



**BRESCIA UNIVERSITY COLLEGE**  
**French 3890A Language (Applied Linguistics)**  
**Professor: Nadine de Moras**  
**September – December 2018**

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**CURRENT CALENDAR COURSE DESCRIPTION**

This course provides students with relevant research data in second language acquisition, by presenting facts and theories which explain how languages are learned. It discusses various approaches, outcomes and issues related to teaching.

3 lecture hours, 0.5 course.

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**COURSE DESCRIPTION**

French 3890A addresses the needs of students who are learning a second, or a foreign language, and who intend to teach a second (French), or foreign language (ESL). This course is two-fold in its scope: students will first be introduced to the main theories, and research in language acquisition; they will then apply their theoretical knowledge in the analysis, comparison, and assessment of textbooks, videos and microteaching, as well as of their own teaching.

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**COURSE PREREQUISITE**

French 2900 or permission of the Department. No background in linguistics is necessary.

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**HOURS PER WEEK**

Tuesday	1:30-2:30	MRW 153
Thursday	1:30-3:30	MRW 153

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**PROFESSOR**

**Name:** Dr. Nadine de Moras

**Office:** UH 311

**Tel.:** 519-432-8353, ext. 28277

**E-mail:** [ndemora@uwo.ca](mailto:ndemora@uwo.ca)

**Office hours:** Tuesday 12:30 – 1:30

Thursday 12:30 – 1:30

Thursday 4:30 – 5:30

**+ Appointments**

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**COURSE MATERIAL**

**Required Texts**

— Custom Course Book **French 3890A - September 2018** - Nadine de Moras (TBA in class)

**Recommended**

— Collins-Robert large French-English/English-French Dictionary

## MARKS DISTRIBUTION

— Attendance and participation	10%
— Weekly quizzes (preparation)	10%
— 1 midterm	15%
— 2 written assignments (2 x 10%)	20%
— 1 lesson plan (about the microteaching)	5%
— 1 oral presentation (microteaching)	10%
— Final exam	30%

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## COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- Evidence knowledge and understanding of first and second language acquisition/teaching processes, theories, research, authors and teaching methods.
  - Summarize, explain and identify the main theories in first and second language acquisition.
  - Describe and differentiate second language teaching approaches.
  - Interpret research; identify strengths, weaknesses, and limitations of the research by demonstrating evident critical thinking, and powers of analysis concerning competing language acquisition theories, and the research which gave rise to them.
  - Discuss the enduring problems in second language acquisition, and second language teaching, and analyze the difficulties and needs of children and adults in language acquisition.
  - Apply better techniques to teach a second language.
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## WEEKLY QUIZZES (10%)

Students are expected to read and learn most of the material before coming to class. All the information to be learned is clearly explained in the coursebook and the Power Point presentations. The class time is for answering questions and discussions about what was read and learned. The in-class quizzes encourage the students to do their homework each week, and provide students with some feedback about what they learned, and what they did not. The quizzes will be short and will test whether the students read and studied the material. The quizzes test the students' preparation. The format will be discussed in class.

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## 1 MIDTERM (15%)

The midterm will test the students' acquisition of the applied linguistics concepts which have been taught up to the midpoint of the course. Some of the questions will be taken from the quizzes; and the others will be taken from the coursebook, the Power Point presentations, and from what was presented in class.

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## 2 WRITTEN ASSIGNMENTS (20%)

These assignments aim at applying the new concepts, theories and information in order to discuss, systematically the most relevant pedagogical topics: how do we learn languages? What should a language course include in order to be efficient? What do language teachers need to know and do?

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## **1 LESSON PLAN (5%)**

The lesson plan explains to the instructor the content and the form of what the student intends to do during a language lesson: what, for which level, why, how long, using which tools? The lesson plan feedback provides students with guidance about how to teach a language lesson effectively.

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## **1 MICROTEACHING (10%)**

Students will teach a language lesson, putting into practice what was learned and studied in the course, taking in consideration the feedback from the lesson plan.

The language lesson can be in FSL (French), ESL (English), or any other language which may be the student's native language, or the language which the student intends to teach.

Students in the class will become language students of a new language, or pretend they have just started learning French, and thus experience the challenges which learners face when acquiring a new language. Students will also benefit from different lessons and teaching methods, which will give them more precise ideas about all aspects of a language lesson.

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## **MISSED OR LATE WORK POLICY**

1. A student who misses a test or an assignment should contact the instructor by e-mail as soon as possible: [ndemora@uwo.ca](mailto:ndemora@uwo.ca).
  2. For any assignment or test worth 10% or more of the final grade, students must submit documentation and contact an academic advisor in order to obtain an official accommodation recommendation from the academic advisor.
  3. Without an official accommodation recommendation, late assignments will be assessed a penalty of 5% per day within a week of when it was scheduled. Failure to submit it within this time will result in 0% for the assignment. Students must obtain permission to submit work before the due date.
  4. Late assignment must be submitted **in class** (not by e-mail, not under the professor's door, etc.).
  5. Oral presentations will NOT be re-scheduled. The final exam will be re-weighted to include the percentage of the final grade originally allotted to the oral presentation, provided an academic advisor has recommended an official accommodation.
  6. If students miss the quizzes they have 0 on the quiz. Quizzes cannot be redone, and they count for attendance.
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## **ATTENDANCE**

Attendance and participation are essential to students' success in learning. Because attendance is so important in this course, a student who has missed more than 25% of the classes may not be allowed to write the final exam. Active participation in class is necessary and students need to come to class prepared, having completed the assigned readings.

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## **USE OF ELECTRONIC DEVICES**

Laptops may be used in class, if they help students work more efficiently, but they are not necessary. Cellular phones are forbidden in class.

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## **BRESCIA COMPETENCIES**

Upon successful completion of this course, students will:

### **1. Demonstrate Critical Thinking competency by being able to:**

- Discuss and evaluate the enduring problems in second language acquisition, and second language teaching, and analyze the difficulties and needs of children and adults in language acquisition.
- Evaluate various teaching methods, and teaching materials: their advantages, disadvantages and limitations.
- Demonstrate and apply all the above to their own teaching, by presenting a 2<sup>nd</sup> language lesson in class
- Delineate their own future areas of interest and intended expertise (teaching grammar, pronunciation, culture...).

### **2. Demonstrate Inquiry and Analysis competency by being able to:**

- Evidence knowledge and understanding of first and second language acquisition/teaching processes, theories, research, authors and teaching methods.
- Critically evaluate current literature on selected topics; summarize, explain and identify the main theories in first and second language acquisition.
- Describe and differentiate second language teaching approaches.
- Interpret research, identify strengths, weaknesses, and limitations of the research, show powers of analysis concerning competing language acquisition theories, and the research which gave rise to them.

### **3. Demonstrate Problem Solving competency by being able to:**

- Identify the components of a language lesson (while teaching a French language lesson in class)
- Identify the problems which occur in language lessons (by observing peers teaching a lesson, and reading the feedback provided by the professor).
- Find strategies to put into practice the theories studied in class, anticipate the consequences of various practices, select strategies among several alternatives necessary to becoming an effective teacher.
- Change strategies when goals are not reached (the class is not interested, is not remembering, participating, learning...) until the goals are reached (or at least partly reached).

### **4. Demonstrate Self-Awareness and Development competency by being able to:**

- Accurately assess one's own emotional strengths and weakness, and reflect on the experience of emotion when self-monitoring during a learning or teaching task (recording).
- Evaluate and respond appropriately to criticism and feedback; perceive adversity as an opportunity for growth, while being provided with constructive feedback for oral and written presentations and assignments.
- Analyze one's own performance, and monitor progress toward goals; pursue independent educational experiences by evaluating language learning situations (talking with native speakers or while volunteering in schools).

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## **NOTE**

Please note that the information on this page is tentative; the official version of the course outline will be available at the first class.

## **2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

### **2. ACADEMIC CONCERNS**

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

### 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20) .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## 6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html), for information about how to obtain help for yourself or others.

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.