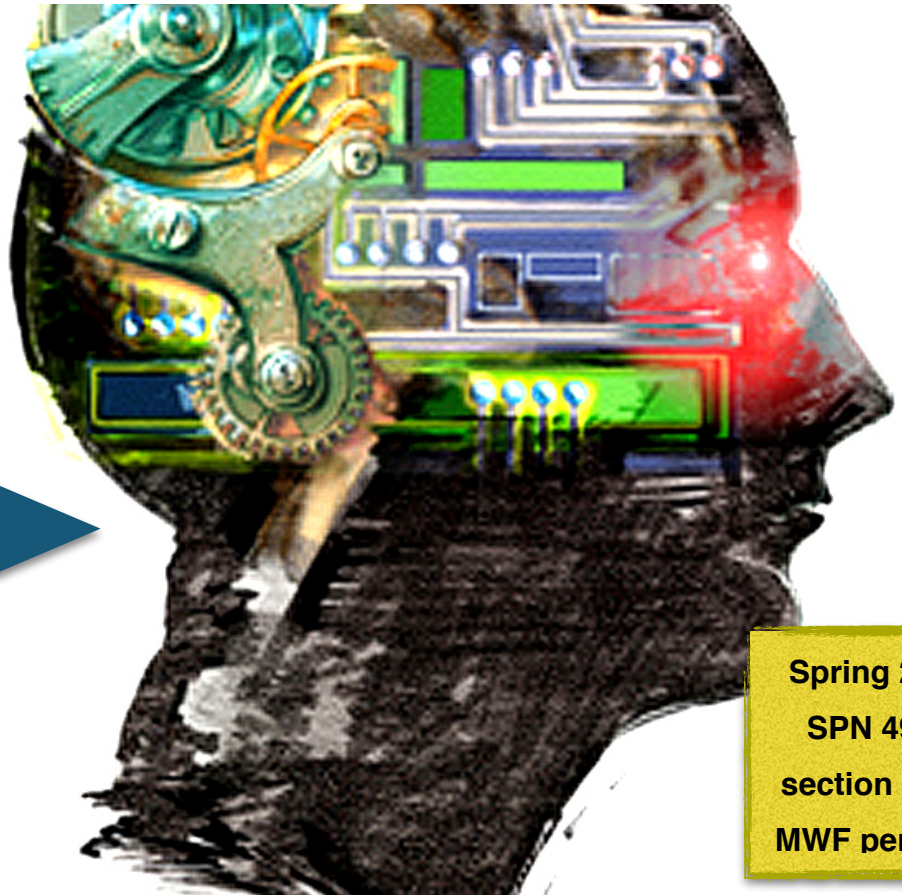


DEVELOPING
&
ASSESSING

L2 Fluency



Spring 2014
SPN 4930
section 02A7
MWF period 3

Course description

This course examines the notions of fluency and oral proficiency in a second language, focusing not only on their linguistic analysis but also on their development. We begin with an exploration of the definitions of fluency: how it is defined, what factors contribute to it and how we can analyze and assess it.

From there, we will discuss linguistic studies that have investigated the development of fluency in a second/foreign language, looking also at the factors and contexts that can promote fluency. At the same time, students will have the opportunity to practice and perfected their oral skills in Spanish by incorporating these same features in their own speech.

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Course objectives

1. Explore the concept of “fluency” from a linguistic perspective.
2. Explore and understand the academic literature on the subject of L2 fluency.
3. Improve spoken fluency in Spanish.

The grade scale for classes in the Department of Spanish and Portuguese

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

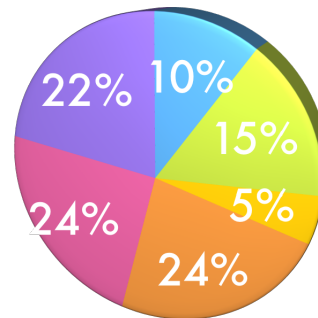


OJO: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to [this page](#) in the Undergraduate Catalog.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

COMPONENTS OF THE FINAL GRADE

- Class participation
- Reading log
- Discussion questions
- Oral presentations
- Speech analysis
- Final project



Class participation (10%)

As this class focuses on the development of communicative abilities, it is obviously necessary to be in class and to be willing and able to actively discuss the readings and participate in the activities. To this end, class attendance is required and active participation will be assessed weekly, out of a 100% possible each week. Participation grades will be based on: engagement with classmates; active participation in discussions and activities; evidence of preparation for class; willingness to share thoughts and ideas; respect for classmates and professor; overall attitude toward course material; etc. Three (3) unexcused absences will be allowed over the course of the semester, after which each additional absence will result in the deduction of 10 points from the final participation average. Assignments and activities missed due to unexcused absences will receive a 0. Absences that are excused and properly documented will not be penalized, although students will be responsible for making up any missed work.

Reading log (15%)

Using the blog feature on Sakai, each student will maintain a **weekly** reading log in which they document (in Spanish) their reactions to and thoughts about the readings for the week. The content of each week's entry will vary according to the topics and activities covered that week but students should consider

topics such as: *What aspects of the week's readings/discussions/activities surprised you, and why? Were there aspects of the week's topic that you particularly agreed or disagreed with? Which, and why? How can you relate your own experiences and/or abilities to the readings/activities? What questions did the week's topics generate that you think would merit further investigation?* Blog entries will be graded on a scale of 3 points (0 = no entry; 1 = minimal effort, limited contribution; 2 = overall good effort but contributions are lacking in depth; 3 = thorough effort and significant contributions.) Language errors will not be considered unless they are excessive and/or they impede the overall meaning of the entry.

Class discussion questions (5%)

Each student will be responsible for preparing discussion questions for **one** article, to be assigned during the first week of classes. These questions will be used in classroom discussion of the articles and topics. During the relevant class period the assigned student(s) will orally present their questions to the class and will help guide the discussion for that period. These questions/discussion sessions will be graded according to the quality of the question and its ability to generate meaningful conversation with the class, on a scale of 3 (as described above).

Oral presentations (3x8% = 24%)

Although fluency is largely associated with interpersonal communication, presentational skills are equally important. To that end, students will participate in **three** short (3-5 minutes) oral presentations during the semester. Possible topics for these discussions will be provided ahead of time, but the specific topic itself will be chosen at random at the time of the presentation, requiring the student to be able to think and speak quickly.

Students will then provide feedback to their colleagues about certain aspects of fluency that were well presented and others that might need more work. Presentations will be graded according to the rubric provided on Sakai.

Speech analyses (3 x 8% = 24%)

One of the most crucial aspects in developing one's second language fluency, along with knowledge of the linguistic correlates, is the awareness of one's own speech and abilities (or deficiencies). At **three** points over the course of the semester (indicated in the calendar), students will analyze *their own* speech using the specific criteria we have discussed and studied. The same recording will be used for each analysis, although different features/criteria will be used each time. Analyses will be graded according to the rubric provided on Sakai.

Final project (22%)

For the final project students will analyze the fluency of at least three second-language learners of Spanish, using recordings that will be provided. The project will consist of a final paper, written in Spanish, of 5-8 pages in which the student will introduce the subjects they have chosen; describe and assess the linguistic correlates of fluency that will be used to assess the speech; provide overall evaluation of the subjects' fluency; and offering implications for these subjects' proficiency and/or suggestions for those subjects to improve their fluency. As part of developing this final project, students will be responsible for choosing the recordings, transcribing the free speech portion of those recordings, and carrying out the analysis; final papers should be accompanied by an appendix in which the recording transcriptions are provided. Outlines will be discussed in class on April 16th, and students who need to complete their major SLO will present their final projects the last three days of class. Final projects will be due by **12noon on May 1st**, and are to be handed in only via the dropbox feature in Sakai.

Refer to the **CALENDAR** (separate page) for specific deadlines and due dates for all assignments!

Other University Policies

Academic Integrity

All students are required to abide by the Academic Honesty Guidelines of the University. The UF Honor Code reads: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* 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." For more information please refer to <http://www.dso.ufl.edu/studentguide>.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

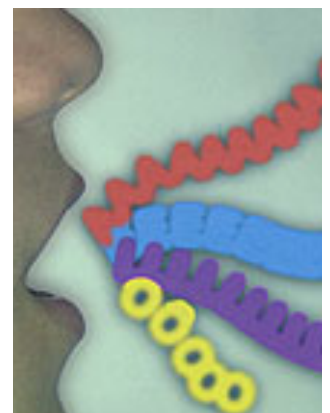
Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based

on 10 criteria. These evaluations are conducted online 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>.

Counseling and Wellness

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.



BIBLIOGRAPHY (all readings available on Sakai)

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Dr. Lord is Associate Professor and Chair of the Department of Spanish and Portuguese Studies at the University of Florida. She received a B.S. from Vanderbilt University in Spanish and English, an M.A. in Hispanic Literatures from the University of Virginia, and a Ph.D. in Hispanic Linguistics from the Pennsylvania State University. For over a decade she coordinated the lower division Spanish program at UF, and she has taught graduate and undergraduate courses in Hispanic linguistics. During her time at UF she has received the Teacher of the Year Award, the Service Learning Faculty of the Year Award, and the Doctoral Dissertation Advisor & Mentoring Award. Dr. Lord's research focuses on language teaching and learning in both the classroom and immersion settings, focusing primarily on the acquisition of foreign language sound systems. She also works in pedagogy and teacher training with an emphasis on the role of technology in language acquisition and education. She has published articles in journals such as *Foreign Language Annals*, *Hispania*, *CALICO* and *System*, among others, and has recently published a monograph volume on *Language Program Direction: Theory and Practice* (Pearson, 2013). Dr. Lord is completing terms on the executive boards of the Computer Assisted Language Instruction Consortium (CALICO), and the American Association of University Supervisors and Coordinators (AAUSC).

About me...

