

Date	Topic(s)	Readings	Assignments Due
1/8	Organizational Matters/Key Terms		
1/10	Lecture: Age	[ORT] Chapter 2	[ORT] Chapter 2 Glossary
1/15	Analyzing Learner Data: Introduction		
1/17	Practicing Transcription		
1/22	Faculty search teaching demo		
1/24	Lecture: Cross-linguistic Influences	[ORT] Chapter 3	[ORT] Chapter 3 Glossary
1/29	Analyzing Learner Data: Error Analysis		
1/31	Lecture: The Linguistic Environment	[ORT] Chapter 4	[ORT] Chapter 4 Glossary
2/5	Analyzing Learner Data: Interlanguage Analysis		
2/7	Lecture: Cognition I	[ORT] Chapter 5	[ORT] Chapter 5 Glossary
2/12	Lecture: Cognition II		
2/14	Review for Exam 1		L1 Fact Sheet
2/19	Theory Spotlight: Universal Grammar Research Flash Talks	[VP&W] Chapter 3; Hartshorne et al. (2018); Bialystok (2011)	Transcripts
2/21	Exam 1		
2/26	Theory Spotlight: Usage-based Approaches Research Flash Talks	[VP&W] Chapter 5; Hoff et al. (2014); Conklin & Schmitt (2008)	
2/28	Lecture: Development of Learner Language	[ORT] Chapter 6	[ORT] Chapter 6 Glossary
3/2-9	Spring Break		
3/12	Theory Spotlight: Skill Acquisition Theory Research Flash Talks	[VP&W] Chapter 6; Sheikh & Titone (2016); Hopp (2016)	
3/14	Lecture: Aptitude	[ORT] Chapter 7	[ORT] Chapter 7 Glossary
3/19	Analyzing Learner Data: Developmental Stages		
3/21	Lecture: Motivation	[ORT] Chapter 8	[ORT] Chapter 8 Glossary
3/26	Theory Spotlight: Input Processing Theory Research Flash Talks	[VP&W] Chapter 7; Schmid (2010); Bartolotti & Marian (2017)	Interlanguage Analysis
3/28	Review for Exam 2		
4/2	Analyzing Learner Data: Complexity		
4/4	Exam 2		
4/9	Theory Spotlight: Sociocultural Theory Research Flash Talk	[VP&W] Chapter 11; Kupisch & Rothman (2016)	
4/11	Lecture: Affect	[ORT] Chapter 9	[ORT] Chapter 9 Glossary
4/16	Theory Spotlight: Complexity Theory Research Flash Talk	[VP&W] Chapter 12 Bhatara et al. (2015)	Complexity Analysis
4/18	Review for Exam 3		
4/23	Exam 3		Reflection
4/25	Reading Day		

Spring 2019: Tuesdays 11:45am—1:40pm and Thursdays 12:50pm—1:40pm (Matherly 0118)

Instructor: Prof. Stefanie Wulff

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Office hours: Thursdays 2pm—3:30pm or by appointment (Turlington 4015)

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 competently 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:

[ORT] Chapter Glossaries	16% (8 chapters, 2% each)
Research Flash Talks	12.5%
Theory Spotlight Presentation	12.5%
Exams (3)	35% (Exam 1: 10%; Exam 2: 10%; Exam 3: 15%)
L2 Buddy Project Assignments	
Transcripts	5%
L1 Fact Sheet	5%
Interlanguage Analysis	5%
Complexity Analysis	5%
Reflection	4%

Attendance and Participation: Attendance is mandatory. You may 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-).

[ORT] Chapter Glossaries: You are responsible for 8 glossaries that should cover the most important terminology and concepts covered in the textbook chapters you have to read (nearly) each week. The glossaries should each comprise at least 10 entries with brief definitions. You are allowed to consult secondary sources for definitions, but you have to refer to these sources whenever you do. The chapter glossaries are due on the dates listed in the course schedule and are submitted on CANVAS.

Research Flash Talks: Groups of one or more students will present a summary of a current research article. The format will be a self-advancing powerpoint presentation with maximally 6 slides, with each slide staying on the screen no longer than 60 seconds. In addition to the powerpoint presentation, the student(s) will prepare at least 3 discussion questions pertaining to the specific topic covered in the research article and lead a discussion in class. The powerpoint presentation and the discussion questions 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 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 must not be longer than 20 minutes. 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 learners 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 (swulff@ufl.edu). 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 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 two analyses of their production in writing. 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.

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.

Required Materials: The required text book for this class (Ortega, Lourdes. 2009. *Understanding Second Language Acquisition*. London: Hodder Education [ORT]) 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] and the research articles for the research flash talks. 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/>.

Classroom Etiquette: Please turn off cell 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.

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.