

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2024 / 25**

Part I Course Overview

Course Title: Studies of Second Language Acquisition

Course Code: LT5460

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to provide an overview of the history and current state of second language acquisition studies. Through discussion and review of theoretical studies on human minds and the nature of language, as well as those on pedagogical practices and language education, students will become research literate and be equipped with tools to understanding and evaluating related research regarding the scope, methodology, findings, and implications in various aspects. Moreover, the course reviews principles and processes involved in researching in second language acquisition, so that students will be able to design and conduct their own studies on topics and issues of relevance.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	To describe and evaluate major theories and models in second language acquisition.		✓	✓	
2.	To explain and criticize the methodology and findings of studies in the field.		✓	✓	
3.	To identify and analyse issues relevant to second language learning and therefore to conduct research on their own.		✓	✓	✓
4.	To apply theoretical research with practical issues in language development and education.		✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Lectures Students will engage in studying key concepts and theories relating to second language acquisition; as well as on the implications of the research findings to language education.	✓	✓	✓	✓			
2	Tutorials: Students will participate in hands-on exercises and take-home assignments on linguistic issues in second language acquisition; and engage in discussion of research and article review.	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Quizzes: Students will participate in in-class quizzes that comprise a combination of multiple-choice, data-set and short-answer questions.	✓	✓	✓	✓			60%	
Term Paper Students will write up a term paper including literature review of a research topic in issue in second language acquisition, and a research proposal on how it can be further investigated or examined from a new perspective.	✓	✓	✓	✓			40%	
Examination: % (duration: , if applicable)							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quizzes	Accuracy and clarity in analysis and organization	Excellent grades in each quiz.	Overall, good grades in quizzes.	Overall, average grades in quizzes.	Well below-average grades in quizzes.	Unable to fulfil any requirements above; unable to complete or fail most or all assessments.
2. Term Paper	Subject relevance, originality, and contribution to the field, as well as academic writing skills.	Highly relevant and original research ideas, outstanding grasp of the nature of theories and implications. In writing, demonstration of outstanding definition and discussion on theoretical issues and well-supported proposal, well-organized and fluent presentation of one's ideas; analytical discussion on others' viewpoints and presentations.	Quite relevant and original research ideas, good grasp of the nature of theories and implications. In writing, demonstration of good definition and discussion on theoretical issues and well-supported proposal and well-organized and fluent presentation of one's ideas; analytical discussion on others' viewpoints and presentations.	Somewhat relevant and marginally original ideas, clear grasp of the nature of theories and implications. In writing, demonstration of clear definition and discussion on theoretical issues and supported proposal, organized and fluent presentation of one's ideas; analytical discussion on others' viewpoints and presentations.	Lack of clear ideas and grasp of the nature of theories and implications. In writing, lack of demonstration of definition and discussion on theoretical issues and proposal lacking support and organization; little analytical discussion on others' viewpoints and presentations.	Unable to fulfil any requirements above; unable to complete or fail most or all assessments.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Quizzes	Accuracy and clarity in analysis and organization	Excellent grades in each quiz.	Overall, good grades in quizzes.	Overall, marginal grades in quizzes.	Unable to fulfil any requirements above; unable to complete or fail most or all assessments.
2. Term Paper	Subject relevance, originality, and contribution to the field, as well as academic writing skills.	Highly relevant and original research ideas, outstanding grasp of the nature of theories and implications. In writing, demonstration of outstanding definition and discussion on theoretical issues and well-supported proposal, well-organized and fluent presentation of one's ideas; analytical discussion on others' viewpoints and presentations.	Quite relevant and original research ideas, good grasp of the nature of theories and implications. In writing, demonstration of good definition and discussion on theoretical issues and well-supported proposal and well-organized and fluent presentation of one's ideas; analytical discussion on others' viewpoints and presentations.	Marginally clear ideas and fair grasp of the nature of theories and implications. In writing, marginal demonstration of definition and discussion on theoretical issues and proposal lacking support and organization; marginally clear analytical discussion on others' viewpoints and presentations.	Unable to fulfil any requirements above; unable to complete or fail most or all assessments.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Second language acquisition, research methodology, language development, language education

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Gass, S., and Selinker, L., (2008). <i>Second language acquisition: an introductory course</i> . Routledge.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Brown, J. D., (1995). <i>Understanding research in second language learning</i> . CUP.
2.	Gass, S., and Schachter, J., (2008). <i>Linguistic perspectives on second language acquisition</i> . CUP.