**Language Study for Teachers**

**Auburn University**

**Course Number**: CTSE 5010

**Credit Hours**: 3

**Prerequisites**: Junior Standing

**Corequisites**: None

**Term**: Fall 2017

**Classroom**: Haley 2461

**Day/Time**: TR 11:00-12:15

**Instructor**: Katharine H. Brown

**Office**: Haley 9077

**Contact Information**: brownkh@auburn.edu (Office phone: 844-4260)

**Office Hours**: Tuesdays 9:30-10:30; Thursdays 9:30-10:30; and by appointment (Phone and Skype meetings are also an option)

**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.

**Student Learning Outcomes:**

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 Content and Schedule:**

\*\*See Course Calendar at the end of this syllabus

**Assignments/Projects:**

Journal/writer’s notebook (20%) – This semester, you will be asked to keep an *individual* reflective journal. At minimum, you will write a weekly reflection on themes and readings discussed during the week and ideas you found particularly salient for your own teaching, but the journal can also be used to jot down ideas and questions you hope we discuss in class, notes on assigned readings, and similar content. Bring your journal to class, as we will also use it to reflect on ideas we discuss. At times, we may complete weekly reflective writing in class, but the bulk of your journaling will take place outside of class. Be sure to date each entry to show that you are sustaining this project over the course of the semester.

Philosophy/Stance of Language Instruction (15%) - Students will write 1-2 pages, single spaced, detailing their philosophy of language instruction. Students will explain their understanding of how secondary students learn grammar and develop vocabulary, methods of teaching grammar, and a justification of these stances grounded in common core and NCTE standards, course readings and personal research. Students will cite 3-5 sources to support their stance of instruction.

Evaluation of Grammar Artifacts (15%) - Students will write 3-4 pages, double spaced, evaluating one artifact of grammar and vocabulary instruction.  This will be a critical assessment. Students will select one instructional text, define its philosophy of grammar and language instruction, and critically assess at least three assignments or activities. In the assessment, consider how the text impacts diverse students and how it aligns with a personal philosophy of language instruction. Is this a text you can recommend? Would you use this in your own teaching? Why or why not?

Group Teaching (20%) – In groups of 2-3, you will prepare and present a 20-30 minute lesson giving language instruction. A sign up form will be distributed during the second week of class. This assignment gives you the opportunity to try out instructional strategies to be later refined and possibly implemented in your final instructional portfolio project. After your lesson, we will debrief to share our responses to your instructional approach and give feedback for improvement.

Instructional Portfolio (30%) – As part of your degree program, you will create an ePortfolio displaying your instructional materials. In this course, you will create a component of that ePortfolio, which includes instructional modules and lessons on language instruction. Your final project for this course, the instructional portfolio, will include at least 6 grammar or vocabulary instructional materials created by you, a revised philosophy/stance of language instruction, annotations for texts you recommend for teachers to use while developing similar instructional content, a rubric for assessing grammar and language, and a 1-2 page rationale justifying, with cited research, the choices you made in your portfolio. The final component of this project is a 10-minute presentation to classmates highlighting the aspects of your instructional portfolio you believe will be most helpful for their future teaching.

**Rubric and Grading Scale**

Journal/writer’s notebook 20%

Philosophy/Stance of Language Instruction 15%

Evaluation of Grammar Artifacts 15%

Group Teaching 20%

Instructional Portfolio 30%

**Grading Scale:**

90-100 = A

80-89.9 = B

70-79.9 = C

60-69.9 = D

000-59.9 = F

**Course Policy Statements:**

Attendance is expected of every student. If you must miss class, please note the following: if your absence is unexcused, you will not be permitted to make up any missed assignments and a grade of 0 will be assigned for that assignment; if your absence is excused, you need to contact the professor as soon as possible (preferably prior to class but no later than the day following your absence) in order to receive an alternate assignment for any work missed.

All written assignments must be submitted on time by due date, unless otherwise specified. Any assignments not submitted on time will receive a grade of 0. All reading assignments should be read by the beginning of class time on the date specified in the course schedule. Not completing the reading assignments will prevent you from being an informed participant of class discussions and in-class assignments. As future teachers, it is expected that you exhibit characteristics of professionalism, which include adhering to all deadlines/due dates for assignments and completing all readings as assigned.

**Attendance**: I expect students to attend all scheduled class meetings, arrive on time and not leave early, come prepared, and contribute by participating in discussions and activities. The university considers certain absences to be “excused,” and I abide by university guidelines. For what constitutes excused absences, see the latest edition of the Student Policy eHandbook; the URL is www.auburn.edu/studentpolicies.

You are allowed two unexcused absences during our course without penalty. More than two unexcused absences will result in a 3-point deduction (per additional absence) from your final course grade. If you must be absent, please contact or visit with me before your anticipated absence.

**Tardies**: Make every effort to be on time for class. Coming in late, not matter how quite you try to be, can create a disruption.

**Make-Up Policy**: If you are absent, you are still responsible for turning in work that is due and for finding out about material presented and assignments made. As per the Student eHandbook, you are the one responsible for initiating and turning in make-up work for an excused absence.

**Note**: Full credit will not be given for work missed due to an unexcused absence.

**Late Work**. I do not give full credit for work turned in late. The penalty is half a letter grade per day. Work is late if it is not ready at the start of class, or by the predetermined time, on the specified due date or if it is not sent electronically on the due date.

**University Rules**: I abide by all university rules, including those concerning academic honesty and harassment/discrimination (see below for additional details).

**Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations**: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

**Course contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials. Additionally, I will make every effort to send you an email message ahead of time.

**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

**Course Calendar and Schedule**

\*We will discuss each reading on the day(s) they are listed on the calendar below, so please be prepared. Please let me know if you have any questions.

\*\*This schedule is tentative and may be altered throughout the semester to accommodate our learning.

August 22:   Orientation

 24:   Dana Goldstein, “Why Kids Can’t Write” in *The New York Times*, August 2, 2017

 29:   Donald M. Murray, “Teach Writing as a Process Not Product” in *Cross-Talk in Comp Theory: A Reader*, edited by Victor Villanueva

 31:   Lynne Truss, “Introduction - The Seventh Sense” in *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*

September 5:  Deborah Dean, “Shifting Perspectives about Grammar: Changing What and How We Teach” in *English Journal* 100.4 (2011): 20–26.

 7:  Jennifer Gonzalez, “How to Deal with Student Grammar Errors,” in *Cult of Pedagogy,* July 30, 2017 (<https://www.cultofpedagogy.com/grammar-spelling-errors/>)

 12:  Patrick Hartwell, “Grammar, Grammars, and the Teaching of Grammar” in *Cross-Talk in Comp Theory: A Reader*, edited by Victor Villanueva

 14:  Hartwell, continued; **Journal progress assessment**

 19:  Ferdinand de Saussure, “Course in General Linguistics” in *Literary Theory: An Anthology*, edited by Julie Rivkin and Michael Ryan

 21:  de Saussure, continued.

 26:  Django Paris, “Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice” in *Educational Researcher* 41.3 (2012)

 28:  Walt Wolfram and Natalie Shilling, excerpt from “Dialects, Standards, and Vernaculars,” in *American English: Dialects and Variation* (Malden: Blackwell Publishing, 2006); **Philosophy/Stance of Language Instruction due**

Oct. 3:  Walt Wolfram, “The Grammar of Urban African American Vernacular English,” in Handbook of Varieties of English, 2004

 5:  Vershawn Ashanti Young, et al., “Be Yourself Somewhere Else: What’s Wrong with Keeping Undervalued English out of the Classroom?” in *Other People’s English: Code-Meshing, Code-Switching, and African American Literacy* (New York: Columbia University Press, 2013)

 10: Adrienne Lo and Angela Reyes, “Language, Identity, and Relationality in Asian Pacific America,” in *Pragmatics* 14.2 (2004); **Journal progress assessment**

***BREAK***

 17: Janine Pease-Pretty On Top, excerpt from *Native American Language Immersion: Innovative Native Education For Children & Families*

 19:  Howard Giles, et al., “Reactions to Anglo- and Hispanic-American-Accented Speakers: Affect, Identity, Persuasion, and the English-Only Controversy,” in *Language & Communication* 15.2 (April 1995)

 24:  Take the *New York Times* dialect quiz (<http://www.nytimes.com/interactive/2013/12/20/sunday-review/dialect-quiz-map.html?_r=2&>); print or screenshot your results and bring to class

 26: Dennis R. Preston, “They Speak Really Bad English Down South and in New York City” in *Language Myths*, edited by Laurie Bauer and Peter Trudgill (New York: Penguin, 1998)

 31:  Josef Fruehwald, “What’s Wrong With ‘America’s Ugliest Accent’” in *Slate* (October 2, 2014); **Evaluation of Instructional Artifact due**

Nov.  2:   Robert J. Marzano, “A Comprehensive Approach to Vocabulary Instruction,” in *Voices From the Middle* 20.1 (September 2012)

 7:  Judith Rowe Michaels, excerpt from *Dancing With Words: Helping Students Love Language through Authentic Vocabulary Instruction* (Urbana: NCTE, 2001)

 9: Judith Rowe Michaels, continued; **Journal progress assessment**

 14:  Rebecca S. Bigler and Campbell Leaper, “Gendered Language: Psychological Principles, Evolving Practices, and Inclusive Policies,” in *Policy Insights from the Behavioral and Brain Sciences* 2.1 (2015)

 16:  Cheryl Glenn, excerpt from *Unspoken: A Rhetoric of Silence* (Carbondale: Southern Illinois University Press, 2004)

***THANKSGIVING BREAK***

 28:  Michael Adams, excerpt from *Slang: The People’s Poetry* (New York: Oxford University Press, 2009)

 30:  Benjamin Zimmer, et al., “Among the New Words,” in *American Speech* 89.2 (2013)

Dec.  5:  Final projects work session; **Journals due**

 7: Final projects work session

December 11: Final projects due

Project presentations: Wednesday, December 13, 12:00-2:30 (final exam time block)