

***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

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***Phone****(909) 748-8816* ***Fax*** *(909) 335-5204*

***COURSE SYLLABUS***

**Course: Education 645**

**Course Title: Introduction to Linguistics for Educators**

**Term: Winter 2015**

**Days/Times: Mon 5:30-8:30**

**Class Location: Gregory Hall 176**

**Faculty: Joe Castino**

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**Office Hours:** MWF 10:30-11:30 TTH 12-2 p.m. and by appointment

**CATALOG COURSE DESCRIPTION**

This course is designed to provide a profound examination into how languages are patterned and structured. Various theories and research on language structure and related factors in first and second‑language acquisition are studied. In addition, the course will examine effective teaching and assessment strategies that provide all students access to the core curriculum.

**Objectives**

**Students will demonstrate their understanding of: CTEL**

1. A deeper appreciation of the complexities of language, including phonology, 4.1, 4.2

morphology, semantics and syntax

2. Issues pertaining to cross-cultural and cross-linguistic communication 4.5, 4.6, 4.7

3. Theories and research on language learning, language structure, and factors 4.3, 5.2, 8.1, 8.4 in first and second-language development

4. Social, cultural and pedagogical factors which affect first and second 4.4, 5.1, 5.2, 9.4 language development

5. The effect of psychological, socio-cultural, and political factors that 5.5

influence how the needs of ELA students are addressed

6. The effect of age, motivation, self-esteem, gender, experience, cognitive 4.4, 5.3, 5.4

styles, and learning strategies on language acquisition and language learning

7. Becoming more culturally sensitive and compassionate towards those whose 9.1, 9.2, 9.3, 10.2 first language is not Standard English

1. becoming familiar with the identification, assessment, placement, and 6.1, 6.2, 6.4

redesignation of English language learners

1. investigating bilingual research and practices which support effective 4, 5.1, 7.1, 7.3, teaching practices among students of diverse cultures, language, gender, 7.4, 7.5, 8.1, 8.4, race, and individuals with special needs 10.3, 10.4.

10. The historical and cultural trends in the education of linguistically different 5.2, 7.1, 10.1, students, including the use of bilingual program models 10.3

**Competencies**

**Students will demonstrate their learning by:**

1. Acquiring effective teaching practices to provide all students access to the core curriculum

2. acquiring effective formal and informal methods to assess students' proficiency in listening,

speaking and reading readiness in both first and second language

3. comparing and contrasting the phonology and syntax of English to other languages, and the relationship between the first and second language and the transitional process into English

4. Demonstrating competence in the use of electronic research tools (e.g. access the Internet to search for and retrieve information), and in the ability to assess the authenticity, reliability and bias of the data gathered

5. choosing software for its relevance, effectiveness, alignment with content standards, and value added to student learning

6. analyzing the goals and policies of different bilingual educational programs and models as well as the implications of state and federal legislation of bilingual-bicultural programs

### REQUIRED READINGS

**Required Texts:**

Fromkin, Victoria and Rodman, and Hyams. (2014) *An Introduction to Language* (10th edition). Wadsworth. Boston.

*Selected handouts* – to be distributed in class

**STUDENT ASSESSMENT**

**1. Case Study: Second Language Learner Interview: (CTEL – 4.1, 4.2, 4.3, 4.6, 4.7, 5.3, 5.4 8.2)**

The case study is the ***Signature Assignment*** of this course, intended to be the most practical and enlightening of all the course requirements. The student is to meet with a nonnative speaker of English in order to learn about the individual’s current ability in English as a second or foreign language. The student should try to get a tape-recorded speaking sample and/or a written sample from the subject for language analysis. (This is not recommended for the first visit.)

The report should give a brief description of the subject, his/her native language, language learning background, feelings and attitudes toward the target language and culture, the ethnic and linguistic characteristics of the people with whom the individual associates, etc. It should also explain what (if anything) the learner is doing (formally or informally) to improve his/her English. The report should discuss the most salient error patterns in the subject’s production of English and possible causes for those errors (L1 interference, incorrectly learned patterns, interlanguage, etc.) In other words, this presentation should be a descriptive analysis of the subject’s English proficiency at the time of the interview, addressing also the potential factors that might be contributing to the informant’s current linguistic state.

Each student will prepare a 15-minute class presentation about the case study for the final class session. The presentation should include a brief description of the subject, major findings, and a recommendation for placement, intervention, or some other applicable course of action for the subject to continue to improve in his/her own English acquisition. **25 points**

**2. Reflection papers or rewrites**

Students will write weekly minimum two-page reflection papers – typed #12 font double- spaced– on: 1) the John McWhorter lectures that will be shown in class; 2) class lectures; and 3) other differentiated instruction that is used. The expectation is not to simply rephrase the content expressed in the videos or lectures but the instructor is more concerned with honest student insights, opinions, and feelings on what was viewed. Think about whether you learned anything (or not) by listening to the lecture or watching the videos. Were you enlightened or bored? Students will not be judged on whether they agree or not with the class content or methodology. You must turn in these papers the class period after listening to the lectures or watching the videos. **15 points**

**3. Webliography (CTEL – 5.2, 5.4, 5.5, 9.1, 9.2, 9.3)**

Students will conduct a web search based on a topic related to a practical or theoretical aspect of second language acquisition (for example, bilingual programs, assessment, teacher or student resources, etc.) The students will select 10 websites or 10 journal articles (or a combination of both, websites and articles) related to their topic. The articles and/or the websites will be from reputable academic sources. The students will write annotations (at least one paragraph) of each of their sources. The major focus of the webliography assignment with the intended target audience should be clearly identified. **10 points**

**4. Test on phonetics, phonology, morphology and syntax. (CTEL – 4.1, 4.2)**

This material will be covered via the first five chapters in the text, in addition to detailed explanations in class. **30 points**

**5. Facilitation of chapter in I to L (4.1, 4.2, 4.3, 4.6, 4.7, 5.2, 5.3, 5.4, 5.5, 8.2, 9.1, 9.2, 9.3)**

You will choose one of the chapters not covered in class or a topic approved by the professor and teach it to the class. Plan your methodological approach to possibly include lecture, technology, visual aids, group work, or other. **20 points**

**Academic Honesty**

For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards.

**TOPIC OUTLINE/READINGS/ACTIVITIES/MEETING DATES**

**SESSION AUTHOR/ASSIGNMENTS**

1 Introduction to the course, review of syllabus

What is linguistics, (Chp. 1 IL) Amy Walker dialect

2. Articulatory phonetics, point and manner of articulation, voicing,

Consonants, Read chp. 5 IL.Phonetics: *The Sounds of Language*

3 Phonetics continued

4 *The Other Sounds-Vowels,* Morphology, read chp. 2 IL *How to Make a Word* lecture

5 Syntax (read chp. 3 IL) *Deep Structure and Surface Structure* **Webliography due**

6 Syntax cont’d and review

7 **Test on phonetics, phonology, morphology and syntax**

8 Language Acquisition, read chp. 9 *How Children Learn to Speak* lecture *How We learn Languages as Adults* lecture *How You Talk and How They Talk* lecture

9 Sociolinguistics read chp.7 ) *Language and Gender* lecture *Uses of talk from Culture to Culture* lecture. Video of TED Conference [http://www.ted.com/talks/sarah\_jones\_as\_a\_one\_woman\_global\_village.html](https://mailbox.redlands.edu/owa/Joe_Castino@redlands.edu/redir.aspx?C=b9c915636e51479f9d3a07b76bfe0ce3&URL=http%3a%2f%2fwww.ted.com%2ftalks%2fsarah_jones_as_a_one_woman_global_village.html)

Video of *American Tongues Use of Talk from Culture to Culture*

10 *How Class Defines Speech, Language and Gender,* SDAIE strategies, *Languages Sharing the Word-Bilingualism*

11 **Chapter presentations**

12 **Case Study** **Reports**