Department	International College of Liberal Arts		
Semester	Spring 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	LANG360		
Course Title	Second Language Acquisition		
Prerequisites	None		
Course Instructor	RAFIEYAN Vahid	Year Available (Grade Level)	3
Subject Area	Interdisciplinary Arts: Language Arts	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	This course is designed with an emphasis on how first and second languages are learned and how this understanding informs teaching practices. Students understand the historical development of language acquisition theories, how they lead to modern hypotheses on language learning, and what this means for the pedagogical decisions teachers make. Theories will be approached from both student (learning) and teacher (pedagogical) perspectives. Students will learn to synthesize theories and concepts in ways that make them practical for their teaching and conduct an action research project informed by second language acquisition (SLA) research.
Class plan based on course evaluation from previous academic year	The course will be supplemented with educational videos and collaborative activities in order to enhance motivation and learning.
Course related to the instructor's practical experience (Summary of experience)	N/A
Learning Goals	Students will.... 1) Become familiar with Second Language Acquisition (SLA) theories 2) Survey strategies for learning another language 3) Be introduced to the complex interdisciplinary basis of SLA 4) Be aware of individual learner differences and reasons for them 5) Gain familiarity with L2 learner developmental sequences 6) Develop practical approaches to SLA teaching informed by theory 7) Develop a personal teaching philosophy and pedagogical strategy for successful language teaching 8) Collect classroom discourse data to analyze in light of SLA theories

iCLA Diploma Policy	DP1

iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning／Discussion, Debate／Group Work／Presentation			
More details/supplemental information on Active Learning Methods	None			
Use of ICT	UNIPA Functions			
Contents of class preparation and review	Before and after each class, students are expected to review instructional materials specified for each session to enhance their understanding.	Hours expected to be spent preparing for class (hours per week)	2 hours	Hours expected to be spent on class review (hours per week)	4 hours
Feedback Methods	Each assignment will be graded and returned based on a grading rubric. Credit will be given for: 1) clear and convincing arguments; 2) clear understanding of the facts and issues relevant to the chosen essay prompt; 3) appropriate use of academic sources to support your arguments; 4) clear and logical progression through the essay; 5) use of academic writing style.			

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Class Activity	20%	
Mid-Term: Annotated Bibliography	5%	
Mid-Term: Paper	30%	
Final Project: Annotated Bibliography	5%	
Final Project: Paper	35%	
Final Project: Presentation	5%	

Required Textbook(s)	The required textbook for this course is How Languages are Learned, by Patsy M. Lightbown & Nina Spada (2013), ISBN 9780194541268.
Other Reading Materials/URL	Other Second Language Acquisition books.
Plagiarism Policy	Plagiarism is when someone presents someone else's work as their own, which is dishonest and unacceptable. Submitting the same work for multiple assignments is also considered plagiarism. The consequences of plagiarism can be severe, including failing the assignment or the entire course. If someone is found to repeatedly commit plagiarism, the University may take further action, which could result in additional penalties.
Other Additional Notes (Outline crucial policies and info not mentioned above)	To achieve a good grade, attending classes regularly, participating actively in class activities, and paying attention to lectures are important.

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Introduction to Second Language Acquisition / Course Chapter 1: Language Learning in Early Childhood
Class 2	Chapter 1: Language Learning in Early Childhood
Class 3	Chapter 1: Language Learning in Early Childhood
Class 4	Chapter 1: Language Learning in Early Childhood
Class 5	Chapter 1: Language Learning in Early Childhood
Class 6	Chapter 1: Language Learning in Early Childhood
Class 7	Chapter 1: Language Learning in Early Childhood

Class 8	Chapter 2: Second Language Learning
Class 9	Chapter 2: Second Language Learning
Class 10	Chapter 2: Second Language Learning
Class 11	Chapter 2: Second Language Learning
Class 12	Chapter 2: Second Language Learning
Class 13	Chapter 2: Second Language Learning
Class 14	Chapter 3: Individual Differences in Second Language Learning
Class 15	Chapter 3: Individual Differences in Second Language Learning Submission of Mid-term Annotated Bibliography
Class 16	Chapter 3: Individual Differences in Second Language Learning Submission of Mid-term Assignment
Class 17	Chapter 3: Individual Differences in Second Language Learning
Class 18	Chapter 3: Individual Differences in Second Language Learning
Class 19	Chapter 3: Individual Differences in Second Language Learning
Class 20	Chapter 3: Individual Differences in Second Language Learning
Class 21	Chapter 4: Explaining Second Language Learning

Class 22	Chapter 4: Explaining Second Language Learning
Class 23	Chapter 4: Explaining Second Language Learning 5 / 5
Class 24	Chapter 4: Explaining Second Language Learning
Class 25	Chapter 4: Explaining Second Language Learning
Class 26	Chapter 4: Explaining Second Language Learning
Class 27	Chapter 4: Explaining Second Language Learning
Class 28	Presentations
Class 29	Presentations
Class 30	Presentations