

Tamkang University Academic Year 103, 1st Semester Course Syllabus

Course Title	INTRODUCTION TO SECOND LANGUAGE ACQUISITION	Instructor	YU PIN CHEN
Course Class	TQAXB2A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 2A	Details	<ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 3 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
To Develop Students' Abilities of English Language and Communication.			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<p>A. To Have the Ability of Communicating in English.</p> <p>B. To Have the Ability of Applying Practical English.</p> <p>C. To Have the Ability of Solving Questions.</p> <p>D. To Have the Ability of Analyzing Data.</p> <p>E. To Have the Ability of Understanding Culture.</p> <p>F. To Have the Ability of Teamwork.</p>			
Course Introduction	<p>The course aims to introduce to students topics of second/foreign language acquisition/learning. This course provides an overview of second language acquisition from a universal perspective, introduces one other topic in language acquisition from the fields as follows: first language acquisition, language acquisition in special populations, and psycholinguistics, and introduces issues in linguistic theory, particularly those on how language acquisition is possible. Topics to be covered include the syntactic, semantic and pragmatic aspects of language acquisition, among others.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	By the end of the course, students will: <ol style="list-style-type: none"> 1. obtain a general concept of the course of child language acquisition, 2. gain knowledge of the key issues in the field of language acquisition, 3. familiarize themselves with fundamental research methodology in language acquisition, 4. Conduct a project on the basis of the key issues discussed in the course, 5. Gain experience in teamwork and group presentation. 	C4	CD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	<p>By the end of the course, students will:</p> <ol style="list-style-type: none"> 1. obtain a general concept of the course of child language acquisition, 2. gain knowledge of the key issues in the field of language acquisition, 3. familiarize themselves with fundamental research methodology in language acquisition, 4. Conduct a project on the basis of the key issues discussed in the course, 5. Gain experience in teamwork and group presentation. 	Lecture, Discussion, Simulation, Problem solving	Written test, Participation, briefing
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This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◆ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◆ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	103/09/15 ~ 103/09/21	Course Introduction	The syllabus is tentative and subject to change as the course proceeds.
2	103/09/22 ~ 103/09/28	What is SLA?	
3	103/09/29 ~ 103/10/05	Diversity in Learning and Learners	
4	103/10/06 ~ 103/10/12	Foundations of Second Language Acquisition	

5	103/10/13 ~ 103/10/19	Foundations of Second Language Acquisition	
6	103/10/20 ~ 103/10/26	First Language Acquisition	LfNL, Ch. 10
7	103/10/27 ~ 103/11/02	First Language Acquisition	
8	103/11/03 ~ 103/11/09	The Linguistics of Second Language Acquisition	Sveker Johansson: Universal Grammar and the Innateness Hypothesis
9	103/11/10 ~ 103/11/16	Universal Grammar	
10	103/11/17 ~ 103/11/23	Midterm Exam Week	
11	103/11/24 ~ 103/11/30	The Psychology of Second Language Acquisition	
12	103/12/01 ~ 103/12/07	The Psychology of Second Language Acquisition	
13	103/12/08 ~ 103/12/14	Social Contexts of Second Language ACquisition	
14	103/12/15 ~ 103/12/21	Social Contexts of Second Language ACquisition	
15	103/12/22 ~ 103/12/28	Acquiring Knowledge for L2 Use	
16	103/12/29 ~ 104/01/04	Acquiring Knowledge for L2 Use	
17	104/01/05 ~ 104/01/11	L2 Learning and Teaching	
18	104/01/12 ~ 104/01/18	Final Exam Week	
Requirement	<p>The class is a community. To enjoy the course, you are required to:</p> <ol style="list-style-type: none"> 1. preview and finish assignments before coming in for class, 2. be committed: account for any absence or leave at the earliest convenience, 3. be punctual: explain to the instructor when you are unfortunately late for any class in any way, 4. think about what you have learned and how, 5. make good use of what you are good at and try to excel in that, 6. be active in finding group members, raising questions, giving comments, taking the lead, asking for help, etc., 7. be willing to take on challenges and "intelligent" risks, 8. work hard so as to get a good grade, 9. treat everyone in the class with respect, 10. understand that your opinion/comment may not agree with others', 11. acknowledge that you learn only because you want to learn, 12. promise that you won't cheat, copy, or steal any work of anyone's, 13. discipline yourself in class, 14. use Office Hours well, 15. be honest to yourself, 16. remember that nothing is taken for granted, being a college student, 17. pick a seat for the entire semester. 18. talk to the instructor, not behind the instructor. 		

Teaching Facility	Computer, Projector
Textbook(s)	Saville-Troike, M. (2010). <i>Introducing Second Language Acquisition</i> . Cambridge: Cambridge University Press.
Reference(s)	Gass, S. M. (2013). <i>Second Language Acquisition: An Introduction</i> . London: Routledge. Cook, V. & Singleton, D. (2014). <i>Key Topics in Second Language Acquisition</i> . New York: Multilingual Matters. Johnson, K. (2013). <i>An Introduction to Foreign Language Learning and Teaching</i> . London: Routledge.
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	◆ Attendance : 10.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 25.0 % ◆ Final Exam : 25.0 % ◆ Other 〈Self-evaluation〉 : 10.0 %
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.