Course Description

This course focuses on the phonology of American English in comparison with European, Asian and other languages. It examines implications and methodologies for teaching pronunciation. Introduction to the transfer from phoneme to grapheme for initial reading/writing instruction in a second language.

Course Standards

Upon completion of this course, pre-service and in-service teachers will demonstrate competencies based upon New Jersey Professional Standards for Teachers as follows. A complete listing of these standards can be found at: http://www.state.nj.us/njded/profdev/standards

Standard One: Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Standard Two: Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Standard Three: Diverse Learners. Teachers shall understand the practice of culturally responsive teaching.

Standard Four: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Standard Six: Learning Environment. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
Standard Seven: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight: Communication. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

General Objectives

This course examines the knowledge derived from the linguistic sciences about the nature of language and how it is learned and the practical application of these ideas to the teaching of a second language. This course does not aim at promulgating one specific method of integrating applied linguistics in the teaching of ESL but, rather, at encouraging teachers to:

· think for themselves,
· assess the needs of their students,
· investigate a variety of techniques,
· make their own contributions to the development of applied linguistics and TESL.

Specific Objectives

· Overview of Bilingual and ESL programs and ESL as a component of Bilingual programs,
· Analysis of systems and subsystems of language in general and American English in particular,
· Differentiation between elements and skills of language, implications for second language instruction,
· Survey of the phonemes of American English in contrast to phonemes of Spanish, French, Japanese, Korean, and Chinese.
· Examination of the transfer from phoneme to grapheme in American English in contrast to Spanish, French, Korean, and Chinese.
· Exploration all of the above for implications for teaching pronunciation and addressing overlaps between phonology and other subsystems of language.

Outcomes

Cognitive Outcomes: Students demonstrate in class and online discussions and in written assignments:

· Knowledge of nature and aims of basic types of bilingual and ESL programs, NJPST 7;
· Knowledge of psycholinguistic rationales of major approaches to second language teaching NJPST 4;
· Theoretical and technical knowledge of the segmentals and supra-segmentals of American English contrasted with those of French and Spanish in terms of articulatory phonetics NJPST 1;
· Knowledge of the International Phonetic Alphabet NJPST 1;
· Theoretical knowledge of Transformational-Generative linguistic features NJPST 1;
· Knowledge of types of writing systems NJPST 1;
· Knowledge of phoneme/grapheme relationships NJPST 1;
· Knowledge of various approaches to beginning reading stages NJPST 1.

Behavioral Outcomes: Students demonstrate in class and electronic discussions, in class exercises and in written assignments the ability to apply the theoretical knowledge described above by:

· Delivering, transcribing, and assessing phonemic dictations using the International Phonetic alphabet NJPST 1,8;
- Modeling, marking, and assessing dictated sentences for normal American English stress and intonation NJPST 1,8;
- Suggesting effective approaches for the teaching of pronunciation and beginning reading NJPST 3;
- Predicting problem areas in achieving aural/oral proficiency in American English for various linguistic communities NJPST 3, 4;
- Suggesting solutions to these problems that are pedagogically and linguistically valid NJPST 4;
- Establishing a taxonomy for the teaching of phonological features NJPST 4;
- Establishing a rationale and logical sequence for pronunciation drills NJPST 4;
- Establishing a method for teaching the decoding reading phase NJPST 2;
- Developing supplementary materials and tests for pronunciation and beginning reading/writing NJPST 3.

**Course Outline For Fall Semester 2009**

**SESSION 1**  
Bilingual and ESL Programs  
Definition of Language  
Read Yule chapters 1 and 19

**SESSION 2**  
Overview of Linguistics  
Read Yule chapters 2 and 14

**SESSION 3**  
Levels of Communication  
Systems & Subsystems of Language  
Read Yule chapter 4

**SESSION 4**  
Elements and Skills of Language  
Approaches to Language Teaching  
Read Yule chapter 16

**SESSION 5**  
Quiz #1  
Introduction to phonology  
Description of Sound  
Read Yule chapters 5 and 13
**SESSION 6**

Performance Task #1: Group project due

Phoneme Analysis

The Segmentals of American English

**SESSION 7**

American English Vowels

Prepare a vowel dictation for the class

**SESSION 8**

Spanish vowels

French vowels

Read Yule chapter 18

**SESSION 9**

Quiz #2

Madison's pronunciation lesson for vowels

Glides and Diphthongs

**SESSION 10, NOVEMBER 4**

Performance Task #2: Individual project due

Consonants: Points of Articulation

**SESSION 11**

Consonants: Manner of Articulation

Voicing
Daisy's Pronunciation Lesson for Consonants

Prepare a consonant dictation for the class

**SESSION 12**

**Quiz #3**

The Suprasegmentals

Word Stress

Prepare a dictation for the class: Primary and secondary word stress

**SESSION 13**

**Performance Task #3: Individual Project due**

Sentence Stress

Prepare a dictation for the class: Sentence stress stress

**SESSION 14**

**Quiz #4**

Intonation

**SESSION 15**

Juncture

**Assigned Texts:**


**Reference:**


**N.B. This syllabus is subject to minor revisions as necessary**
Requirements:

N.B. Assignments are expected to be turned in on time. Assignments turned in late without a legitimate excuse will be graded "F".

1. Department requirement: Writing sample to be followed up with writing lab at the Learning Center if necessary.

2. Attendance in class and relevant participation in class activities.

3. Weekly visits to the Blackboard Discussion Board with relevant postings as evidence of the visits (represents 10% of the final grade). See instructions below.

4. Mini-research projects based on class discussions. Results will be presented orally or in writing as assigned.

5. **Performance Task #1: Group Project:** A paper discussing one implication per student for teaching the elements of language based on knowledge of language teaching methods and knowledge of the elements of language. **The paper should discuss succinctly what a competent teacher knows and does.** Groups must consist of 3 or 4 students. Every student must contribute the authorship of one implication to be identified as such. Individual grades will be given. This task meets NJPST # 1, 2, 3, 4, 8 and represents 10% of the final grade.

6. **Performance Task #2: Individual Project:** A paper discussing one implication for the teaching of aural comprehension, pronunciation, phoneme-grapheme correspondence of vowel phonemes based on knowledge derived from class lectures/discussions/exercises/materials and reading assignments. **The paper should discuss succinctly what a qualified teacher knows and does.** This task meets NJPST # 1, 2, 3, 8 and represents 15% of the final grade.

7. **Performance Task #3: Individual Project:** A paper discussing one implication for the teaching of aural comprehension, pronunciation, phoneme-grapheme correspondence of consonant phonemes based on knowledge derived from class lectures/discussions/exercises/materials and reading assignments. **The paper should discuss succinctly what a caring teacher knows and does.** This task meets NJPST # 1, 2, 3, 6, 7, 8 and represents 15% of the final grade.

8. **Performance Task #4: Quizzes** based on lectures, discussions, and exercises in previous class meetings. **This task meets NJPST # 1 and represents 50% of the final grade.** Four quizzes: Quizzes #1, 2, and 3 are worth 10% each. Quiz #4 is worth 20% of the grade.

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1 **N.B. Attendance policy for School of Education:**

   2 excused absences

   3 absences = 1/2 grade drop

   4 absences = full grade drop.

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2 **See Blackboard “Assignments” for specific information about how to develop these papers.**

Optional (but strongly encouraged)

Attendance at a professional conference. Extra credit if you present at that conference. If
you are using Blackboard, you can access information about TESOL, NJTESOL/NJBE, NYSTESOL, ACTFL, FLENJ, or Northeast Conference workshops or conventions by navigating through the "External Links" button.

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Grading System:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Credit Value</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Instructor Specific Policies

1. **Assignments are to be turned in on time.** Assignments turned in late without a legitimate excuse will be graded "F";

2. **Missed quizzes:** There will be no make-ups. One missed quiz will be excused and the grade will be figured on the basis of the other quizzes. Additional missed quizzes will be graded zero.

3. Papers will follow **formal academic discourse requirements**;
   1. Papers will be typed **on white paper double-spaced with one-inch margins top, bottom and on the sides. A black or dark blue number 12 font** will be used;
   2. **No cover pages or report covers** are to be used. Use the following format in the upper left hand corner of the first page:
      1. Name
      2. Course number/ section/ title
      3. Semester and Year
      4. Performance Task # ____

4. Graded papers not returned by the last day of class may be picked up in the office. Papers NOT picked up by the end of the following semester will be discarded.
SOE Policies

I. Attendance

1. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

2. The School of Education's Policy Committee met and established the following policy for attendance:
   1. Attendance is required in all our classes
   2. 3 absences, grade drops by a half a grade
   3. 4 absences, grade drops by one full grade
   4. 5 absences, the student fails or withdraws from the class

II. Academic Integrity

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

   Academic dishonesty includes, but is not necessarily limited to, the following:
   1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.
   2. Plagiarism—Representing the ideas or language of others as one’s own.
   3. Falsification—Falsifying or inventing any information, data or citation in an academic exercise.
   4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
   5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
   6. Interference—Interfering with the ability of a student to perform his or her assignments.

Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:
   1. No Credit (0) or Failure for the academic exercise.
   2. Reduced grade for the course.
   3. A Failure in the course that is identified on the student’s permanent record card as permanent and cannot be removed.
   4. Recommendation for academic probation to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services. For a second offense of academic dishonesty,
a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:
1. Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
2. Dismissal from the University.

III. Grade equivalents

1. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed
2. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed
3. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed
4. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, some minor flaws
5. I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student's CGPA. (FDU. 2002, p. 14)
6. Note: All graduate students are expected to maintain a GPA of 3.0 or better. The grade of “C-” in a graduate course is considered a failing grade.

IV. Grading policies

1. Graduate Programs – Grading and similar policies
   1. Grades
      1. Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
      2. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
      3. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and
appropriate when the recorded grade is the result of an error by any university employee.

2. **Repeat Courses:** If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. **Degree Requirements and Academic Probation**
   1. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
   2. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.
   3. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
   4. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

2. **Undergraduate Programs – Grading and similar policies**

   1. **Grades**
      1. Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
      2. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
      3. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. **Repeated Courses:** If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. **Degree Requirements and Academic Probation:**
   1. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student
will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.

2. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

3. An undergraduate program of study must be completed within a period of ten years.

V. Student academic services

1. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

2. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

VI. Policy on course completion

1. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)

2. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

VII. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU School of Education (SOE) take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

VIII. Picking up grades papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

X. Disclaimer
This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

- Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements which might not grandfather a student.

**XI. References**