Course Description:

This graduate seminar offers an introduction to theoretical models and research on the acquisition of Spanish morphosyntax within a generative grammar framework. From a theoretical perspective, we will cover topics including the logical problem of SLA, nature vs. nurture debate, access and transfer to Universal Grammar, theory of principles and parameters, L1 transfer and selectivity, age effects, ultimate attainment, language variation, minimalism and interfaces. We will also focus on linguistic data testing the acquisition of the Spanish clause structure among monolinguals, child bilinguals, heritage speakers and adult L2 learners. Clause structures include the determiner phrase (determiners, agreement), verbal phrase (predicate types, tense, mood and aspect morphology), the pronominal system and lexical semantics. Other areas of interest include research design and hypothesis testing.

Course Goals:

The goal of this course is to provide advanced graduate students in linguistics a general overview of current theories and proposals on the monolingual, L1 bilingual and L2 acquisition of Spanish morphosyntax from a generative grammar background. What is the linguistic nature of interlanguage grammars? What areas of the Spanish morphosyntax are more likely to remain indeterminate in bilingual and L2 development and why? What is the role of input, crosslinguistic influence and age of onset of bilingualism in the variability observed? At the end of the course students should be able to critically evaluate these issues and to conduct empirical research to either prove or disprove previous findings.

Course Textbook and Materials:

- **Required readings**: All readings are available online in Blackboard. Supplementary material will also be posted on Blackboard.

Other references for background reading and consultation:

Topics on the Acquisition of Spanish Morphosyntax
Cuza, Fall 2012


Course Requirements

Attendance and Participation 15%
Article Presentation (and class discussion) 15%
Research Methodology Workshop 10%
Take Home Exam 20%
Research Paper 40% (poster is 10%)

Class Management: This is an advanced graduate seminar. I will introduce general issues and concepts. The rest of the time will be student-led discussions of research articles. Students are required to read all assigned materials before coming to class and to participate actively.

Attendance and Participation (15%): Each student must bring to class at least one question related to the readings to be discussed by the other students each week. Participation in class discussions is not optional.

Article Presentation (15%): Students will present up to three research articles related to the lecture topic assigned by the professor and conduct a class discussion (40 minutes with handout plus questions). Presentation format and evaluation criteria are available on blackboard under course documents.

Research Methodology Workshop (10%): This workshop will introduce students to current research methods in generative SLA. Paired presentations of one data collection method (TVJT, GJT, Preference Tasks, Oral Elicitation Tasks, etc).

Take Home Exam (20%): Students will be given a set of three questions and ask to respond to 1 in essay format. Each question should be answer at length (5 pages minimum, typed, double space plus references and examples). The format of this essay is the same as the format for the final project. (Due, Nov. 27)

Poster (10%): The poster session will take place during the last week of classes. Students will present their research projects in a poster format. Visit the link below for poster formats http://www.cogsys2010.ethz.ch/proceedings.html

Research Paper (30%): The research paper must examine the acquisition of a linguistic structure of the Spanish morphosyntax in child bilingual acquisition, adult L2 acquisition or heritage language acquisition. It is advisable that the paper is related to current or future research topics. The student must provide a theoretical analysis of the issue, thorough description of the literature (previous research) and a mini-empirical study (with no less than five experimental participants plus control participants). The final paper should have a minimum of 15 pages (double spaced) and a maximum of 20 pages plus references. The guidelines for the paper are those expected for a research journal article.

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Association. [http://apastyle.apa.org/](http://apastyle.apa.org/). **No other format (e.g., MLA) will be accepted and the paper will be rejected without grading.**

**NOTE:** Please note that this is a class project and the results cannot be published or presented in academic forums outside this class. IRB approval is required for that purpose.

**SLAR LAB:** Our *Second Language Acquisition Research Lab* is located at SC (inside TA lab). Please make sure you become acquainted with the lab (lab hours are posted on the door).

**Suggested topics for research paper:**

- The *pro-drop* parameter
- Verb movement (subject-verb inversion)
- The Subjunctive mood
- Pronominal system (clitics)
- Clitic climbing
- Copula verbs (ser/estar)
- Nominal Mapping Parameter (bare plurals)
- Wh-constructions
- The Compounding Parameter.
- The Unaccusative Hypothesis.
- Word order
- Adverb and adjectival placement.
- Current research projects.

**NOTE:** The final project must be within a formal (generative grammar) framework to child bilingual development, heritage language acquisition or SLA. You **must** make an appointment with the professor by October 20 to discuss your final project.

**Course and University Policies:**

**Policy on late work:** No late work will be accepted. The dateline for the submission of the final paper (printed copy) is **December 12, 2012 at 4:00 PM**. Electronic copies will not be accepted. Please make sure to work on your final essay way in advance.

**Policy of Academic Honesty:** Purdue expects high level of academic honesty and integrity from its students. In this course you will be expected to turn in your own work without help from others, to acknowledge all sources of information in your assignments, and to maintain the same high level of honesty in all examinations. Cheating is not expected of any students, but in case a student violates the policy of academic honesty (i.e. cheats or commits plagiarism on any exams or other assignments), the student might receive a failing grade for the course. For further information regarding student conduct, see Sections II and III of Purdue University Regulations.

**Grading Policy:** This course will follow the +/− system. Please be aware that a B- in graduate school is an indication of inadequate academic progress.

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<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>(95-100)</td>
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<tr>
<td>A</td>
<td>(90-94)</td>
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<tr>
<td>A-(</td>
<td>(85-89)</td>
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<tr>
<td>B+</td>
<td>(80-84)</td>
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<tr>
<td>B</td>
<td>(75-79)</td>
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<tr>
<td>B-(</td>
<td>(70-74)</td>
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<tr>
<td>C+</td>
<td>(65-69)</td>
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# Course Schedule

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Topics</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>August 21</td>
<td>Course overview and objectives. Selection of articles for presentations.</td>
<td>Syllabus</td>
</tr>
<tr>
<td>August 23</td>
<td>Chapter 1: Theoretical Foundations. <em>Colorless green ideas sleep furiously</em>... UG and the nature of language acquisition.</td>
<td>Chapter 1</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Aug. 28</td>
<td>Chapter 1: Theoretical foundations (cont.) Simultaneous bilingual acquisition Second language acquisition.</td>
<td>Meisel (2001)</td>
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<tr>
<td>Aug. 30</td>
<td><strong>Discussion Topic:</strong> Bilingual first language acquisition.</td>
<td>Genesee &amp; Nicoladis (2006); Hulk &amp; Müller (2000)</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>Sept. 4</td>
<td>Chapter 2: Morphosyntax of the Noun Phrase The Spanish DP &amp; the DP hypothesis First language acquisition</td>
<td>Chapter 2</td>
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<tr>
<td>Sept. 6</td>
<td>Chapter 2: Morphosyntax of the Noun Phrase (cont.) Simultaneous bilingualism; SLA</td>
<td>Chapter 2</td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td><strong>Week 5</strong></td>
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<tr>
<td>Sept 18</td>
<td>Chapter 3. The morphosyntax of the verb phrase (cont.). Simultaneous bilingualism</td>
<td>Chapter 3 (cont.)</td>
</tr>
<tr>
<td>Sept 20</td>
<td>Chapter 3. The morphosyntax of the verb phrase (cont.). SLA</td>
<td>Chapter 3 (cont.)</td>
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<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td>Sept 25</td>
<td><strong>Discussion Topic:</strong> The bilingual acquisition of tense, mood and aspect morphology</td>
<td>Montrul (2002); Montrul &amp; Slabakova (2003); Optional: Cuza et al. (forthcoming)</td>
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<tr>
<td>Sept. 27</td>
<td>Chapter 4: Subject and object pronouns Spanish null and referential pronouns First language acquisition</td>
<td>Presented by: Lauren M.</td>
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<tr>
<td><strong>Week 7</strong></td>
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<tr>
<td>Oct. 2</td>
<td>Chapter 4: Subject and object pronouns (cont.) Simultaneous bilingualism; SLA</td>
<td>Chapter 4 (cont.)</td>
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<tr>
<td>Oct. 4</td>
<td>Chapter 4: Subject and object pronouns (cont.) SLA and L1 attrition</td>
<td>Chapter 4</td>
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Presented by: Cezar M. & Tatiana A. |
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<tbody>
<tr>
<td>Oct. 9</td>
<td>Chapter 5: Topics, questions, embedding and movement. Clause structure and word order. First language acquisition</td>
<td>Chapter 5 (pp. 249-279)</td>
</tr>
<tr>
<td>Oct. 11</td>
<td><strong>Chapter 5</strong>: Topics, questions, embedding and movement. Simultaneous bilingualism, SLA.</td>
<td><strong>Chapter 5</strong> (pp. 280-296)</td>
</tr>
</tbody>
</table>
| Oct. 18 | Discussion Topic: Wh questions and object pronouns in Heritage and L2 Spanish. | Cuza (2012); Bruhn de Garavito & Guijarro-Fuentes (2002); Cuza, Pérez-Leroux & Sánchez (forthcoming)  
Presented by: Claudia S. & Mariluz C |

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<tr>
<th>Week 9</th>
<th><strong>Chapter 5</strong>: Topics, questions, embedding and movement. Simultaneous bilingualism, SLA.</th>
<th><strong>Chapter 5</strong> (pp. 280-296)</th>
</tr>
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<tbody>
<tr>
<td>Oct. 16</td>
<td><strong>HLS PRESENTATIONS</strong></td>
<td>20 mts plus questions.</td>
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<tr>
<td>Oct. 23</td>
<td><strong>NO CLASS (HLS 2012)</strong></td>
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| Oct. 25 | Research Methodology Workshop  
Theoretical background; presentation of types of elicitation tasks (with hand outs) | Mackey & Gass (2005) Chapter 3 |
| Oct. 30 | Research Methodology Workshop  
Statistics for linguists: SPSS, SASS -chi square, ANOVA, t-test, logistic regression. | Data organization and entry, conducting basic statistical analyses.  
(class at BRNG B280) |

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<thead>
<tr>
<th>Week 10</th>
<th>Student presentations</th>
<th>5 students</th>
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<tbody>
<tr>
<td>Oct. 6</td>
<td>Student presentations</td>
<td>3 students</td>
</tr>
<tr>
<td>Oct. 8</td>
<td><strong>Student presentations</strong></td>
<td></td>
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</tbody>
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| Week 11 | **FIELD WORK**  
**VISIT TO SPANISH 301 CLASS** | Informed consent, data collection and analysis.  
2:30 PM at SC G060 (on Monday) |
|---------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Nov. 13 | **Chapter 6**: Verb meaning and lexical properties.  
Elements of lexical semantics | **Chapter 6** (pp.299-313) |

<table>
<thead>
<tr>
<th>Week 13</th>
<th><strong>THANKSGIVING VACATION</strong></th>
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<tbody>
<tr>
<td>Nov. 19-23</td>
<td><strong>THANKSGIVING VACATION</strong></td>
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</table>
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<table>
<thead>
<tr>
<th>Week 15</th>
<th>Chapter 6: Verb meaning and lexical properties First and second language acquisition; multifunctional clitics.</th>
<th>Chapter 6 (pp.315-366)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 27</td>
<td></td>
<td>TAKE HOME EXAM DUE</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>Discussion Topic: Lexical semantics.</td>
<td>Montrul (1998); Liceras &amp; Díaz (2000); Optional: Liceras et al. 2004 Presented by: Mara B.</td>
</tr>
<tr>
<td>Week 16</td>
<td>Poster Presentations</td>
<td>5 students on Tuesday and 5 on Thursday, 10 mts each.</td>
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<tr>
<td>Dec. 4- Dec 6</td>
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**Required Readings:**

Optional Readings:


