

Tamkang University Academic Year 105, 1st Semester Course Syllabus

Course Title	INTRODUCTION TO SECOND LANGUAGE ACQUISITION	Instructor	YU, HSIN-HSIEN
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 student's English proficiency and communication skills.			
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			
<ul style="list-style-type: none"> A. The ability to communicate in English. B. The ability to use practical English. C. The ability to identify critical issues. D. The ability to analyze data. E. The ability to understand connotations of culture. F. The ability to work as a team. 			
Course Introduction	<p>This course introduces the field of second language acquisition (SLA), including an overview of first and second language acquisition, the process of language development, phonological/ semantic/ syntactic developments, language learning and relevant theoretical approaches. Several issues on SLA will be discussed, as well as studies on teaching Chinese as a second/ foreign language.</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-Charaterizing, 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	Students are expected to understand general concepts of SLA, to compare and contrast the developments of acquiring first and second languages, and to gain knowledge from up-to-date studies of teaching Chinese as a second/ foreign language. By accomplishing the requirements of this course, students can also be benefited from the oral presentation and academic essay-writing for a specialized subject.	C4	CD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Students are expected to understand general concepts of SLA, to compare and contrast the developments of acquiring first and second languages, and to gain knowledge from up-to-date studies of teaching Chinese as a second/ foreign language. By accomplishing the requirements of this course, students can also be benefited from the oral presentation and academic essay-writing for a specialized subject.	Lecture, Discussion, Problem solving	Written test, Report, Participation

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	105/09/12~ 105/09/18	Course introduction—Fromkin, Rodman & Hyams (10e) ch9. (p.395-397)	
2	105/09/19~ 105/09/25	Overview—Fromkin, Rodman & Hyams (10e) ch9 (p.398-438), Gleason & Ratner ch1 The development of language, Brown ch1 Language, learning and teaching	
3	105/09/26~ 105/10/02	First language acquisition—Brown ch3 Age and acquisition, Gleason & Ratner ch2 Communication development in infancy	
4	105/10/03~ 105/10/09	First language acquisition—Lightbown & Spada ch1 Language learning in early childhood, Fromkin, Rodman & Hyams (10e) ch9 (p.404-419)	Assignment #1
5	105/10/10~ 105/10/16	First language development— Gleason & Ratner ch3 Phonological development	
6	105/10/17~ 105/10/23	First language development— Gleason & Ratner ch4 Semantic development, Gleason & Ratner ch5 Putting words together	
7	105/10/24~ 105/10/30	Language learning— Brown ch4 Human leaning, Brown ch5 Individual difference	

8	105/10/31 ~ 105/11/06	Language learning—Brown ch6 Affective factors, Gleason & Ratner ch6 Language in social contexts	Assignment #2
9	105/11/07 ~ 105/11/13	Theories of first language acquisition—Brown ch2 First language acquisition, Gleason & Ratner ch7 Theoretical approaches to language acquisition	Review
10	105/11/14 ~ 105/11/20	Midterm Exam Week	
11	105/11/21 ~ 105/11/27	Second language acquisition— Fromkin Ch9. Language acquisition (p.430-436), Gass & Selinker ch1 Introduction, Doughty & Long ch1 The scope of Inquiry and goals of SLA	
12	105/11/28 ~ 105/12/04	Theories of second language acquisition— Mitchell & Myles ch2 The recent history of second language learning research (p.23-41), Gleason & Ratner ch7 Theoretical approaches to language acquisition	
13	105/12/05 ~ 105/12/11	Theories of second language acquisition— Brown ch10 Sorting through perspectives on SLA, Lightbown & Spada ch2 Explaining second language learning	
14	105/12/12 ~ 105/12/18	Studies on SLA—Kroll & Sunderman ch5 Cognitive processes in SL learners and bilinguals: the development of lexical and conceptual representations, White ch2 On the nature of interlanguage representation: UG in SL	Assignment #3
15	105/12/19 ~ 105/12/25	Studies on SLA— Long ch16 Stabilization and Fossilization in Interlanguage development, Romaine ch14 Variation	
16	105/12/26 ~ 106/01/01	Oral presentation (I) & (II)	
17	106/01/02 ~ 106/01/08	Oral presentation (III)	
18	106/01/09 ~ 106/01/15	Final Exam Week	

Requirement	<p>To be active and responsible learners, students should:</p> <ol style="list-style-type: none"> 1. preview the chapters/ articles and prepare your questions for the coming class, 2. attend every class on time, 3. be active in class activities and group discussions, 4. review and finish all assignments (if any) after the class, 5. not be afraid of asking for help. <p>To create a proper environment for learning, students are not allowed to:</p> <ol style="list-style-type: none"> 1. talk or text with mobile phones during the class, 2. use laptops or any electronic devices except for the class, 3. cheat in the exams or copy any work from others, 4. be absent, or leave early without proper excuses. <p>*NOTICE: "According to Article 38 in TKU Study Regulations, if a student' s class absence reaches one-third of the total class hours (in a semester) for a particular course, the student will not be allowed to take part in the remaining course examinations and will receive a semester grade (for that course) of zero."</p>
Teaching Facility	Computer, Projector
Textbook(s)	Brown, H. D. (2014). Principles of Language Learning and Teaching (6th edition). New York: Pearson Longman.
Reference(s)	<p>Doughty, C. J. & Long, M. H (Ed.). (2003). The Handbook of Second Language Acquisition. MA: Blackwell Publishing.</p> <p>Fromkin, V., Rodman, R. & Hyams, N. (2014). An Introduction to Language (10th edition). Boston: Wadsworth, Cengage Learning.</p> <p>Gass, S. M. & Selinker, L. (2008). Second Language Acquisition: An Introductory Course. New York: Routledge</p> <p>Gleason, J. B. & Ratner, N. B. (2009). The Development of Language (7th edition). Boston: Pearson Education.</p> <p>Lightbown, P. M. & Spada, N. (2006). How Languages Are Learned (3th edition). Oxford: Oxford University Press.</p> <p>Mitchell, R. & Myles, F. (2002). Second Language Learning Theories. London: Oxford University Press.</p> <p>Doughty, Catherine J. & Long, Michael H. (2003). The handbook of second language acquisition. Oxford: Blackwell.</p>
Number of Assignment(s)	3 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 15.0 % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other (Assignments) : 15.0 %</p>
Note	<p>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 .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>