Method:** The points for all of the assignments in the TASL courses will add up to 100 and letter grades are assigned as follows:

- **A** 93-100 Above average achievement of objectives
- **B** 85-92 Average achievement of objectives
- **C** 77-84 Below average achievement of objectives

Below **77** Unacceptable level of achievement of objectives and considered failing.

**Reminder:** You must maintain at least a “B” average (3.0 GPA) to meet graduation requirements.
University Policies

**Student Code of Conduct:** You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at [Student Conduct Code](http://www.unco.edu/sexual-misconduct).

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct).

**Equity and Inclusion Statement:** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit: [https://www.unco.edu/dean-of-students/share-concern-complaint/](https://www.unco.edu/dean-of-students/share-concern-complaint/).

**Accommodations Statement:** Disability Resources - It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations: (970) 351-2289. Students can learn more about the accommodation process at [http://www.unco.edu/disability-support-services/](http://www.unco.edu/disability-support-services/).