

# LIN 654: Second Language Acquisition

## Spring 2021

**COURSE INSTRUCTOR:** Prof. Carol Ann Freeman  
**CONTACT INFORMATION:** Email: carol\_ann.freeman@nyack.edu (Best); Phone: (845) 778-3094  
**APPOINTMENT INFORMATION:** Method: Appointments arranged by using the above email

**REQUIRED TEXTS:** (please note-these are NOT the newest editions)

Brown, H. D. (2014). Principles of Lang Learning & Teaching (6thed). Pearson Education ESL. [978-0-13-304194-1]

Mitchell, R., Myles, F. (2012). Second Lang Learning Theories (3rd Ed.). Hodder Education, [978-1444163100].

Saville-Troike, M. (2016). Introducing Second Lang Acquisition.(3rd Ed.) Cambridge, UK. Cambridge Univ Press. [978-1316603925]

### CATALOG COURSE DESCRIPTION:

Students explore the foundations of second language acquisition (SLA), the theories, research, innate abilities, and the socio-cultural, psychological, and personality components. Students also gain first-hand experience of second language research through a small-scale study they conduct into an area of second language knowledge. Students will gain a solid background in SLA theory and training on some of the latest methodological tools in the field.

This course is housed within the College of Arts and Sciences and the Department of Linguistics.

STUDENT LEARNING GOALS:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
1. The student will demonstrate understanding of the major theories and models of SLA and how individual characteristics affect SLA.	Textbook reading e360 Discussions Case Study Paper	1	SALT 6; TESOL 1
2. The student will demonstrate an understanding of cultural identity and how it shapes language learning.	ELL Interviews Case Study Paper	2, 5	SALT 1, 4; TESOL 2
3. The student will use knowledge of theories and models of SLA to engage LLs.	LL Interviews	3	SALT 11; TESOL 3
4. The student will understand the best practices in in language learning assessment and apply them.	LL Interviews Peer Evaluation Case Study Paper	5	SALT 12; TESOL 4
5. The student will develop in the role of leader through observation and understanding of the needs of the LL.	LL Interviews Peer Evaluation Case Study Paper	5	SALT 9; TESOL 5
6. The student will use information effectively to accomplish a specific purpose.	e360 Discussions Peer Evaluation	1 (1.7)	SALT 10
7. The student will use technology to locate current and relevant research materials.	Journal Critiques	1 (1.8)	SALT 10
8. The student will understand subject matter and participate meaningfully discussions; evaluate research and critique professional works.	e360 Discussions Journal Critiques Peer Evaluation	5 (1.6)	SALT 9
9. The student will communicate with LLs with a focus on clear speech and effective communication.	LL Interviews	2, 5 (1.2)	SALT 8
10. The student will share informed viewpoints and conclusions.	e360 Discussions Journal Critiques Peer Evaluation	3 (1.3)	SALT 8, 9

The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>). Attainment of goals is evaluated by the identified assignments.

\*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.

**ASSIGNMENT DESCRIPTIONS:** All due dates and times are listed in Eastern Standard Time (EST).

**1. Online Discussions (20%)**

- The goal of the e360 online *Discussions* is to provide a place for the student and instructor to interact regarding the topic presented in the e360 lesson each week.
- The grading criteria are:
  - In this course, a week begins on Wednesday morning and ends on Tuesday night.
  - Each discussion question is worth 10 points
- Discussion responses due the week they are presented. Late postings receive 0 points
- Responses must contain content that is on topic and contributes to the discussion

**2. Journal Critiques (20%)**

- The goal of the *Journal Critiques* is for students to become aware of the quantity, quality and variety of information available to them through articles in scholarly journals. Three journal critiques are required, and students should find articles relevant to their case study. Search for articles using the NC Library database, or in online ELL journals.
- The *Journal Critique* should be five (5) pages to include:
  - Page 1: Title page with running head (page 2 just contains the header)
  - Page 2: Brief abstract (concise summary of why you chose this article to critique)
  - Pages 3-4: Summary of journal article content, your critique, and was this article useful to you
  - Page 5: References (the source of the article)
- Font size 12 Times New Roman, 1" margins all around
- APA Style is required: <https://owl.english.purdue.edu/owl/section/2/10/>
- Submit a copy of the article you read in the *Dropbox* when you submit your Journal Critique.
- The grading rubric for the Journal Critiques is found in the *Resources Folder* on the e360 course page.

**3. Case Study Interviews w/ Notes (15%) and Case Study Paper (25%)**

- The goal of the case study interviews and the summative case study paper is to provide an opportunity to observe a language learner in an ESL setting, to evaluate the ELL's language learning experience, and to reflect on the experience in an 18-20 page Case Study paper.
- Five hours of interviews are required, with notes from each interview session. There are sample interview notes and a case study paper in the *Resources Folder* on the e360 course page.
- See page 9 of this syllabus for a detailed description of this assignment.
- The grading rubric for the Case Study Paper is found in the *Resources Folder* on the e360 course page.

**4. Midterm Study Participant Summary and Feedback (10%)**

The goal of the Study Participant Summary and Feedback is to be an assessment tool through which students share their interview experience to date (successes, challenges, and problems) and pose questions and ask advice.

- During midterm week, students will share their interview experience to date in an e360 discussion post format.

### 5. Final Peer Assessment/Feedback (10%)

The goal from the Peer Assessment is to be a learning tool that gives students an opportunity to evaluate a case study paper and provide feedback on the case study findings, including encouragement for work done well.

- During finals week, each student will read a case study paper and provide a 2 paragraph response with (1) what was notable and interesting regarding the case study, and (2) ideas or strategies that may have added to the case study experience and findings.
- The grading rubric for the Peer Assessment and Feedback is found in the *Resources Folder* on the e360 course page.

### GRADING COMPOSITION AND SCALE:

Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

- Online Discussions (13) ..... 20%
- Journal Critiques (3) ..... 20%
- Case Study Interview Notes (5) ..... 15%
- Midterm: Study Participant Summary ..... 10%
- Case Study: Paper (1) ..... 25%
- Final: Peer Assessment and Feedback ..... 10%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	68-69%	63-67%	60-62%	0-59%

Care should be taken to perform at one's best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

### CARNEGIE UNIT ACCOUNTABILITY

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, "seat time" (instructional time), and outside work assigned. Standardized expectations are 45 hours of instructional and homework time per credit (**135 hours of instructional and homework time for a 3-credit course**). Accreditors and the US Department of Education have set these standards so as to assure that students receive a fair education.

The estimated instructional and homework hours for this course, by category, are as follows:

Type of Work	Hours
Course Presentations/"Lectures"	20
Required Reading	25
Discussion Threads/Posts/Forums	25
Research/Writing Assignments	20
Case Study Interviews & Notes	20
Case Study Paper	25
<b>Total Hours</b>	<b>135</b>

**COURSE OUTLINE AND CALENDAR:** All dates and times are listed in Eastern Standard Time (EST).

<b>Week 1</b>	<b>Overview</b>
<b>January 20 - 26</b>	<ul style="list-style-type: none"> <li>• Course Introduction</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Course Welcome and information: Textbooks, Syllabus, Discussion Guidelines</li> <li>• Discussion</li> </ul>
<b>Week 2</b>	<b>Overview</b>
<b>January 27 – February 2</b>	<ul style="list-style-type: none"> <li>• Key Concepts and SLA History</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Reading: Mitchell/Myles-chapters 1 &amp; 2</li> <li>• Discussion</li> <li>• Explanation of Case Study research project</li> </ul>
<b>Week 3</b>	<b>Overview</b>
<b>February 3 - 9</b>	<ul style="list-style-type: none"> <li>• SLA Foundations/Language Learning</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Brown-chapter 1; and Troike-chapters 1 &amp; 2</li> <li>• Discussion</li> <li>• Interview Notes #1 of 5 (due Feb. 9)</li> </ul>
<b>Week 4</b>	<b>Overview</b>
<b>February 10 - 16</b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Language Acquisition</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Reading: Brown-chapter 2</li> <li>• Discussion</li> <li>• Interview #2 of 5 (due Feb. 16)</li> </ul>
<b>Week 5</b>	<b>Overview</b>
<b>February 17 – 23</b>	<ul style="list-style-type: none"> <li>• Cognitive Approaches to SLA Theory</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Reading: Mitchell/Myles-chapter 4</li> <li>• Discussion</li> <li>• Journal Critique #1 of 3 (due Feb. 23)</li> </ul>
<b>Week 6</b>	<b>Overview</b>
<b>February 24 – March 2</b>	<ul style="list-style-type: none"> <li>• Age &amp; Acquisition</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Reading: Brown-chapter 3</li> <li>• Discussion</li> <li>• Interview Notes #3 of 5 (due March 2)</li> </ul>
<b>Week 7</b>	<b>Overview</b>
<b>March 3 - 9</b>	<ul style="list-style-type: none"> <li>• Human Learning</li> </ul>
	<b>Activities, Assignments</b>
	<ul style="list-style-type: none"> <li>• Reading: Brown-chapter 4</li> <li>• Discussion</li> <li>• Midterm: Study Participant Summary and Feedback (due March 9)</li> </ul>
<b>Spring Break is March 7 – 14 (Sunday – Sunday)</b>	
<b>Week 8</b>	<b>Overview</b>
<b>March 17 - 23</b>	<ul style="list-style-type: none"> <li>• Styles and Strategies</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Reading: Brown-chapter 5</li> </ul>

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	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Journal Critique #2 of 3 (due March 23)</li> </ul>
<b>Week 9</b>	<b>Overview</b>
<b>March 24 - 30</b>	<ul style="list-style-type: none"> <li>• Affective Factors &amp; Communicative Competence</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Reading: Brown-chapters 6 &amp; 8</li> <li>• Discussion</li> <li>• Interview Notes #4 of 5 (due March 30)</li> </ul>
<b>Week 10</b>	<b>Overview</b>
<b>March 31 - April 6 (Easter is April 4)</b>	<ul style="list-style-type: none"> <li>• Input and Interaction</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Reading: Mitchell/Myles-chapter 6</li> <li>• Discussion</li> <li>• Journal Critique #3 of 3 (due April 6)</li> </ul>
<b>Week 11</b>	<b>Overview</b>
<b>April 7 – 13</b>	<ul style="list-style-type: none"> <li>• Language, Culture &amp; Identity</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Reading: Mitchell/Myles-chapters 7 &amp; 8; Brown-chapter 7</li> <li>• Discussion</li> <li>• Interview Notes #5 of 5 (due April 13)</li> </ul>
<b>Week 12</b>	<b>Overview</b>
<b>April 14 - 20</b>	<ul style="list-style-type: none"> <li>• Interlanguage</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Reading: Brown-chapter 9; Troike-chapter 6</li> <li>• Discussion</li> </ul>
<b>Week 13</b>	<b>Overview</b>
<b>April 21 – 27</b>	<ul style="list-style-type: none"> <li>• Perspectives on SLA</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Reading: Brown-chapter 10; Mitchell/Myles-chapter 9</li> <li>• Case Study Paper (due April 27)</li> </ul>
<b>Week 14</b>	<b>Overview</b>
<b>April 28 – May 4</b>	<ul style="list-style-type: none"> <li>• Finals Week</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>• Final: Peer Assessment (due May 4)</li> </ul>

## COURSE POLICIES

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.
- **Attendance/Absence:** For online courses, instructors are to have 45 hours of instruction for every credit hour, which is demonstrated through the Carnegie Unit explanation on page 3 of this syllabus. Attendance is taken once a week (a “week” begins Wednesday morning and ends Tuesday night) and is based on the student’s interaction in the online course, as determined by threaded discussions, submitted papers, quizzes/exams, and/or synchronous class sessions. Attendance will be noted in the Faculty Portal each week. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed – *specifically, for this course, not interacting in the weekly lesson for 1 week*. In the unusual event that an absence is unavoidable, it is the student’s responsibility to contact the course instructor with details relevant to the absence. For each unexcused absence, the student will receive a 1/2 letter grade reduction. Legitimate excuses include serious illness or a catastrophic event such as a death in the immediate family.
- **Late Assignments/Extensions:** All assignments are due on the date designated. No late assignments. Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar’s Office no later than the last day of the class (before final exams week begins—*see Extensions for Late Work policy in the college catalog*).
- **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
- **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as *described in the plagiarism policy in the college catalog and student handbook*.
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the APA style guide.
- **Style Guide for written work:** APA - <https://owl.english.purdue.edu/owl/section/2/10/>

- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet or a draft of the paper, and specific questions/concerns to any of the Center's locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center's services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>
- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. *See the full Grievance Procedure Policy posted in the college catalog.*
- **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at [www.nyack.edu/safetyandsecurity](http://www.nyack.edu/safetyandsecurity). Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.
- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length. The last day to withdraw from this course is Friday, April 9 by 4:30 PM. Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.

## SELECTED BIBLIOGRAPHY AND WEB RESOURCES

- Brown, Z.A., Hammond, O. W., & Onikama D.L. (1997). Language use at home and school: A synthesis of research for Pacific educators. Pacific Resources for Education and Learning.
- Christison, M.A. (2003). Learning styles and strategies (ch. 13). In D. Nunan, Practical English Language Teaching (pp. 267-288). NY: McGraw Hill.
- Cloud, N., Genesee, F., & Hamayan, E. (2000). Dual language instruction: A handbook for enriched education. Boston: Heinle & Heinle.
- Cognitive and Learning Styles of High School Students: Implication for ESL Curriculum Development Learning Styles and Elementary School ESL
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. Review of Educational Research, 49, 222-251.
- Ellis, R. (1994). The study of second language acquisition. Oxford, UK: Oxford University Press.
- Ferrance, E. (2000). Action Research. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University.
- Freeman, D., & Freeman, Y. (2001). Between worlds: Access to second language acquisition (2nd ed.). Heinemann
- Green, J. M., & Oxford, R. L. (1995). A closer look at learning strategies, L2 proficiency, and gender. TESOL Quarterly, 29(2), 261-297. Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), Input in second language acquisition (pp. 235-256). Rowley, MA: Newbury House.
- Jeroski, S. (Ed.). (1992). Field-Based Research: A Working Guide. British Columbia, Canada: Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights.
- Kiester, E., Jr. Accents are forever. Smithsonian.
- Krashen, S. (2003). Explorations in language acquisition and use. Portsmouth, NH: Heinemann.
- Lightbown, P., & Spada, N. How Languages are Learned. New York: Oxford University Press.
- Monastersky, R. (2001). Look who's listening. The Chronicle of Higher Education. Samway, K. D., & McKeon, D. (1999). Myths and realities: Best practices for language minority students. Heinemann.
- Ortega, L. (2009). Understanding Second Language Acquisition. Great Britain, Hodder Educaiton.
- Scarcella, R. (1990). Teaching language minority students in the multicultural classroom. Englewood Cliffs, NJ: Prentice Hall Regents. Introduction; Chapter 1-Establishing the Rationale;
- Scovel, T. (2001). Learning new languages: A guide to second language acquisition. Heinle & Heinle.
- TESOL. (2006). PreK-12 English Language Proficiency Standards. TESOL.

### Web Repositories

Adult basic Ed Support -- <http://sabes.org/>  
<http://www.teach-nology.com/>  
Filamentality - <http://www.kn.pacbell.com/wired/fil/>  
TeacherVision -- <http://www.teachervision.fen.com>  
Ed helper -- <http://www.edhelper.com/>  
Rubistar -- <http://rubistar.4teachers.org/index.php>  
TeacherWeb -- <http://www.teacherweb.com/>  
4Teachers -- <http://www.4teachers.org/>

### Materials Development

Hot Potatoes- <http://hotpot.uvic.ca/>  
Audacity - <http://audacity.sourceforge.net/>  
Screen Toaster - <http://www.screentoaster.com/>  
Wink -- <http://www.debugmode.com/wink/>  
Scribus -- <http://www.scribus.net/>  
Primp PDF -- <http://www.primopdf.com/>  
OpenOffice -- <http://www.openoffice.org/>  
Myway.com <http://myway.com>  
News Max - <http://www.newsmax.com/>  
The Drudge Report <http://www.drudgereport.com/>  
WorldNetDaily - <http://www.worldnetdaily.com/>

## Appendix: Guidelines for Case Study of an English Language Learner

A case study is a research strategy that observes a phenomenon within its real-life context; and in this case, the language development of someone who is still in the process of becoming fluent in English.

This case study serves the purpose of taking what you are learning in theory from the textbook and e360 lessons, then interacting with and observing a language learner [LL] and reporting on your findings. Through this activity you learn from the experience and point of view of the language learner.

Some students choose to interview 2 or 3 different LLs so that they can compare/contrast the LLs' experiences.

The Case Study has three parts:

1. Choosing and spending five (5) one-hour sessions with LLs
2. Recording your interview observations in written notes (5 entries, 2 pages each, submitted online). The notes do not have to follow a specific form, but should contain details specific to language learning which will help you write your case study paper.
3. Using the findings to write an 18-20 page Case Study paper supported by direct quotes from your LL(s), the textbook and other materials used in the course.

During the Covid pandemic, all interviews must follow the recommended precautions for that point in time. The interviews can be virtual, or can include activities such as talking over coffee or a meal; or helping with an English language related task (such as filling out forms/paperwork.) I have found that most LLs just enjoy talking to someone about their LL experience and are affirmed by the activity.

As you spend time with your language learner, focus on these things:

- Basic background information about the LL: Information that will help you describe who they are as related to language learning such as age, nationality, first and other languages, education, reasons for coming to U.S., economic register, interests, future plans, etc.
- Individual factors: What are your observations regarding your LL's motivation, attitude, personality, language aptitude, learning style and the use of learning strategies?
- Cultural factors: Do you notice any links between cultural adjustment and language development?
- Linguistic development: What are your LL's language strengths and weaknesses? In what areas have you noticed improvement, and in what areas is there no change, or perhaps even regression?

Your 18-20 page Case Study paper should include:

- A title page
- An introduction including the purpose of the case study, a description of the method(s) used for collecting information, and potential limitations regarding data collection
- Description and background information on the LL and their language learning experiences
- Findings regarding your LL's linguistic development including:
  - o Where is the person in terms of fluency and mastery of English (include strengths and weaknesses)
  - o What factors (individual, cultural and other) may have influenced their learning of English
- A reflection/conclusion regarding what you learned about second language learners and their LL experience. How has this experience changed you?
- Works cited

Additional information:

- The paper is to be written in APA style: <https://owl.english.purdue.edu/owl/section/2/10/>
- Be sure to cite information from the sources you use. Giving credit to the original author by citing sources is the only way to use other people's work without plagiarizing.
- A sample graduate-level case study paper with interview notes is in the course *Resources Folder*.