

Course Information

Summer 2024: MTWRF 11:00-12:15 (MAT0102)

Instructor: Grace deMeurisse
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***In class, by email, etc. you are welcome to – and I prefer it if – you refer to me by my first name!**

Office Hours

Wednesday: 12:50 PM – 1:40 PM

Thursday: 1:55 PM -2:45 PM

Or by appointment.

You are always welcome in office hours! Office hours are *not* just reserved for questions. I like to get to know you! I hope I have the chance to guide you not just through the course but also throughout other aspects of your academic life (e.g., pursuing research).

Course Textbook and Additional Readings

For this course, you need the following textbook:

1. Ortega, L. (2009). *Understanding Second Language Acquisition* (1st ed.). Routledge.
<https://doi.org/10.4324/9780203777282>

If you know you are interested in SLA and the theory behind it, you might also enjoy the following book as well (they are not required for our class):

2. VanPatten, B., Keating, G.D., & Wulff, S. (Eds.). (2020). *Theories in Second Language Acquisition: An Introduction* (3rd ed.). Routledge. <https://doi.org/10.4324/9780429503986>

We will also read several other articles from journals. These additional readings will be made available on Canvas.

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 the course, you will be able to:

- Intelligently discuss aspects of the theory and practice of language learning based on knowledge of the scholarly research in the field.
- Be able to analyze learner data both for research purposes and to inform ESL teaching practice.

Course Learning Tasks

To accomplish the objectives of this course, we will complete the following tasks:

1. Terminology Reviews: 15% (1.5% each)

You are responsible for 10 terminology reviews, each counting 1.5% towards your final grade. In these reviews, you are asked to provide short definitions (like in a glossary) for key terms and concepts covered in the referenced chapter. The terminology reviews are due on the dates listed on the course schedule and are submitted on Canvas.

2. Exams: 30% (10% each)

There are 3 exams. Each exam counts towards 11% towards your final grade. The exams will be due on the dates listed on the course schedule and are submitted on Canvas.

3. Discussion boards: 44% (4% each)

You will participate in 11 Discussion Boards that summarize key content and give commentary on 11 video lectures that address different key issues in contemporary second language acquisition research. Specific instructions for each Discussion Board are provided on Canvas. The Discussion Board responses are due on the due dates shown on the course schedule and are submitted on Canvas.

4. Final Reflection: 11%

Students will be responsible for a 2-page double spaced reflection, where you respond to the following three prompts. First, what did they know about SLA at the beginning of the semester, and do they feel they've grown their knowledge over the course of the semester, citing specific examples from course materials. Second, what are 2-3 topics that were most influential to them, and why did they find those topics interesting. Were they questions or topics they'd long considered before? Did the topics introduce them to new ideas they'd never previously considered? Third, how does what we covered in class relate to their own experiences, and how might they relate course knowledge to aspects of their life going forward.

Grading

Course Assignments and Grading		Grading Scale			
Assignment	% of Grade	100—93	A	76—73	C
[1] Terminology Reviews		92—90	A-	72—70	C-
[2] Exams		89—87	B+	69—67	D+
[3] Discussion boards		86—83	B	66—63	D
[4] Final Reflection		82—80	B-	62—60	D-
		79—77	C+	59—0	E

Course Policies

Attendance: Because class meetings will include a mix of in-class activities, discussions of course readings, and research article presentations, class attendance is mandatory. Attendance is vital for your success in this course, and your final essays, research checkpoints, discussion boards, and research article presentations will reflect your attendance and engagement with the class. However, I understand that life happens, and some circumstances are beyond your control. Therefore, you have **three unexcused absences**. That is, for three classes, you are free to skip and do not need to provide any excuse or explanation. These can be considered mental health days, sick days, beach days, all of the above, etc. Beyond three absences, you will need to notify me ahead of time that you'll be missing class. For each unexcused absence beyond three unexcused absences, your letter grade will drop by one level. So, for example, if you have an A, but four unexcused absences, your grade will drop to an A-. **Beyond three excused absences, you will need to provide a doctor's note or seek DRC accommodations (or some other form of documentation).** Beyond three excused absences without documentation, I will not be able to excuse your absence, and this will impact your grade; see above for grade drop policy.

Canvas: Canvas will be our primary communication channel when not in class. Use your Gatorlink to login to <elearning.ufl.edu>. All class resources (e.g. additional readings, PPTs, reading responses, worksheets, handouts) will be stored in 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. Additionally, checking the Canvas homepage regularly will be essential for success in this course. If there is ever a discrepancy between the tentative course schedule provided below and the online Canvas schedule, please follow the schedule posted on Canvas.

Late work: I will accept late work with a small penalty as follows: 10% of the grade will be docked for each day it is late. E.g., if it is one day late, 10% is docked; if you were to receive a 100% and submit an assignment one day late, you'd receive a 90. Under extenuating circumstances (e.g., injury, sickness) will provide an extension with no penalty applied if documentation is provided.

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-conducthonor-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 or TAs in this class.

University Conduct Policy: You are bound by the conduct code of the University of Florida. Failure to comply with the conduct code will **result in a conduct code violation, reported to the UF Student Conduct & Conflict Resolution office.**

Expectations for course communication: Students are expected to communicate with their instructor using University of Florida mediums of communication, e.g., Canvas or my GatorMail email address. Any messages sent to me off official UF mediums of communication (e.g., social media) will be ignored and deleted. Under no circumstances will social media be used as an official or unofficial medium of communication for this class or between any member of this class and their instructor.

Policy on use of Artificial Intelligence: The use of Artificial Intelligence, such as ChatGPT, is permitted under the following conditions. Should students use ChatGPT on any of their assignments, they must provide the prompt and ChatGPT's output in a submission comment. If students do not modify the ChatGPT output, they must provide an explanation in the submitted assignment regarding why they did not see a reason to modify ChatGPT's output. **Failure to adhere to these conditions regarding the use of AI will result in an Honor Code violation.**

E-mail: **If you need to contact me outside of class or office hours, please send me an email** and I will do my best to respond within 24 hours on weekdays, and within 48 hours on weekends. Feel free to email with any questions that you have about the course or constructive feedback.

Recording of Classes (based on House Bill 233 Intellectual and Viewpoint Diversity Act): Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Students Requiring Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation: Students are encouraged to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

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.

Extra credit for research participation: Students who wish to participate in research may increase their total grade points up to 2% by participating for 2 hours in experiments in the Department of Linguistics, Spanish & Portuguese Studies, and Speed, Language and Hearing Sciences. The **deadline for this is August 7th**. For a list of studies that qualify, see the SONA website: <https://ufl-slhs.sona-systems.com/>. For details on how to use SONA, see [this document](#).

Experiments that you have previously participated in, experiments that you count towards other classes, or experiments you were paid to participate in *cannot* count toward this. If you choose not to participate or do not qualify for any of the studies, you can receive the same amount of course credit by means of attending two hour-long sessions of Psycholinguistic Reading Group, which meets Friday afternoons at 1:00 PM. If you have a conflict on Friday at 1:00 PM and cannot participate in either PRG or an experiment, please talk to me and we will arrange an alternative assignment for you to complete.

Disclaimer: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Course Schedule

We may need to change the schedule at some point – I will provide you with an updated one on Canvas if so.

Week	Dates	Topic	Readings (read by class) [brackets indicate optional reading]	Assignments (due)
1	07/01 (Monday)	Logistics/Intro		
	07/02 (Tuesday)	Lecture: Approaches to SLA	Ch 1 Ortega [Chs 2 & 4, Vanpatten Keating & Wulff]	
	07/03 (Wednesday)	Data & Data analysis in SLA		Discussion Board 1: Linguistic Profiling
	07/04 (Thursday)			
	07/05 (Friday)	Analyzing learner data (error analysis, IL analysis)	Ortega Ch 2	Terminology Review Ch 2
2	07/08 (Monday)	Lecture: Age		Discussion board 2: Translanguaging + Codeswitching
	07/09 (Tuesday)	Lecture: Age Cont.	Ortega Ch 3	Terminology Review Ch 3
	07/10 (Wednesday)	Lecture: Cross-linguistic influences		Discussion board 3: Real-world Applications
	07/11 (Thursday)	Lecture: the linguistic environment	Ortega Ch 4	Terminology Review Ch 4
	07/12 (Friday)	Lecture: the linguistic environment cont.		
3	07/15 (Monday)	Analyzing learner data (developmental stages: negation)		Discussion board 4: good enough language learning
	07/16 (Tuesday)	Lecture: development of learner language	Ortega Ch 6	Terminology Review Ch 6
	07/17 (Wednesday)	Analyzing learner data (developmental stages: negation)		Discussion board 5: Does grammar matter?

	07/18 (Thursday)	Analyzing learner data (developmental stages: question formation)	Ortega Ch 5	Terminology Review Ch 5
	07/19 (Friday)	Analyzing learner data (developmental stages: question formation)		Exam 1 (online)
	07/22 (Monday)	Lecture: cognition		Discussion board 6: Four reasons to learn a language
	07/23 (Tuesday)	Lecture: cognition <i>cont</i>	TBD	
4	07/24 (Wednesday)	Lecture: Bilingualism	Bialystok 2021 (on canvas)	Discussion board 7: Being bilingual
	07/25 (Thursday)	Lecture: Bilingualism <i>cont.</i>		
	07/26 (Friday)	Research article review		Exam 2 (online)
5	07/29 (Monday)	Lecture: Language attrition and heritage language	Valian 2014 (on Canvas) Luk & Bialystok 2013 (p. 605-608, 612-613) (on canvas)	Discussion board 8: Bilingualism and Cognition/Brain Structures
	07/30 (Tuesday)	Analyzing learner data (complexity)		Terminology Review Ch 7
	07/31 (Wednesday)	Analyzing learner data (complexity)		Discussion board 9: Critique
	08/01 (Thursday)	Lecture: motivation	Ortega Ch 8	Terminology Review Ch 8
	08/02 (Friday)	Lecture: motivation <i>cont.</i>		Exam 3 (online)
	08/05 (Monday)	Analyzing learner data (communication strategies)		Discussion board 10: Attrition
	08/06 (Tuesday)	Analyzing learner data (communication strategies)	Ortega Ch 9	Terminology Review Ch 9
6	08/07 (Wednesday)	Lecture: affect and other individual differences		Discussion board 11: Heritage languages
	08/08 (Thursday)	Lecture: social dimensions	Ortega Ch 10	Terminology Review Ch 10
	08/09 (Friday)	Research article review		Final Reflection Assignment