

Second Language Acquisition

LIN 4721: Fall 2014

Section: 163A

Syllabus

Instructor:	Dr. Emily Rine Butler
Meeting Time:	TR Periods 7 & 7-8 (1:55-2:45p Tues. & 1:55-3:50p Thurs.)
Classrooms:	Anderson 013
Office:	Rolfs 412
Office Hours:	TW 12pm-1pm
Phone:	352-273-2743
E-mail:	erbutler@ufl.edu (email preferred)
Website:	http://lss.at.ufl.edu (follow log-on for e-learning in CANVAS)

COURSE DESCRIPTION AND GOALS:

The **purpose** of this course is to explore the neurolinguistic, psycholinguistic, and sociolinguistic bases of second language acquisition (SLA) in childhood and adulthood, and to provide an overview and introduction to the field of second language acquisition research. We will cover many topics of interest to SLA researchers. We will first review topics by reading an overview in Ortega's book. Then we will explore alternative ways of approaching SLA in Atkinson's book.

By the end of this course, you should be able to identify and discuss aspects of the major strands of SLA theory and research. You will have also learned how to analyze learner data both for research purposes and to inform teaching practice.

COURSE PREREQUISITES: LIN 3010

TEXTBOOK & COURSE MATERIALS:

REQUIRED:

Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Arnold.

OPTIONAL (but recommended):

Atkinson, D. (2011). *Alternative Approaches to SLA*. New York: Routledge.

Other course materials will be available on the class *Canvas* site.

ATTENDANCE & PARTICIPATION:

Your attendance and participation in class is significant to your success in the class. Attendance will be taken daily. It is your responsibility to look for and be sure you have signed the roll sheet by the end of class. If you have not signed the roll sheet, you will be counted as absent. If you come to class unprepared, you may be asked to leave and counted as absent for that class period.

NOTE: In the rare case of class being canceled, you will likely be given an assignment to do instead. In order to receive credit for your attendance/participation grade for that day, you must submit that assign by Midnight on Canvas on the day it is due. Always check your email before class for updates from me.

How absences affect your grade:

You are allowed 3 absences (3 hours) for whatever reason, so it is not necessary to explain why you missed class. However, you do not get extra sick days excused if you used the 3 hours for visiting people, vacation, studying for an exam, etc. Therefore, use your 3 hours wisely. If you have university business, or are hospitalized and expect that to exceed your 3 hours of class, you must provide documentation that shows you had to use up your 3 absences and then some. Here is the point deduction for absences over 3 hours:

- 4th absence = automatic minus 20 points from attendance/participation (A/P) grade, 5th absence another 20 points deducted from the A/P grade; and so on for all absences after 3. Once all participation points are used up, points will be deducted from your final grade.

*** Note, the first few weeks of class, **you** are responsible for looking for and asking about the roll if you don't see one. I cannot prove you were in class and you will be marked absent if your name is not on the roll even if you say you were there.

IT IS YOUR RESPONSIBILITY TO SIGN IN FOR EVERY CLASS YOU ATTEND!

How tardiness affects your grade:

Again, your presence impacts your ability to integrate and contribute to the discussion. Excessive tardiness or leaving early will therefore affect your grade. **You must be in class at least 40 minutes for each 50-minute segment to get credit for that 50-minute block.** Three (3) tardies (entering late or leaving early) will count as one absence as described above. If you ask permission to leave early to study for an exam or other, I will always say yes, but you will still be considered 'leaving early' and receive a 1/3 absence. You are accountable for your choices, so I will always accept your right to choose what is best for you, but will also uphold a standard across the board for all students. It is not fair to those that come to class on time and forego preparation for other classes, to excuse some students.

GRADING SCALE: (TOTAL: 500 PTS)

Scale for Final Grades:

A=465-500
A-=450-464
B+=435-449
B=415-434
B-=400-414
C+=385-399
C=365-384
C-=350-364
D+=335-349
D=315-334
D-=300-314
F=0-299

Scale for Final Grades:

A=93-100%
A-=90-92%
B+=87-89%
B=83-86%
B-=80-82%
C+=77-79%
C=73-76%
C-=70-72%
D+=67-69%
D=63-66%
D-=60-62%
F=0-59%

COURSE HOMEPAGE:

The course homepage on *Canvas* (<http://lss.at.ufl.edu>) will be central to the class. You will be able to access readings, worksheets, and the class discussion boards through the homepage. I will update it regularly with news and syllabus changes. Although I will make announcements in class and/or send e-mails regarding the assignments and schedule, it is your responsibility to check the homepage for updates.

ACADEMIC DISHONESTY:

All submitted work, written or oral (including exams and power point slides), will be the student's personal, original work, with credit being given to sources used. Plagiarism, signing another student in, the use of prepared speech texts, and other forms of dishonesty are grounds for failure of this course and referral to the University Judicial process.

STUDENTS WITH DISABILITIES:

Please inform me if I can do anything to make sure physical circumstances don't get in the way of your work. UF's official statement on ADA issues includes: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation." **I'd appreciate your paperwork the first week of class.**

WEEKLY SCHEDULE

Date		Topic	Readings
Week 1 1/5-1/9	T TH	Syllabus Introduction to SLA; Age	Ortega Chapter 1 Ortega Chapter 2
Week 2 1/12- 1/19	T TH	Age cont. Crosslinguistic Influences	Ortega Chapter 3
Week 3 1/19- 1/23	T TH	Presentation 1 : Odlin & Jarvis (2004) Data Session – Error Analysis	Odlin & Jarvis (2004) Schacter (1974) Online handout
Week 4 1/26- 1/30	T TH	Presentation 2 : Kellerman (2000) Linguistic Environment	Kellerman (2000) Ortega Chapter 4
Week 5 2/2-2/6	T TH	Presentation 3 : Mackey et al. (2000) Discussion: Noticing & Corrective Feedback; Presentation 4 : Sheen (2006)	Mackey et al. (2000) Online handout Sheen (2006)
Week 6 2/9- 2/13	T TH	Cognition Cognition cont.; Data session: Developmental sequences	Ortega Chapter 5 Online handout
Week 7 2/16- 2/20	T TH	Presentation 5 : Barac & Bialystok (2012) Development of Learner Language; Data session: Learner Language	Barac & Bialystok (2012) Ortega Chapter 6 Online handout
Week 8 2/23- 2/27	T TH	Midterm Review MIDTERM EXAM	
Week 9 3/2-3/6	T TH	NO CLASSES – SPRING BREAK	
Week 10 3/9- 3/13	T TH	FL Aptitude; Presentation 6 : Isaacs & Trofimovich (2010) Motivation	Ortega Chapter 7 Isaacs & Trofimovich (2010) Ortega Chapter 8

Week 11 3/16- 3/20	T TH	Presentation 7 : Csizér & Dörnyei (2005) Individual Differences; Presentation 8 : Tseng et al. (2006)	Csizér & Dörnyei (2005) Ortega Chapter 9 Tseng et al. (2006)
Week 12 3/23- 3/27	T TH	NO CLASS (Assignment on Canvas) Social Dimensions of L2	Ortega Chapter 10
Week 13 3/30- 4/3	T TH	Presentation 9 : Firth & Wagner (1997); The Sociocultural (SCT) Approach to SLA	Firth & Wagner (1997) ATK – Introduction ATK – Chapter 2
Week 14 4/6- 4/10	T TH	Presentation 10 : Aljaafreh & Lantolf (1994) Language Socialization & SLA Presentation 11 : Lam (2004)	Aljaafreh & Lantolf (1994) ATK – Chapter 4 Lam (2004)
Week 15 4/13- 4/17	T TH	CA for SLA Presentation 12 : Brouwer & Wagner (2004) SLA after the Social Turn	ATK – Chapter 5 Brouwer & Wagner (2004) ATK – Chapter 7
Week 16 4/20- 4/22	T	FINAL EXAM	

DESCRIPTION OF ASSIGNMENTS:

Class attendance/participation (100 pts)
Class presentation/Discussion Leader (100 pts)
Reaction papers (25 pts x 4)
Midterm Exam (100 points)
Final Exam (100 points)

TOTAL: 500 Pts

Extra Credit: 10 pts each (x 2)

Class Presentation/Discussion Leader:

Each student will present a research article in class as part of a pair (using PowerPoint or some other similar format) once a semester and then lead a discussion of the article with the rest of the class. Sign-ups for articles to present are done in the first class in Week 2. Articles are available to view on CANVAS beforehand to help you choose what you want.

The presentation should take between 15-20 minutes and should serve as a brief overview of the article and a springboard to further discussion by the group rather than a comprehensive summary. Presentation slides should be submitted to Prof. Butler no later than 2 days before the scheduled presentation or you will lose 5 points off your grade for the assignment.

After the presentation, the students should then lead a 20-25 minute discussion of the article with the rest of the class. You must prepare at least 3 discussion questions for the group, as well as responses to these discussion points. These discussion points can focus on different aspects of the research article, depending on what you deem the most relevant, necessary, or fruitful to gain a better understanding of the content of the research article. For example, you can choose to explain a particular theoretical concept or framework in more detail; outline how a methodology employed in the research article works; and/or critically assess the paper on methodological grounds. As you prepare your responses to the discussion points, bear in mind that (1) the main idea not to provide your colleagues with a set of answers, but to initiate and lead a discussion, so you should design activities and the like that invite your colleagues to actively participate in the discussion and challenge them to demonstrate their understanding; (2) in order to successfully lead a discussion as described in (1), you will likely have to consult secondary sources outside of the research article itself.

Discussion questions must be submitted to Prof. Butler at the same time as the PPT slides (on CANVAS). Students are strongly encouraged to make an appointment with Prof. Butler a week before the presentation to go over the discussion points in advance.

Remember that this presentation is for a major grade; you are expected to dress accordingly (business/smart casual)! This means no jeans, cut-off, tanks, etc.

Reaction Papers

We will be reading an array of research articles in addition to the chapter readings each week. Students are required to write **4** reaction papers (25 pts. each) for any of the articles we read in class over the course of the semester (except the article you are presenting). Reaction papers should be approximately 2-4 pages in length (double-spaced, 12-pt, Times New Roman font, 1" margins).

In each paper, you will briefly summarize the paper before explaining what you liked and/or didn't like about the paper and why. You will be expected to utilize the terminology we have learned on a given topic to talk about the article in your paper. Reaction papers are always due by midnight on the Friday of the week we discussed the article in class and can be submitted on the course website on CANVAS.

Midterm Exam

The Midterm Exam will be given in class and will cover material from Chapters 1-6 of Ortega, in-class lectures, and the research articles we covered during the first 7 weeks of class. It will be composed of definitions, multiple-choice questions, matching, and an essay.

Final Exam

The Final Exam will take place on the final day of class, **NOT** during Exam Week. It will cover Ortega Chapters 7-10, & the chapters we will cover in Atkinson (2012). It will be composed of definitions, multiple-choice questions, matching, and an essay.

Extra Credit

I will use some of the questions for each exam based on questions you have submitted. For extra credit, create 20 questions & answers based on the Chapters IN THE BOOK (NOT the lectures). Use multiple choice, matching, and definition types of questions ONLY. Either indicate the answers below each question. (Note: Separate and label questions by chapter.)

You must submit the Extra Credit on CANVAS on the day it is due (no exceptions). Plan ahead. Each set of extra credit questions is worth up to 10 points added to your total point score (out of 500) for the course.