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| **King Saud University College of Arts**  **Dept. of English Language & Literature** |  | **Spring Semester Academic Year: (1441/1442)** |
| **Instructor’s Information:** |  |  |

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| Instructor’s name | Lulwah Alomaim |
| Office Hours | Sun.: 10:00 – 11:00 a.m.  Sun., Tues. & Thu. 12:00 p.m. – 1:00 p.m. |
| Office number | IT94 |
| Email address | [lalomaim@ksu.edu.sa](mailto:mabumelha@ksu.edu.sa) |

# Course Information:

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| Course Title | Language Acquisition |
| Course Number | 329 |
| Course description | This course deals with the different themes and issues related to first and second language acquisition. Students should be familiarized with the major contemporary approaches to the study of first language acquisition. |
| Course Objectives (According to CS) | Students should be able to:  1. State linguistic and non-linguistic factors which influence language learning and acquisition  2. Outline the main theories of second language acquisition.  3. Describe a range of theoretical and critical approaches in relation to the study of language acquisition  4. Recognize the linguistic characteristics of the different developmental phases of acquisition or learning of a second language.  5. Compare and contrast different theories of first and second language acquisition  6. Evaluate alternative solutions, and propose new approaches drawing on relevant theoretical and practical knowledge  7. Develop writing and verbal skills for communication and search the Digital Library Database for relevant research.  8. Operate the internet to download information and make use of useful web links.  9. Demonstrate leadership role and Illustrate self-professional development commitments.  10. Demonstrate on one’s own work. |
| Primary Textbook(s) | 1. Lightbrown, Patsy and Spada, Nina. (2013). “How Languages are Learned”, 4’th ed. Oxford University Press. 2. Brown, Douglas. (2007). “Principles of Language Learning and Teaching”, 5th ed. Pearson Education, Inc. *“Pamphlet”* |
| Secondary Textbook | Saville-Troika, M. 2012. Introducing Second Language Acquisition, 2nd Edition. Cambridge University Press. |

**Methods of Assessment:**

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| Type | Notes | Date of Administration | Date of Feed-back *(approximate)* |
| Midterm 30% | 2 MTs each is 15% | **March 4th** | *One/Two week(s) after exam.* |
| **April 8th** |
| Quizzes 15% | Three major quizzes | February 25th |
| March 16th |
| April 1st |
| Participation 5% | This includes class discussions/attentiveness | *Throughout the semester* | *End of semester* |
| Reflective Paper+ Presentation 10% | Guidelines shall be provided on LMS | Reflective Paper due: April 11th  Presentations: Week 13 | *End of semester* |

**POLICIES**

* Attendance
  + Roll call begins at the top of the hour.
  + Keep in mind that university policy bars students from completing the course if reported absence exceeds 25%.
* Grading
  + Missed quizzes cannot be retaken.
  + Follow final assignment's guide closely for satisfactory performance.
  + Students who do not submit paper on time **will lose all allotted points for the paper.**
  + Allowances will only be made in accordance with university policy: In the event of the death of an immediate family member or with a medical excuse from a government hospital within one week from the final paper date.
  + Errors in grammar, spelling, capitalization, and punctuation will be penalized.
  + **No bonus points will be offered**.
  + Students are advised to drop the course if class work total stays low.
* Academic Integrity
  + Students are **not to audio-record** lectures without prior instructor permission.
  + Students are **not to capture videos/photos** in class without instructor permission.
  + **Students who plagiarize so much as a single sentence will receive a zero for the entire submission, in both individual and group work**.
* Internet Access
  + Students are required to download the LMS app on their phones.
  + Students are responsible for checking LMS (<https://lms.ksu.edu.sa>) before attending every class for comprehensive course information; quiz dates, course material, and latest updates.
* Email Communication
  + Students are to program their KSU email account on phones to receive emails immediately.
  + All communication **must use KSU email** ([http://student.ksu.edu.sa](http://student.ksu.edu.sa/)).
  + All communication must be course-related and in academic English or Standard Arabic.
  + Email **cannot be used to ask about whether students passed or failed after finals**.
  + Students with special circumstances (e.g., received warnings of termination, repeated the course more than once, struggle with specific learning difficulties, etc.) are to contact the instructor *early* in the semester to arrange for remedial support throughout the semester.
  + Emails containing pleas for ‘mercy’ and appeals ‘to just pass’ received during finals will be **disregarded**.
* Makeups

Your midterm makeup is scheduled on week 13th . If you are late then you are not allowed to take the midterm. Students with a medical excuse from a government hospital will be allowed to retake a single midterm. **You are only eligible to have a single makeup for one midterm. You are NOT allowed to take a quiz or in-class assignment makeup.**

***Virtual Classes Code of Conduct:***

* Code of conduct

1. Attend all Virtual Classes and inform your teacher if you cannot attend a class for any reason by email. Attendance will be taken and absence amounting to more than 25% of class time will result in banning just like regular classes.
2. Attend all Virtual Classes from a suitable, quiet, and private location, NOT from a public location such as a coffee shop or a noisy family gathering. If this happens the teacher can deduct marks from attendance and participation.
3. It is advisable to set up your own study space well in advance to work quietly, in an environment where you can focus without being disturbed by family members.
4. Just like regular classes make sure you turn off your mobile and be careful not to disrupt the virtual class with noise.
5. Use professional language and conduct yourself in a respectable manner towards your peers and your teacher.
6. Comply with the rules your teacher will establish inside the virtual classroom, e.g. your audio settings and how to ask questions or interact during a live session.

* Privacy & Data protection

1. It is prohibited to take screenshots or record the virtual class without permission from the teacher.
2. The teacher may choose to record sessions for educational purposes.
3. The sessions will not be distributed to third parties outside the department.
4. You may inform your teacher if you do not wish to be recorded- in giving a presentation for instance. You still need to meet attendance requirements.

* Network problems

1. You are responsible for joining class through a strong and reliable network connection.
2. Class time might be rescheduled by the teacher to avoid high peak hours.
3. Turn off your microphone unless you are speaking.
4. In meetings with multiple people, the teacher may use the 'Mute All' button to ensure a stable Wifi connection.

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| WEEK / DAY | SUNDAY | TUESDAY | | THURSDAY |
| I  H: 4-8 /6  G: 17-21/ 1 |
| II  H: 11-15/6  G: 24-28 /1 | Syllabus Review “*Before we begin”* | Chapter 1: Introduction+The First Three Years | | Chapter 1: Introduction+The First Three Years |
| III  H: 18-22 /6  G: 31/1- 4/2 | Chapter 1: Behaviorists, Innatists, CPH (1st language) | Chapter 1: Innatists, CPH  (1st language) | | Chapter 1: Innatists, CPH  (1st language) |
| IV  H: 25-29 /6  G: 7-11/2 | Chapter 1: Interactionists/ Developmentalists, Childhood Bilingualism | Chapter 1: Interactionists/ Developmentalists, Childhood Bilingualism | | Chapter. 4: Behaviorists, Innatists , Krashen’s model(2nd language) |
| V  H: 2-6 /7  G:14-18 /2 | Chapter. 4: Behaviorists, Innatists , Krashen’s model(2nd language) | Chapter. 4: Information Processing, Language & The Brain, The Interaction Hypothesis (2nd language) | | Chapter. 4: Information Processing, Language & The Brain, The Interaction Hypothesis (2nd language |
| VI  H: 9-13 /7  G: 21-25 /2 | Chapter. 4: Information Processing, Language & The Brain, The Interaction Hypothesis (2nd language) | Chapter. 4: The Noticing Hypothesis, Input Processing. | | Chapter. 2  Learner Characteristics  **Quiz # 1** |
| VII  H: 16 – 20/7  G: 28/2 – 4/3 | Chapter 2:  Learning Conditions | Chapter 2:  Studying the Language of 2LL | | **Midterm 1** |
| VIII  H: 23-27 /7  G: 7-11 /3 | Chapter 2:  Studying the Language of 2LL | Chapter 2:  Studying the Language of 2LL | | Chapter 2:  Developmental Sequences/Grammatical Morphemes |
| IX  H: 1-5/8  G: 14-18/3 | Chapter 2:  Negation/ Questions | Chapter 2:  Possessive Determiners/Reference to Past  + **Quiz # 2** | | Chapter 2:  Possessive Determiners/Reference to Past |
| X  H: 8-12/8  G: 21-25/3 | Chapter 3: Intelligence, Aptitude  Learning styles  + Brown’s Strategies | Chapter 3: Intelligence, Aptitude  Learning styles  + Brown’s Strategies | | Chapter 3: Intelligence, Aptitude  Learning styles  + Brown’s Strategies  **Due Date of Choosing Topic** |
| XI  H: 15-19/8  G: 28/3-1/4 | Chapter 3: Intelligence, Aptitude  Learning styles  + Brown’s Strategies | Chapter. 3: Personality | | Chapter. 3: Motivation, Attitude  + **Quiz # 3** |
| XII  H: 22-26/8  G: 4-8/4 | Chapter. 3: Learner beliefs, individual differences and classroom instruction, Age and 2LL | Chapter. 3: Learner beliefs, individual differences and classroom instruction, Age and 2LL | | **Midterm 2** |
| XIII  Revision Week  H: 29/8-3/9  G: 11-15/4 | **Due Date of Reflective Paper**  **Presentations** | **Presentations** | **Presentations** | |
| XIV  H: 6-10/9  G: 18-22/4 | *-Revision Week-* | | | |