



Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

LING311
Second Language Acquisition
Lectures: **T/Th 14:00-15:15 (75 minutes)**
Location: **SB105**

COURSE OUTLINE - SEMESTER W2017

Instructor: Professor Susanne E. Carroll

Office: CHD507

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Phone = 403-220-5492

Office hours: Friday 13:00 to 14:00 or by appointment

Course Description:

This course will introduce students to basic ideas and issues in language acquisition. We will provide a review of basic notions in phonology and syntax before examining the question of how learners acquire knowledge of a second dialect and a first or second language. We will revisit these basic notions throughout the course. We will see that the same issues arise in each case: What is the input the learner receives? What learning mechanisms are at work? What path does the learner follow? What errors does the learner make? My focus will be on defining the essential properties of an explanatory theory of (second) language acquisition.

While there is (necessarily) some overlap with topics introduced in Ling331, this course emphasizes different topics, including *populations* (first language acquisition, second language acquisition, heritage language learners), and *the influence of prior knowledge on developmental sequences*. It will differentiate *bilingual first language acquisition* from *child second language acquisition*. while going into more detail on such crucial constructs as *stages of development* (and how they are defined) and how to write partial grammars of learner language using the tools of linguistic description and theorizing.

Objectives:

On successful completion of this course, these are the **knowledge and skills** that students will have:

- (1) knowledge of the principle components of any explanatory theory of language acquisition
- (2) knowledge of a simple formal model of language acquisition
- (3) several definitions of stages in language acquisition and the behaviours which lead researchers to claim there are clear stages (milestones) in first language acquisition and to ask: Are there clear stages in SLA?
- (4) some understanding of the principle mechanisms of language acquisition and how they work
- (5) knowledge of linguistic approaches to characterizing language acquisition as the development of mental grammars.
- (6) good understanding of what child and adult L2 language looks like and sounds like in comparison to child and adult L1 language
- (7) some understanding of the history of the field and important participants, and why they are famous.



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Prerequisites:

Successful completion of Ling201 (Introduction to Linguistics). "Successful completion" means a grade of at least C-

Strongly recommended: Successful completion of Ling301 and Ling303 will be a real asset. You will have to be able to grasp and work with notions like: phoneme, phonological constituent, phonological relation, word, syntactic constituent, syntactic relation. If you take Ling301 or Ling303 at the same time that you are taking Ling311, you will find that these courses will mutually support each other.

Targetted students

This course will be of interest to anyone who is curious about how one learns a language. It is a prerequisite for Ling411.

Distribution of Grades:		Final Examination:
Participation activities:	15%	The Final Examination will be scheduled by the Registrar during December . Requests for pre-assignment of examinations to special dates for whatever cause or reason cannot be accommodated. Similarly, changes in the dates of scheduled examinations cannot be approved. No exceptions will be made to the Examinations Timetable
2 short written assignments (15% each)	30%	
Mid-term exam:	25%	
Final exam:	30%	

Grading Scale: I use the scale in the University of Calgary calendar on all assignments and examinations. See section F.2 of the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/f-2.html>

Required Texts:

Siegel, Jeff. 2010. *Second dialect acquisition*. Cambridge, U.K: Cambridge University Press.

Meisel, Jürgen M. 2011. *First and second language acquisition*. Cambridge, U.K: Cambridge University Press.

I ordered both books at the UC Bookstore in October 2016. Both works have been put on reserve as well in the library.

Please note that these books complement each other strongly from the perspective of language acquisition. They have been chosen because Siegel deals with questions of "accent" and provides rich phonological description on a narrow range of acquisition phenomena (essentially those that arise from published studies on second dialect acquisition), while Meisel deals with questions of "word order" and syntactic structure and provides rich syntactic description of a narrow range of acquisition phenomena (essentially those that arise from published studies on bilingual and second language acquisition).

By the end of the course, I expect you to have read both. You will want to purchase copies of the books because the examinations are "open book".

Additional readings will be provided for assignments in D2L



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All relevant course information, including goals of the course, pedagogical philosophy and marking approach, dates, etc. will be found in D2L. This is a major tool and you should devote time to exploring the site especially if you are new to *Desire 2 Learn*.

Course schedule

See syllabus posted in Desire2Learn file folder "Course information".

Course Expectations:

See D2L for Course Policies re attendance, use of cell phones and laptops in-class, documentation required for missed tests/assignments and re-write policy on the mid-term examination.

ACADEMIC MISCONDUCT

1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
- b) parts of the work are taken from another source without reference to the original author;
- c) the whole work (e.g., an essay) is copied from another source, and/or
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

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." Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

2. **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3. **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

DISABILITIES AND ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations. Students with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre should contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. Students also



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required to discuss their needs with the instructor no later than fourteen (14) days after the start of this course.

EMERGENCY EVACUATION ASSEMBLY POINTS

Craigie Hall: Professional Faculties food court (alternate: Education Block food court)
Education Block and Tower: Scurfield Hall atrium (alternate: Professional Faculties food court)
Kinesiology: north courtyard, MacEwan Student Centre (alternate: University Theatres lobby)
For the complete list of assembly points please consult
<http://www.ucalgary.ca/emergencyplan/assemblypoints>

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES

- 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 them in their new space on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT

Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it.

Please see <http://www.ucalgary.ca/secretariat/privacy> for complete information on the disclosure of personal records.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES

Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SAFEWALK

To request a Safewalk escort anywhere on campus, 24 hours a day and seven days a week, please call 403-220-5333 or use one of the Help Phones.

Web: <http://www.ucalgary.ca/security/safewalk>

STUDENT UNION INFORMATION

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

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

WRITING ACROSS THE CURRICULUM

Writing skills should cross all disciplines. Students are expected to do a substantial amount of writing in their courses and, where appropriate, instructors can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing



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Centre in the Effective Writing Office (<http://www.efwr.ucalgary.ca/>) can be utilized by all undergraduate and graduate students who feel they require further assistance.