

SPAN 4530 SECOND LANGUAGE ACQUISITION SPRING 2011

Professor Scida
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MW 2:00-3:15, CAB 325

Office: Wilson 119
Office Hours: M W 1:00-1:45pm, F 10:00-11:30am

Course Description. How do people learn a second language (L2)? How are first language acquisition and second language acquisition different? Why are some learners more successful than others in learning a second language? How do we measure “success” in second language acquisition? How do we define “competence”? I invite you to join me in the exploration of these and other exciting questions. Together we will discover the processes and mechanisms that drive language acquisition by studying how three different areas – linguistics, psychology, and sociocultural perspectives – have contributed to the major theories and ideas informing the field of Second Language Acquisition.

The curriculum and the learning activities for this course have been carefully designed to help the student successfully achieve the following learning objectives:

- Understand and identify principal ideas about (1) what the L2 learner comes to know, (2) how the learner acquires L2 knowledge, and (3) why some learners are more successful than others.
- Compare and contrast different theories and notions of second language acquisition.
- Carry out personally meaningful and significant research projects that will contribute to the learning community and knowledge-building of the class.
- Think critically about the theories and research on second language acquisition.
- Apply course knowledge to other contexts and understand practical implications.
- Understand and value one’s own L2 knowledge and experiences as an L2 user, and understand and value difference in others.
- Write careful and meaningful reflections on the course material.
- Engage passionately in self-directed learning, collaboration, and assessment.

Learning Format. We are a community of learners and as such each of us has a responsibility toward the learning and knowledge building of the group and toward finding and addressing questions/problems that are meaningful and important to us. Your success in achieving the above objectives depends on your commitment to and engagement in the following learning activities, and your instructor will guide and support you in those goals.

Learning Activities

Participation. Because this course is a seminar, our class lessons will be discussion-based. Active participation by all class members will contribute to successful learning not just for the individual student but for the class community as a whole. Your active contributions are valued and in fact crucial to the success of the course. You are in charge of the quality of discussions – not just by contributing thoughtful remarks but also by challenging and refuting remarks made by others, thereby creating a rich forum for discussion of current issues in the field of SLA.

Active participation includes careful preparation of course readings and activities, thoughtful contributions to discussion demonstrating synthesis and analysis of the material, active listening, responding to classmates’ remarks in a respectful manner, contributing to the thread of discussion, and asking engaging questions. You will assess your own participation throughout the semester. We will assess participation using a course rubric.

Reflective Writing. To enhance your understanding of the course material and document your progress throughout the semester, you will engage in reflective tasks that allow you to apply your knowledge to authentic or personal contexts and then reflect on them in writing. The goal of these *actividades* is to reflect on your learning, record questions to ask in class, make connections between readings and other courses/contexts/material, and discover new things about yourself and your experiences as an L2 user. Reflective writing is short and informal and will be submitted on *Collab* in the *Assignments* section and assessed at random. We will assess reflective writing using a course rubric. A final reflective essay will look back on your progress and learning in the course.

Research Project. The final course project will allow you to explore in depth a specific issue or question in second language acquisition that particularly intrigues you. The research paper will include a careful analysis and critical discussion of the arguments, ideas, and theories developed in the books and articles you investigated. Your work will contribute to a course archive of research on SLA, published on our *Collab* site. Course rubric and guidelines can be found on *Collab*.

The work for this project will be completed in stages throughout the semester, each of which will include peer review and self-reflection.

1. Research proposal and meeting with instructor
2. Synopses of works read (individual) and summary abstract (groups)
3. Discussion-leading and presentation (groups)
4. Research paper
5. Revised research paper

Short Paper. The short paper will allow you to grapple with an authentic issue or question in SLA, where you will apply your expertise in the field to solve real problems, supporting your solutions with specific and varied pieces of evidence from research on SLA. Your work will contribute to the course archive of SLA research on our *Collab* site. There is a choice of topics, or you may invent your own. Course rubric and guidelines can be found on *Collab*.

Quizzes. Students in teams will write short quizzes, 5-6 total for the semester, one for each major unit.

Assessment. As a learning community, we have a responsibility toward supporting others' learning and development, and to that end we will engage in peer and self assessments throughout the course as well as collaborative group work.

Exploration

Día	Tema	Para leer	Actividad
M, 19 enero	Exploraciones	EE ch. 1	
L, 24 enero	¿Por qué estudiar ASL?	VPW, pp. 1-12; ST ch. 1; Life as a Bilingual Oct. 12	1: Entrevista
M, 26 enero	¿Qué significa ser bilingüe?	ST ch. 2 pp.7-12; EE ch. 12; Sridhar 1996; video Cook; (Life as a Bilingual Dec. 1)	2
L, 31 enero	¿Son iguales la adquisición de la L1 y la L2?	ST ch. 2 pp.12-30; VB pp. 1-10	3 Prueba
M, 2 febrero	¿Cuáles son las primeras teorías de ASL?	VPW ch. 2; ST ch. 3 pp.31-46	4
L, 7 febrero	¿Cuál es la influencia de la lingüística en la ASL?	ST, ch. 3 pp. 46-65; video; EE ch. 22; Ferran Salvado 1990	5

M, 9 febrero	¿Cómo es el sistema lingüístico del aprendiz?	EE ch. 7; VanPatten 1987; Guntermann 1992; VB 27-31	6
L, 14 febrero	Research Proposal: Peer Review	Meet with Instructor this week	Research Proposal
M, 16 febrero	¿Tiene acceso a la GU el aprendiz de una L2?	EE ch. 8; VB 11-15; Al-Kasey & Pérez-Leroux 1998	7
L, 21 febrero	¿Cuál es la influencia de la psicología en la ASL?	ST, ch. 4; VB 16-21 y 36-41; Singleton 2003	8 Prueba
M, 23 febrero	¿Son diferentes el cerebro monolingüe y el cerebro bilingüe?	VB 21-26; EE ch. 17; Birdsong 2006; Muñoz & Singleton 2011	
L, 28 febrero	¿Qué efecto tienen las diferencias individuales en la ASL?	VB 42-46; Dornyei & Skehan 2003; video Willingham	9
M, 2 marzo	Synopses and Summary Abstract: Peer Review	(Optional Meeting with Instructor this week)	Synopses and Summary Abstract
5-13 marzo	Spring Break		
L, 14 marzo	Input Processing en la adquisición del español	Cheng 2002; Cadierno 1995	10
M, 16 marzo	¿Cuál es la influencia de la perspectiva sociocultural en la ASL?	ST ch. 5	Prueba
L, 21 marzo	¿Cuál es el efecto de la interacción?	Leeman 2003; Lee 2006	
M, 23 marzo	¿Es la ASL un proceso social?	VPW, capítulo 11	
L, 28 marzo	El papel de scaffolding	Brooks & Donato 1994; DiCamilla & Anton 1997	11
M, 30 marzo	Factores macrosociales	Kramsch 1998; EE ch. 11 & 21; Life as a Bilingual Jan. 13	12 Prueba
L, 4 abril	¿Ayuda la instrucción en la ASL?	(KK ch. 1); ST ch. 7; DeKeyser 2000; Video Zyzik	13
M, 6 abril	La instrucción	VB 47-52	Short Paper
L, 11 abril	¿Qué adquiere/aprende el aprendiz de L2?	ST ch. 6; EE ch. 18	
M, 13 abril	los morfemas pronominales	KK ch.3; VanPatten 1984; Lubbers Quesada & Blackwell 2009	14
L, 18 abril	los morfemas verbales	KK ch. 4; EE ch. 4; Salaberry 2005	15
M, 20 abril	la sintaxis	KK ch. 5; Leow 1993; Llopis-García 2010	Prueba
L, 25 abril	la pragmática	KK ch. 7; Koike 2010; García 1996; EE ch. 9 y 10	
M, 27 abril	Research Paper: Peer Review		Research Paper
L, 2 mayo	Conclusiones		16: Final reflective essay
J, 5 mayo Versión final del trabajo, en el Drop Box de Collab y en mi buzón, para las 5:00pm			

Los detalles del curso

Prerequisites: SPAN 3010; and SPAN 3000 or SPAN 3200 or another course in Linguistics

Required Texts

Ewald, Jennifer D. y Anne Edstrom. 2008. *El español a través de la lingüística: Preguntas y respuestas*. Somerville, MA: Cascadilla Press. [EE] (en la librería de UVA y en reserva en Clemons también)

Koike, Dale A. and Carol A. Klee. 2003. *Lingüística aplicada: Adquisición del español como segunda lengua*. New York: Wiley. [KK] (en reserva en Clemons)

Saville-Troike, Muriel. 2006. *Introducing Second Language Acquisition*. Cambridge: Cambridge UP. [ST] (en la librería de UVA y en reserva en Clemons también)

VanPatten, Bill and Alessandro Benati. 2010. *Key Terms in Second Language Acquisition*. NY: Continuum. (en la librería de UVA y en reserva en Clemons también) [VB]

VanPatten, Bill and Jessica Williams. 2007. *Theories in Second Language Acquisition*. N.J: Lawrence Erlbaum. [VPW] (en reserva en Clemons)

→Todas las otras lecturas (artículos, etc.) se encuentran en nuestra página *Collab*.

Assessment of Learning

Participation	20%
Reflective Writing	20%
Research Project	40%
Synopses/Summary Abstract	(10%)
Discussion-Leading	(10%)
Final Paper	(20%)
Short Paper	10%
Pruebas	10%

CALIFICACIÓN

99-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	59-0 = F
96-98 = A	84-86 = B	74-76 = C	64-66 = D	
90-95 = A-	80-83 = B-	70-73 = C-	60-63 = D-	* <u>NO EXTRA CREDIT</u> *

Información del curso

- **Asistencia.** Como es un curso de discusión, y la asistencia a clase es obligatoria. Sólo se permiten 2 ausencias justificadas o no. Cualquier ausencia por encima de las dos permitidas afectará la nota final de modo negativo: 2% menos por cada ausencia. Llegar a clase tarde valdrá media ausencia. Un exceso de 6 ausencias durante el semestre (sin excusa y/o con excusa) resultará en una nota final de F en el curso.
- **Make-ups.** Las actividades y los trabajos deben entregarse según la fecha del calendario. El estudiante que no puede asistir a clase debe entregarme su trabajo con anterioridad. No son recuperables ni las pruebas ni las actividades. Para solicitar una ausencia autorizada (excusa médica escrita, emergencia familiar, actividad oficial sancionada por la Universidad) el estudiante debe escribir un e-mail a la profesora con la fecha y la razón para la ausencia. Esta nota jurada cabe bajo el código de honor.
- **Código de honor.** Spanish 4530 students are expected to comply with the UVa Honor Code. All work is to be pledged and completed by the student without assistance from classmates, advanced Spanish students, native speakers, or online translators unless otherwise indicated by the instructor. Tutors may answer specific questions after the student has completed his work alone and independently. Students are not permitted to use copies of old SPAN 493/4530 homework, quizzes, or exams from previous semesters to prepare for the work in this course. Any violations of the Code in or outside of class will be brought to the attention of the Honor Council for appropriate action.
- **Código de conducta.** Cada estudiante llegará puntualmente a la clase, preparado y con los materiales necesarios. Durante la clase, los estudiantes deben tratar a los demás con respeto y hablar en español. Se prohíben las conversaciones privadas, los celulares y el uso de portátiles durante la clase.
- **Página web del curso.** Favor de consultar la página **Collab**: <https://collab.itc.virginia.edu/portal> para hacer las actividades, y ver los anuncios, práctica extra, handouts, lecturas y otra información.

Favor de notar: The Department of Spanish, Italian and Portuguese supports an environment in which all students, regardless of race, gender, age, religious affiliation, sexual preference, or physical disability, are encouraged to learn and develop their skills. If you have comments, suggestions or objections in this regard, please do not hesitate to contact your instructor. If you would prefer to speak to someone other than your instructor, please call our department Ombudsman at 924-7159.