

**LIN4721 – Second Language Acquisition**  
Summer 2015, Section 02D4  
MTWRF Period 4 (12:30~1:45), Anderson 19

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Office Hours: M/W 11: 30~12: 20 or  
By appointment

**Course Description:** This course focuses on key concepts and theories 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.

**Texts:**

**(Required)** Ortega, Lourdes. 2009. *Understanding Second Language Acquisition*. London: Hodder Education [ORT].

(Optional) Gass, Susan M & Selinker, Larry. 2008. *Second Language Acquisition: An Introductory Course*. New York, NY: Routledge.

Additional Readings List - Linked directly to Canvas.

**Course Prerequisites:** LIN3010

**Course Requirements:** All the deadlines are available in this syllabus and in Sakai.

**(1) Regular attendance and participation (15%)**

Regular attendance is required for this course. Careful reading of all assigned readings and active participation in all class discussions are required. **All your written assignments have to be handed in on time.** Absences will be excused for documented illness, documented participation in an official UF activity, religious holidays, and family emergencies. **CONTACT ME BEFORE YOU MISS THE CLASS. You can have two unexcused absences.** However, you have to be responsible for anything you miss about the class. Any unexcused absences beyond three will lower your attendance grade by 1% each absence. **All electronic devices (e.g., laptop, cellphone, etc.) are prohibited in class.** Your frequent use of electronic devices can lower your participation grade.

**(2) Reflective Outlines (20%)**

Throughout the semester you will be required to be responsible for **5 out of 6 reflective outlines** that should cover **important terminology and concepts covered in the textbook chapters** you have to read (nearly) each week. You **select important terms and concepts in each chapter while reading it**, and then, provide their definitions. In addition, you provide your reason(s) why concept(s) are selected in each chapter. You are allowed to consult secondary sources for definitions, but you have to refer to these sources whenever you do. Each reflective outline should list

your name and the relevant chapter on top of the page(s). The reflective outlines (with single space and Times New Roman font) are **electronically submitted through Canvas before the class on the due dates**. Late submissions will not be accepted.

**You have to bring the hard copy of reflective outlines to the class for group discussion when starting to talk about a new chapter.**

**(3) Group Presentation (20%)**

**You and your group members will present one of research articles (25-30 minutes), which are posted in Canvas, to your classmates in class, and lead a short discussion (10-15 minutes).** When you present one of the readings, you do not need to submit your reaction paper. Without your submission, you will get the full credit for reaction paper.

**(4) Reaction Papers about Research Articles (20%)**

You will read **6 research articles** that represent 6 different theories. **You are required to submit 5 out of 6 reaction papers.** You briefly present what each article is about, what the most interesting finding is to you, and why. Each reaction paper is **1-1.5 page long with single space and Times New Roman font**. It is **electronically submitted through Canvas** before the class on the due date. Late submissions will not be accepted.

**(5) Final Paper (25%)-----DUE: June 20, Saturday, by midnight**

You will **write a synthesis (2-2.5 pages with single space) about your selected theories or topics**. You should compare and contrast either main concepts of two theories or findings of two different papers about same topic. Guidelines will be discussed in class later. Your final paper is **electronically submitted through Canvas**. Late submissions will not be accepted.

**Grading:** The following grading scale will be used.

A	93.3-100	C	73.3-76.6
A-	90-93.2	C-	70-73.2
B+	86.7-89.9	D+	66.7-69.9
B	83-86.6	D	63.3-66.6
B-	80-82.9	D-	60-63.2
C+	76.7-79.9	E	0-59.9

Additional information about the University's grade policies is available at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

**Miscellaneous:**

*Missed/Late Work.* Late work will not be accepted. All requests for exceptions due to illness, religious obligations, unexpected emergencies, or other extenuating circumstances must be made before the due date. If you know that you will be unable to complete any work on time, contact the instructor to make prior arrangements.

**Any electronic devices will not be allowed in class.**

*Academic honesty.* Academic misconduct, including but not limited to cheating and plagiarism, will not be tolerated. It may result in disciplinary action and an F for the course. The University has an Honor Code which reads as follows: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity”. You can read all about it at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. The bottom line is “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.”

Copying or sharing any part of your assignments in any way, shape, or form is strictly prohibited. For computer work, this includes, but is not limited to, using the same file/document as someone else, using a modified file/document, or copying information between files/documents. No written work may be a joint effort in any way unless explicitly permitted and stated.

*Accommodations for students with disabilities.* Students requesting classroom accommodation must first register with the Dean of Students Office: <http://www.dso.ufl.edu/drc> (Room 001 Reid Hall, 352-392-8565). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Due</b>
1	May 11	Introduction of the course		
	May 12	Introduction of SLA		Group presentation members
	May 13	Introduction of SLA		
	May 14	Introduction of SLA		
	May 15	Chapter 2. Age		
2	May 18	Chapter 2. Age		
	May 19	Chapter 2. Age		
	May 20	Group Presentation-1: Krashen (1982) pp13-31	Early theories in SLA: Monitor Theory	<b>RP1</b>
	May 21	Chapter 3. Cross linguistic influences		
	May 22	Chapter 3. Cross linguistic influences		
3	May 25	<b>NO CLASS: Memorial Day</b>		
	May 26	Group Presentation-2: Bardovi-Harlig (1994)	Concept-oriented Approach	<b>RP2</b>
	May 27	Chapter 4. The linguistic environment		
	May 28	Chapter 4. The linguistic environment		
	May 29	Chapter 4. The linguistic environment		
4	June 1	Group Presentation-3: Dekeyser (1997)	Skill Acquisition Theory	<b>RP3</b>
	June 2	Chapter 5. Cognition		
	June 3	Chapter 5. Cognition		
	June 4	Chapter 5. Cognition		
	June 5	Group Presentation-4: Ellis (2006)	Form-Focused Instruction studies	<b>RP4</b>
5	June 8	Chapter 6. Development of learner language		
	June 9	Chapter 6. Development of learner language		
	June 10	Group Presentation-5: Mackey et al. (2000)	Input, Interaction, and output in SLA	<b>RP5</b>
	June 11	Chapter 8. Motivation		
	June 12	Chapter 8. Motivation		
6	June 15	Chapter 10. Social dimensions of L2		

		learning		
	June 16	Group Presentation-6: Aljaafreh & Lantolf (1994)	Sociocultural Theory	<b>RP6</b>
	June 17	Chapter 10. Social dimensions of L2 learning		
	June 18	Chapter 10. Social dimensions of L2 learning		
	June 19	<b>Reading Day</b>		
	June 20	<b><i>DEADLINE by midnight</i></b>		<b><i>Final Paper</i></b>