COURSE INFORMATION
Seminars: Mondays (1.30-4.30 pm)

CONTACT INFORMATION
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Office hours: TBD
email address: otararov@uwo.ca

COURSE DESCRIPTION
A 3-hour seminar in Spanish will provide students with an overview of some of the major themes in the acquisition of Spanish as a second language. We will explore the role of first language transfer, input, and age of acquisition by analyzing a number of case studies in morphosyntax. This will be accomplished by having students undertake an experimental study of a phenomenon of their choice. This graduate course complements other graduate courses in Hispanic linguistic by covering the two core areas of grammar: morphology and syntax. It also serves as the descriptive and theoretical basis for courses on acquisition and applied linguistics.

COURSE MATERIAL
Book chapters and articles (see ‘Course Schedule” section); most articles are available on-line in OWL.

Recommended:
SLA research methodology
COURSE OBJECTIVES AND GOALS

- Acquire an in-depth understanding of the major themes and models of L2 morphological acquisition
- Become familiar with experimental research on the L2 acquisition with particular focus on Spanish
- Develop skills in experimental design and data analysis and collection of L2 data

COURSE EVALUATION

- Oral article presentation 15%
- Written summary & analysis 5%
- Attendance and participation: 10%
- Final project outline: 20%
- Project PowerPoint presentation: 15%
- Final paper essay: 35%

Article oral presentation (15%)
In-class oral presentation (other than the article presented).

Written summary (5%)
Students are required to submit a 2-page written summary including critical analysis of one of the articles other than the one they present.

Participation (10%): In-class participation: this portion of your grade will reflect both the quantity and, more importantly, quality of your contributions to in-class discussions
Experimental Project (70%):
In the process of acquiring a second-language (L2) structural system, learners are faced with several challenges, as they encounter both old structures, (i.e., those which already exist in their L1), and new ones, which do not have L1 counterparts. During the seminar, the instructor will familiarize students with current debates and theories involving L2 acquisition, which will lead them to carry their own experimental study in order to understand further the issues in perception and production that Spanish L2 learners are faced with. The student(s) will choose a linguistic topic of their interest and choose the most appropriate method according to the proposed research question to run their own pilot project.

The project involves the design of a study to test the L2 acquisition of some morphological or syntactic structure in Spanish, followed by the testing of at least one learner.

- **Final Project outline (20%)**: this will involve presenting your project with a partner including the main research question(s) and hypotheses; (some of) the previous research on the topic; and a brief outline of the experimental methodology. The outline should not exceed 5 pages (Times New Roman, 12 pts, double-spaced).
- **Oral PowerPoint presentation (15%)**: you and your partner will elaborate the aspects presented in your outline, including the addressed feedback that I will have provided, and present the complete methodological design (participant(s), task(s), stimuli, testing protocol)
- **Final paper (35%)**: The final paper will consist of a pilot experimental study of some aspect of L2 acquisition (no less than 5 participants) with the focus on Spanish morphology. The study must contain a critical review of previous research, data analysis, and (qualitative) results. The paper should not exceed 15 pages (Times New Roman, 12 pts, double-spaced). A hard copy of the papers together with an electronic copy must be submitted to the instructor by email. The date of submission is last day of class, April 11.

The term paper must be submitted on time.

ETHICS: Because the final project involves research using human subjects, the student will read the Tri-Council Policy Statement, as well as the relevant information on the office of research ethics website at Western ([http://www.uwo.ca/research/ethics/](http://www.uwo.ca/research/ethics/)). The student will not collect any data until ethics approval has been obtained. Besides, one representative of the REB office will come to class to give a workshop on research ethics. All students must complete the TCPS2 tutorial (http://tcps2core.ca/welcome).

**SCHEDULE**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Theme / Structure</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>1: M, Jan 7</td>
<td>Introduction and syllabus <strong>How to present a paper</strong> Second language acquisition. How are SLL different from other populations?</td>
<td>Pérez Leroux &amp; Thomas (2014)</td>
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<td>2: M, Jan 14</td>
<td>The generative approaches to SLA.</td>
<td>Rothman &amp; Slabakova (2018)</td>
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<td>Date</td>
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<td>7: M, Feb 18</td>
<td>Reading week</td>
<td>Milroy &amp; Gordon (2003)</td>
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<td>13: M, April 1</td>
<td>Oral presentations</td>
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<tr>
<td>14. M, April 9</td>
<td>Oral presentations</td>
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Reading list:


**COURSE POLICIES**

**Late or Missed Assignments:**
Please note that the weighting of class assignments cannot be modified or changed. It is your responsibility to contact me immediately if you miss a class assignment. No make-ups will be allowed without the presentation of the appropriate documentation UWO’s Policy on Accommodation for Medical Illness: [https://studentservices.uwo.ca/secure/index.cfm](https://studentservices.uwo.ca/secure/index.cfm) for medical absences, or a letter from the College Registrar for other matters. Please note: “Mild colds, non-acute diarrhoea and/or vomiting, headaches, menstrual cramps, insomnia or other non-acute problems may benefit from medical advice and/or treatment but may not warrant a certificate. Non-medical issues, such as a death in the family, should be addressed through your college (if A&S) or faculty registrar.” Note also that an illness verification form will not automatically result in alternative arrangements. The physician’s report must establish that you were examined and diagnosed at the time of illness, and not after the fact. I will not accept a statement that merely confirms a report of illness made by a student and documented by the physician. If I feel that your condition was not serious enough to miss an assessment you will receive a mark of **zero**. Suspicious medical certificates will be forwarded to the Office of Student Academic Integrity. Extra work cannot be substituted for class assignments.
Late Penalties
A late penalty of 10% per day (i.e., including weekends and holidays) will be applied on your assignments.

Classroom Etiquette
You are expected to come to lecture on time and stay for the entire class to receive the participation mark for that day. Any use of electronic devices will be restricted to note-taking and browsing the digital copy of the textbook. The use of social media, texting, emailing is prohibited and will be treated as a breach of classroom etiquette.

Communication:
The OWL homepage and the Course Syllabus are your first sources for information and questions about the course. You can email me with more practical questions concerning the course organization. I will try to respond to e-mails within 24 hours. If you do not hear from me within that time, feel free to send a reminder e-mail. To ensure e-mail delivery, please use your @uwo.ca account and state the course code (SP 9698B) in the subject line.

UNIVERSITY POLICIES AND SERVICES

ACADEMIC INTEGRITY is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Western is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Western Ontario outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences (refer to Scholastic Offense Policy in the Western Academic Calendar). Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author’s name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against the possible charge of plagiarism. This also applies to work facilitated or written for students by third parties. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

SUPPORT SERVICES
The Web sites for Registration Services is http://www.registrar.uwo.ca and Student Support Services is https://studentservices.uwo.ca (including the services provided by the USC listed here: http://westernusc.ca/services/). The Student Development Services can also be reached at www.sdc.uwo.ca

Important Notice: Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible
campus transportation, learning strategy instruction, writing exams and assistive technology instruction.
For more information, see http://www.sdc.uwo.ca/ssd/.

CAVEAT

THIS SYLLABUS IS NOT ETCHED IN STONE, AND ANY INFORMATION ON THIS SYLLABUS IS SUBJECT TO CHANGE AT ANY TIME. ALTHOUGH WE TRY TO MINIMIZE CHANGE AS MUCH AS POSSIBLE, WE MAY NEED TO MAKE SOME NECESSARY ADJUSTMENTS (NOT, HOWEVER, ASSIGNMENT DATES). ANY CHANGES WILL BE ANNOUNCED IN CLASS AND ON THE COURSE WEBPAGE. THUS, IT IS YOUR RESPONSIBILITY TO BE THERE, ASK YOUR FELLOW CLASSMATES OR THE INSTRUCTOR, OR CHECK THE COURSE WEBPAGE TO BE INFORMED OF ANY SUCH CHANGES.

I hope you enjoy the course 😊