

LIN 4721: Second Language Acquisition

Spring 2025

Course Information

Time and Location: MWF, 10:40-11:30 (Little Hall 0125)

Instructor: Jamie Garner, PhD (she/her)
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Office Hours: MWF, 12:50-1:40, and by appointment
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Office Hours: M, 2:00-3:00 & R, 11:30-12:30
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Course Description

In this course, we will explore the following two questions:

“How do people develop a communicative competence in a second language?”

“How does second language instruction influence the second language development process?”

In doing so, you will be introduced to the field of Second Language Acquisition and explore the process of Second Language Acquisition in the language classroom.

Course Objectives

By the end of the course, you will be able to:

- Summarize some of the key theories and approaches to the study of Second Language Acquisition
- Describe some of the factors that influence the process of Second Language Acquisition
- Perform basic analyses of second language learner data
- Discuss some ways that instruction can influence the process of Second Language Acquisition

Course Learning Tasks

In order to accomplish the objectives of this course, we will complete the following tasks:

Module Study Guides (250 points; 25%)

In order to help you develop a deeper knowledge of course content, you will complete a study guide for each module of the course. Each study guide will contain a list of terms to define as well as discussion questions to

respond to. Each completed study guide is worth 25 points towards your final grade. Each study guide should be submitted to Canvas by the last day we cover the corresponding module (due dates will be listed on Canvas and mentioned in class). These will be graded as **complete/not complete**.

Quizzes (3 x 150 points; 45% total)

In order to assess your knowledge of SLA gained in the course, you will take three quizzes. All three quizzes are closed book and closed notes and will take place in class. Please see the course schedule for the dates of quizzes. Study guides for each quiz will be provided via e-mail and Canvas message.

L2 Data Analyses (2 x 150 points; 30% total)

In order to give you practice analyzing L2 learner interlanguage, you will complete two analyses of L2 learner production: (1) an interlanguage analysis and (2) a complexity analysis. These data analyses will consist of you applying different analytical methods to a set of L2 English learner data then writing a brief (1,500+ word) report on your analysis. Specific details, instructions, and rubrics for both of these will be posted on Canvas and discussed in class.

Grading

Course Learning Tasks and Grading	
Assignment	Points
Module Study Guides	250
Quizzes	450 (3 x 150)
Interlanguage Analysis	150
Complexity Analysis	150
Total Possible Points	1000

Grading Scale			
100—92.5	A	76.4—72.5	C
92.4—89.5	A-	72.4—69.5	C-
89.4—86.5	B+	69.4—66.5	D+
86.4—82.5	B	66.4—62.5	D
82.4—79.5	B-	62.4—59.5	D-
79.4—76.5	C+	59.4—0	E

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Course Textbooks

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

We will primarily be using the following textbook in this course. It is available as an e—book through the University of Florida library system.

Loewen. (2020). *Introduction to Instructed Second Language Acquisition* (Second edition). Routledge.

Additional readings will be provided on Canvas.

Course Expectations (How to Succeed in this Course)

Complete the Readings and Lectures

Each module in the course will contain readings to complete and accompanying lectures to watch at home. The readings will introduce new concepts and terms, while the lectures will expand on the concepts by explaining them and going into more depth with examples. All of this information will be vital to your ability to participate in class as well as your ability to succeed on the study guides, quizzes, and data analyses.

Attend and Actively Participate in Class

Class attendance is not only mandatory, but also incredibly essential for your success in this course. Class meetings in this course will be devoted to exploring the concepts covered in the readings and lectures in greater depth through a mix of review activities and discussions. As such, you are expected to be present and ready to engage in class activities and discussions. This includes arriving on time, bringing all required materials, remaining engaged (e.g. not sleeping, not on social media), and staying for the entirety of the class (packing up early is the same as leaving class early).

Attendance will be recorded at the beginning of class. If you arrive late, it is your responsibility to check in with me. **You are allowed to take three unexcused absences.** Each unexcused absence beyond that will lower your final course grade by one level (e.g. from A to A-). To receive an excused absence, you must provide documentation within **two weeks** after the absence. Excused absences should be consistent with [UF Attendance Policies](#).

Submit Work on Time

Time management is one of the most essential skills you need to develop during college. This includes planning your work-life balance so that you can meet all your deadlines. Every assignment in this course has a deadline that you will need to meet. **Late work (excluding quizzes) will be accepted for up to two calendar days after the due date with a 25% penalty for each day it is late.** Extensions (without penalty) on assignments are possible in the event of circumstances out of your control (e.g. sickness, religious holidays) that you can provide some form of documentation for (e.g. doctor's note). If you miss a quiz, you will need to contact me to set up a make-up time and provide documentation for an excused absence. Missed quizzes without a documented excuse cannot be made up.

Check Canvas Regularly

Canvas (<https://elearning.ufl.edu/>) will be our primary communication channel when not in class. All class resources (e.g. readings, presentations, worksheets, handouts) will be stored on Canvas. Assignments will be submitted to Canvas unless otherwise stated. Feedback on assignments will also be submitted via Canvas. For these reasons, make sure you know how to upload assignments, view feedback on those uploads, and receive notifications and announcements. Checking your Canvas messages and our Canvas course page regularly will be essential for success in this course.

Communicate with Me

I cannot stress this enough: if you need to communicate with me, do not hesitate to reach out. I am here to help you succeed and am willing to work with you to make that happen. E-mail me, send me a Canvas

message, or visit my office hours if you need to get in touch. If I don't respond to your e-mail or Canvas message within 24 hours (except weekends), message me again.

Be Honest

UF students are bound by The Honor Pledge which states *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’”* The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult me.

Provide Feedback

I always welcome professional and respectful feedback on all parts of my instruction and the course (see <https://gatorevals.aa.ufl.edu/students/> for guidance on giving professional and respectful feedback). I take this feedback seriously and use it to improve my teaching and how I set up my courses. You will have multiple attempts to give me anonymous feedback throughout the semester as well as at the end of the semester through Canvas as well as the Gator Evals system. In addition, you are always welcome to message or e-mail me with any additional feedback you may have. For GatorEvals, you will be notified when the evaluation period opens. You will be able to complete evaluations through the email you receive, in our Canvas page, or via <https://ufl.bluera.com/ufl/>. You can also see the feedback previous students have given me [here](#).

Take Care of Yourself

College can be a challenging time. In addition to studying for multiple courses, you may face a host of social, mental, and physical challenges. It is important that you take care of yourself, both physically and mentally, so that you can not only survive, but thrive. If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Request Accommodations if You Need Them

Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Please follow this procedure as early as possible in the semester.

Be Prepared for Technology Issues

Technology, for all its benefits, doesn't always work. So, it's important for you to have a Plan B. Save files on your computer as well as Google Drive or Dropbox. Be prepared to submit assignments earlier than the last minute in order to avoid possible internet issues when submitting assignments. If you're having issues with UF technology (e.g. Canvas), contact the UF Computing Help Desk (<https://helpdesk.ufl.edu/>). Worst comes to worst, contact me and let me know your situation and we can work something out.

Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.

Week	Dates	Topic	Readings	Assignment
1	1/13	Introduction to Course		
	1/15	Introduction to SLA		
	1/17	Introduction to SLA	Loewen, Ch. 1	
2	1/20	Holiday – No Class		
	1/22	Introduction to Data for SLA	Gass et al., Ch. 3	
	1/24	Introduction to Data for SLA	Gass et al., Ch. 3	Study Guide
3	1/27	Explaining L2 Acquisition	Lightbown & Spada, Ch. 4	
	1/29	Explaining L2 Acquisition	Lightbown & Spada, Ch. 4	
	1/31	Explaining L2 Acquisition	Lightbown & Spada, Ch. 4	Study Guide
4	2/3	Nature of L2 Knowledge	Loewen, Ch. 2	
	2/5	Nature of L2 Knowledge	Loewen, Ch. 2	
	2/7	Nature of L2 Knowledge	Loewen, Ch. 2	Study Guide
5	2/10	Data Analysis: Interlanguage Analysis	Gass et al. Ch. 2	
	2/12	Data Analysis: Interlanguage Analysis		
	2/14	Quiz 1		
6	2/17	Interaction in SLA	Loewen, Ch. 3	
	2/19	Interaction in SLA	Loewen, Ch. 3	
	2/21	Interaction in SLA	Loewen, Ch. 3	Study Guide
7	2/24	Focus on Form	Loewen, Ch. 4	
	2/26	Focus on Form	Loewen, Ch. 4	
	2/28	Focus on Form	Loewen, Ch. 4	Study Guide
8	3/3	L2 Grammar	Loewen, Ch. 5	Interlanguage Analysis
	3/5	L2 Grammar	Loewen, Ch. 5	
	3/7	L2 Grammar	Loewen, Ch. 5	Study Guide
9	3/10	L2 Vocabulary	Loewen, Ch. 6	IL Analysis
	3/12	L2 Vocabulary	Loewen, Ch. 6	
	3/14	L2 Vocabulary	Loewen, Ch. 6	Study Guide
10	3/17-21	Spring Break – NO CLASSES		
11	3/24	Data Analysis: Complexity Analysis		
	3/26	Data Analysis: Complexity Analysis		
	3/28	Quiz 2		
12	3/31	L2 Pronunciation	Loewen, Ch. 7	
	4/2	L2 Pronunciation	Loewen, Ch. 7	
	4/4	L2 Pronunciation	Loewen, Ch. 7	Study Guide
13	4/7	Contexts of ISLA	Loewen, Ch. 8	
	4/9	Contexts of ISLA	Loewen, Ch. 8	
	4/11	Contexts of ISLA	Loewen, Ch. 8	Study Guide

14	4/14	Individual Differences in ISLA	Loewen, Ch. 10	Complexity Analysis
	4/16	Individual Differences in ISLA	Loewen, Ch. 10	
	4/18	Individual Differences in ISLA	Loewen, Ch. 10	Study Guide
15	4/21	Wrap-Up & Review		
	4/23	Quiz 3		
	4/25	Reading Day		