



ORIGINAL COURSE IMPLEMENTATION DATE: January 2004
 REVISED COURSE IMPLEMENTATION DATE: January 2016
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2021
Course outline form version: 05/29/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: LING 202 **Number of Credits:** 3 [Course credit policy \(105\)](#)

Course Full Title: Language Acquisition
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Humanities **Department (or program if no department):** English

Calendar Description:
 Students will explore theories of child language acquisition and adult second language learning, and gain an overview of performative knowledge through a review of phonology, morphology, syntax, and the semantics and pragmatics of English.

Prerequisites (or NONE): LING 101.

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)
 Former course code/number:
 Cross-listed with:
 Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
 Transfer credit already exists: Yes No
 Transfer credit requested (OReg to submit to BCCAT):
 Yes No (if yes, fill in transfer credit form)
 Resubmit revised outline for articulation: Yes No
 To find out how this course transfers, see bctransferguide.ca.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	45

Special Topics
 Will the course be offered with different topics?
 Yes No
 If yes, different lettered courses may be taken for credit:
 No Yes, repeat(s) Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36
Expected frequency of course offerings (every semester, annually, every other year, etc.): Once every 1-2 years

Department / Program Head or Director: Hilary Turner	Date approved: February 6, 2015
Campus-Wide Consultation (CWC)	Date of posting: n/a
Faculty Council approval	Date approved: February 2015
Dean/Associate VP: Jacqueline Nolte	Date approved: February 2015
Undergraduate Education Committee (UEC) approval	Date of meeting: May 22, 2015

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Discuss the complexity in performative knowledge of a language.
- Differentiate among various theories of child language acquisition.
- Differentiate among various theories of second language acquisition.
- Compare and contrast the various theories of language acquisition and learning.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Some lecture, discussions, problem-solving exercises, presentations. This class sometimes employs a "flipped classroom" teaching method with group work, exercises, and workshops.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

Author Surname, Initials	Title (article, book, journal, etc.)	Current Ed.	Publisher	Year
1. Lust & Foley	<i>First Language Acquisition: The Essential Readings</i>	<input type="checkbox"/>	Wiley-Blackwell	2008
2. Owens, R.E. Jr.	<i>Language Development: An Introduction</i>	<input type="checkbox"/>	Pearson	2015
3. MacWhiney & O'Grady	<i>The Handbook of Language Emergence</i>	<input type="checkbox"/>	Wiley-Blackwell	2015
4. Lightbrown & Spada	<i>How Languages are Learned</i>	<input type="checkbox"/>	Oxford U Press, UK	2013
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**Typical Evaluation Methods and Weighting**

Final exam:	35%	Assignments:	%	Midterm exam:	25%	Practicum:	%
Quizzes/tests: (4)	40%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Grading system: Letter Grades: Credit/No Credit: Labs to be scheduled independent of lecture hours: Yes No

Typical Course Content and Topics

- Stages of language acquisition
 - Acquisition of phonology, morphology, syntax, and semantics
- Theories of child language acquisition
 - Imitation
 - Reinforcement
 - Analogy
 - Rules and grammar
 - Universal language theory
- Attempts to teach human language to animals
- Attempts to program computers to produce human language
- Theories of second language learning
 - Acquisition-learning hypothesis
 - Monitor hypothesis
 - Natural order hypothesis
 - Input hypothesis
 - Affective filter hypothesis
- Comparison of language acquisition and language learning theories
- Some teaching methods of second language learning
 - Grammar-translation method
 - Audio-lingual method
 - Direct method
 - Relationship of methods and theory