

Fall 2017: Tuesdays 10:40am—11:30am and Thursdays 10:40am—12:35pm (Anderson 19)

Prof. Stefanie Wulff; office hours: Thursdays 2pm—3:30pm or by appointment (Turlington 4015); swulff@ufl.edu; phone: 352—294—7455

Course Description. In this class, we will familiarize ourselves with key concepts, theories, and empirical research on child and adult second language acquisition (SLA).

Course objectives. By the end of this course, you will have acquired the ability to intelligently discuss aspects of the theory and practice of language learning based on knowledge of the scholarly research in the field. You will also have learned how to analyze learner data both for research purposes and to inform ESL teaching practice.

Course Prerequisites. LIN3010

Course Credit Requirements and Grading

Theory Spotlight Presentation	20%
Exams (3)	35% (Exam 1: 10%; Exam 2: 10%; Exam 3: 15%)
L2 Buddy Project	
Transcripts	20%
L1 Fact Sheet	5%
Interlanguage Analysis	5%
Communication Strategies Analysis	5%
Complexity Analysis	5%
Reflection	5%

Attendance and Participation. Attendance is mandatory. You are allowed to miss up to three hours of class time without any excuse. Each further unexcused absence will lower your grade by one level (e.g. from an A to A—).

Theory Spotlight Presentation and Discussion. Groups of one or more students will present a compact introduction to a prominent theory in second language acquisition. The presentation should first provide an overview of the main tenets of the theory and then, to the extent possible, explicitly address the following discussion questions (adapted from VanPatten and Benati (2010), *Key Terms in Second Language Acquisition*, p.9):

1. Is this a comprehensive theory of SLA, or does it focus on specific aspects of SLA? If so, which aspect(s)?
2. What is the initial state? That is, what do learner bring to the task of acquisition in terms of underlying knowledge related to language?
3. Can L2 learners become native—like?
4. Is there a critical period?
5. What does L2 development look like?
6. What are the roles of explicit and implicit learning?
7. What are the roles of input and output?
8. What are individual differences between learners and how do they affect acquisition?
9. Does instruction make a difference?
10. Are there any constraints on L2 acquisition?

The presentation must be submitted to Prof. Wulff via email a week before the presentation is scheduled. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

Exams. There are three multiple choice exams. All three exams are closed book and closed notes and take place in class. Please see the course schedule below for the dates of exams.

My L2 Buddy Assignments. 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 him/her to provide a short written sample. You will transcribe (at least part of) the recordings, and you will analyze their oral and written production and submit analyses (four total). At the end of the semester, you will submit a reflection on what you have learned from your L2 Buddy. All assignments related to working with your L2 Buddy (see above for a break-down in percent towards the

overall course grade, and see CANVAS for detailed descriptions of each assignment) will be due on CANVAS by the due date listed in the course schedule below.

Grading Scale. Your total score determines your final grade on this grading scale:

100–93=A; 92.9–90=A–; 89.9–87=B+; 86.9–83=B; 82.9–80=B–; 79.9–77=C+; 76.9–73=C(S); 72.9–70=C–(U); 69.9–67=D+; 66.9–63=D; 62.9–60=D–; 59.9–0=E

For information on current UF grading policies for assigning grade points, please go to

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

Extra Credit / Make—Up Exams. There are no extra credit opportunities in this course. If you have three or more excused absences, please contact me to discuss the possibility of a make—up exam or equivalent. You cannot make up for unexcused absences.

Classroom Etiquette. Please turn off cellular phones during class. Please make every effort to arrive to class on time. Being more than 7 minutes late to the start of the course will count as an absence on each third occasion of such tardiness.

Required Materials. There is one required text book for this class: Ortega, Lourdes. 2009. *Understanding Second Language Acquisition*. London: Hodder Education [ORT]. This book is available as an e—book through the University of Florida library system. All other course materials will be available on CANVAS, including chapters from VanPatten, Bill and Jessica Williams (eds.). 2015. *Theories in second language acquisition: an introduction*. New York: Routledge [VP&W]. There are no other materials or supplies fees for this class.

Course Evaluation. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Students Requiring Accommodations. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Honesty Policy. 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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-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 instructor in this class.

Counseling and Wellness Center. Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

LIN6720
SECOND LANGUAGE ACQUISITION

Date	Topic(s)	Readings	Assignments Due
8/22	Organizational matters		
8/24	Key Concepts // First Language Acquisition		
8/29	No CLASS (Steffi gone) -- Record your L2 Buddy		
8/31			
9/5	Lecture: Age	[ORT] ch. 2	
9/7	Transcribing your L2 Buddy Recordings		
9/12	Lecture: The Linguistic Environment	[ORT] ch. 4	
9/14	SLA Hall of Fame: Seminal Learner Studies		
9/19	Lecture: Crosslinguistic Influences	[ORT] ch. 3	
9/21	Introduction to Analyzing Learner Data: Error Analysis		
9/26	Lecture: Cognition I	[ORT] ch. 5	L1 Fact Sheet
9/28	Lecture: Cognition II // Review for Exam 1		
10/3	Exam 1		
10/5	Theory Spotlight: Universal Grammar Analyzing Learner Data: Interlanguage Analysis	[VP&W] ch. 3	
10/10	Lecture: Development of Learner Language	[ORT] ch. 6	Transcripts
10/12	Theory Spotlight: Usage-based Approaches	[VP&W] ch. 5	
10/17	Lecture: Aptitude	[ORT] ch. 7	
10/19	Theory Spotlight: Skill Acquisition Theory Analyzing Learner Data: Developmental Stages	[VP&W] ch. 6	
10/24	Lecture: Motivation	[ORT] ch. 8	Interlanguage Analysis
10/26	Review for Exam 2		
10/31	Exam 2		
11/2	Theory Spotlight: Input Processing Theory	[VP&W] ch. 7	
11/7	Lecture: Individual Differences	[ORT] ch. 9	
11/9	Theory Spotlight: Processability Theory Analyzing Learner Data: Communication Strategies	[VP&W] ch. 9	
11/14	Lecture: Social Dimensions	[ORT] ch. 10	
11/16	Theory Spotlight: Sociocultural Theory Analyzing Learner Data: Complexity	[VP&W] ch. 11	
11/21	Review for Exam 3		Communication Strategies Analysis
11/23	Thanksgiving Holiday		
11/28	Theory Spotlight: Complexity Theory		Complexity Analysis
11/30	Exam 3		
12/5	Conclusion		Reflection
12/7	Reading Day		