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Course Information

Spring 2020: MWF 1:55-2:45 (Turlington Hall 2322)
Instructor: James Garner, PhD
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(352) 294-7460
Office Hours: MWF, 11:45-12:35 (Turlington 4016) and by appointment

Course Description

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

"How do people develop a communicative competence in a second language?"

"How can we study the process of second language development?"

In doing so, you will be introduced to the field of Second Language Acquisition and explore the different approaches applied linguists in this field take.

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:

Reading Responses (150 points; 15%)

In order to prepare you for in-class discussion and help you develop a deeper knowledge of the course readings, you will complete a reading response for each of the assigned readings. Each completed reading response is worth 10 points toward your final grade. Reading responses should be submitted to Canvas before the class that the reading is due.

Research Article Presentation (100 points; 10%)

In order to give you practice in reading Second Language Acquisition research, you (and possibly 1-2 classmates) will present a compact summary presentation (15 minutes in length) of a published research article (the articles are all available on Canvas). Additionally, you will prepare at least 3 discussion questions pertaining to the specific topic covered in the research article and lead the discussion of those questions in class. Groups should meet with Dr. Garner, bringing a draft of their presentation and the discussion questions,

at least a week prior to the presentation. Additionally, groups must submit the final draft of their presentation and discussion questions to Canvas by 10 am of their presentation day.

Research Article Presentation Response (50 points; 5%)

In addition to the presentations, each student will write a brief (1-2 page) response to another group's article and presentation. This response should focus on (1) things they found interesting in the article/presentation and (2) things in the article/presentation that they still have questions about.

Quizzes (4 x 100 points; 40% total)

In order to assess the knowledge about SLA that you gain in the course, you will take four quizzes. All four quizzes are closed book and closed notes and take place in class through Canvas. Please see the course schedule for the dates of exams. Study guides for each quiz will be provided on Canvas.

L2 Buddy Project (250 points; 25%)

In order to give you practice analyzing L2 learner data, 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 them to provide a short written sample. Individually, you will transcribe (at least part of) the recordings, and you will analyze their oral and written production and submit two analyses in writing. At the end of the semester, you will submit a reflection on what you have learned from your L2 Buddy. Specific details and instructions for all L2 Buddy Project tasks (see below for a break-down in percent towards the overall course grade) will be posted in Canvas and discussed in class by the second week of the semester.

Literature Review (150 points; 15%) (LIN 6720 Only)

In order to provide you a more in-depth understanding of a specific topic in SLA, you will be required to write a literature review paper in which they analyze, synthesize and evaluate the research done on a specific topic related to SLA. It should include a minimum of 15 references, including a mix of (1) handbook and textbook chapters or review articles and (2) primary research articles.

Grading

Course Assignments and Grading	
Assignment	**% of Grade**
Reading Responses	15%
Research Article Presentation	10%
Research Article Response	05%
Quizzes	40%
L2 Buddy Project: L1 Info Sheet	05%
L2 Buddy Project: Transcripts	10%
L2 Buddy Project: Analyses	10% (2 x 5%)
L2 Buddy Project: Reflection	05%
Literature Review (LIN 6720)	15%

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

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

Course Textbooks

We will primarily be using the following textbooks in this course:

Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Education. (available as an e—
book through the University of Florida library system.)

Additional readings will be uploaded to Canvas.

Course Policies

Attendance

Class attendance is mandatory. Attendance will be recorded using a sign-in sheet distributed at the beginning of every class. If you arrive at class after signatures have been collected, it is your responsibility to sign in after class (you will be marked as late). You are allowed to take three unexcused absences. Each unexcused absence beyond that may lower your final course grade by one level (e.g. from A to A-). Excused absences should be consistent with UF policies (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/). Additionally, students must provide documentation (e.g. doctor's note) within two weeks after the absence for an absence to be excused.

Classroom Etiquette

You are expected to come prepared and ready to engage in class activities and discussions. This includes arriving on time, bringing all required materials, completing all readings and reading tasks beforehand, 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). Two lates or early departures is worth one absence.

Canvas

Canvas (https://elearning.ufl.edu/) will be our primary communication channel when not in class. All class resources (e.g. readings, PPTs, 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.

Late work

Late submission of assignments reduces the maximum score by 10% for each day the assignment is late. Assignments turned in 5 days after the due date are not accepted. Exceptions to this policy can be made in the event of verifiable extenuating circumstances. An extenuating circumstance is an event beyond your control, such as an accident or emergent medical condition. Verifiable means that supporting documents will be required.

E-mail and Zoom

If you need to contact me outside of class or office hours, send an email. If I do not respond within 24 hours (weekends excluded), please email me again. Please feel free to email with any questions that you have about the course or constructive feedback. Additionally, if you need to meet with me to discuss any issues related to the class but are unable to come during a time that I am on campus, we may set up a meeting via Zoom Conferencing.

Accommodations

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.

U Matter, We Care

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.

Academic Honesty

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 (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) 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.

Course Evaluation

Students are expected 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 https://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 https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

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	1/6	Introduction to Course		
	1/8	Introduction to SLA	Ortega, Ch. 1	

Week	Date	Topic	Reading	Assignment
	1/10	Introduction to SLA		
2	1/13	Introduction to Data for SLA	Gass et al., Ch. 3	Reading Response
	1/15	Introduction to Data Analysis	Gass et al., Ch. 2	
	1/17	Practicing Data Transcription		
3	1/20	**Holiday**		
	1/22	L1 Acquisition	Lightbown & Spada, Ch. 1	Reading Response
	1/24	L1 Acquisition		
4	1/27	Crosslinguistic Influences	Ortega, Ch. 3	Reading Response
	1/29	Crosslinguistic Influences		
	1/31	Data Analysis: Error Analysis		
5	2/3	**Quiz 1**		
	2/5	The Linguistic Environment	Ortega, Ch. 4	Reading Response
	2/7	The Linguistic Environment		
6	2/10	Cognition	Ortega, Ch. 5	Reading Response
	2/12	Cognition		
	2/14	Research Article Presentations		
7	2/17	Usage-based SLA	Ellis & Wulff, 2016	Reading Response
	2/19	Data Analysis: Interlanguage Analysis		
	2/21	Sociocultural SLA	Ort, Ch. 10; S & W, 2013	Reading Response
8	2/24	Sociocultural SLA		
	2/26	Research Article Presentations		L1 Fact Sheet
	2/28	**Quiz 2**		
		Spring Break (3/2-3/6) – No Classes		
9	3/9	L2 Vocabulary	Gass et al., Ch. 8	Reading Response
	3/11	L2 Vocabulary		Transcripts
	3/13	Development	Ortega, Ch. 6	Reading Response
10	3/16	Development		
	3/18	Development: Complexity Theory		Reading Response
	3/20	Research Article Presentations		
11	3/23	Data Analysis: Development Analysis		Interlanguage Analysis
	3/25	**Quiz 3**		
	3/27	Data Analysis: Complexity Analysis		
12	3/30	Data Analysis: Complexity Analysis		
	4/1	Age	Ortega, Ch. 1	Reading Response
	4/3	Aptitude	Ortega, Ch. 7	Reading Response
13	4/6	Motivation	Ortega, Ch. 8	Reading Response
	4/8	Affect	Ortega, Ch. 9	Reading Response
	4/10	Research Article Presentations		Complexity Analysis
14	4/13	Instructed SLA	Gass et al., Ch. 13	Reading Response
	4/15	Instructed SLA		
	4/17	Research Article Presentations		
15	4/20	Wrap-Up		Reflection

4/22	**Quiz 4**		Commentary
4/24	**Reading Day**		
4/29	**Literature Review (LIN 670 Only) DUE**		