



LINGUISTICS EEND AND MSED-636

Template 2015 Section TMPL 4 Credits

07/22/2015 to 07/22/2115 Modified 01/13/2017

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

DESCRIPTION

Focuses on the properties for the participants that all languages have in common and the way languages differ. As an introduction to the science of language, this course surveys the main branches of linguistics: phonology, morphology, syntax, semantics and sociolinguistics, as they apply to language learning and teaching. However, no background in linguistics or any foreign language study is required or assumed in the course. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

OBJECTIVES

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Candidates

Candidates will develop an understanding of a broad overview of language as the medium that makes thinking, understanding, communicating, and teaching possible. Candidates will also demonstrate a focused approach at applying linguistic principles in teaching English language learners.

Serving the Community

Candidates will demonstrate knowledge of how people acquire first and second languages and the implications for schooling and educational policy.

Finding Our Professional Selves

Candidates will develop professionally through appropriate activities of application and research. Candidates will also demonstrate the ability to communicate their ideas about linguistic principles in second language learning by interacting with colleagues in a professional manner.

OUTCOMES

Access to standards referenced in this section can be found at

<http://stfrancis.edu/real/syllabus> (<http://stfrancis.edu/real/syllabus>)

By the conclusion of the course, each participant will be able to do the following:

- Understand, and use the major concepts, theories, and research related to the nature and acquisition of language; *TESOL/CAEP* D1a-b
- Understand language and literacy development and content area achievement; *TESOL/CAEP* D1b
- Understand language as a system and demonstrate a high level of competence in helping students acquire and use English in listening, speaking, reading, and writing for social and academic purposes through lesson preparation; *TESOL/CAEP* D1b, D3b, and D4b-c
- Apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings; *TESOL/CAEP* D1a-b
- Demonstrate understanding of language as a system acquire and use English in listening, speaking, reading, and writing for social and academic purposes *TESOL/CAEP* D1-b
- Understand that language system include phonology, morphology, syntax and pragmatics; *TESOL/CAEP* D1
- Understand the ways in which languages are similar and different and to apply this information to the classroom; *TESOL/CAEP* D1b
- Apply knowledge of language variation, including dialect and gender-based differences, discourse varieties, rhetoric, politeness, humor, and slang; *TESOL/CAEP* D1a
- Students will articulate positive attitudes toward language minority students; *TESOL/CAEP* D5b
- Students will work cooperatively and demonstrate effective questioning techniques and critical thinking skills; *TESOL/CAEP* D5a
- Students will enhance and continue to cultivate an attitude of professionalism by exhibiting the following behaviors: preparedness, neatness, organizational skills, poise, leadership, self-motivation, responsibility, promptness, professional curiosity, and proper oral and written communication skills; *TESOL/CAEP* D5a-b
- Students will demonstrate the ability to interact with colleagues in a professional manner through exchanging (both listening and sharing) ideas, thoughts, experiences, and insights; *TESOL/CAEP* D5b

MATERIALS

RQD-Freeman, D. E. & Freeman, Y. (2014) *Essential linguistics: what you need to know to teach reading , ESL, spelling, phonics and grammar.* (2nd ed.). Heinemann Publishers. ISBN:9780325050935

ASSIGNMENTS

Weekly Discussions

Candidates will demonstrate the ability to interact with colleagues in a professional manner through exchanging (both listening and sharing) ideas, thoughts, experiences, and insights (*TESOL/CAEP Standard* D5b)

Weekly Activities

Candidates will create one weekly activity that involves further investigation, evaluation, and application on the week's objectives.

- Week 1: *TESOL/CAEP Standard D1a-b*
- Week 2: *TESOL/CAEP Standard D1a-b; D4a*
- Week 3: *TESOL/CAEP Standard D1a-b; D3a-b*
- Week 4: *TESOL/CAEP Standard D1a-b; D3a-b*
- Week 5: *TESOL/CAEP Standard D1a-b; D3a-c*
- Week 6: *TESOL/CAEP Standard D1a-b; D3a-c, D4b-c*
- Week 7: *TESOL/CAEP Standard D1a-b; D3a-c*
- Week 8: Candidates will demonstrate all the corresponding outcomes detailed above in a course Capstone project in addition to D5a-b.

Weekly Reflections

The weekly reflection is an opportunity for students to synthesize understandings and practice deep reflection as to how these topics impact your professional experiences and goals. Students are encouraged to share personal experiences, self-evaluate their progress, and address areas for future inquiry. (*TESOL/CAEP Standard D5b*)

Capstone Project: Applied linguistics for English as a Second Language Learners

Candidates will synthesize essential linguistic considerations and apply them to planning for instruction that will increase language performance across the four language development domains of reading, writing, speaking, and listening. Specifically, candidates will address English language acquisition through treatment of phonology, morphology, orthography, syntax, literal/non-literal language, and language contact in standards based lesson planning. (*TESOL/CAEP Standard s D1-5 all*)

COURSE POLICIES

A complete listing of policies for the College of Education at University of St. Francis can be found at

<http://stfrancis.edu/real/syllabus> (<http://www.stfrancis.edu/real/syllabus>)

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing

INSTITUTIONAL POLICIES

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog. For the most current version of the catalog, please visit

<http://stfrancis.edu/academics/university-catalog> (<http://www.stfrancis.edu/academics/university-catalog>)

Academic Integrity

As a Catholic, Franciscan learning community, committed to the values of respect, compassion, service, and integrity, the University of St. Francis acknowledges academic freedom as a fundamental right. For academic freedom and Franciscan values to be maintained and shared, uncompromising honesty and responsibility are essential elements of community life.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in many ways, including instruction on the components of academic honesty, modeling the Franciscan values of respect and integrity, as well as abiding by university policies on penalties for cheating and plagiarism.

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged.

Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of academic integrity necessarily hinders the student's academic development, it cannot be tolerated under any circumstances.

The complete policy on Academic Integrity, including violations, sanctions, appeal process, etc. can be found in the university course catalog at

<http://stfrancis.edu/academics/university-catalog> (<http://www.stfrancis.edu/academics/university-catalog>)

Accommodations for Students with Disabilities (ADA)

It is the goal of the University of St. Francis that all courses be accessible and welcoming to all students, including those with disabilities that may impact learning. To this end, students with disabilities who require reasonable accommodations to fully participate in course activities or meet courses requirements are encouraged to contact the course instructor and the Office of Disability Services at the beginning of the course to discuss access issues. Please contact the Disability Coordinator, Sarah Alag at 815-740-3204 or salag@stfrancis.edu (<mailto:salag@stfrancis.edu>).

This contact with the Office of Disability Services should allow sufficient time to coordinate and provide accommodations. Each case will be reviewed on an individual basis.

Technology Support

The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including:

1. **24x7 Live Canvas Support.** If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select **Chat with Canvas Support** for a "live" text-based click-to-chat session, select **Report a Problem** to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline.

NOTE: Responses to Canvas' email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.

2. **Online Self-Service Help Resources.** A student user guide and other resources for solving issues related to Canvas can be found at <http://learnitnow.stfrancis.edu> (<http://learnitnow.stfrancis.edu>)

3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: <http://techsupport.stfrancis.edu> (<http://techsupport.stfrancis.edu>)
- Or visit them on the first floor of Marian Hall

Notice of Copyright

This course may contain copyrighted materials that are intended to support the learning experiences of students currently enrolled in the course. No student may retain or further disseminate any copyrighted materials, in their entirety or any portion thereof, under penalty of law.