



EDUCATOR Programs Comprehensive Syllabus

EDUC 7636

Topics: Essential Linguistics for Educators

3 Graduate Credits (online course)

Instructor:

Office:

Telephone:

E-mail:

Office Hours:

COURSE DESCRIPTION:

This course takes a practical approach to the study of linguistics and English as a new language with implications for teaching ESL, reading, writing, spelling, phonics, and grammar in monolingual or multilingual contexts. The basic nature of language, first language acquisition, language variation, language change, and the relations of language to society and culture are explored. The course focuses on the development of linguistic foundational knowledge elements such as phonology, morphology, syntax, and pragmatics that informs planning for teaching first or second language. Structural and semantic differences between the student's first and English as a new language are examined and used in planning for learning.

TAKING AN ONLINE COURSE:

This course is comprised fully of on-line work. It is important to manage your time and become actively involved in on-line discussions. Please make use of the supports available that are detailed in the Student Introductory Course within your Blackboard account. Please do not hesitate to ask me any questions that you have. I am readily available via email. Also, remember that the IT Helpdesk is available 24/7 by emailing helpdesk@fitchburgstate.edu or by calling 978-665-4500.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

REQUIRED TEXTS:

Freeman D.E. and Freeman Y.S. (2014). *Essential Linguistics: What teachers need to know to teach ESL, reading, spelling, and grammar*. Portsmouth, NH: Heinemann.

Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available:
<http://www.fitchburgstate.edu/offices/academic-offices/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (2009 - 2019). *Curriculum Frameworks*. Malden, MA: Author. [Online] Available:
<http://www.doe.mass.edu/frameworks/>

Fitchburg State University Teacher Education Conceptual Framework

Knowledge – As a result of the learning experiences in the course, you will become more cognizant of:

- The different approaches to the study of language.
- Theories of first and second language acquisition.
- How a second language is learned.
- How people understand and produce language.
- The English writing and spelling system.
- The study of words, their meaning, and how new words enter our language.
- The role of morphology in second language teaching.
- Basic aspects of English syntax.
- How pragmatics impact learning across all contents.

Skill -As a result of the learning experiences in the course, you will become better able to:

- Choose an appropriate method for teaching a second language.
- Help students take a scientific approach to spelling.
- Use morphology to teach reading.
- Help students acquire academic vocabulary through understanding morphology.
- Use an understanding of syntax to teach a second language.
- Explain the purpose of pragmatics in language.
- Adapt lessons to meet the complex language needs of English Learners.

Caring – As a result of the learning experiences in the course, you will become more competent in your ability to:

- Use an understanding of phonology to help struggling students.
- Teach students how to use syntactic cues in reading.
- Help students appropriately understand language puns and jokes.

Ethical – As a result of the learning experiences in the course, you will become more competent in your ability to:

- Understand language differences.
- Meet the language needs of all students, regardless of language background.

INSTRUCTIONAL STRATEGIES

<u> </u>	Lecture	<u> X </u>	Data Collection and Analysis
<u> X </u>	Discussion/Questioning	<u> </u>	Pre-Practicum
<u> </u>	Laboratory	<u> </u>	Role
	Playing/Simulation		
<u> X </u>	Problem Finding/Solving Learning	<u> </u>	Independent Field Trips
<u> </u>	Interviewing	<u> X </u>	Computer Applications
<u> X </u>	Collaborative Learning Groups	<u> </u>	Viewing or Listening to Followed
	by		
<u> X </u>	Reflective Responses		Discussing
<u> </u>	Creating Visual Illustrations of Concept		Other <u> </u>

COURSE REQUIREMENTS:

Phonology Student reflection

Write a blog post (1-2 pages, double spaced) on a common phonological mistake speakers of a specific language make. Choose a language of interest or one your students speak. Then research the language and look for common English pronunciation mistakes. See Chapter 5 and Blackboard for additional resources on this.

Cognate Activity

Create an activity to help your students make connections to cognates in their native language. You will be sharing these activities with your peers online. See Chapter 8 and Blackboard for additional resources on this.

Syntax Paper

After choosing a common grammar (syntax) issue for speakers of other languages, write a 4 - 6 page paper (double-spaced) describing the language transfer error and 1-2 classroom activities to help students improve. See Chapter 10 and Blackboard for additional resources on this.

Online Discussions

For each week there is a discussion board, you will be responsible to read the assigned chapter and any additional readings posted and then complete one of the application activities at the end of the chapter. You will post about the activity/application by Wednesday of that week and then respond to 2 peers by Sunday. Since this is a summer course, and you may have a vacation planned, please be sure to post your discussion board response early. You may then respond to your peers late, if necessary. Responses that are more than a week late will be deducted points.

EVALUATION OR GRADING POLICY:

Blackboard discussions/assignments (6 @ 5 pts each)	30%
Phonology Blog Post	15%
Cognate Activity	25%
Syntax Paper	30%

Late Assignments

An assignment is considered late if it is passed in after the date and time it is due (as listed on this syllabus). A Late assignment will receive a 5% reduction in the overall grade for each day it is late.

Course Schedule:

Dates:	Readings:	Assignments
Module 1	Chapter 1: How Linguists Study Language Chapter 2: First Language Acquisition	Blackboard Discussion #1
Read: chapters 1 and 2 Discuss: This discussion board has two parts, be sure to answer each part 1. Think about how children learn language. If you have interaction with any little children, discuss some errors they make. (If you don't have any personal examples, watch some You-Tube videos. There are some great ones out there.) Are they made-up and never heard from adults or a result of rule overgeneralization? Share your thoughts on this while also reflecting on what you learned in chapter 2. 2. What has been your experience with grammar? Think back through your school career. How were you taught grammar? Share what you remember. Do you teach grammar now? What approach do you use? Have you ever thought about this? Share any other thoughts on chapter 1.		
Module 2	Chapter 3: Second and Written Language Acquisition	Blackboard Discussion #2
Read: Chapter 3 Discuss: Choose one of the following questions. When responding to your peers, respond to one of the same question and one of the different question. 1. In this chapter they distinguish between learning a language and acquiring a language. If you have studied or taught students a second language, evaluate your experience. Was the teaching method used consistent with a learning view or an acquisition view? 2. Reflect on the writing instruction you may have received. Different teachers may have used		

different approaches. Which view of writing described in this chapter corresponds most closely to each of your experiences?		
Module 3	Chapter 4: English Phonology	Blackboard Discussion #3
<p>Read Chapter 4</p> <p>Discuss both questions, but you do not need to type the IPA transcriptions:</p> <ol style="list-style-type: none"> 1. Choose 10 English phonemes, for each find a minimal pair of word and transcribe the words using the International Phonetic Alphabet (IPA). See p.117 question 4 for further instructions and two examples and Figure 4.6 on p. 98 for a list of the English consonants. Share about this process. Why are minimal pairs useful? When might you use them in your classroom? 2. On paper transcribe the following words: . Then share your thoughts on the following questions. Why do you think it is helpful for teachers to know these symbols? Why is it helpful to know how you pronounce a sound? Did any of the pronunciation rules discussed in this chapter surprise you? Did you know these were rules following a pattern? Any other thoughts from this chapter? 		
Module 4	Chapter 5: Implications from Phonology for Teaching a Second Language and Teaching Reading	Phonology Blog Post Due <i>(No Discussion Board)</i>
Module 5	Chapter 6: English Orthography Chapter 7: English Morphology	Blackboard Discussion #4
<p>Read Chapter 6 and 7</p> <p>Discuss both questions:</p> <ol style="list-style-type: none"> 1. Share your thoughts on chapter 6 and English orthography. Are there any spelling rules that you didn't realize where rules? Any sound patterns that your students have more trouble with? Do you have any tricks to help your students learn proper spelling? 2. Take a text you would use in your classroom (hopefully you have access to something over the summer) and analyze about 100 consecutive words. Classify the words according to the chart of p. 206 question 1. Then share your analysis of the text (you don't have to share your chart). What percentage of the words are from each category? Did anything surprise you? Do you teach all these categories of words? What ones might ELLs have more trouble with? 		
Module 6	Chapter 8: Implications from Morphology for Teaching a Second Language and Teaching Reading	Cognate Activity Due <i>(No Discussion Board)</i>

Module 7	Chapter 9: English Syntax	Blackboard Discussion #5
<p>Read Chapter 9</p> <p>Discuss:</p> <p>After reading the chapter, look at question 2 at the end of the chapter on pp.262-263. Read over the 7 sentences that have the word “only” in a different position. Think about the meaning of each sentence. Look at the following sentence: “I saw a man with a telescope.” There are at least 2 deep structure meanings of this sentence, what are they? How is the grammar of them different? How would you distinguish the two meanings?</p> <p>On the discussion board, share with your colleagues your thoughts on these sentences (the list with “only” or the sentence with two meanings). Share your thoughts on how ELs might do with these sentences. Are there common syntax errors your ELs make? Also share any other thoughts after reading this chapter. Is there something that stood out to you? Something you didn’t know? An aha moment regarding your EL students and syntax/grammar?</p>		
Module 8	Chapter 10: Implications from Syntax for Teaching a Second Language and Teaching Reading	Syntax Paper Due <i>(No Discussion Board)</i>
Module 9	Semantics and Pragmatics (Readings posted online)	Blackboard Discussion #6
<p>Read:</p> <p>An Introduction to Semantics (article) An Introduction to Pragmatics (https://www.slideshare.net/dr.shadiabanjar/pragmatics-introduction) There is not a chapter from the textbook to read this week.</p> <p>Discuss:</p> <p>Share your reflection on the following questions. You do not have to answer all the questions, but be sure to give a good response. Reflect on both the information read this week and throughout the whole course.</p> <p>Do you think one component of language (phonetics, phonology, morphology, syntax, semantics, and pragmatics) is more important than another for ELLs to understand? As a teacher should you focus on certain components of language more than others? Why or why not?</p> <p>Thinking about all you have learned in this course, what are some take-aways that will have the most impact on your students? How has your thinking about language changed through a deeper understanding of the components of language?</p>		

Discussion Board directions:

Post your response to the questions above by Wednesday night.

Read a sampling of your colleagues' postings.

Respond to at least two of your colleagues' postings in one or more of the following suggested ways:

- Suggest why you might see things differently.
- Ask a probing or clarifying question.
- Share an insight from having read the colleague's posting.
- Offer and support an opinion.
- Validate an idea with your own experience.
- Make a suggestion.
- Expand on the colleague's posting.

Review and reflect on the responses to your original posting. Note what you have learned and/or any insights you have gained as a result of the comments made by your colleagues. Also consider how your insights/learning might affect your future actions.

FITCHBURG STATE UNIVERSITY
GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or

accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change.

Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.

All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located: http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

F. ADDITIONAL READING AND RESOURCES

- Anthony, J. L., Solari, E. J., Williams, J. M., Schoger, K. D., Zhang, Z., Branum-Martin, L., & Francis, D. J. (2009). Development of bilingual phonological awareness in Spanish-speaking English language learners: The roles of vocabulary, letter knowledge, and prior phonological awareness. *Scientific Studies of Reading, 13*(6), 535-564.
- Bailey, A. (2005). Language analysis of standardized achievement tests: Considerations in the assessment of English language learners. *The validity of administering large-scale content assessments to English language learners: An investigation from three perspectives, 79-100.*
- Carlo, M. S., August, D., McLaughlin, B., Snow, C., Dressler, C., Lippman, D., ... & White, C. E. (2009). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Journal of Education, 189*(1-2), 57-76.
- Duncan, T. S., & Paradis, J. (2016). English language learners' nonword repetition performance: The influence of age, L2 vocabulary size, length of L2 exposure, and L1 phonology. *Journal of speech, language, and hearing research, 59*(1), 39-48.
- Gebhard, M., Willett, J., Jimenez, J., & Piedra, A. (2010). Systemic functional linguistics, teachers' professional development, and ELLs' academic literacy practices. *Preparing all teachers to teach English language learners, 91-110.*
- Goldstein, B., & Kohnert, K. (2005). Speech, language, and hearing in developing bilingual children: Current findings and future directions. *Language, Speech, and Hearing Services in Schools, 36*(3), 264-267.
- Goodwin, A. P., Huggins, A. C., Carlo, M. S., August, D., & Calderon, M. (2013). Minding morphology: How morphological awareness relates to reading for English language learners. *Reading and Writing, 26*(9), 1387-1415.
- Khorshidi, H. R., & Nimchahi, A. B. (2013). Motivation and interlanguage pragmatics in Iranian English language learners. *English Language Teaching, 6*(6), 86.

- Kieffer, M. J., & Lesaux, N. K. (2008). The role of derivational morphology in the reading comprehension of Spanish-speaking English language learners. *Reading and Writing, 21*(8), 783-804.
- Lucas, T., & Grinberg, J. (2008). Responding to the linguistic reality of mainstream classrooms.
- Pappamihiel, N. E., & Lynn, C. A. (2016). Adaptations for English Language Learners: Differentiating between Linguistic and Instructional Accommodations. *TESL-EJ, 20*(3), n3.
- Ramirez, G., Chen, X., Geva, E., & Kiefer, H. (2010). Morphological awareness in Spanish-speaking English language learners: Within and cross-language effects on word reading. *Reading and Writing, 23*(3-4), 337-358.
- Turkan, S., De Oliveira, L. C., Lee, O., & Phelps, G. (2014). Proposing a knowledge base for teaching academic content to English language learners: Disciplinary linguistic knowledge. *Teachers College Record, 116*(3).

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