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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**LAE 3332 APPLIED LINGUISTICS FOR TEACHERS (3 CREDITS)**

This course is designed to prepare teacher candidates with contemporary approaches to English linguistics as taught in Florida public secondary schools. In this course teacher candidates will examine English language grammar, usage, dialectology, diction, vocabulary development, semantics and lexicography. The linguistic content will be related to contemporary theories of teaching and learning in addition to theories of language acquisition.

1. **PREREQUISITES FOR THIS COURSE:**

**Admission into the Bachelor of Science in Education program or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.**

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
* Applied Linguistics
* Corpus linguistics
* Traditional English Grammar
* Descriptive vs. Prescriptive Grammar
* Etymology
* Phonology, Morphology, Syntax, Semantics, Discourse, Pragmatics
* Semantic Webs
* L1 Acquisition, L2 Acquisition
* Linguistic transfer, Linguistic Interference, Interlanguage
* Dialect diversity
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The teacher candidate will design standards-based lessons to teach grammar to middle grades learners.
* The teacher candidate will apply innovative pedagogy to teach grammar to native English speakers, English Language Learners, and speakers of non-standard dialects.
* The teacher candidate will analyze the productive grammar of English Language Learners and design effective grammar instruction for linguistically diverse learners.

**B.** **Other Course Objectives/Standards**

* The teacher candidate will apply Standard Edited English rules and conventions to the production of oral and written English.
* The teacher candidate will analyze the productive grammar of middle grades learners and synthesize teaching implications.
* The teacher candidate will analyze middle grades texts to identify prefixes, suffixes, words, and phrases with Anglo Saxon, Greek, and Latin roots.
* The teacher candidate will create instructional materials to teach etymology to middle grades learners.

**SPECIFIC COURSE COMPETENCIES:**

 **Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC- Florida Subject Area Competencies and Skills**

 **FEAP- Florida Educator Accomplished Practices**

 **PEC- Professional Education Competencies**

**ESOL T.S.- Florida Teacher Standards for ESOL Endorsement**

 **ESOL K-12- English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and*

 *competencies found above.*

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| --- | --- | --- | --- | --- | --- | --- |
| Course  | FSAC | FEAP/PEC | Reading | ESOL T.S.  | ESOL K-12 | NCTE |
| **LAE 3332 Applied Linguistics for Teachers** |  | 1a, 1b, 1c,1d, 1e, 1f | 2.A.1-32.F.1-22.G.1 |  |  | 4,6 |
|  | 4a4c | 1.A.21. G.1 |  |  | 4,6 |
|  | 1e, 1f | 2.B.12.B.22.B.32.B.42.C.52.E.23.24.10 | 2.1.a, 2.1.b, 2.1.d,2.1.e, 2.3.e, 3.2.d, 4.1.e | 1,6 | 10 |
|  |  | 2a,5b | 1. D.1, 1.D.3,2. F.1.2.F.6 |  |  | 6 |
|  |  |  |  | 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.e |  | 4,6,9,10 |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Grammar Unit and Presentation**

The purpose of this assignment is for the teacher candidates to construct a series of grammar lessons that are based on the National Council of Teachers of English (NCTE) Standards and the Common Core Standards for a designated grade level (5-9). Each teacher candidate will choose a grade level. The teacher candidate will review the Common Core Language Standards for the grade level and choose one or more standards related to grammar. Based on the chosen standard(s), the teacher candidate will design five lessons (instructor will provide a template) to teach a grammar rule or series of grammar rules. The lessons must be meaning-based, drawing on a mentor text, theme, or an age-appropriate topic. The lessons must also engage participants in active participation through discussion, use of manipulatives, kinesthetic movement, written exchanges, etc. Lessons should **not** include straight grammar drills or pre-fabricated worksheets.

Sample Common Core Language Standard, Grade 7:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

\*Note: Many of the standards encompass more than one grammatical rule. For example, any number of lessons could relate to the concepts of phrases and clauses as they function in specific types of sentences. The teacher candidate should only attempt to cover ONE rule per lesson. The teacher candidate will teach **one** of the five lessons as a mini-lesson (15-20 minutes) to the class. The presentation should be conducted as if the teacher candidate were teaching the lesson to middle grades learners. The presentation should include interactive activities to teach the grammatical rule.

**Corpus Linguistics Analysis Project**

The purpose of this project is for teacher candidates to work in groups of 3-4 to analyze the productive grammar of middle grades (5-9) students. The instructor will provide each group of teacher candidates with a set of writing samples from a chosen grade level. The teacher candidates will code each sentence in the sample based on the six categories below. After coding each sentence, the data from each category will be represented in both graphs and charts, allowing each group to draw conclusions about the linguistic features of the writing.

1. **Type of sentences** (simple, compound, complex) that the students use and their frequency.
2. **Types of mechanical errors** (spelling, capitalization, punctuation) that appear and their frequency.
3. **Types of grammatical errors** (fragments; run-ons; pronoun case, order, and agreement; dangling modifiers/participles; parallelism; subject-verb agreement and shifts in tense; restrictive and nonrestrictive clauses) and their frequency.
4. **Use of tense** (simple, progressive, perfect, conditional) and the frequency of sentences using each.
5. **Use of person** (first person singular, first person plural, second person singular, second person plural, third person singular, and third person plural) and their frequency.
6. **Use of voice** (active, passive).

Each group will summarize its findings in a 3-4 page APA report. The report will include an introduction describing the grade level of the students, the context for the writing assignment, and the approximate length of the samples. The body of the report should include the six graphs and charts and discuss what the data reveals about the writing in relation to the Six Traits. Finally, the group should discuss the implications of teaching grammar at the chosen grade level based on the data analyzed.

 **Teaching Grammar to English Language Learners Project**

The purpose of this assignment is for the teacher candidates to discover the types of grammatical errors that English Language Learners (ELLs) may make in oral and written English language production. Working in groups of 3-4, the teacher candidates will be provided with a writing sample created by an ELL. Teacher candidates will analyze the writing sample and create a “corpus” of identified grammatical errors common to ELLs. In a chart, the teacher candidates will identify each type of error and provide examples from the writing. The teacher candidates will choose **one or two types of grammatical errors** that appear to be frequent for the ELL and will create a series of **five** meaning-based mini-lessons (instructor will provide a mini-lesson template) to address the grammatical error. The teachers will cite related ESOL K-12 Competencies and Skills Standards. The teacher candidates will present one of the mini-lessons to the class.

**Etymology Project**

The purpose of this assignment is for the teacher candidates to examine the etymology of prefixes, suffixes, infixes and root words to understand semantic development. It is also an opportunity for the teacher candidate to develop metalinguistic awareness. The teacher candidates will apply this knowledge to developing standards-based classroom materials for middle grades learners. The teacher candidates will use a middle grades textbook as a resource.

1. Using the textbook, the teacher candidate will locate and identify a list of **20** words or word parts drawing on the following three categories:
	1. Words with Greek or Latin roots
	2. Words with Greek or Latin prefixes or suffixes
	3. Words or phrases derived from Anglo-Saxon, Greek mythology, and Latin.
2. The teacher candidate will create a chart.
	1. On the top of the chart, list the grade level and the name of the text reviewed.
	2. In the first column, list the prefix, suffix, root word, or phrase.
	3. In the second column, list the meaning.
	4. In the third column, list etymological/historical information.
	5. In the fourth column, list the sentence in which the word/phrase was located along with the page number.
3. The teacher candidate will use software to create a professional classroom poster using **between one and ten** of the prefixes, suffixes, words or phrases. (For example, you may want a chart with ten commonly used prefixes, or you may want a graphic organizer showing the semantic relationships to one phrase.) The poster should combine text and visuals to help students understand the denotation and connotations of the words. The poster should also include information about the etymology of the prefix, suffix, word or phrase.
4. **ATTENDANCE POLICY:**

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade.  Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

**A.** **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.

**B. Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.

The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:**  All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***.  For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

 1 day late = 10% grade reduction of task

 2-6 days late = 20% grade reduction of task

 7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.