



Texas Wesleyan
UNIVERSITY

EDU 6356: Applied Linguistics

Module 2 Short Paper Rubric

Overview:

In *Essential Linguistics: What Teachers Need to Know to Teach ESL, Reading, Spelling and Grammar*, Chapter 3, you read about three different second language acquisition theories: Krashen's Theory of Language Acquisition, Schumann's Theory of Second Language Acquisition, and the Critical Period Hypothesis.

In this paper you will select one of these three theories. You will explain the theory and how it is applied within a classroom. Then you will compare and contrast this theory with another theory in this module. Next, you will outline the similarities and differences in the process between first language acquisition and second language acquisition.

Prompt:

Explain the Theory:

- Identify and define the theory.
- Explain why you selected this theory.
- Explain in detail the theory is about and theorist who is associated with the theory.

Apply the Theory: Apply this theory by explaining a hypothetical classroom scenario where the theory could be applied.

- What would the teacher be doing?
- What would the students be doing?

Compare and contrast this theory with another theory of second language acquisition you learned about in this module.

Outline the similarities and differences in the process between first language acquisition and second language acquisition. In your response remember to cite specific theorists and theories.



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Rubric

Guidelines for Submission: Your paper must be submitted as a 2-3 page Microsoft Word document with double spacing, 12-point Times New Roman font, one-inch margins, and at least two sources cited in APA format.

Instructor Feedback: This activity uses an integrated rubric in Blackboard. Students can view instructor feedback in the Grade Center.

Critical Elements	Exemplary (100%)	Proficient (85%)	Needs Improvement (55%)	Not Evident (0%)	Value
Theory	Explains selected theory with sophisticated awareness.	Explains the selected theory.	Explains the selected theory but the response lacks clarity, accuracy and/or details.	Does not explain the selected theory.	22
Application of the Theory in a Classroom	Applies the theory by explaining a hypothetical situation with rich and relevant details.	Applies the theory by explaining a hypothetical situation with details.	Applies the theory by explaining a hypothetical situation with some detail and/or the response lacks clarity or accuracy.	Does not apply the theory by explaining a hypothetical situation.	22
Compare/Contrast with Another Theory	Compares and contrasts the selected theory with another theory with sophisticated awareness.	Compares and contrasts the selected theory with another theory.	Compares and contrasts the selected theory with another theory but response is missing details, accuracy, and/or clarity.	Does not compare or contrast the selected theory with another theory.	22
First and Second Language Acquisition Theories	Outlines the similarities and differences between first language acquisition and second language acquisition theories with sophisticated awareness.	Outlines the similarities and differences between first language acquisition and second language acquisition theories.	Outlines the similarities and differences between first language acquisition and second language acquisition theories but response is missing details, accuracy, and/or clarity.	Does not outline the similarities and differences between first language acquisition and second language acquisition.	22



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Articulation of Response	Submission is free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy to read format.	Submission has no major errors related to citations, grammar, spelling, syntax, or organization.	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas.	Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas.	12
Total					100 %