



Second Language Acquisition

(LIN 4721)

4th Period (12:30-1:45)

Summer B 2013

Anderson 32

Professor Information:

Jason L. Rothman
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Office Hours

Period 5 T, W, Th

**Turlington Hall, linguistics office
conference room**

Course description: second language acquisition is the process by which humans acquire a non-native language, either in childhood or adulthood. **Second Language Acquisition** is a relatively new field of linguistic inquiry that examines this process from neurological, psychological and social perspectives. Researchers studying SLA are interested in describing and explaining the nature of (second) language in the human mind and language acquisition in general.

Course objectives: In this course, you will become familiar with various theories (past and present) put forth to explain the complex processes involved in acquiring a second language in as well as factors that influence second language acquisition (SLA). You will learn how SLA informs other areas of study (e.g. pedagogy, psycholinguistics, psychology, sociology, sociolinguistics) and vice versa. Our goal is to gain a general understanding of the aims of SLA and the ability to apply this knowledge in practical ways.

Absence policy: Coming to class is your minimal responsibility, and, therefore, you receive no credit for this. However, if you miss class you will be penalized 3% points from your final grade for each class missed. Because I understand that situations arise unexpectedly, this policy kicks in after two missed classes. In other words, upon your 3rd absence each missed class results in a 3% reduction such that if you are absent, for example, 5 times you will be reduced 9% of your overall grade. Missing more than 6 absences results in automatic failure.

Required textbook: This textbook is available at local bookstores and online.

Susan Gass & Larry Selinker (2008). *Second Language Acquisition: An Introductory Course*. Mahwah, NJ: Laurence Erlbaum Associates. Third Edition.

Assessment and Course Components:

Class participation	25%
Quizzes	25 %
Group Research Project	35%
Project Presentation	15%
100%	

Class participation:

Dynamic class participation is crucial to the success of the course, especially because it is compressed over a shortened period of time in the summer. To foster your active and engaging participation in class, 25% of your overall grade is devoted to participation. Coming to class in NO way guarantees a high participation grade. To earn a high participation marks, you must engage in the course material during lecture/discussion time and when broken up into small groups. In doing so, you are responsible to demonstrate your out of class preparedness, which is to say, you must demonstrate that you have done the readings to the degree that you understand the material covered in the reading assignments. You do NOT need to understand everything, but you do need to be active in asking questions in class, providing answers to others' questions, working earnestly in group activities and the like.

Points for discussion (POD) questions: Each week, you will respond to certain questions by chapter, provided at the end of this syllabus. These will be discussed in class to the extent that we have time and they as well as serve as a study guide/notes for class. You should consider POD as homework, even if bit graded per se (doing them counts as participation since you can only answer the questions and thus participate, in groups or to the entire class if you prepare them as you READ the chapter).

Project and Presentation: We will discuss the project and break into working groups (3-4 people per group) on day 1. At that point, you will meet with your groups briefly to discuss possible topics. No more than 1 graduate student can be in each group and no more than 1 speaker of the same first language per group. You will choose a topic in SLA (broadly defined), research it as a group to write a collective paper (where each member is clearly assigned to be the person responsible for at least one major section although you are to work as a team and will be graded as such). I will help you narrow down a topic for this paper in which you review the appropriate literature, make some novel suggestions and also reflect the general topics covered in class to the extent possible. During the last 4 weeks of class, your group will present a 25 minute comprehensive presentation on the topic, that includes an engaging lesson (lecture), typed notes for your classmates, a PowerPoint presentation and at least one engaging activity. The paper and presentation are a combined 50% of the overall grade for the course. I encourage you to be working on this immediately and to take advantage of my office hours for consultation.

Grading Scale: See UF grading policies for assigning grade points at:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

A = 93-100	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	E = 60 and below
A- = 90-92.9	B = 83-86.9	C = 73-76.9	D = 63-66.9	
	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	

Academic dishonesty:

The University of Florida statement regarding academic honesty and more specifically “giving and/or receiving unauthorized aid on student’s work” reads as follows:

- “Giving information includes, but is not limited to, allowing other students to use or copy work or answers to exam questions either while the exam is being given or after having taken the exam.
- Further, the taking of information includes, but is not limited to, copying from the answers provided in the book or ancillary materials, copying from another student’s paper [...], using

information already written in books, [...], or asking anyone, students or not to review and/or correct assignments.

- Students found in violation of this policy will be referred to the appropriate administration for appropriate action according to the student judicial process.

Students will be upheld to, and are thus encouraged to review, the entire UF honor code at: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Students with disabilities:

The UF policy related to accommodations for students with disabilities reads as follows:

“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.”

Students who believe they may qualify for accommodations should contact the Dean of Students Office: <http://www.dso.ufl.edu/drc/current.php>

Schedule:

<u>DAY</u>	<u>DATE</u>	<u>READINGS/TOPICS COVERED IN CLASS</u>
1	July 1st	Introduction to course http://prezi.com/uewbmkfjpmjq/sla-chapter-1/
2	July 2nd	Introduction – Chapter 1, p. 1-15 http://prezi.com/uewbmkfjpmjq/sla-chapter-1/
		Introduction – Chapter 1
3	July 3rd	Related disciplines – Chapter 2, p. 20-39 http://prezi.com/qcjqnbw31zt7/sla-chapter-2/
4	July 5 th	Related disciplines – Chapter 2
5	July 8th	Second and foreign language data – Chapter 3, p. 41-82 http://prezi.com/sa8nxjb1ai2/sla-chapter-3/
6	July 9th	Second and foreign language data – Chapter 3
7	July 10th	The role of the native language: an historical overview – Chapter 4, p. 89-111 http://prezi.com/mwjaeo-o4iy/sla-chapter-4/
8	July 11 th	The role of the native language: an historical overview – Chapter 4
9	July 12 th	Recent perspectives on the role of previously known languages – Chapter 5, p. 121-155 http://prezi.com/xgkqk_wfoiie/sla-chapter-5/
10	July 15 th	Recent perspectives on the role of previously known languages – Chapter 5
11	July 16 th	Formal approaches to SLA – Chapter 6, p. 159-190

		http://prezi.com/vviwandaqq3/sla-chapter-6/
12	July 17 th	Formal approaches to SLA – Chapter 6
13	July 18 th	Typological and functional approaches – Chapter 7, p. 191-213 http://prezi.com/umx9qkv9era3/sla-chapter-7/
14	July 19 th	Interlanguage in Context – Chapter 9, p. 259-294 http://prezi.com/u_gmyhnhv2qe/sla-chapter-9/
15	July 22 nd	Interlanguage in Context – Chapter 9
16	July 23 rd	Input, Interaction, Output-Chapter 10, p. 304-363 http://prezi.com/gbky91rfqglq/sla-chapter-10/
17	July 24 th	Input, Interaction, Output-Chapter 10
18	July 25 th	Instructed second language learning – Chapter 11, 368-393 http://prezi.com/9drlm146ixvz/sla-chapter-11/
19	July 26 th	Instructed second language learning – Chapter 11
20	July 29 th	Looking at interlanguage processing – Chapter 8, p. 219-255 http://prezi.com/sifklrfqiy0/sla-chapter-8/
21	July 30 th	Looking at interlanguage processing Chapter 8
22	July 31 st	Beyond the domain of language – Chapter 12 http://prezi.com/vmn6globpiwo/sla-chapter-12/
24	August 1 st	Beyond the domain of language – Chapter 12, p. 395-446 http://prezi.com/vmn6globpiwo/sla-chapter-12/
25	August 2 nd	Beyond the domain of language – Chapter 12
26	August 5 th	Presentations
27	August 6 th	Presentations
28	August 7 th	Presentations
29	August 8 th	Presentations
30	August 9 th	An integrated view of SLA – Chapter 14, p. 479-493 http://prezi.com/-rx-ham_bx2e/sla-chapter-14/