**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** CTES 6010/5010

**Course Title:** Language Study for Teachers

**Course Room:** Haley Center 2461

**Credit Hours:** 3 semester hours

**Prerequisites:** Junior standing; or departmental approval

**Corequisite:** None

**Term:**  Fall 2013

**Instructor:** Dr. Jamie Harrison **Office:** Haley Center 5080 **Telephone:** 334-844-8278 **email:** [**jlh0069@auburn.edu**](mailto:jlh0069@auburn.edu)

**GTA:** Jennifer McNellage **email: [jkm0021@auburn.edu](mailto:jkm0021@auburn.edu)**

**Texts:**

Kolln, M. & Funk, R. (2012). *Understanding English Grammar (9th ed.)*. NY: Longman.

Kolln, M. & Funk, R. (2012). *Exercises for Understanding English Grammar (9th ed.)*. NY: Longman.

Other readings as assigned.

**Course Description:**

CTSE 5010/6010 is not a course in pedagogy: that is, it is not about how to teach concepts of English grammar, usage, and mechanics to secondary students. Rather, the focus of this course is the syntactic and semantic concepts themselves: however, unlike a traditional linguistics course, our frame of reference in CTSE 5010/6010 is the secondary classroom grades 6-12. For example, we compare and contrast grammatical concepts and attitudes about usage as presented in traditional school grammar books with concepts and attitudes derived from 20th century linguistics. One purpose of such comparison is to help pre-service teachers bridge the gap between entrenched ideas about language and ideas derived from a scientific study of language.

**Course Objectives:**

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of language including history and grammatical systems, acquisition and development; standard American English, to include clarity of enunciation and expression; and regional and ethnic dialects as expressions of cultural diversity in America. **ELA (1)(a)1**

2. Review the classification system of traditional Latinate (school) grammar, become familiar with concepts from linguistics, particularly those from structuralist and transformational-generative grammars, and analyze English sentence structure using the analytic tools derived from these various grammatical systems. **ELA(1)(a)1**

3. Become familiar with changes English has undergone, particularly in its structure and word stock, and with the effects of such change on communication in modern and contemporary English. **ELA(1)(a)1**

4. Become familiar with how native speakers acquire grammatical competence, with the role error plays in acquisition, and with how prose written by children and adolescents (or those inexperienced with writing at any educational level) differs grammatically (i.e., structurally) from that written by adults who are accomplished in writing**. ELA(1)(a)1; PS(2)(a)1(iv)**

5. Explore issues concerning usage (e.g., standardization versus diversity), and become familiar with various perspectives on usage in English and their historical influences (e.g., 18th century prescriptive traditions in contrast to 20th century descriptive linguistic practices; a two-valued orientation versus a multi-valued orientation), and develop an informed position concerning usage, subject to change as new information becomes available. **ELA(1)(a)1; PS(2)(f)1(I)**

6. Become familiar with dialectical variations (e.g., regional, cultural, ethnic, and gender variations in English), and develop an informed position concerning dialects of English, subject to change as new information becomes available. **ELA(1)(a)1; PS(2)(f)1(ii)**

7. Become familiar with the nature of language as a symbol system, including how symbols, linguistic and nonlinguistic, acquire meaning and how readers, viewers, and listeners are affected by and make meaning from symbols used in context. **ELA(1)(a)6**

8. Distinguish between informative and affective uses of language, and become familiar with how language can be used to obscure meaning (e.g., doublespeak) or alienate people (e.g., jargon) and with how language can be used to resolve conflicts, particularly those that typically arise in middle school and high school classrooms. **ELA(1)(a)6**

9. Explore the impact of communication media upon society. **ELA(1)(a)6**

10.Have knowledge of the nature and structure of the English language emphasizing grammar and linguistics.

**Course Requirements:**

**1. IN-CLASS and FRIDAY CANVAS ACTIVITIES** *(10 @ 10 points each = 100 pts.)*

**2. QUIZZES** *(10 @ 10 points each = 100 pts.)*

**3. GRAMMAR LESSON** *(200 pts.)*

Students will select one grammatical concept from course topics. Working as a small group, students for chosen topic will prepare the following to be delivered during Wednesday sessions:

1. Powerpoint lesson
2. 2 – 3 hands on activities to teach concepts in multiple ways
3. 1 10 question quiz plus answer key

**4. REAL WORLD PORTFOLIO** *(100 pts.)*

Students will collect artifacts of English in the real world developed around a theme of your choice. Themes could include such things as: power, diversity, change, generational divide, influence of media, etc. Artifacts should be displayed in a digital format and should include commentary related to chosen theme. More information will be forthcoming.

**5. TESTS** *(3 scheduled @ 100 pts. each = 300 pts.)*

**6. FINAL** *(200 pts.)*

**A = 1000-901**

**B = 900 -801**

**C = 800 -701**

**D = 700 -601**

**F = 600 or below**

**Evaluation and Grading Procedures:**

All assignments are graded according to the specific assignment criteria and returned to students by the next class meeting after submission unless noted otherwise. I adhere firmly to the University’s statement on academic conduct/plagiarism.

**Course Assignments and Meetings:**

**Syllabus is subject to Change with Notice**

**Class Policy Statements:**

**Participation:** Students are expected to participate in all class discussions and participate in all

exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not

met. Students are responsible for initiating arrangements for missed work.

**Attendance/Absences:** Attendance is required at each class meeting. If an exam is missed, a

make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub.

Arrangement to take the make-up exam must be made in advance. Students who miss an exam

because of illness need a doctor’s statement for verification of sickness and should clear the

absence with the instructor the day they return to class. Other unavoidable absences from campus

must be documented and cleared with the instructor **in advance**.

**Quizzes:** Quizzes will come from the assigned workbook pages listed in the syllabus. This is not to say that you should not do other workbook pages or exercises in the course text. I absolutely and highly recommend that – this course will be difficult otherwise.

**Tests:** There will be three announced tests during the semester.

**Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are

expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Distance Learning Students**: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**Justification for Graduate Credit:**

Graduate students fulfill all undergraduate requirements, plus do additional work. I’ll consult with individuals to determine the additional tasks and to adjust grading percentages.

**CTSE 5010/6010 COURSE SCHEDULE FALL 2013**

**Note: All Friday meetings except those noted as test days will be held via Canvas.**

**On non-test Fridays, you can expect one or all of the following:**

**Review of current week’s concepts as needed**

**Practice work related to current week’s concepts as needed**

**Preview of upcoming week’s concepts**

**Theoretical question for discussion**

**Note: Student Lesson Presentations will be made on Wednesday of the week assigned.**

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| **MEETING DATES** | **TOPICS/CHAPTERS ASSIGNED** | **WORK TO COMPLETE PRIOR TO MONDAY SESSION (Counts as quiz grade)** | **LEADER**  **(sign up for any blank topic, maximum 2 per topic until all filled)** | **ASSIGNMENTS DUE** |
| **Week 1: Aug 21, 23** | **The study of grammar, chapter 1** |  | **Harrison** | **PRE-TEST (Aug 23)** |
| **Week 2: Aug 26, 28, 30** | **Words and Phrases; chap 2** | **Read chap 2,**  **WB, p. 23 – 24** | **Harrison** |  |
| **Week 3: Sept 4, 6** | **Sentence Patterns, chap 3** | **Read chap 3**  **WB p. 31; 37 - 38** | **Harrison** |  |
| **Week 4: Sept 9, 11, 13** | **Expanding the main verb, chap 4** | **Read chap 4**  **WB p. 51 - 52** | **Harrison** |  |
| **Week 5: Sept 16, 18, 20** | **Changing sentence focus, chap 5** | **Read chap 5**  **WB p. 61 – 62; 67 - 68** |  | **TEST (Sept 20)** |
| **Week 6: Sept 23, 25, 27** | **Adverbials, chap 6** | **Read chap 6**  **WB p. 75 – 76; 77 - 78** |  |  |
| **Week 7: Sept 30, Oct 2, 4** | **Adjectivals, chap 7** | **Read chap 7**  **WB p. 91 – 92; 95 - 96** |  |  |
| **Week 8: Oct 7, 9, 11** | **Noun Phrase & Functions, chap 8** | **Read chap 8**  **WB, p. 113 – 114; 115 – 116** |  |  |
| **Week 9: Oct 14, 16, 18** | **Sentence Modifiers, chap 9** | **Read chap 9**  **WB p. 125 - 126** |  | **TEST (Oct 18)** |
| **Week 10: Oct 21, 23, 25** | **Coordination, chap 10** | **Read chap 10**  **WB p. 136** |  |  |
| **Week 11: Oct 28, 30,Nov1** | **Morphemes, chap 11** | **Read Ch. 11**  **WB p. 137 - 142** |  | **TEST (Nov 1)** |
| **Week 12: Nov 4, 6, 8** | **The Form Classes, chap 12** | **Read Ch. 12**  **WB p. 149 - 150** |  |  |
| **Week 13: Nov 11, 13, 15** | **The Structure Classes, chap 13** | **Read Ch. 13**  **WB p. 151 - 152** |  |  |
| **Week 14: Nov 18, 20, 22** | **Pronouns, chap 14** | **Read ch.14**  **WB p. 159 – 160; 161 - 162** |  |  |
| **BREAK: Nov 25 - 29** |  |  |  |  |
| **Week 15: Dec 2, 4, 6** | **Review/Course Wrap Up** | **TBA** | **Harrison** | **Real World Portfolios due Dec. 4** |
| **Final Exam: TBA** |  |  |  |  |