1. **What is this course about?**

1.1 **Description**

This course will introduce you to major aspects of second language acquisition theories. The Course topics covers various factors that influence the successful acquisition of another language. The focus will be on linguistic, cognitive, personality and socio-cultural features of second language acquisition. You are encouraged to critically evaluate, reflect and build upon strategies that contribute positively to second language acquisition.

1.2 **Course topics**

- First and second language acquisition theories
- Individual differences in second language learning
- Developmental sequences in second language learning
- Socio-cultural factors in and outside the classroom

2. **What level is this course?**

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

3. **What is the unit value of this course?**

12 units
4. **How does this course contribute to my learning?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
</tbody>
</table>
| Demonstrate a working knowledge of socio-cultural factors which influence second language acquisition and learning | 1: Portfolio  
2: Case Study Report | Knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives |
| Collect and analyse information about individual language learners and analyse a second language learners' individual needs | 2: Case Study Report | Engaged, contributing positively to diverse communities through service and leadership |
| Demonstrate an understanding of motivation and personality factors in second language acquisition and learning | 2: Case Study Report | Knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives |
| Demonstrate your understanding of the relationship between cultural and linguistic competencies as part of being a second language teaching professional | 2: Case Study Report | Knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives |

5. **Am I eligible to enrol in this course?**

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1 **Enrolment Restrictions**

Students must be enrolled in ED508, ED703, ED704, ED705 or any postgraduate program

5.2 **Pre-requisites**

Nil

5.3 **Co-requisites**

Nil

5.4 **Anti-requisites**

EDU306 Second Language Acquisition and Learning

5.5 **Specific assumed prior knowledge and skills (where applicable)**

Students are required to have a minimum of 300 hours of teaching experience in a communicative English language teaching context and the ability to reflect on teaching practice.

6. **How am I going to be assessed?**

6.1 **Grading scale**

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)
6.2 Assessment Tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>Duration / length</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Portfolio: Lesson plan; Presentation on a second language acquisition theory and reference list</td>
<td>Individual</td>
<td>30%</td>
<td>Lesson plan; powerpoint presentation and reference list; 2500 words in total</td>
<td>Monday, Week 6</td>
<td>In Tutorial for face to face students Online students will submit a youtube video for the presentation</td>
</tr>
<tr>
<td>2</td>
<td>Case study report on a second language learner</td>
<td>Individual</td>
<td>70%</td>
<td>5000 words</td>
<td>Friday week 13, 4pm</td>
<td>Blackboard (SafeAssign)</td>
</tr>
</tbody>
</table>

100%

Assessment Task 1: Portfolio: Lesson plan, PowerPoint Presentation and reference list on a second language acquisition theory

**Goal:** The goal of this task is to outline the major points of a second language acquisition theory through a professional development program for colleagues.

**Product:** Portfolio: Lesson plan, presentation and reference list

**Format:** Present a professional development portfolio to your peers on a second language acquisition theory and/or theorist, that includes a lesson plan, an accompanying powerpoint presentation and a reference list of key authors on the topic. You will negotiate the topic with your course coordinator. Online students will create a youtube video in lieu of the face to face presentation. All students will upload a reference list and presentation (powerpoint or youtube video) to Blackboard.

**Criteria:**
1. Knowledge and understanding of a second language acquisition theory
2. Communication skills

**Generic skill assessed**
- Communication
  - Skill assessment level: Specialised
- Organisation
  - Skill assessment level: Specialised

Assessment Task 2: Case study report on a second language learner

**Goal:** The goal of this task is to conduct a semi-structured interview on a bilingual case study subject and write up a report of that person’s second language learning journey.

**Product:** Case study report on a second language learner

**Format:** Interview a non-native speaker of English, who should have started to learn English after the age of 10, to produce a case study of the learner. The case should include the learner’s socio-cultural and motivational factors, as well as personality traits and learning and teaching strategies developed/experienced by the learner. You will be given a set of interview questions based on aspects of second language learning theories, but you may ask other questions during the interview to pursue issues that are unique to the respondent’s particular situation. You will also be provided with a template to scaffold your writing of the case study report.

**Criteria:**
1. Profile of the case study subject, including personality and motivational factors;
2. Understanding of how socio-cultural factors influenced this person’s second language learning;
3. Linking of second language acquisition theory with actual data collected;
4. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions

**Generic skill assessed**
- Communication
  - Skill assessment level: Specialised
- Organisation
  - Skill assessment level: Specialised
7. What are the course activities?

7.1 Directed Study Hours
- 2 hours x 13 weeks face to face OR
- 2 hours x 13 weeks online with no attendance requirement

7.2 Teaching Semester/Session(s) Offered
Semester 1

7.3 Course content

<table>
<thead>
<tr>
<th>Teaching Week / Module</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction – Course overview and assessment and the importance of language acquisition research; presentation schedule</td>
<td>Definitions, preconceptions and discussion on SLAL Refer Blackboard</td>
</tr>
<tr>
<td>Week 1</td>
<td>Krashen’s hypotheses</td>
<td>Discussion on Krashen’s hypotheses Refer Blackboard</td>
</tr>
<tr>
<td>Week 2</td>
<td>Language Learning Strategies</td>
<td>Discussion on language learning strategies Refer Blackboard</td>
</tr>
<tr>
<td>Week 3</td>
<td>Second language learning 2</td>
<td>Discussion on L2 acquisition Refer Blackboard</td>
</tr>
<tr>
<td>Week 4</td>
<td>Student presentations</td>
<td>Student presentations Refer Blackboard</td>
</tr>
<tr>
<td>Week 5</td>
<td>Student presentations</td>
<td>Student presentations Refer Blackboard</td>
</tr>
<tr>
<td>Week 6</td>
<td>Student presentations</td>
<td>Student presentations Refer Blackboard</td>
</tr>
<tr>
<td>Week 7</td>
<td>Student presentations</td>
<td>Student presentations Refer Blackboard</td>
</tr>
<tr>
<td>Week 8</td>
<td>The Good Language Learner</td>
<td>Discussion on The Good Language Learner Refer Blackboard</td>
</tr>
<tr>
<td>Week 9</td>
<td>Anxiety</td>
<td>Discussion on anxiety Extracts from recommended readings located on Blackboard</td>
</tr>
<tr>
<td>Week 10</td>
<td>Individual differences: Gender</td>
<td>Discussion of case studies in classroom research Refer Blackboard</td>
</tr>
<tr>
<td>Week 11</td>
<td>Individual differences: CB</td>
<td>Discussing proposals for classroom teaching Refer Blackboard</td>
</tr>
<tr>
<td>Week 12</td>
<td>Individual differences: Other considerations</td>
<td>Discussing proposals for classroom teaching Refer Blackboard</td>
</tr>
<tr>
<td>Week 13</td>
<td>Deconstruction</td>
<td>Review activities Refer Blackboard</td>
</tr>
</tbody>
</table>

Please note that the course activities may be subject to variation.
8. **What resources do I need to undertake this course?**

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 **Prescribed Text(s)**

Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
</table>

8.2 **Required and Recommended Readings**

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

8.3 **Specific Requirements**

It is expected that you will require: Internet access and a personal computer (recommendations from information and technology services are available at the following link https://usc.custhelp.com/app/answers/detail/a_id/1371). This requirement is for one campus and online students.

9. **Risk management**

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10. **What administrative information is relevant to this course?**

10.1 **Assessment: Academic Integrity**

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.
10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment
Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%

b) The course is graded using the Standard Grading scale

c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task’s identified value) for the third day
- 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.
To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6 General Enquiries

In person:

- USC Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- USC SouthBank - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- USC Gympie - Student Central, 71 Cartwright Road, Gympie
- USC Fraser Coast - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au