

Ling 311 : Second Language Acquisition

WS 2011	TR PF126	15:30 – 16:45
Professor S.E. Carroll	Canada Research Chair for Studies in Second Language	SS846 carrolls@ucalgary.ca
Office Hours	Thursdays Or by appointment	12:00 – 14:00

COURSE DESCRIPTION

This course will provide students who have no prior knowledge of language acquisition with a basic foundation in this research area.

Goals:

The course has several precise goals:

- introduce second language acquisition (SLA) as a branch of developmental cognitive psychology, best done when based on “serious” models and theories of descriptive & general linguistics;
- define what “serious” means here;
- introduce basic constructs in second language acquisition & a vocabulary to talk about it;
- introduce a *logical* model of language acquisition;
- link logical models to *feasible* models of language acquisition;
- introduce students to basic findings relating to factors that determine feasibility (constraints on types of relevant *input*, *memory limitations*, *time &/or maturational constraints*; *cognitive constraints*)
- introduce students to different kinds of language learning problems drawn from the SLA literature: (i) perceptual learning, (ii) segmentation, (iii) learning phonemic categories/contrasts, (iv) learning prosodic categories, (v) learning lexemes vs. functional categories, (vi) learning constructions, (vii) learning meanings
- develop initial ideas about the learning mechanisms that result in these kinds of learning (*associative learning (rote learning)*, *statistical learning*, *analogical learning*, *algorithmic learning*)
- introduce students to major figures in SLA (past and present)

What the course will not do:

We will not spend a lot of time on any one theme, so do not expect to become an expert on any particular topic. You will be given readings for further exploration, if you are interested. If you are, hang onto this stuff; you can use it in other courses.

By the end of the course, students should be in a position to:

- (1) identify in other linguistic courses, problems that could be studied from an acquisition perspective. In future study, students who have succeeded in this course should be able to talk about those problems using the metalanguage of SLA and its models and constructs;
- (2) state in precise terms what descriptive and general linguistics can contribute to acquisition research and what they cannot;
- (3) associate the names of individuals with SLA hypotheses or research findings that they were responsible for;
- (4) identify some SLA research questions that have been largely resolved and those that have not been;
- (5) state in precise terms what criteria of adequacy a theory of second language acquisition must meet.

Prerequisites: Ling201, Ling203

Textbook: There is none. Readings will be assigned by theme

Assignments:

Type	% of grade	Due date	Comments
7 exercises	5 each (25)	Ass1: January 14 th Ass2: January 21 st Ass3: February 4 th Ass4: February 11 th Ass5: March 18 th Ass6: March 25 th Ass7: April 1 st by 12 noon.	Best 5 out of 7 will count to final grade
In-class quiz	15	March 3 rd 2011	One section of obligatory questions everyone must answer; one section with questions you can choose among
3 summaries of readings	10 each (30)	January 28 th (noon) February 18 th (noon) March 11 th (noon)	1-2 pages in length.
Final exam	30	TBA (April)	

Other important dates:

February 20-27th: Reading week, no classes

April 15th: Lectures end

April 18th to 29th: Examination period (interrupted by Easter)

Late submissions, accommodation for medical reasons of incapacitation, rewrites

Written assignments submitted late due to illness must be accompanied by appropriate medical documentation which specifies

- (i) that you were unable to work due to a precise medical problem, and,
- (ii) that you were unable to work on the day the assignment was due *and a relevant period leading up to the due date*.

Should a note from your physician state merely that you had, e.g., a cold or the flu on the due date, I will construe this as saying that you were in a position to hand in the assignment on the following day. In short, if you have been incapacitated for several days, please be sure to communicate this to your physician. (And it wouldn't hurt to let me know either...).

Other problems (death in the family, pregnancy, other personal problems) which interfere with your ability to carry out your work should be brought to my attention *well before the deadline*. I am not interested in prying into your private affairs. Everyone has problems from time to time which interfere with work. The university expects you to find adult ways of coping. I expect you to recognise that you cannot hide the fact that you won't make a deadline, so don't try.

In the absence of proper communication regarding such matters, I will invoke the academic equivalent of on-the-job penalties, namely,

- assigning an "F" (fail) grade for any work not submitted, and
- deducting one letter grade for each week of 5 workdays or part thereof that an activity is late.

In other words, if you would normally get a "B" on a written assignment but submit it 3 days late, you will get a "B-"; if you submit it 6 working days late, you will get a "C+"; if you submit it 11 workdays late, you will get a "C", and so on.

Finally, students who fail to show up for the in-class quiz or the final examination will receive a failing grade for these assessments. Students who have appropriate documentation from a physician indicating that they were physically unable to write the final examination will be given 1 opportunity to re-write the final examination. Students with appropriate documentation indicating that they were physically unable to write the in-class quiz will be assigned the average grade of their weekly assignments.

GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS

LINGUISTICS STUDENT ADVISING

For any questions regarding the linguistics major or minor, the organization of your program, or the selection of courses, you can see the linguistics **under/graduate advisor/program director**:

Dr. Robert Murray	SS 824	403-220-8109	ling.undergrad@ucalgary.ca
Dr. Steve Winters	SS 814	403-220-7230	ling.undergrad@ucalgary.ca
Dr. Suzanne Curtin	SS 842	403-220-3927	linggrad@ucalgary.ca

FACULTY of ARTS PROGRAM ADVISING and STUDENT INFORMATION

Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit us at the 4th Floor of MacEwan Student Centre.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit us in the MacKimmie Library Block.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

FREEDOM OF INFORMATION AND PRIVACY ACT (FOIP)

The Freedom of Information and Protection of Privacy Act was enacted by the Alberta Legislature on June 1, 1994. The Act is intended first of all to allow any person the right of access to the records in the custody and under the control of a public body although this right is subject to limited and specific exceptions. The Act also includes a strong right to privacy component, allowing individuals to control the manner in which a public body collects personal information, to control the use that a public body may make of the information, and to control the disclosure of that information by a public body. It also allows individuals the right of access to personal information about themselves held by a public body and the right to request corrections to that information.

For more information on FOIP, please visit: <http://www.ucalgary.ca/secretariat/privacy>
Or contact Jo-Anne Munn Gafuik at (403) 220-3602 or by email: munnngafu@ucalgary.ca

PLAGIARISM AND ACADEMIC MISCONDUCT

Plagiarism occurs when a student submits work in a course as if it were his or her own work done expressly for that particular course, when, in fact, it is not. Most commonly plagiarism exists when:

- a) a student submits work, claiming to be the sole author, when in fact the work was written, in whole or in part, by an individual other than the student. This includes purchasing essays from an “essay mill”;
- b) a student submits work, claiming to be the sole author, when in fact the work contains wording and/or ideas that are taken from a source written by someone other than the student, and the student does not properly acknowledge and reference the original source. This includes paraphrasing the ideas of others without proper references. Generally, if an idea is not common knowledge, it must be referenced.
- c) a student submits work in one course for credit which he or she has also submitted in another course for credit, without the knowledge of or prior agreement of the instructor involved. This includes situations in which the work submitted is completely original work done by that student.

Academic misconduct also includes situations where

a student impersonates another student in an examination or test, or otherwise substitutes the work of another individual for the student’s own in an examination or test. In such cases *both* individuals will be guilty of academic malfeasance.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Some course assignments call for students to work in groups. Unless noted otherwise in writing, students must write up their own answers for submission of the assignment. Failure to do so constitutes plagiarism.

Please note with respect to points (a) and (b) above that it is a violation of Canadian copyright law to reproduce an entire work even with reference to the original author without the explicit permission of the original copyright holder. Needless to say, handing in an essay written by someone else, even while acknowledging that it was written by someone else will not meet course requirements for original pieces of writing.

Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include; failing the assignment, failing the course, disciplinary probation, suspension, or expulsion. Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

For more information on academic misconduct and related UofC regulations please consult Student Misconduct in the on-line University Calendar, found at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

EMERGENCY EVACUATION / ASSEMBLY POINTS

The University of Calgary is committed to creating a safe and healthy living and learning environment. The health and safety of our employees, students and the general public are the highest priority of the University of Calgary's Emergency Management Program. During times of emergency, Assembly Points have been identified across campus. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements. Assembly points are also designed to establish a location for information updates:

- from the emergency responders to the evacuees; and
- from the evacuated population to the emergency responders.

Please familiarize yourself with the Emergency Assembly Points listed here:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

And the Emergency Instructions listed here: <http://www.ucalgary.ca/emergencyplan/node/28>

SAFE WALK INFORMATION

Twenty four hours a day and seven days a week Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors.

Requesting Safewalk volunteers to walk with you is easy!

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk

For more information call the Safewalk office at 403-220-4750 or email

safewalk@ucalgary.ca.

STUDENT REPRESENTATIVE INFORMATION

The Students' Union in partnership with the University of Calgary and the Graduate Students' Association (GSA) offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the university with the Office of the Student Ombuds.

Students in undergraduate programs, please contact the Student's Union:

<http://www.su.ucalgary.ca/home/contact.html>

Students in graduate programs, please contact the GSA: <http://www.ucalgary.ca/gsa/>

Student Ombudsman: <http://www.su.ucalgary.ca/services/student-services/student-rights.html>