



**UNSW**  
SYDNEY

Australia's  
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University



# LING5001

## Second Language Acquisition

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
James Lee	<a href="mailto:james.lee@unsw.edu.au">james.lee@unsw.edu.au</a>	Thursday 3:00 - 4:00 pm	226 Morven Brown Building	9385-1681

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

### Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Course Details**

**Credit Points 6**

### **Summary of the Course**

Subject Area: Linguistics

This course focuses on acquisition that takes place in instructed settings and considers both child and adult second language acquisition. You will explore research and apply theories of second language acquisition to instructed contexts. You will explore a variety of theories and many variables, such as individual differences, that influence instructed second language acquisition both as a process and as a product. You will examine not only the second language acquisition of English but of other language as well. You will come to understand the factors that influence the route and rate of acquisition as well as those that affect a learner's ultimate attainment.

### **At the conclusion of this course the student will be able to**

1. Explain the various processes and products of instructed second language acquisition.
2. Make use of appropriate terminology to discuss key concepts in instructed second language acquisition.
3. Interpret research findings and apply them to instructional contexts.
4. Assess the merits of various approaches to researching instructed second language acquisition.

### **Teaching Strategies**

Second language acquisition is a key area of Applied Linguistics. This course focuses on acquisition that takes place in instructed settings and considers both child and adult second language acquisition.

The course format is that of a seminar in which preparation prior to attending class is essential to meaningfully discussing course content. Students are assigned weekly readings that form the basis of class discussion. The tests serve to have students synthesize and evaluate course content. The presentation simulates a professional conference presentation. The final essay allows students to explore an issue of personal interest.

# Assessment

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Oral Presentation	20%	As assigned	2,3
In class test	40%	Test 1: 29 March and Test 2:31 May	1,2,3
Final Essay	40%	08/06/2018 04:00 PM	1,2,3,4

## Assessment Details

### Assessment 1: Oral Presentation

**Start date:**

**Details:** 15-20 minutes. Students receive individual written feedback.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Assessment 2: In class test

**Start date:** Not Applicable

**Length:** 2 hours per test

**Details:** There are two in class tests, each worth 20% and each of one hour duration. Students receive individual written feedback.

**Turnitin setting:** This is not a Turnitin assignment

### Assessment 3: Final Essay

**Start date:** 10/05/2018 06:00 PM

**Details:** 2500 words. Students receive individual written feedback. This is the final assessment for attendance purposes.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,

\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Seminar	1. Introduction
		Overview 2. Chapter 1. Language Learning in Early Childhood 3. Research reading 1
Week 2: 5 March - 11 March	Seminar	Discussion
		1. Chapter 1. Language Learning in Early Childhood 2. Research reading 1 Overview 3. Chapter 2. Second Language Learning 4. Research reading 2
Week 3: 12 March - 18 March	Seminar	Discussion
		1. Chapter 2. Second Language Learning 2. Research reading 2 Overview 3. Chapter 4. Explaining Second Language Learning 4. Research reading 3
Week 4: 19 March - 25 March	Seminar	Discussion 1. Chapter 4. Explaining Second Language Learning

		2. Research reading 3  Overview  3. Chapter 3. Individual Differences in Second Language Acquisition
Week 5: 26 March - 1 April	Assessment	Inclass Test. Covers Chapters 1-4 and Research Readings 1-3.
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Seminar	Week 6 is also a BREAK week for Postgraduate courses.
Week 7: 16 April - 22 April	Seminar	Read prior to coming to class:  1. Chapter 5. Observing Learning and Teaching in the Second Language Classroom  2. Research reading 4
Week 8: 23 April - 29 April	Seminar	Read prior to coming to class:  1. Chapter 6. Six Proposals for Second Language Teaching  2. Research reading 5
Week 9: 30 April - 6 May	Seminar	Read prior to coming to class:  1. Research reading 6  2. Research reading 7
Week 10: 7 May - 13 May	Seminar	Read prior to coming to class:  1. Research reading 8  2. Research reading 9
Week 11: 14 May - 20 May	Seminar	Read prior to coming to class:  1. Research reading 10  2. Research reading 11
Week 12: 21 May - 27 May	Seminar	Read prior to coming to class:  1. Research reading 12  2. Research reading 13
Week 13: 28 May - 3 June		<b>Inclass Test covers Chapters 5-6 and Research Readings 4 - 13.</b>

## **Resources**

### **Prescribed Resources**

- Book – How Languages Are Learned, 4th Edition.
- Research readings 1-13. You will receive a bibliography of the readings. They are journal articles available online through UNSW Library.

### **Recommended Resources**

Not available

### **Course Evaluation and Development**

MyExperience responses are primary source of student feedback to the course convenor. Informal surveys may also be used. Responses in the past have led to changes in course materials and assessments.

### **Image Credit**

Synergies in Sound 2016

### **CRICOS**

CRICOS Provider Code: 00098G