Fort Lewis College
(Teacher Education)

Linguistics for educators ED335 CRN: 30185

- **Linguistics for Educators, Section, CRN**
- **Credits:** 3
- **Semester & Year: Spring 2022**
- **Course Format:** *Face to face*
- **Days/Time of Class Meetings:** MWF 11:15, EBH107

- **Instructor Name: Office Location: EBH 255**
- **Office Hours: MWF 9-11**
- **Phone:**
- **Email:**

Course Description

This course is designed for teachers, including bilingual and ESL teachers, who need to convert the science of language to practical classroom application. The student will become familiar with the three types of grammar, will explore how language is learned, and will apply the science to reading, writing, spelling, vocabulary and grammar instruction. Further, the student will explore the phenomenon of dialect and improve personal language skills.

This course is about becoming more aware of language in our lives and understanding the foundational components of language. It is about examining the language we use, how we use it, and exploring how language develops and how we put it together into the fluid tool it is in our lives. We cover a lot of important content in this course, but there are a lot of supports built in to help you succeed. Students find they learn a lot over the semester that changes how they think about language. I'm excited to be working with you in this course. (*Taken from Lorien Chambers-Schuldt.*)

The course is divided in three units: 1) Phonology (sounds of English), 2) Grammar (morphology and syntax of English), 3) Development (first and second language acquisition, history of English, and language variation).

Instructional Format
This course will be delivered face to face. The course is organized in Canvas in four modules: Phonology, Grammar, Development, and Pragmatics. Each module is composed of weekly units. There will be weekly assignments to complete such as a quiz and a discussion. Each quiz will have two attempts: one prior to the classes, and a second attempt will be open after the week passes for you to repeat. Each of the three first units ends with an exam and a study sheet. If you have to miss class, you'll be required to submit an

*assignment following the PPTs or handouts for the day. This is a **face-to-face** course, which means we will meet in person on MWF 11:15.*

Course Learning Outcomes

The CLD candidate and/or ECE, elementary and/or secondary teaching candidate will...

1. Explain theories for acquiring first and second languages and apply them to classroom instruction.
2. Explain how home languages and cultures relate to students' language and literacy learning in school.
3. Demonstrate knowledge of phonetics and phonology, morphology, syntax, semantics and pragmatics.
4. Apply knowledge of phonetics and phonology, morphology, syntax, semantics and pragmatics to the classroom through the creation and delivery of lessons that meet Colorado Academic Standards.
5. Describe how language acquisition relates to literacy learning (reading, writing, listening and speaking) and provide examples of application in the classroom.
6. Demonstrate awareness of their own language usage and explain how dialect and register vary according to context and culture.

Course Materials & Resources

Required Texts
The texts are needed to respond to the weekly quizzes, yet they won't be required to bring to the classroom.

- **Linguistic Perspectives on Language and Education**, by Anita K. Barry. Pearson, 2008. This book may be shared or taken from reserve.
- **Words Their Way**, by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston. Pearson, 2020. 7th edition. This book will be required also for the literacy course you'll take next, so it's better that you have your own physical copy.
- **Hands On English**, by Fran Santoro Hamilton. Ed. Portico, 2004. May buy used. This book may be shared with other students.

Required Materials
You'll need to download the app https://soundsofspeech.uiowa.edu/

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This will be needed for a few of the classes at the beginning of the course, and could also be shared by at most three students.

Course Requirements & Grading Policies

The course is divided into three modules: 1) Phonology (sounds of English), 2) Structure (morphology and syntax of English), 3) Development (first and second language acquisition, history of English, and language variation). There will be two examinations after each unit, as long as two weekly assignments. You'll also be in charge of one short presentation along the semester.

Attendance and observation templates: 20%

Attendance:
There'll be three classes per week: two face-to-face classes on Mondays and Wednesdays, and one zoom class on Fridays. You'll be required to physically attend the classes on Mondays or Wednesdays. The physical presence of humanity is very important to enhance learning. Also, coming to college is not only important to learn content, but to establish social ties with your peers, your future colleagues. Some of them may become your principal in the future.

- Given extenuating circumstances that make you miss class, you can submit an alternative assignment for the class.
- There won't be zoom meeting alternatives for Monday or Wednesday classes.
- If you arrive late or leave early, I may ask you to submit an assignment to reach full credit given the goals of the lesson you missed.
- If I'm not satisfied with your participation in class, I may ask you to submit a partial assignment to reach full credit.

Observation templates:
In the classroom I model activities you can use in your P-12 settings. I'll ask you to fill out online daily templates on what you observed during these activities, and write two essays on that. This way your attendance will be a meaningful way to learn something you can apply as a teacher of children. I will video-record these activities in case you have to miss class. In these templates, you'll also record how linguistics apply in teaching. There will be at least one observation template required to fill out per week. I can require you to submit one in specific, or I can have you submit one of your choice. I'll video-record the class if one specific classroom is required to observe.

- You need 73% of attendance this overall grade in order to pass the course.

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Weekly assignments:

- **Quizzes (20%):** There will be one <u>weekly</u> online quiz based on the assigned readings of the week. You'll have two attempts per quiz.
- **Discussions (15%):** There will be one online <u>weekly</u> discussion on the topic covered for the week. It may be based on a video or it may be an open question related to the readings of the week. It may also be a question related to your linguistic auto-biography.

Unit examinations: 25%

- **Flashcards:** You'll produce flashcards for each unit prior to taking each exam. The flashcard will contain a concept on the front, with brief explanation (no more than two lines) and example on the back.
- **Exams (3):** There will be three exams per unit. One unit corresponds to phonology, another unit to structure (morphology and syntax), and another to development (language acquisition, disorders, and history of English). You need at least 73% in all three exams to pass the course.

Presentation: 10%
You'll select a dialect or language to present about, and make a 20-minute presentation on that dialect or language. I encourage you to present about your language if you speak a language other than English, or about your own dialect.

Final Exam: 10%
A comprehensive closed-book final exam will cover all concepts from the course. The final exam will be taken on Canvas. A study guide will be distributed ahead of time and time will be scheduled for course review and questions.
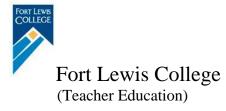
Agenda

	Dates	Major Concepts	Due in Class
Week 1	Monday 8/24	The Linguistic Perspective	

	Wednesday 8/26	Linguistic Competence	DUE: Syllabus questions
	Friday 8/28	Intro to Linguistics	Read: Barry, A. (2008) Chapter 1, "*The Linguistic Perspective*" DUE: Reading Questions Due: Intro survey
Week 2	Monday 8/31	Language Ideology	Read: Valdés, G. Bunch, G., Snow, C., Lee, C., & Matos, L., (2005). *Enhancing the development of students; language(s): An introduction for teachers. In Eds. Darling-Hammond, L., & Bransford, J. Preparing Teachers for a Changing World. San Francisco: CA: Jossey-Bass.* https://www.yesmagazine.org/people-power/how-rez-accents-strengthen-native-identity-20170306 DUE: Reading Questions
	Weds 9/2		Read: Flores blog, Valdes et al. excerpt, video on Canvas. See Canvas for questions. (2005 Enhancing Student lang (pt 1, John) Pt 2—multiple languages and Heath—read a portion on Heath
	Friday 9/4		Register analysis activity (partners)
Week 3	Monday 9/7	Language Acquisition	Read: Barry, A. (2008) Chapter 8, "*Child Language Acquisition*" ♦ Reading Questions ♦ DUE: Register analysis activity
	Wednesday 9/9	Language Acquisition	Read: ● Bruner, J. (1978). Learning the mother tongue. *Human Nature, 1(9)* pp. 42-49. ● Language Acquisition Theory handout ● Ochs and Schieffelin excerpt
	Friday 9/11		Overview of Theorists

			Due: Linguistic Autobiography Part 1
Week 4	Monday 9/14	Second Language Acquisition	♦ Due: Theorist synthesis activity to be performed in class for peers
	Wednesday 9/16		
	Friday, 9/18		♦ Due: Linguistics components analysis and peer review ♦ Test Review
Week 5	Monday 9/21 on Canvas		♦ Language Acquisition and Theory Test on Canvas Due: Linguistic Autobiography part 2
	Wednesday 9/23	History of the English Language intro	● Read: Barry, A. (2008) Ch. 5, "*Language Change and Variation*" pp. 82-92
	Friday 9/25	History of Language activities	
Week 6	Monday 9/28	Phonetics	♦ Read Barry, A. (2008) Ch. 2, " *Foundations of Linguistics: Phonetics*" ♦ Due: Reading questions re: Chapter 2
	Weds 9/30	Phonology	♦ Phonology application activities
	Friday 10/2	Phonology continued and Developmental Spelling Overview	♦ Read: Barry, A. (2008) Ch. 3, "*Foundations of Linguistics: Phonology & Morphology"* pp. 33-39 ♦ Bear, Invernizzi, Templeton, & Johnston (2016) Chapter 1 "*Developmental Word Knowledge*"
Week 7	Monday 10/5	Emergent Literacy	♦ Read: Bear, Invernizzi, Templeton, & Johnston (2016) Chapter 4, "*Word Study for Learners in the Emergent Stage*" pp. 93-99 ♦ Due: Syntax self-assessment (online)
	Wednesday 10/7	Phonology continued – Letter-Name Alphabetic	♦ Read: Bear, Invernizzi, Templeton, & Johnston (2016) Chapter 5, "*Word Study for Beginners in the Letter Name-Alphabetic Stage*" pp. 149-160 (History of English section) ♦ Phoneme flashcards due
	Friday 10/9	Phonology Continued:	Read: Bear, Invernizzi, Templeton, & Johnston (2016) Chapter 6, "*Word Study for*

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		Within- Word Pattern Stage	*Transitional Learners in the Within Word Pattern Stage*" pp. 199-210
Week 8	Monday 10/10	Phonology Review	♦ Phonology section of grammar log due ♦ Test review
	Wednesday 10/12	Phonology Test	♦ Phonology test on Canvas ♦ Grammar and Syntax progress check #1
	Friday 10/14	Intro to Morphology	
Week 9	Monday 10/17	Morphology	♦ Barry, A. (2008) Chapter 3, "*Foundations of Linguistics: Phonology and Morphology*" pp 40-46
	Wednesday 10/19	Morphology : Syllables & Affixes	♦ Bear, Invernizzi, Templeton, & Johnston (2016) Chapter 7, "*Word Study for Intermediate Readers and Writers: The Syllables and Affixes Stage*" pp. 241-255
	Friday 10/21	Morphology: Derivational Relations	♦ Read: Bear, Invernizzi, Templeton, & Johnston (2016) Chapter 8, "*Word Study for Advanced Readers and Writers: The Derivational Relations Stage*" pp. 273-285
Week 10	Monday 10/26	Derivational Relations continued	In class application activities
	Wednesday 10/28	Morphology Review	♦ Morphology and reading stages log due ♦ Test review
	Friday 10/30	Morphology Test	♦ Morphology Test on Canvas
Week 11	Monday 11/2	Grammar & Syntax:	♦ Barry, A. (2008) Ch. 4 *"Syntax and Grammar Teaching*" (pp. 52-77) ♦ Hamilton (2004) reading assignment (individualized based on progress check and syntax knowledge) ♦ Grammar and Syntax Progress Check #2

	Wednesday 11/4	Grammar & Syntax:	● Hamilton (2004) reading assignment (individualized based on progress check and syntax knowledge) ● DUE: Syntax application activity analysis
	Friday 11/6	Grammar & Syntax	
Week 12	Monday 11/9	Grammar and Syntax	Read: Wheeler, R. S., & Swords, R. (2004). Codeswitching: Tools of language and culture transform the dialectally diverse classroom. *Language Arts 81*(6), 470-480. Due: Reading Questions
	Wednesday 11/11	Grammar and Syntax	Review ♦ Due: Syntax and Grammar Linguistic Components Analysis Logs
	Friday 11/13	Language Variation/ Dialect	♦ Read: Barry, A. (2008) Chapter 5 continued "*Language Change and Variation*" pp. 97-105 ♦ https://slate.com/human-interest/2014/10/english-variation-not-related-to-intelligence-code-switching-and-other-ways-to-fight-linguistic-insecurity.html
Week 13	Monday 11/16 –	Language Variation/ Dialect	♦ Activities/ Discussion of Native American English ♦ Presentation on Leap, not assigned ♦ Re-read Ahtone?
	Wednesday 11/18	Language Variation/ Dialect	Episodes and/or 2 and 3 of Do you speak American? --small group discussion due, no class meeting Dialect presentation workday – See Canvas for resources
	Friday 11/20		In-class practice and feedback—small group check-ins
Week 14	Monday 11/23	Language Variation/ Dialect	Dialect presentations DUE – present in class on Zoom

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	Wednesday 11/25	Dialect presentations	Dialect presentations via Zoom
Monday	Monday 12/1	Course Review	Course review for final exam (did Zoom)
Final Exam	Wednesday, 12/2 – Final Exam on Canvas		