

James Garner

LIN 4721

Second Language Acquisition

WELCOME TO LIN 4721!

Hello students! Welcome to Second Language Acquisition (LIN 4721)! In this course, we explore the following 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, this course will introduce you to the field of Second Language Acquisition and explore the different approaches applied linguists in this field take. You will also learn about the way these theories can be used to influence language teaching.



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





James Garner ABOUT YOUR INSTRUCTOR

Dr. James Garner (they/them/their)

E-mail: james.garner@ufl.edu

Office: 4016 Turlington Hall (map)

Office Phone: (352) 294-7460

Google Voice (Phone and Text): (352) 519-1570

Twitter: @DrGarner_UF (or #LIN4721)

See [Communication Plan](#) for Office Hours and Communication Policy.





Course Overview





Learning Tasks





Expectations





☰ James Garner



[Additional Help](#)



DIVERSITY STATEMENT

It is my firm belief that one of the greatest strengths of humanity is our incredible diversity. The college classroom is one place where this diversity is on display, as people from all backgrounds can come together, share ideas, and learn from one another. It is my intent that my class will be one of those places. It is my goal that students from all diverse backgrounds and perspectives are well-served by the course and have the opportunity to have their voices heard in a safe and respectful manner. To that end, I will include materials and activities designed to create a class culture that is respectful of all students regardless of socioeconomic background, race, ethnicity, gender identity, sexuality, religion (or non-religion), culture, primary language background, physical and intellectual ability, and political ideology.

In my attempts to honor and celebrate diversity in my class, I realize that I may at times be less than perfect. Please do not hesitate to give me feedback or let me know the ways I can improve my teaching to be more effective and inclusive.

For more information and resources related to diversity at the University of Florida, follow the link to the [Office of the Chief Diversity Officer](#).

NETIQUETTE GUIDELINES

For Fall 2020, this course will be conducted fully online. In online courses, it is important follow certain guidelines for communication with your peers and myself. See the [Netiquette Guideslines](#) for an overview of these guidelines. As a student in the course, you are expected to follow these guidelines.



Contact Me! James Garner

E-mail: james.garner@ufl.edu

Office Phone: (352) 294-7460

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Twitter: @DrGarner_UF



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COURSE OVERVIEW

GOALS OF THE COURSE

This course is designed to give you an overview of the key theories and concepts in the field of Second Language Acquisition (SLA). Specifically, we will explore:

- The different theories or approaches towards studying how people acquire additional languages other than their first language
- The different methods that are available for investigating the process of second language development
- The processes that learners go through as they develop their abilities to communicate in their second language
- How this knowledge can be used to improve second language teaching

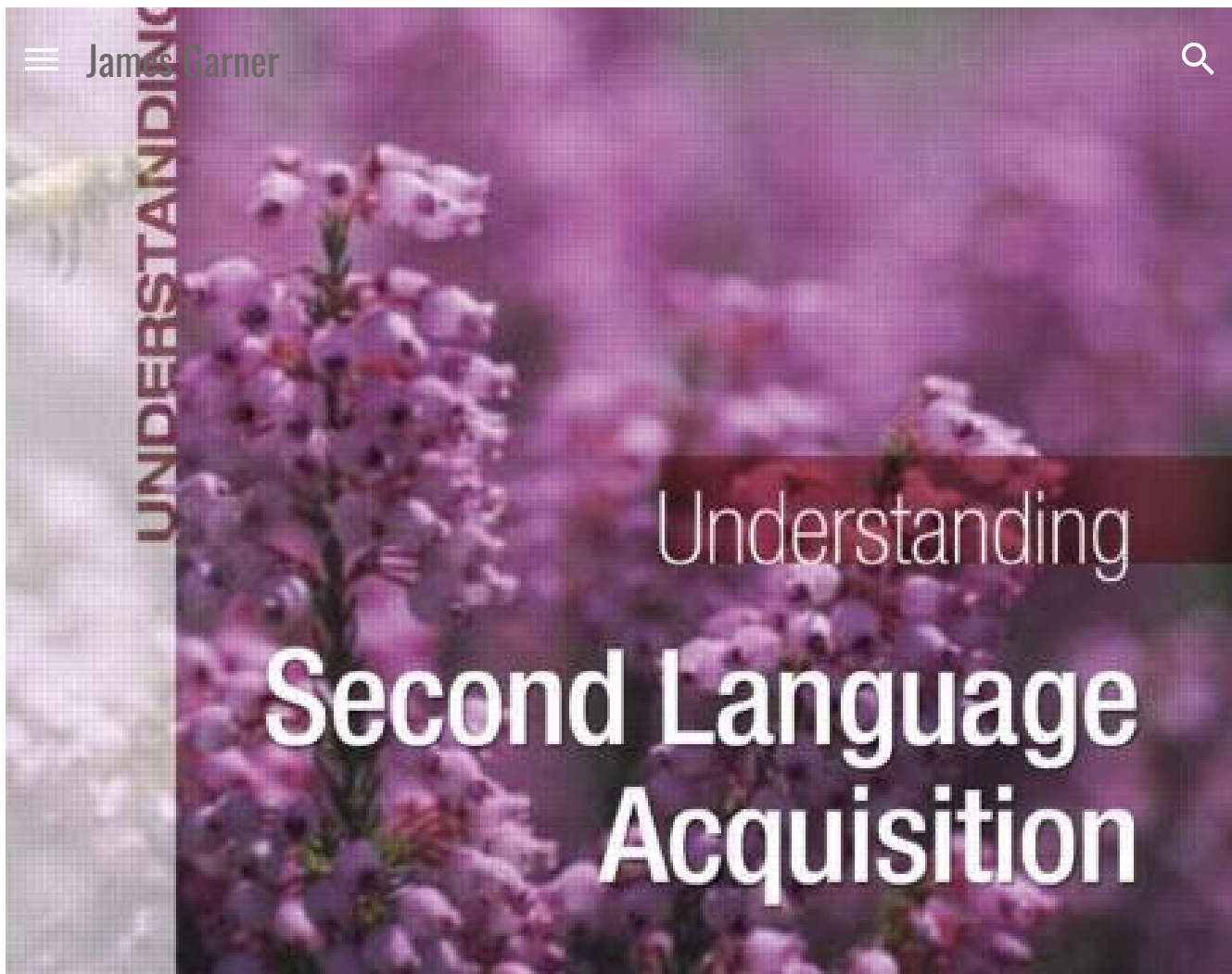


James Garner STRUCTURE OF THIS COURSE

It is my belief that the best learning occurs in contexts in which students can actively engage with material in a supportive, collaborative environment. To that end, I've set this course up to involve a mix of readings, lectures, group discussions, and hands-on tasks. I expect students to complete the readings and watch the lectures before class. This will help prepare them for class meetings that involve discussions and other hands-on tasks designed to help students engage with the material and develop a deeper knowledge of that material.

My belief in active learning extends to the online learning environment. In the online version of this course, students will still complete readings and watch lectures in order to prepare them for discussions and other active learning tasks. The only difference will be that the discussions and learning tasks will be completed online using Canvas discussion boards and other online learning software (e.g. Google Docs).





TEXTBOOK

The main textbook we will use for this course is:

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.

Any additional readings used in the course will be uploaded to Canvas.



COURSE MODULES & SCHEDULE

The course consists of 12 modules covering different topics related to or within the field of SLA. Each module roughly corresponds to one week of the semester.

1. **Introduction to SLA (Week 1):** In this module, we will go over some of the basic terms and key ideas in the field of SLA.
2. **Data in SLA (Week 2):** In this module, we will discuss the different methods SLA researchers use to examine second language (L2) development.
3. **First Language (L1) Acquisition (Week 3):** In this module, we will go over the processes children go through as they acquire their first language as well as the theories that attempt to explain these processes.
4. **Crosslinguistic Influences (Week 4):** In this module, we will discuss the ways in which someone's first language knowledge might influence their development of their L2 development.
5. **The Linguistic Environment (Week 5):** In this module, we will discuss how the environment a learner is engaging in can affect their L2 development
6. **Sociocultural SLA (Week 6):** In this module, we will discuss how Sociocultural Theory has been applied to studying L2 development.
7. **Cognition in SLA (Week 8):** In this module, we will discuss the cognitive processes that are involved in learning a second language.
8. **Usage-based SLA (Week 9):** In this module, we will discuss Usage-based approaches to L2 development.
9. **Development (Week 10):** In this module, we will discuss the different processes that learners go through as they acquire a second language.
10. **L2 Vocabulary (Week 11):** In this module, we will explore how L2 learners acquire the vocabulary necessary to communicate in their L2.



11. **Individual Differences (Week 12-13):** In this module, we will discuss how individual differences such as age, motivation, and aptitude can affect someone's L2 development.

12. **Instructed SLA (Week 14):** In this module, we will discuss how different concepts in SLA have been applied to the L2 classroom.

Office Phone: (352) 257-7466
Google Voice: (352) 519-1570

For a detailed schedule of the modules, including related readings and course learning tasks, click here. ([Fall 2020 Course Schedule](#))



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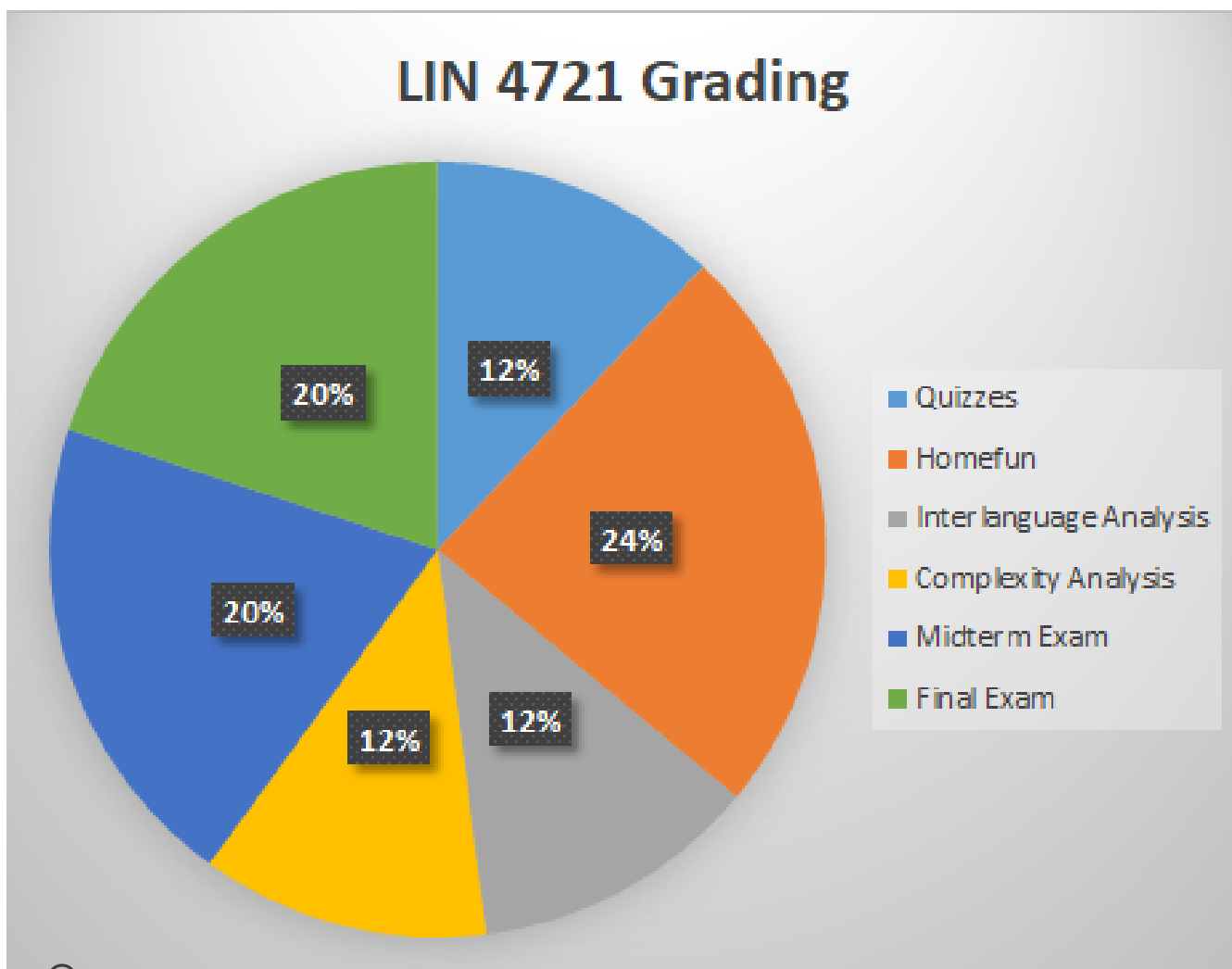
COURSE LEARNING TASKS



COURSE LEARNING TASKS

To achieve the objectives of this course, you will complete the following tasks. Each of these are described below:

- Weekly Quizzes (12 total)
- Weekly Homefuns (12 total)
- Interlanguage Analysis
- Complexity Analysis
- Midterm Exam
- Final Exam



James Garner WEEKLY QUIZZES (120 POINTS)

In order to help you develop a better knowledge of the key terms covered in the course, you will take quizzes each week. These quizzes will ask you questions regarding some of the key terms from the readings and the lectures. They will be administered on Canvas and consist of multiple-choice, true/false, and matching questions. Because these quizzes are designed to prepare you for further exploration of the topics, they will be due on **Wednesdays** each week that we cover a new module.

HOMEFUN DISCUSSIONS (240 POINTS)

In order to help you develop a deeper understanding of the concepts covered in the course, you will complete small homefun tasks in Canvas for each module. These tasks are designed to help you apply knowledge gained in the readings and lectures to real-world language learning and teaching situations. You will also be required to read your classmates' submissions and provide feedback. Posts to the discussion boards will be do on **Thursdays** of each week that we cover a new module, while responses to classmates' posts will be do on **Fridays** each week that we cover a new module.

L2 DATA ANALYSES (2 X 120 POINTS; 240 TOTAL)

In order to give you practice analyzing L2 learner data, you will complete two analyses of learner language. These include (1) an **interlanguage analysis** and (2) a **complexity analysis**. Each analysis is worth 120 points (240 total), Specific details, how-to videos, practice materials, and instructions for each analysis task are posted in Canvas.



MIDTERM AND FINAL EXAMS (400 POINTS TOTAL)

In order to assess your knowledge about SLA that you will gain in the course, you will take a midterm exam and final exam. The midterm exam will cover Modules 1-6, while the Final Exam will cover Modules 7-12. Both exams will be closed book and notes and take place through Canvas. They will be proctored by Honorlock. Study guides and sample exams (from a previous version of this course) will be provided to help you prepare.

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

GRADING SCALE

This course follows the UF Grading Policy. Click [here](#) for more information.



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EXPECTATIONS

How to Succeed in This Course

EXPECTATIONS FOR STUDENTS

I want every one of my students to succeed at reaching their maximum potential in this course. Below are 10 expectations I have for students so that they can succeed.

1. COMPLETE THE READINGS

Each reading in this course introduces new concepts and terms that will be used heavily in lectures and discussions. The quizzes also mostly consist of questions focusing on terms in the textbook.



2. WATCH THE LECTURES

Course lectures are designed to expand on the concepts introduced in the readings by explaining them and going into more depth.

3. ACTIVELY PARTICIPATE IN ONLINE DISCUSSIONS

Group discussions are the place where you can apply the knowledge gained in the readings and lectures with classmates. They also offer you the opportunity to get feedback on your from your classmates. Some of your classmates may understand a concept better than you; sometimes you will understand a concept better than them. In either case, interacting with your classmates will help you gain a deeper and more complete understanding of the material.

The value of discussions, though, depends on how much you put in. Simple reading your classmates' posts and saying, "I agree" will not be enough. The more you collaborate with your classmates, the more you will get out of this. Team work makes the dream work.

You are expected to follow the [Netiquette Guidelines](#) when interacting with your classmates on class discussion boards.



4. SUBMIT WORK ON TIME

Time management is one of the most essential skills you need to develop during college. This includes planning your work-life balance so that you can meet all your deadlines. Every assignment in this course has a deadline that you will need to meet. However, I understand that "life happens". Because of this, late work (excluding exams) will be accepted with a small penalty of 10% of the grade for each day it is late. Extensions (without penalty) are possible in the event of circumstances out of your control (e.g. sickness) that you can provide documentation for (e.g. doctor's note). If you miss an exam, you will need to contact me to set-up a make-up time and provide documentation. Missed exams without a documented excuse cannot be made up.

5. CHECK CANVAS REGULARLY

Canvas will be the main platform for the course and our main way of communication. All readings, lectures, and task details are posted there. In addition, I regularly send out Announcements and reminders about upcoming assignments, so make sure to check Canvas regularly and set up your Canvas notifications.



6. COMMUNICATE WITH ME

I cannot stress this enough: if you need to communicate with me, do not hesitate to reach out. I am here to help you succeed and am willing to work with you to make that happen. E-mail me, send me a Canvas message or Google Voice message, visit my office hours, or reach out on Twitter (using #LIN4721) to get in touch. If I don't respond within 24 hours (except Saturdays), try again. See [Communication Plan](#) for more information about communicating with me.

You are expected to follow the [Netiquette Guidelines](#) when interacting with me via e-mail or other forms of communication.

7. BE HONEST

I expect you to do your own work and follow all rules concerning testing and assignment submission. As a student of the University of Florida, you are bound by [The Honor Code](#). The Honor 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 me.



8. PROVIDE FEEDBACK

I always welcome professional and respectful feedback on all parts of my instruction and the course (for guidance on giving professional and respectful feedback, click [here](#)). I take this feedback seriously and use it to improve my teaching and how I set up my courses. You will have multiple attempts to give me anonymous feedback throughout the semester as well as at the end of the semester through Canvas as well as [the Gator Evals system](#). In addition, you are always welcome to message or e-mail me with any additional feedback you may have. You can also see the feedback previous students have given me [here](#).

9. TAKE CARE OF YOURSELF

College can be a challenging time. In addition to studying for multiple courses, students face a host of social, mental, and physical challenges. It is important that you take care of yourself, both physically and mentally, so that you can not only survive, but thrive. See the Additional Help page for resources available to you as a UF student.

10. BE PREPARED FOR TECHNOLOGY ISSUES

Technology, for all its benefits, doesn't always work. So, it's important for you to have a Plan B. Save files on your computer as well as Google Drive or Dropbox. Be prepared to submit assignments earlier than the last minutes in order to avoid possible internet issues when submitting assignments. If you're having issues with UF technology (e.g. Canvas), contact the [UF Computing Help Desk](#). Worst comes to worst, contact me and let me know your situation and we can work something out.



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ADDITIONAL HELP

Below are a list of academic, medical, and safety resources that are available to all UF students.

DISABILITY ACCOMMODATIONS

If you require accommodations due to a disability, you need to 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.



UF COMPUTING HELP DESK

If you need assistance resolving technical issues with Canvas or any course materials, contact the UF Computing Help Desk (<http://helpdesk.ufl.edu/>)

LIBRARY SUPPORT

If you need help accessing any of the library materials used in the course, contact Library Support (<https://cms.uflib.ufl.edu/ask>)

WRITING STUDIO

Need help working on your writing? Check out the UF Writing Studio: (<https://writing.ufl.edu/writing-studio/>)

U MATTER, WE CARE

Your mental health is just as important as your physical health. If you (or a friend) feel in distress, contact U Matter, We Care by e-mail (umatter@ufl.edu), phone (352-392-1575), or by visiting their website (<https://umatter.ufl.edu/>)

COUNSELING & WELLNESS CENTER

If you feel like you need to talk with someone, either for one time or on an ongoing basis, contact the UF Counseling and Wellness Center (<https://counseling.ufl.edu/>)



James Garner CAREER CONNECTIONS CENTER

Wondering about what comes next, post-graduation? Check out the Career Connections Center (<https://career.ufl.edu/>)

STUDENT COMPLAINTS

If you have complaints or concerns about anything related to your experience at UF, follow these links for the Dean of Students Office (<https://sccr.dso.ufl.edu/>). For UF Online students, click here (<https://distance.ufl.edu/student-complaint-process/>)

HEALTH AND SAFETY

If you are unwell and need to see a doctor, visit the UF Student Health Center (<https://shcc.ufl.edu/>)

If you are on campus and need to report a crime or feel unsafe, contact the UF Police Department (<https://police.ufl.edu/>)

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COMMUNICATION PLAN

Fall 2020



James Garner STAYING IN TOUCH

The heart of great education is communication. I want you to know that I am here and ready to work with you to achieve your educational goals. There are multiple ways to communicate with me during and after the semester. These include:

- Meetings during office hours or via appointment
- E-mailing or messaging using Canvas
- Calling my office phone number
- Calling or text messaging through Google Voice
- Tweeting using the course hashtag

OFFICE HOURS & VIDEOCONFERENCING

- During the Fall 2020 semester, I hold **office hours** on **Tuesdays and Thursdays from 1:00-3:00 pm EST**. These office hours are conducted through Zoom (link can be found in Canvas).
- I also am willing to meet with you through appointments. These appointments can be made weeks in advance or on very short notice. Generally speaking, I am available Monday through Friday from 9:00 am to 5:00 pm EST. When making an appointment, provide me three options for meeting times. I will select the one that best works for me or suggest alternatives.



James Garner E-MAIL, CANVAS, GOOGLE VOICE, & TWITTER

Outside of meetings during office hours and appointments, I offer other ways of getting in touch with me.

- You can e-mail me at my UF e-mail account (james.garner@ufl.edu)
- You can message me through the Canvas messaging system
- In addition to my office phone number, I have set up a Google Voice number. This number will allow you to text me any quick questions you have about the course.
- Our course has a Twitter hashtag (#LIN4721). In addition to using this hashtag to post reminders and updates about the course, I've set this up so that you can ask any quick questions you have about the course.



James Garner COMMUNICATION POLICY

Below are just a few policies I have regarding communication outside of my office hours:

- While I am generally available during the day Monday through Friday, I do have other appointments and professional and personal responsibilities. So, if you know you need to meet with me outside of my office hours, make an appointment as soon as possible so that I can get you on my schedule.
- I try to be speedy with my responses to students and answer e-mails or message within 12 hours. If, however, I have not responded to you within 24 hours, **do not hesitate to follow-up with me. I truly mean that.**
- The exceptions to this "speedy as possible" rule are:
 - I typically turn off my laptop, log out of my e-mail and Twitter, and don't respond to text messages after **8:00 pm EST**. If you send me something after that time, do not expect me to reply until the next morning.
 - I do not check e-mail, Canvas, Twitter, or Google Voice text messages on Saturdays. Saturdays are my time to devote solely to my hobbies and my family. If you message me late Friday night or Saturday, do not expect a response from me until Sunday.

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