**CTSE 5010/6010/6016 Fall 2016**

**Auburn University**

Department: Curriculum & Teaching

Course Title & Credit: Language Study for Teachers; 3 hrs

Room and Schedule: HC 2461; T R 11 a.m. – 12:15 p.m.

Instructor: Dr. Jamie Harrison [jlh0069@auburn.edu](mailto:jlh0069@auburn.edu)

Phone Number: 334-844-8278

Office: Haley Center 5080

Office Hours: Tuesdays 1 – 2 p.m.; Thursdays 1 – 4 p.m.

**1. COURSE DESCRIPTION**

The focus of this course is the syntactic and semantic concepts of the English language with the ELA classroom as a frame of reference. We will 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. The course is designed as an active learning course. As such, it is imperative that students are prepared to collaborate in the construction of knowledge.

**Text:**

Vitto, C. (2006). Grammar by diagram: Understanding English grammar through traditional sentence diagramming*.* Ontario, Canada: Braodview Press. ISBN 1-55111-778-9

Vitto, C. (2006). Grammar by diagram: Understanding English grammar through traditional sentence diagramming. Workbook*.* Ontario, Canada: Braodview Press. ISBN 978-1-55111-901-4

Graduate level only:

Folse, K. (2009). Keys to teaching grammar to English language learners: A practical handbook. Ann Arbor, MI: University of Michigan Press.

**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**

**2. COURSE REQUIREMENTS**

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

**Quizzes** *(6 @ 25 pts each = 150 pts.)*

**Short Story Analysis** *(100 pts.)* *Students will choose an appropriate short story to use for grammatical analysis. Work will be submitted in two parts.*

**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.*

**Grammar Game Creation** *(100 pts.) Students will work in groups to prepare a grammar game suitable for high-school aged students based on course concepts.*

**FINAL EXAM: TBA** *200 points*

Attendance and Participation: Class content and processes related to English grammar and issues of language are based on social interaction, applications of cooperative learning activities, shared discussions, and collaboration. Due to the participatory nature of learning experiences in this class, students are expected to have an *active* presence and adhere to all course requirements explained in class policies.

Late Assignments: Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit. For example, a 20-point assignment due Monday would be worth at most 14 points by Thursday. Discussion board postings will *not* be accepted late.

Assigned Readings: Beyond the required textbook and workbook, some additional readings will be available in Canvas. Readings will be discussed in various manners ranging from course Canvas discussions to embedded in class assignments. These readings contain information that will be included in the reflections, projects, examinations, and other course requirements.

Justification for Graduate Credit: Graduate students fulfill all undergraduate requirements, plus a) prepare an online presentation about a language related issue, and b) create a Grammar Key Resource for ELLs. Consultations with instructor will be held to discuss each requirement.

Grading and Evaluation:

Late assignments will result in a 10% grade deduction per weekday, to a maximum 30% lost points.

The grading scale will be:

**A = 1000-900 points or 100 – 90 average**

**B = 899 -800 points or 89 – 80 average**

**C = 799 -700 points or 79 – 70 average**

**D = 699 -600 points or 69 – 60 average**

**F = 599 or below points or 59 or below average**

**2. COLLEGE AND UNIVERSITY POLICIES**

**Participation:** Students are expected to attend class and participate in all class discussions, exercises, and activities.

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:** **Excused Absences**: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.
* **Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specific by the instructor).
* **Late Assignments:** Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**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.

4. TENTATIVE SCHEDULE

\*Please note that this is a tentative summary of the schedule and may change during the semester. Follow the assignments on the weekly modules in Canvas.

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| Week | Topics | Reading | Assignments |
| **1: 8/16, 8/18** | **Introduction & Syllabus**  **Parts of Speech Reivew**  **Pre-test** | **Syllabus** | **Parts of Speech Poster (in class)**  **Choose Short Story**  **Pre Test (8/18)** |
| **2: 8/23, 8/25** | **Sentence Patterns I - V** | **Vitto, ch 1**  **Vitto, ch 2** | **Quiz 1: Parts of Speech (8/25)** |
| **3: 8/30, 9/1** | **Sentence Patterns VI - X** | **Vitto, ch 3** | **Quiz 2: Sentence Patterns (9/1)** |
| **4: 9/6, 9/8** | **More Sentence Pattern Practice\* or alternate topic** |  | **Short Story Analysis Part 1 (DUE 9/11)** |
| **5: 9/13, 9/15** | **The Verb Expansion Rule (reading to be provided)** |  | **Quiz 3: Verb Expansion Rule (9/15)** |
| **6: 9/20, 9/22** |  |  | **Grad Level Review 1 (9/20) TEST 1 (9/22)** |
| **7: 9/27, 9/29** | **Combining and Expanding Patterns Part 1** | **Vitto, ch 5** |  |
| **8: 10/4, 10/6** | **Combining and Expanding Patterns Part 2** | **Vitto, ch 6** |  |
| **9: 10/11, 10/13** | **Combining and Expanding Patterns Part 3** | **Vitto, ch 7** | **Quiz 4: Combining/Expanding Patterns (10/13)** |
| **10: 10/18, 10/20** |  |  | **Graduate: Language Issue Presentations Undergraduate: Extra Credit Opportunity** |
| **11: 10/25, 10/27** |  |  | **Grad Level Review 2 (10/18) TEST 2 (10/20)** |
| **12: 11/1, 11/3** | **Verbs and Verbals** | **Vitto, ch 9 - 10** | **Quiz 5: Verbs and Verbals (11/3)** |
| **13: 11/8, 11/10** | **Sentence Transformations** | **Vitto, ch 13** | **Quiz 6: Sentence Transformations (11/10)** |
| **14: 11/15, 11/17** |  |  | **Grad Level Review 3 (11/15) TEST 3 (11/17)** |
| **11/21, 11/25** | **BREAK** | **BREAK** | **BREAK** |
| **15: 11/29, 12/1** | **Grammar Game Events** |  | **Grammar Game Events** |
| **FINAL EXAM** | **TBA** |  |  |
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