

Syllabus

Course: Second Language Acquisition (SLA) LIN4721

Semester: Summer B 2021

Class Dates: 06/28/2021 - 08/06/2021

Monday-Friday

11:00 AM-12:15 PM

Online

Instructor: Steph Calo

Office Hours: 12:15-1:15 PM or by appointment via Zoom

Email: scalo@ufl.edu

Zoom Link:

<https://ufl.zoom.us/j/94172250522?pwd=dUZwUnFLdHdOTk1iNk9RSEZMVlh5UT09>

Course Description: In this class, we will familiarize ourselves with key concepts, theories, and empirical research on child and adult second language acquisition (SLA).

Course objectives: By the end of this course, you will have acquired the ability to intelligently discuss aspects of the theory and practice of language learning based on knowledge of the scholarly research in the field. You will also have learned how to analyze learner data both for research purposes and to inform ESL teaching practice.

Course Prerequisites: LIN3010

Course Credit Requirements and Grading

Theory Spotlight Presentation	20%
Exams (3)	35%
Exam 1: 10%	
Exam 2: 10%	
Exam 3: 15%	
L2 Buddy Project	
Transcripts	20%
L1 Fact Sheet	5%
Interlanguage Analysis	5%
Communication Strategies Analysis	5%
Complexity Analysis	5%
Reflection	5%

Attendance and Participation: Attendance is mandatory. You are allowed to miss up to five classes without any excuse. Each further unexcused absence will lower your grade by one level (e.g. from an A to A—).

Theory Spotlight Presentation and Discussion: Groups of 3-5 students will present a compact introduction to a prominent theory in second language acquisition. The presentation should first provide an overview of the main tenets of the theory and then, to the extent possible, explicitly address the following discussion questions (adapted from VanPatten and Benati (2010), Key Terms in Second Language Acquisition, p.9):

1. Is this a comprehensive theory of SLA, or does it focus on specific aspects of SLA? If so, which aspect(s)?
2. What is the initial state? That is, what do learners bring to the task of acquisition in terms of underlying knowledge related to language?
3. Can L2 learners become native—like?
4. Is there a critical period?
5. What does L2 development look like?
6. What are the roles of explicit and implicit learning?
7. What are the roles of input and output?
8. What are individual differences between learners and how do they affect acquisition?
9. Does instruction make a difference?
10. Are there any constraints on L2 acquisition?

The presentation must be submitted to the instructor via email no later than 11:00 AM on the day the presentation is scheduled. Late submission reduces the maximum score by 5 points for each day that the submission is late.

Exams: There are three multiple choice exams. All three exams are open book and take place online. Please see the course schedule below for the dates of exams.

My L2 Buddy Assignments. You will be asked to find a partner outside of class who is a second language learner of English (i.e., your L2 Buddy). You will record your L2 Buddy and ask him/her to provide a short written sample. You will transcribe the recordings, and you will analyze their oral and written production and submit analyses. At the end of the semester, you will submit a reflection on what you have learned from your L2 Buddy. All assignments related to working with your L2 Buddy (see above for a break-down in percent towards the overall course grade and see CANVAS for detailed descriptions of each assignment) will be due on CANVAS by the due date listed in the course schedule below.

Grading Scale: Your total score determines your final grade on this grading scale:

100—93=A; 92.9—90=A—; 89.9—87=B+; 86.9—83=B; 82.9—80=B—; 79.9—77=C+; 76.9—73=C(S); 72.9—70=C—(U); 69.9—67=D+; 66.9—63=D; 62.9—60=D—; 59.9—0=E

For information on current UF grading policies for assigning grade points, please go to < <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>>.

Extra Credit / Make—Up Exams. There are no extra credit opportunities in this course. If you have five or more excused absences, please contact me to discuss the possibility of a make—up exam or equivalent. You cannot make up for unexcused absences.

Online Classroom Etiquette.

- Find a clean, quiet space and dress appropriately.
- Make sure your full name shows up appropriately.
- Be aware of your background, lighting, and noise.

- Mute until you are required to talk. Use the Zoom functions to communicate if needed (chat, raise your hand, answer yes/no, etc.).
- Use an appropriate zoom background if you wish.
- Turn off/silence cell phone and close other windows on your computer.
- Be on time to class. Communicate with your instructor via email if you will be late or if you lose your connection during class.
- Pay attention! Maintain eye contact with the speaker on the screen.
- Be prepared to take notes (on your computer or in a designated notebook) or to access course material (textbook, readings, etc.).

Required Materials. There is one required text book for this class: Ortega, Lourdes. 2009. *Understanding Second Language Acquisition*. London: Hodder Education [ORT]. You can buy the book if you would like a hard copy. However, you can also find the PDF on CANVAS under FILES > READINGS > *Understanding Second Language Acquisition*.

All other course materials will be available on CANVAS, including chapters from VanPatten, Bill and Jessica Williams (eds.). 2015. *Theories in second language acquisition: an introduction*. New York: Routledge [VP&W]. There are no other materials or supplies fees for this class.

Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Students Requiring Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Honesty Policy: 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 Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Counseling and Wellness Center: Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

*Below is our tentative schedule for the semester.

Dates	Topics	Reading	Assignment Due
Week 1			
28-June	Organizational Matters/Key Concepts Explain L2 Buddy Project		
29-June	Lecture: Age	[ORT] ch. 2	
30-July	Lecture: The Linguistics Environment	[ORT] ch. 4	
1-July	NO CLASS-Use this time to interview your L2 Buddy/complete your L1 Fact Sheet.		
2-July	Lecture: Crosslinguistics Influences	[ORT] ch. 3	
Week 2			
5-July	NO CLASS		
6-July	Lecture: Cognition	[ORT] ch. 5	
7-July	Introducing to Analyzing Learner Data: Error Analysis		
8-July	Review for Exam 1		L1 Fact Sheet
9-July	Exam 1		
Week 3			
12-July	Theory Spotlight: Universal Grammar	[VP&W] ch. 3	
13-July	Analyzing Learner Data: Interlanguage Analysis		Transcript
14-July	Theory Spotlight: Usage-based Approaches	[VP&W] ch. 5	
15-July	Lecture: Development of Learner Language Lecture: Aptitude	[ORT] ch. 6 [ORT] ch. 7	
16-July	Theory Spotlight: Skill Acquisition Theory	[VP&W] ch. 6	
Week 4			
19-July	Analyzing Learner Data: Developmental Stages		
20-July	Lecture: Motivation	[ORT] ch. 8	Interlanguage Analysis
21-July	Review for Exam 2		
22-July	Exam 2		
23-July	Analyzing Learner Data: Communication Strategies		
Week 5			
26-July	Theory Spotlight: Input Processing Theory	[VP&W] ch. 7	
27-July	Theory Spotlight: Processability Theory	[VP&W] ch. 9	
28-July	Lecture: Individual Differences	[ORT] ch. 9	
29-July	Analyzing Learner Data: Complexity		Communication Strategies Analysis
30-July	Lecture: Social Dimensions	[ORT] ch. 10	

Week 6			
2-Aug	Theory Spotlight: Sociocultural Theory	[VP&W] ch. 11	
3-Aug	Review for Exam 3		
4-Aug	Theory Spotlight: Complexity Theory	[VP&W] ch. 12	Complexity Analysis
5-Aug	Exam 3		
6-Aug	NO CLASS (Use this time to write your reflection.)		Reflection* Due at 12:15 PM