

**SPN 4713: Spanish Second Language Acquisition**  
Spring 2015

**Instructor: Dr. Jorge Valdés Kroff**  
**Oficina:** 246 Dauer  
**Horas de consulta:** W 11-1; R 10-11

**Reuniones de clase:** T 8-9; R 9  
**Aula:** MAT 112  
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**Presentación del curso:**

La mayoría de los seres humanos hablan más de un idioma. Sin embargo, la manera de cómo llegaron a ser multilingües es variado. Por ejemplo, algunas personas nacen en un entorno bilingüe, otras personan aprenden un segundo idioma por medio de clases formales o son inmigrantes con la necesidad de hablar un nuevo idioma. Este curso se centra en el caso de la adquisición de una segunda lengua después de una lengua materna.

El curso tiene como objetivo introducir los factores lingüísticos, cognitivos y sociales que influyen la adquisición de una segunda lengua. Igualmente, examinaremos los factores centrales por medio de la adquisición de español como segunda lengua por hablantes nativos de inglés (no exclusivamente). Al final del curso, los alumnos podrán:

- **identificar** distintos caminos de la adquisición
- **identificar** métodos empíricos usados por los lingüistas en el estudio de la adquisición
- **discutir y analizar** la adquisición de la fonología, morfología y sintaxis de español como segunda lengua
- **comprender** los marcos teóricos más importantes dentro del campo de adquisición

**Course pre-requisites:** SPN 3700 Introduction to Hispanic Linguistics. SPN 3700 provides a solid foundation in core linguistic areas (phonetics/phonology, morphology, syntax), which will be necessary for this course.

**Spanish is the official language of the class.** I will do my best to make myself understood while also being sympathetic to Spanish being a second language for most students. I do not expect perfect Spanish, and hence, I expect all students to participate actively in class. Please consult with me during my office hours if you are having any language- and concept-related difficulties.

**Course Textbook.** Lourdes, O. (2009). *Understanding second language acquisition*. New York: Routledge.

Supplementary readings will be provided through **Canvas**.

**Course Grade.** The semester grade will be calculated as follows:

Attendance and Participation: 15%  
Homework: 20%  
Group Presentation: 10%  
Midterm Exam: 25%  
Final Exam: 30%

Attendance and Participation: Throughout the semester there will be a variety of in-class activities and assignments. These assignments will sometimes be collected in class for an attendance and participation grade. Because we recognize that students may miss class due to

illness, job interviews, funerals, etc., students may miss three classes during the semester with no penalty to their grade.

Homework: You will receive 10 homework assignments during the semester. No late homework will be accepted. If you anticipate missing a class when a homework is due for any reason, it is your responsibility to get in touch with me beforehand to turn it in.

Group Presentation: During the final two weeks of the semester, the class will present on a topic relevant to Spanish second language acquisition and approved in conjunction with me. As we get closer to the end of the semester, we will determine the exact size of the groups and the rubric used for grading.

Exams: During the semester, there will be a midterm exam and a final exam. The final exam will not be cumulative. The final exam will follow the university policy for final exams and will be held during final exams week. Requirements for make-up exams 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>.

Final exam schedules are online at:

<http://www.registrar.ufl.edu/soc/201501/finalexamsched.html>

Linguistic Research Participation: All students must participate in two linguistic research projects/lectures throughout the semester, which will be announced as they come up. You will be instructed on how to provide proof of participation. Failure to do 2 and provide proof of participation, will result in your final grade being lowered by 2 points for missing 1 and 5 points for missing 2.

## Grade Scale

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

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 the Undergraduate Catalog at (<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

## Attendance Policy

Class activities will consist both of discussion of the topics and of practice in linguistic analysis. Attendance is mandatory and will be taken on a daily basis. You will be allowed three absences for which no documentation or excuse is required. **After the THIRD unexcused absence one point per absence will be deducted from your final grade.** 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>.

In the case of approved absences:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>, you must provide official documentation to your instructor within *a week* after the absence in order to be excused. Any work missed due to excused absences will be handled on a case-by-case basis in conjunction with advice from the administrative coordinator.

## Academic Integrity

All students are required to abide by the Academic Honesty Guidelines which have been accepted by 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>.

### **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.

### **Course Evaluation Process**

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>.

## **Tentative Class Schedule** (Subject to change)

### **Week 1 (1/6, 1/8)**

Read: Ortega, Chapter 1; Montrul pp. 1-10, 20-27 (Canvas)

Introduction to course, linguistic analysis: Generativism v. functionalism; who is a second language speaker?

### **Week 2 (1/13, 1/15)**

**\*\*\*Dr. Valdés Kroff will be away at a conference\*\*\***

**Special Assignment that counts as Homework 1**

### **Week 3 (1/20, 1/22)**

Read: Ortega Chapter 2; Birdsong Chapter (Canvas)

Age: what is a critical period for language acquisition? Does a critical period exist in SLA?

### **Week 4 (1/27, 1/29)**

Read: Ortega Chapter 6, pp. 110-125

Development of learner language; Interlanguage

**\*\*\* State Pilot Testing of Teacher Licensing in Turlington Lab**

### **Week 5 (2/3, 2/5)**

Read: Ortega Chapter 6, pp. 126-144

Development of learner language continued; Effects of formal instruction

**Homework 2 due on 2/3**

### **Week 6 (2/10, 2/12)**

Read: Ortega Chapter 3

Cross-linguistic influences; positive and negative transfer; Contrastive Analysis

**Week 7 (2/17, 2/19)**

Read: Eckman chapter (Canvas)

L2 phonology: universal constraints or cross-linguistic transfer?

**\*\*\*\*\*MIDTERM EXAM ON 2/17**

**Week 8 (2/24, 2/26)**

Read: Simonet chapter (Canvas)

Specific Issues in Spanish L2 phonology

Special lab activity on L2 phonology; **Homework 3 due 2/26**

**Week 9 (3/3, 3/5)**

**SPRING BREAK**

**Week 10 (3/10, 3/12)**

Read: Ortega Chapter 4

Linguistic environment; what is the role of feedback?

**Create groups for group presentations—brainstorm on project ideas**

**Week 11 (3/17, 3/19)**

Read: Montrul Chapter 2, pp. 29-36, 71-84 (Canvas)

Spanish L2 morpho-syntax: the noun phrase

**Conduct literature search on group project**

**Week 12 (3/24, 3/26)**

Read: Montrul Chapter 3, pp. 87-103, 146-170 (Canvas)

Spanish L2 morpho-syntax: the verb phrase

**Annotated Bibliography related to group project--Homework 4 due on 3/26**

**Week 13 (3/31, 4/2)**

Read: Ortega Chapter 5

Cognition and SLA, L2 sentence processing

**Week 14 (4/7, 4/9)**

Read: Ortega Chapter 7

Motivation and other social factors in SLA

**Week 15 (4/14, 4/16)**

Read: Ortega Chapter 9

Affect and other Individual Differences in SLA

**Group Presentations**

**Homework 5—Individual assessments of collaborative work, due after group presentation**

**Week 16 (4/21)**

**Group Presentations**

**FINAL EXAM IS ON MONDAY, APRIL 27, 7:30AM-9:30AM**