

Course Information

Summer B 2020: Online

Instructor: Samantha Creel, M.A

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Office Hours: TR, 1-2PM via Zoom link (see Office Hours section), and by appointment

Course Modality

This course will be delivered asynchronously, meaning that we will not have regular class meetings that you are required to attend. Instead, you will be using our Canvas page to access all lecture recordings, materials, and assignments. However, please keep in mind that keeping up with recorded lectures is necessary as there are multiple deadlines each week for tasks that depend on information in these lectures.

Since we will not meet in person and the course will move quickly, I will do my best to answer emails within 2-3 hours on weekdays, and 24 hours on weekends. Please use Canvas messages for all communication with me. You are welcome to call me Samantha.

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

Office Hours

Although we will not be meeting in person regularly, I will hold live [office hours](https://ufl.zoom.us/j/7465968620) every week on Zoom (<https://ufl.zoom.us/j/7465968620>) and strongly encourage all students to attend for questions, feedback, or any discussions related to the course. My OH are time dedicated especially for you, so please take advantage of them!

Lecture Recordings & Slides

The number of lectures per week may vary depending on how many lectures are needed for a given module, but there will usually be between 2 and 5 per week. All lectures will be recorded and uploaded to the respective module on Canvas. All slides used in lectures will also be uploaded in the same place. If any technological problems arise with recordings, please let me know as soon as possible.

Course Learning Tasks

All assignments will have due dates and full descriptions under their respective Canvas modules.

In order to accomplish the objectives of this course, we will complete the following tasks:

Discussion Posts & Practice Activities (5 Discussions, 3 Activities x 20pts each = 160 points; 25%)

Discussions: In order to help you develop a deeper knowledge of the course readings and engage with your classmates, you will provide responses to 1 discussion post each week, which will usually consist of 1-2 questions. Detailed instructions for each discussion post will be provided in the Canvas discussion forum each week. In addition to responding to the original post, you are expected to respond meaningfully to two of your classmates' responses within 48 hours of the due date for the original post response. Each response to the original discussion post is worth 10 points, and each response to a classmate is worth 5 points.

Practice Activities: In addition to learning about theories and concepts in the field of SLA, you will also complete 3 activities that will allow you to practice data analysis on real learner language. Each practice activity is worth 20 points.

Research Article Presentation (100 points; 15%)

In order to give you practice in reading Second Language Acquisition research, you and 1-2 classmates will read a research article and present a brief (15-18 minutes in length) summary of the article via video recording for your instructor and your classmates.

Research Article Presentation Response (50 points; 10%)

In addition to the presentations, each group will be paired with another group who will watch and individually write a brief (1-2 page) response about their partner group's presentation. This response should focus on (1) things they found interesting in the presentation and (2) things in the presentation that they still have questions about.

Terminology Quizzes (6 x 20pts each = 120 points; 25% total)

In order to assess your knowledge of SLA concepts as we progress through the course, you will take a small quiz for each module. All six quizzes are timed, open book/open notes, and are taken through Canvas. Please see the course schedule for the dates of quizzes.

Learner Language Analyses (200 points; 25%)

In order to give you practice analyzing L2 learner data, you will analyze real transcripts of learner interviews and narratives according to SLA data analysis methods we discuss and practice throughout the course. I will

provide you with data on which you will perform a variety of analyses and formally report your findings. Specific details and instructions for the two LLA tasks (see below for a break-down in percent towards the overall course grade) will be posted on Canvas and discussed in lecture.

Grading

| Course Assignments and Grading | |
|-----------------------------------|------------|
| Assignment | % of Grade |
| Discussions & Practice Activities | 25% |
| Research Article Presentation | 15% |
| Research Article Response | 10% |
| Quizzes | 25% |
| LLA1 – Error & Interlanguage | 12.5% |
| LLA2 – Complexity | 12.5% |

| 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 textbook in this course:

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

This book is available as an e—book through the University of Florida library system.

Additional readings, including those for the research article presentations, will be uploaded to Canvas. The list of reading for the research article presentations can be found at the end of the syllabus.

Course Policies

Expectations

Although this class is online and we will not meet face-to-face, full participation is expected for all assignments and activities, including respectful group work and discussion with classmates. Any issues with course technology or content should be communicated with me ASAP. This course will move fast and cover a large amount of content in 6 weeks, so students are expected to be actively checking Canvas and keeping up with assignment due dates.

Please read the Netiquette guide for online courses below the course schedule.

Canvas

Canvas (<https://elearning.ufl.edu/>) will be our primary communication channel. 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.

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.

M = Module

| Week | Dates | Topic | Readings | Assignment |
|------|-------|---|--------------------------|--|
| 1 | 7/6 | Introduction to Course | | |
| | 7/7 | M1: Introduction to SLA | Ortega, Ch. 1 | |
| | 7/8 | M2: Introduction to Data for SLA | Gass et al., Ch. 3 | Discussion 1 |
| | 7/9 | M2: Introduction to Data Analysis | Gass et al., Ch. 2 | |
| | 7/10 | No Lecture Practicing Data Transcription | | Quiz M1, M2, & Syllabus Data Transcription Activity |
| 2 | 7/13 | M3: L1 Acquisition | Lightbown & Spada, Ch. 1 | |
| | 7/14 | M3: L1 Acquisition | | |
| | 7/15 | M4: Crosslinguistic Influences | Ortega, Ch. 3 | Discussion 2 |
| | 7/16 | M4: Crosslinguistic Influences | | |
| | 7/17 | Assignment Briefings: Research Article Presentation & Learner Language Analyses (Error & Interlanguage) | | Quiz M3, M4 |
| 3 | 7/20 | M5: The Linguistic Environment | Ortega, Ch. 4 | |
| | 7/21 | M5: The Linguistic Environment | | Interlanguage Practice Activity |
| | 7/22 | M6: Cognition | Ortega, Ch. 5 | Discussion 3 |
| | 7/23 | M6: Cognition | | |
| | 7/24 | M7: Usage-based SLA | Ellis & Wulff, 2016 | Quiz M5, M6, M7 |
| 4 | 7/27 | M8: Sociocultural SLA | Ort, Ch. 10; S & W, 2013 | |
| | 7/28 | M8: Sociocultural SLA | | Discussion 4 |
| | 7/29 | M9: L2 Vocabulary | Gass et al., Ch. 8 | LLA: Error & Interlanguage Analysis |
| | 7/30 | M9: L2 Vocabulary | | |
| | 7/31 | No Lecture Research Article Presentation Work Day | | Quiz M8, M9 |
| 5 | 8/3 | M10: Development | Ortega, Ch. 6 | |
| | 8/4 | M10: Development | | Research Article Presentation |
| | 8/5 | M10: Development: Complexity Theory | | |

| | | | | |
|---|------|--|---------------------|--|
| | 8/6 | Learner Language Analyses (Development & Complexity) | | Development & Complexity Practice Activities |
| | 8/7 | M11: Age | Ortega, Ch. 1 | Quiz M10, M11: Age |
| 6 | 8/10 | M11: Aptitude | Ortega, Ch. 7 | |
| | 8/11 | M11: Motivation | Ortega, Ch. 8 | Discussion 5 |
| | 8/12 | M11: Affect | Ortega, Ch. 9 | LLA: Complexity Analysis |
| | 8/13 | M12: Instructed SLA | Gass et al., Ch. 13 | |
| | 8/14 | M12: Instructed SLA | | Quiz M11, M12 Presentation Response |

NETIQUETTE GUIDE FOR ONLINE COURSES

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always logout when you are finished using the system.

General Guidelines

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12 or 14 point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.

- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion. post and your message might be taken seriously or offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential patient information via e-mail.

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.

Discussion Board Netiquette and Guidelines

When posting on the Discussion Board in your online class, you should:

- Before posting a question to a discussion board, check to see if anyone has already asked it and received a reply.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond summarize all posts for the benefit of the class.
- When posting:
 - Make posts that are on topic and within the scope of the course material.
 - Be sure to read all messages in a thread before replying.
 - Be as brief as possible while still making a thorough comment.
 - Don't repeat someone else's post without adding something of your own to it.
 - Take your posts seriously. Review and edit your posts before sending.
 - Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
 - If you refer to something that was said in an earlier post, quote a few key lines so reader do not have to go back and figure out which post you are referring to.
 - Always give proper credit when referencing or quoting another source.
 - If you reply to a classmate's question make sure your answer is correct, don't guess.

- Always be respectful of others' opinions even when they differ from your own.
 - When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
 - Do not make personal or insulting remarks.
 - Do not write anything sarcastic or angry, it always backfires.
 - Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

Zoom Etiquette

When attending a Zoom class or meeting, you should:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt use a virtual background.
 - If you choose to use one, you should test the background out first to make sure your device can support it.
 - Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.