

## Syllabus

### **BLMC 520.01 : HUMAN DEVELOPMENT AND LANGUAGE ACQUISITION**

*The mission of The University of Findlay is to equip our students  
for meaningful lives and productive careers.*

1. **Semester:** Summer Session I 2005
2. **Instructor**
3. **Graduate Credits:** 3
4. **Prerequisites:** None
5. **Time of course:** 9:00 a.m. to 3:00 p.m. Thursdays and Fridays
6. **Meeting Dates:** June 9, 10, 16, 17, 23, 24
7. **Course Design and Description:**

This course focuses on human development through an analysis of 1) development theories 2) developmental stages of both first and second language acquisition and 3) motor, physical, cognitive, affective and social interactional factors. Also covered is the way in which these 3 factors affect human language processing and communication behavior of all individuals in school, community and society. The study of language development through the perspective of the individual centers on language acquisition stages, storage and processing of language in the brain, cerebral dominance, and language transfer from L1 to L2. The school and societal examination of language will involve a discussion of how to become a more effective teacher through consideration of language and human cognitive development, as well as language maintenance and language diversity in the school and community.

8. **Course Objectives:** Students will be familiar with the :
  - A. analysis of affective, cognitive and social factors that affect human language.
  - B. cognitive stages of L1 and L2 acquisition.
  - C. impact of age on cognitive and language acquisition.
  - D. impact of L1 acquisition process on L2 acquisition.
  - E. social factors that affect first and second language acquisition.
  - F. stages of human development as seen through language acquisition.
  - G. methods for applying the principles of discourse analysis to assess extended spoken and written texts of ESL learners.
  - H. effect L2 acquisition processes on L2 teaching
  - I. major factors which impact human learning and how to apply this knowledge to classroom decision and teaching.

9. **Text:**

Brown, H. Douglas. 1994. Principles of Language Learning and Teaching (4<sup>th</sup> ed.) . Englewood Cliffs, NJ: Prentice Hall. ISBN: 0-13-17816-0.

10. **Reading:** Harris, Vee and Michael Grenfell. 2004. "Language-learning Strategies: A Case for Cross-curricular Collaboration," Language Awareness. 13: 116-127.

11. **System of Evaluation/ Student Activities:**

35 % Midterm

25 % Take Home Final

20% Lesson Plan For Adults Applying Second Language Principles

10% Journal Article Review

10 % Attendance, Blackboard Participation and Class Participation

**TWO SAMPLE SESSIONS AND TOPICS:**

Class #1:

**Topics:** Syllabus/ Course Overview

Language, Learning and Teaching

First Language Acquisition

Terminology Associated with Language Acquisition

**Film:** "Language" (first half)

**Readings:** Brown: Chapter 1

Chapter 2 (special attention to 43-45)

Fill in Definitions from BB on Chapter 2- bring to class

Look for appropriate article to summarize using BB journal list

**Student Activities:**

Students Analyze their L2 Learning Preferences

Students Prioritize Teaching Approaches

Begin Lesson Plan- Students bring laptops to class

Class #2:

**Topics:** Age and Acquisition

Human Learning

**Readings:** Brown: Chapter 3

Chapter 4 (skip 91 bot to 94 mid)

**Film:** The rest of "Language" (second half)

**Student Activities:**

In-class Activity-Teaching Advantages of Non-Native Speakers (NNS's)

Continue Lesson Plan

Report Progress to date- Students bring available laptops to class

