Applied Linguistics For Teachers of Language EDUC 6574.81 &.82

Instructor:  
Phone:  
Metropolitan Campus: School of Education  
email:  
Office

Syllabus

Course Description
This course examines knowledge derived from linguistic sciences about the nature of language, how it is acquired and the practical application of linguistic knowledge to the teaching of a second language. The lexicon and grammar of American English in comparison with other languages and resultant implications for teaching both in a second/foreign language are the foci of this course.

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/profstand/standards.pdf

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 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.

Goals

General
This course examines the knowledge derived from the linguistic sciences about the nature of language and how it is acquired or learned and the practical applications of this knowledge to the teaching of a second language.

This course does not aim at promulgating one specific method of integrating applied linguistic knowledge in the teaching of language but, rather, at encouraging teachers to:

- think for themselves,
- assess the needs and proficiency levels of their students,
- investigate a variety of techniques,
- make their own contributions to the development the language teaching field.

Specific
Differentiation between the oral and written systems of American English with attention to:

- The lexical subsystem
- The grammatical subsystem
- Analysis of types of morphemes involved in word formation,
- Familiarity with levels of lexical difficulty,
- Familiarity with levels of meaning,
- Familiarity with semantic relations,
- Familiarity with lexical fields and bundles,
- Familiarity with word distribution,
- Knowledge of word formation processes,
- Knowledge of the major schools of grammatical analysis,
- Knowledge of both traditional and linguistic grammatical classifications,
- Familiarity with characteristics and uses of both pedagogical and scientific grammars,
- Exploration all of the above for implications for teaching vocabulary and grammar while addressing overlaps with other subsystems of language.

Cognitive Objectives: Teachers demonstrate in class and electronic discussions, on assignments NJPST 1:

- Theoretical knowledge pertaining to vocabulary:
  - formation,
  - levels of operation, meaning and difficulty,
  - lexical relations,
- Theoretical knowledge of major grammatical models and the rationale of each.
- Theoretical knowledge of semantic components, features, and distinguishers for semantic interpretation.
**Performance Objectives:** Teachers apply theoretical knowledge described above in classroom and electronic discussions and exercises, and in assignments:

- By formulating implications of theoretical knowledge for teaching vocabulary and grammar **NJPST 1, 4,**
- By carrying out mini-research assignments **NJPST 1,**
- By formulating methods and techniques based on theoretical knowledge for the teaching of vocabulary and grammar **NJPST 1,2,3,4,7**
- By testing methods and techniques discussed in class in actual classroom situations **NJPST 4,**
- By adapting existing materials to reflect theoretical knowledge **NJPST1,**
- By developing lesson plans for teaching vocabulary and grammar that are appropriate to the age and proficiency level of the target audience as assigned.

**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 Discussion Board with relevant posting as evidence of visits (10% of final grade);
4. Mini-research projects based on class discussions. Results will be presented orally or in writing as assigned;
5. One group paper on implications of theoretical knowledge re: methods of teaching vocabulary. Groups must consist of 3 or 4 students and every student must contribute the authorship of one implication to be identified as such. Individual grades will be given (10% of final grade)
6. One individual paper discussing implications of theoretical knowledge about vocabulary, grammar, or the overlap of the two for teaching language (20% of final grade);
7. **Quizzes:** Six quizzes over the course of the semester covering course content (60% of final grade).

*N.B. Attendance policy for School of Education: see FDU, School of Education, and Instructor policies A.2

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**Performance Tasks:**

**Performance Task #1:** Weekly visits to the Discussion Board with relevant posting as evidence of visits. This task represents 10% of the final grade.

**Performance Task #2: Quizzes.** These quizzes meet **NJPST # 1** and represent 60% of the final grade.

**Performance Task #3: Group Project*: A reflective paper discussing implications for teaching vocabulary based on knowledge of language teaching methodology and the language sub-system vocabulary. Every student must contribute the authorship of one implication to be identified as such. Individual grades will be given. **This task meets NJPST # 1,2,3,8 and represents 10% of the final grade.**
Knowing what you know about sub-system vocabulary, state how a caring teacher will present a particular type or set of vocabulary items in a particular setting to a particular audience. You may choose an audience with which you are familiar, such as your own class or a class you have taught in the past, or you may construct a prototype class using the Prototype Class Builder.

Designate:
- Grade Level
- Proficiency Level
- Native language(s)

**Performance Task #4: Individual Project**: A reflective paper discussing implications for teaching vocabulary, grammar, or the overlap of the two based on knowledge of language acquisition processes, language teaching methodology, and of the sub-systems vocabulary and grammar. This task meets NJPST # 1, 2, 3, 8 and represents 20% of final grade.

This is a two-part paper addressing the following questions:

- What a does a qualified teacher know about a particular type or set of vocabulary or grammar items, or a particular type of overlap of the two?

- How will a competent teacher present these items in a particular setting to a particular audience?

You may choose an audience with which you are familiar, such as your own class or a class you have taught in the past, or you may construct a prototype class using the Prototype Class Builder.

Designate:
- Grade Level
- Proficiency Level
- Native language(s)

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**Assigned Text**


*N.B. Beginning in Fall, 2006, both EDUC 6573 Comparative Phonology and EDUC 6574 Applied Linguistics were assigned the 3rd edition of this textbook. Some students may have purchase the 2nd edition in a previous semester. Students using the 3rd edition should follow the bold, italicized reading assignments in this course outline.* Reading assignments in plain type refer to the 2nd edition of the text.

Online supplementary materials: (See “Course Documents”, “Assignments”, and “External Links” in Blackboard.

**Resources**

Halliday & Hasan, *Cohesion in English*, Longman.

**Recommended related websites**
WIDA Standards:

Standards for Foreign Language Learning

New Jersey Core Curriculum Content Standards [http://www.state.nj.us/njded/cccc/](http://www.state.nj.us/njded/cccc/)

New Jersey Professional Standards for Teachers
[http://www.state.nj.us/njded/profdev/standards](http://www.state.nj.us/njded/profdev/standards)

*(N.B. Additional websites of interest are available on Blackboard under “External Links.”)*

**Course Outline**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Reading from the assigned text* and Assignments</th>
</tr>
</thead>
</table>
| 1       | 01/28| • Introduction to course:  
• Language acquisition theory  
• Overview of language teaching methods | Chapters 16, 17  
*Chapters 14, 15* |
| 2       | 02/04| • Review/overview of phonology & terms | Chapter 8  
*Chapter 7* |
| 3       | 02/11| • Quiz #1  
• Introduction to vocabulary study/morphology:  
  • Terminology  
  • Definitions  
  Descriptive analysis | Prepare two words to provide for class analysis for next week |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activities and Assignments</th>
</tr>
</thead>
</table>
| 4    | 02/18| - Morpheme analysis practice exercises  
- Implications for teaching  
- Vocabulary acquisition and Levels of meaning  
- Levels of operation  
- Chapter 15  
- *Chapter 13*  
- Prepare examples of word meaning changing due to each level of operation |
| 5    | 02/25| - Quiz #2  
- Semantic fields  
- Contextual meaning  
- Physical context  
- Lexical context  
- Chapter 19  
- *Chapter 17*  
- Prepare examples of word meaning changing due to each type of context |
| 6    | 03/04| - Quiz #3  
- Word distribution  
- The multiple root system  
- Lexical change  
- Chapters 7, 18  
- *Chapter 6, 16*  
- Prepare examples of each type of word distribution |
| 7    | 03/11| - Word formation processes  
- Levels of difficulty  
- Chapter 11  
- *Chapter 10*  
- Prepare examples of each word formation process  
- Group reflective paper due |
| 8    | 03/25| - Quiz #4  
- Lexical relations  
- Vocabulary Lesson demonstration  
- Prepare examples of each type of lexical relation |
| 9    | 04/01| - The relationship between vocabulary and grammar. |
| 10   | 04/08| Introduction to grammar:  
- Definition of grammar  
- Perspectives regarding the teaching of grammar:  
  - Rationale  
  - Approaches  
  - Purpose  
- Chapter 9  
- *Chapter 8* |
| 11   | 04/15| - Grammars  
- Scientific  
- Pedagogic |
| 12   | 04/22| - Quiz #5  
- Criteria for choosing a pedagogic grammar  
- Models of scientific grammar  
- Grammar lesson demonstration  
- Chapter 10  
- *Chapter 9*  
- Individual reflective paper due |
| 13   | 04/29| - Models of grammatical analysis  
  - Traditional  
- Chapters 12, 13  
- *Chapters 11, 12* |
Quiz #6

Linguistic models of grammatical analysis

- Descriptive
- Semantic

Grading and evaluation policies

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<tr>
<th>Letter Grade</th>
<th>Credit Value</th>
<th>Percentage Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
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<td>2.33</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>2.00</td>
<td>73-76</td>
</tr>
</tbody>
</table>

FDU, School of Education, and Instructor policies

I. Instructor-specific policies:
   
   A. Advisement: This is **by appointment only**. Please see contact information on page 1. I do not have advisement/office hours on Wednesdays.

   B. Questions about course and materials:

   1. Ask questions in class before making an individual arrangement. If you have a question, others in class might have the same question. I would prefer to address these once with the whole group rather than multiple times with individuals.

   2. If your question is about material we have already covered, the Discussion Board is a good place to post your problem. Classmates can often provide the answer.

   C. Written assignments:

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

   2. Papers will follow formal academic discourse requirements;

   3. Papers will be **double-spaced with one-inch margins** top, bottom and on the sides. A number 12 font will be used;

   4. No cover pages or report covers are to be used. Use the following format in the upper left hand corner of the first page:

      a. Name
b. Course number/ section/ title

c. Semester and Year

d. Performance Task # ___

D. 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.

E. 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 suggested the following for graduate classes which meet for 15 sessions:

   a. Attendance is required in all our classes
   b. 3 absences, grade drops by a half a grade
   c. 4 absences, grade drops by one full grade
   d. 5 absences, the student fails or withdraws from the class

II. Academic integrity

A. FDU Academic Integrity Policy

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. Graduate Programs – Grading and similar policies

1. Grades:
   
a. 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.

   b. 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.

   c. 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
   
a. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
b. 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.

c. 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).

d. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

4. 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.

5. Degree Requirements and Academic Probation:

a. 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.

b. 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.

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

IV. Student Academic Services

A. 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.

B. 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)

V. Policy on course completion

A. 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)

B. 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.

VI. 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 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.

VII. Picking up graded papers

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

VIII. 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.

IX. References
