**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** CTSE 5010/6010

**Course Title:** Language Study for Teachers

**Course Room:** Haley Center 2435

**Credit Hours:** 3 semester hours

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

**Corequisite:** None

**Term:**  Fall 2014; Tuesdays & Thursdays 11:00 – 12:15

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

**Office Hours:** T 1 - 3 p.m.; W 1 - 3 p.m.; others by appointment

**Texts:**

Grammar by Diagram

Grammar by Diagram, Workbook

You can order directly from the publisher at www.broadviewpress.com. They offer the following prices:

The bound textbook and the workbook together are available as a package price deal, so the cost would be

$67.95 and the ISBN for that package is 978-1-55402-925-9.

For the e-book, Grammar by Diagram is $33.95 and the ISBN is 978-1-55111-778-2.  The workbook is $22.95 as an PDF and the ISBN is 978-1-55111-901-4.

A special note from the publisher:

"For students who order the bound texts directly from our website, we give the discount code “broadview20%”.  Ebooks are already discounted, so there are no further discounts that we offer on them.  The code for the bound books will give them 20% off the listed price.

**Graduate Additional Text:**

Bauer, L. & Trudgill, P., eds. (1998). *Language Myths.* New York: Penguin Putnam.

**Optional:**

Kolln, M. & Funk, R. (2012). *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**

**Course Requirements:**

**1. Attendance and Participation** *(15 @ 10 points each = 150 pts.)*

**2. Weekly Grammar Activities (in class and out of class)** *(10 @ 20 points each = 200 pts.)* *These activities or exercises will either be done in class or out of class and will expand upon weekly grammatical concepts.*

**3. Digital Interactive Bulletin Board Creation** *(100 pts.) Students will choose from a list of research topics based on course standards to prepare a digital interactive bulletin board.*

**5. Grammar Tests** *(3 scheduled @ 100 pts. each = 300 pts.) Tests will be given as scheduled on course syllabus and will address the preceding weeks’ material.*

**6. Grammar Game Creation** *(50 pts.) Students will work in groups to prepare a grammar game suitable for high-school aged students.*

**7. FINAL EXAM: TBA** *200 points*

**A = 1000-900**

**B = 899 -800**

**C = 799 -700**

**D = 699 -600**

**F = 599 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 partially 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 a) prepare a presentation about a contemporary language myth, and b) prepare an interactive grammar review lesson. Consultations with instructor will help guide decisions. Both requirements will be presented to the entire class as scheduled.

**CTSE 5010/6010 COURSE SCHEDULE FALL 2015**

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| **MEETING DATES** | **Reading & Workbook Practice\* (to be completed prior to each Tuesday)** | **ASSIGNMENTS DUE** |
| **Week 1: Aug 18, 20** | **Introduction, Syllabus, Pre-test** | **PRE-TEST (8/18)** |
| **Week 2: Aug 25, 27** | **Vitto, ch 1 Parts of Speech** | **Activity 1** |
| **Week 3: Sept 1, 3** | **Vitto, ch 2 Sentence Patterns** | **Activity 2** |
| **Week 4: Sept 8, 10** | **Vitto, ch 3 Sentence Patterns** | **Activity 3** |
| **Week 5: Sept 15, 17** | **Vitto, ch 4 Usage Problems** | **Activity 4** |
| **Week 6: Sept 22, 24** |  | **Grad Level Review 1**  **TEST 1 (9/24)** |
| **Week 7: Sept 29, Oct 1** | **Vitto, ch 5 Combining and Expanding Patterns I** | **Activity 5** |
| **Week 8: Oct 6, 8** | **Vitto, ch 6 Combining and Expanding Patterns II** | **Activity 6** |
| **Week 9: Oct 13, 15** | **Vitto, ch 7 Combining and Expanding Patterns III** | **Activity 7** |
| **Week 10: Oct 20, 22** |  | **Grad Level Review 2**  **TEST 2 (10/22)** |
| **Week 11: Oct 27, 29** | **Vitto, ch (9, 10) 11 Verbs and Verbals** | **Activity 8** |
| **Week 12: Nov 3, 5** | **Vitto, ch 13 Sentence Transformations** | **Activity 9** |
| **Week 13: Nov 10, 12** |  | **Grad Level Review 3**  **TEST 3 (11/12)** |
| **Week 14: Nov 17, 19** | **Digital Interactive Bulletin Board Sharing (Online Format)** | **Activity 10** |
| **BREAK: Nov 22 - 27** |  |  |
| **Week 15: Dec 1, 3** | **Grad Student Presentations: *Language Myths***  **Grammar Game Event** | **Language Myths (12/1)**  **Grammar Games (12/3)** |
| **Final Exam: TBA** |  |  |

***\*Workbook practice is up to you. The answers are all in the back of the book! I expect you to come to class with questions and ready to work with concepts.***