LIN6720 Introduction to Second Language Acquisition (Spring 2021)

Instructor: Stefanie Wulff, Ph.D.
Office hours: Thursdays 12:30-1:30pm or by appointment (zoom meeting ID and passcode provided on Canvas)
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Class Meeting Times

This is a 100% synchronous online class, which means that we will meet regularly on Tuesdays and Thursdays for class on Zoom throughout the semester. Here are the Zoom meeting IDs and passcodes for the class meetings:

Tuesday class meetings: 1:55-2:45pm (Zoom meeting ID and passcode provided on Canvas)
Thursday class meetings: 1:55-3:50pm (Zoom meeting ID and passcode provided on Canvas)

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voice recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials by students or any other party is prohibited.

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 Credit Requirements and Grading

Terminology Reviews: 18% (2% each)
You are responsible for 9 terminology reviews, each counting 3% towards your final grade. In these reviews, you are asked to provide short definitions (like in a glossary) for key terms and

concepts covered in the referenced chapter. The terminology reviews are due on the dates listed on the course schedule and are submitted on Canvas.

Exams: 30% (10% each)
Exams. There are 3 exams. Each exam counts towards 11% towards your final grade. The exams will be due on the dates listed on the course schedule and are submitted on Canvas.

Discussion Boards: 30% (5% each)
You will participate in 6 Discussion Boards that summarize key content and give commentary on 6 video lectures that address different key issues in contemporary second language acquisition research. Specific instructions for each Discussion Board are provided on Canvas. The Discussion Board responses are due on the due dates shown on the course schedule and are submitted on Canvas.

Theory Presentations: 15%
Groups of one or more students will give a presentation that summarizes a chapter in [VKW]. The presentation should be 15 minutes long. A draft of the presentation must be submitted to Prof. Wulff via email one week before the presentation is scheduled (swulff@ufl.edu). Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

Theory Discussion Boards: 16% (2% each)
You will participate in 8 Discussion Boards that respond to questions about a particular theory of second language acquisition. Specific instructions for each Discussion Board are provided on Canvas. The Discussion Board responses are due on the due dates shown on the course schedule and are submitted on Canvas.

Attendance and Participation
Attendance is mandatory for all class meetings. You are allowed to miss up to three 50-minute class periods (lectures and TA sections combined) without any excuse. Each further unexcused absence will lower your grade by one level (e.g. from an A to A-). Excused absences must be consistent with university policies in:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Extra Credit and Make-up Assignments
There is one extra credit opportunity in this class: you can complete the Kognito training to earn 3 extra points. This assignment is available on Canvas like all other assignments. If you have three or more excused absences, please contact Dr. Wulff to discuss the possibility of a make-up exam or equivalent. You cannot make up for unexcused absences.

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/UGRD/academic-regulations/grades-grading-policies>.

I aim to grade and give feedback on any course assignments as promptly as possible, within a week at the latest. For more information on how exactly each assignment will be graded, please read the Grading Rubrics page on Canvas.

Classroom Etiquette

Please switch your cell phone to silent during class. If we are meeting on Zoom, mute your microphone unless you are speaking to minimize background noise for everyone. Please make every effort to arrive to class on time (even if it is on Zoom). Being more than 10 minutes late to the start of the course will count as an absence on each third occasion of such tardiness. We will familiarize ourselves with other rules of "netiquette" in the first week of classes; a summary of netiquette rules is here (on Canvas).

Technology and Materials Requirements

There are two required text books 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.

VanPatten, Keating & Wulff. 2020. *Theories in second language acquisition: An Introduction.* 3rd edition. New York: Routledge. [VKW]; I will provide you with a free copy of this book at the beginning of the semester.

All other course materials will be available on CANVAS. To participate fully in this course, you will need to be able to access the Canvas course site, and log on to Zoom to attend our meetings on Tuesdays and Thursdays during class time.

Student Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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>.

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 or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

Federal laws protect your privacy with regards to grades earned in courses and on individual assignments. See http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html for more information.

Campus Resources: Health and Wellness

- U Matter, We Care: if you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <umatter.ufl.edu> to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: visit <counseling.ufl.edu> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: call 352-392-1161 for 24/7 information to help you find the care you need, or visit <shcc.ufl.edu>.
- University Police Department: visit <police.ufl.edu> or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: for immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <ufhealth.org/emergency-room-trauma-center>.

Campus Resources: Academic Resources

- E-learning technical support: contact the UF Computing Help Desk at 352-392-4357 or via e-mail (helpdesk@ufl.edu).
- Career Connections Center: career assistance and counseling services <career.ufl.edu>, Reitz Union Suite 1300, 352-392-1601.

- Library Support: <cms.uflib.ufl.edu/ask> various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring <teachingcenter.ufl.edu>.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers <writing.ufl.edu/writing-studio>.
- Student Complaints On-Campus: <sccr.dso.ufl.edu/policies/student-honor- code-student-conduct-code>
- On-Line Students Complaints: <distance.ufl.edu/student-complaint-process>.

Course Schedule
[hyperlinks in blue are active on the Course Schedule on Canvas]

Date	Topic(s)	Read Before Class
1/12	Organizational matters	
1/14	Lecture: Key Terms (ppt)	Ch1 [ORT]
1/15	Terminology Review Chapter 1 (Key Terms) due	
1/19	Analyzing learner data (introduction) (ppt) (transcripts)	
1/21	Lecture: Age (ppt)	Ch2 [ORT]
1/26	Analyzing learner data (error analysis) (worksheet)	
1/28	Lecture: Age *cont.*	
1/29	Terminology review Chapter 2 (Age) due	
2/2	Discussion 1: Does bilingualism affect cognitive and brain structures? Ellen Bialystok	
2/4	Lecture: Cross-linguistic Influences (ppt)	Ch3 [ORT]
2/5	Terminology Review Chapter 3 (Cross-linguistic Influences) due	
2/8	Discussion Board 1 due	
2/9	Analyzing learner data (interlanguage analysis) (worksheet)	
2/11	Theory Presentation: Universal Grammar Lecture: The Linguistics Environment (ppt)	Ch4 [ORT], Ch2 [VKW]
2/12	Terminology Review Chapter 4 (The Linguistics Environment) due Theory Discussion Board 1 due	
2/16	Discussion 2: Multiligualism in a post-COVID world https://www.hf.uio.no/multiling/english/news-and-events/events/guest-lectures-seminars/einar-haugen-lecture/2020/lourdes-ortega.html	
2/18	Theory Presentation: Usage-based Approaches Lecture: Cognition (ppt)	Ch5 [ORT], Ch4 [VKW]
2/19	Theory Discussion Board 2 due	
2/22	Discussion Board 2 due	

2/23	Theory Presentation: Skill Acquisition Theory Analyzing learner data (developmental stages: negation) (worksheet)	Ch5 [VKW]
2/25	RECHARGE DAY (no class)	
2/26	Terminology Review Chapter 5 (Cognition) due Theory Discussion Board 3 due	
3/2	Discussion 3: Linguistic profiling The Significance of Linguistic Profiling	John Baugh | TEDxEmory	
3/4	Exam 1 (no class) (Review Sheet)	
3/8	Discussion Board 3 due	
3/9	Discussion 4: Good enough language learning Adele Goldberg	
3/11	Theory Presentation: Input Processing Theory Lecture: Development of Learner Language (ppt)	Ch6 [ORT], Ch6 [VKW]
3/12	Terminology Review Chapter 6 (Development of Learner Language) due Theory Discussion Board 4 due	
3/15	Discussion Board 4 due	
3/16	Analyzing learner data (developmental stages: question formation) (worksheet)	
3/18	Theory Presentation: The Declarative/Procedural Model Lecture: Aptitude (ppt)	Ch7 [ORT], Ch7 [VKW]
3/19	Terminology Review Chapter 7 (Aptitude) due Theory Discussion Board 5 due	
3/23	Discussion 5: Translanguaging and code-switching CODE-SWITCHING: Jumping Between 2 Different Languages 9 – Translanguaging – what is it and why do we want to use it?	
3/25	Exam 2 (no class) (Review Sheet)	
3/29	Discussion Board 5 due	
3/20	Analyzing learner data (complexity) (worksheet)	
4/1	Theory Presentation: The Interaction Approach Lecture: Motivation (ppt) (AMTB) (AIR self-determination scale)	Ch8 [ORT], Ch9 [VKW]
4/2	Terminology Review Chapter 8 (Motivation) due Theory Discussion Board 6 due	
4/6	Analyzing learner data (communication strategies) (worksheet)	
4/8	Theory Presentation: Sociocultural Theory Lecture: Affect/Individual Differences (ppt) (FLA worksheet) (Big 5 worksheet)	Ch9 [ORT], Ch10 [VKW]
4/9	Terminology Review Chapter 9 (Affect/Individual Differences) due Theory Discussion Board 7 due	
4/13	Discussion 6: Real-world applications of SLA research	

	Tess Fitzpatrick	
4/15	Theory Presentation: Complex Dynamic Systems Theory Wrapping up	Ch11 [VKW]
4/16	Theory Discussion Board 8 due	
4/19	Discussion Board 6 due	
4/20	Exam 3 (no class) (Review Sheet)	
4/21	Kognito training for extra credit due	
4/22	Reading Day (no class)	