**CTSE6010/6016: Language Study for Teachers**

College of Education/Department of Curriculum & Teaching

**DR. JAMIE HARRISON** Fall/2017

jlh0069@auburn.edu Tue/4:00 – 6:50 p.m.

Phone: 334-844-8278 Haley Center 2467

Office Hours: T/TH 1 – 3 p.m. 3 Credit Hours

**What is this course about?**

The goal of this course is to explore the English language, become comfortable with the grammar of the English language, and develop an in-depth understanding of the challenges English learners have with the grammar of English. Key grammar lessons will be developed and practiced.

**Why is this course important?**

* Knowing about the language you teach is an essential component of effective language teaching. Having a deep understanding of how the English language functions will help you respond to student language needs and errors from an informed perspective. Being a native English speaker does not ensure true knowledge of the language; this class will!

**What are the course policies?**

* Attendance and Participation: This course is based on social interaction, applications of cooperative learning activities, shared discussions, and collaboration. If you are not here, we all miss out! Students are expected to have an *active* presence in all in- and out-of-class activities. Absences will be excused according to Auburn University policy. Please be on time!
* 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.
* Reading **prior** to our class meeting is imperative. You will be working in cooperative groups each week to accomplish tasks together based on the reading. Your preparation for this work time is expected and will be graded. All reading is posted in the syllabus.
* Cell phones, laptops, tablets are acceptable and encouraged. There are many times I will want you to work in groups to read and research something in class or prepare a group response to something. You are welcome to use technology to translate in class or take notes. Please be respectful and only use them for course related work.
* Food and drink are allowed. We will take a short break. Please be considerate of your classmates and instructor by saving major snacks or dinner until the break.
* Grading and Evaluation:

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**

***Textbook requirements***

Folse, K. (2017). *Keys to teaching grammar to English language learners: A practical handbook, 2nd edition*. Ann Arbor, MI: University of Michigan Press.

Folse, K. (2017). *Workbook for* *Keys to teaching grammar to English language learners, 2nd edition*. Ann Arbor, MI: University of Michigan Press.

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

**Summary of Assignments**

|  |  |
| --- | --- |
| Description | Points  |
| Attendance, Preparation, Participation (10 pts/wk) | 150  |
| Weekly Reading Quizzes (10 x 15 pts each) | 150 |
| Grammar Game Creation | 100 |
| Language Myth Presentation | 200 |
| Key Activity Lesson | 200 |
| FINAL EXAM | 200 |
| **Total** | **1000**  |

**Assignment Descriptions**

**Attendance, Preparation, Participation**

What is it? Come to class prepared and ready to participate. Participate fully – ask questions, engage with your classmates.

What’s the purpose of this assignment? Coming to class prepared and ready to participate are basic skills of excellent learners. Attaching points to this helps to emphasize the priority I place on it in a student centered classroom.

**Weekly Reading (Grammar) Quizzes**

What is it? Weekly quizzes will be given at the start of class. These will be worth 15 points each. If you read and practice during the week to prepare for class, you should do well on the quizzes.

What’s the purpose of this assignment? These will help you gauge your understanding of the material and keep you grounded in the reality of quizzes in classrooms. There will always be opportunities to correct your work and have partial points added back to your quiz scores, so do not let these overwhelm you!

**Hot Seat Public Service Announcement (PSA)**

What is it? A collaboratively created public service announcement that explores a typical “teacher stumper” question.

What’s the purpose of this assignment? To develop a 1 – 2 minute creative video about a particularly challenging question often posed to ESL teachers. The video will teach the grammar concept, provide examples, and promote general good will! You

**Language Myth Presentation**

What is it? A 10 –15 minute presentation that includes class discussion/activity about one language myth or issue of your choice.

What’s the purpose of this assignment? To explore the wide variety of myths about language! ESL teachers must always be ready to dispel myths about language to help others have a deeper understanding of the complexities and challenges of language learning.

**Key Activity Lesson**

What is it? A collaboratively prepared lesson about one aspect of the English language that is especially challenging for English learners. More details to be provided.

What’s the purpose of this assignment? To design and teach an authentic language lesson. This lesson will be taught twice, once with our class and once with a class at Auburn Global or another group of students as approved by instructor. Your lesson plan, teaching, and reflections will be part of the grade for this assignment.

***What does a typical class look like?***

*A typical class will incorporate practical application of concepts with partners or small groups.*

*Your outside preparation will be essential to maximize the class design. I do not prefer lectures. I prefer active learning classrooms.*

*“Whoever teaches learns in the act of teaching;*

*whoever learns teaches in the act of learning.” –Paulo Freire*

***Tips for doing well in my class***

*Come prepared to participate.*

*Bring questions. Bring opinions. Bring chocolate.*

*Practice the skills and concepts on your own.*

*Speak up. Really. Don’t be shy. Share what you know.*

*Take risks. Don’t worry about mistakes. Learn from them.*

**Course Schedule**

\*Please note that this is a tentative summary of the schedule and may change during the semester. You will be notified of major changes, but also, be sure to follow the weekly modules in Canvas.

|  |  |  |  |
| --- | --- | --- | --- |
| Week  | Topics | Prior to Class  | Be Prepared to: |
| **1: 8/22** | **Group Pre-tests****Introduction & Syllabus****Myths in Grammar Teaching** | **Read: CAL Article (posted in Canvas)**  | **Discuss Myths in Grammar Teaching**  |
| **2: 8/29** | **Foundations Focus: Parts of Speech, Words, Word Parts** | **Read: Folse- Chap 2, section 2 + WB****Read: Online resources** | **Work with Words** |
| **3: 9/5** | **Foundations Focus: Syntax, Sentence Patterns; Diagramming** | **Read: Folse- Chap 2, section 3 +WB****Read: Online resources****Bauer, Myth: 5** | **Work with Syntax & Sentence Patterns****Discuss Myth: 5 - Harrison** |
| **4: 9/12** | **Foundations Focus: Sentence Types & Combinations; Verbs** | **Read: Folse-Chap 2, section 4 +WB****Read: Online resources****Bauer, Myth:** | **Work with Sentences & Verbs****Discuss Myth:** |
| **5: 9/19** | **Foundations Focus: Rhetorical Patterns, Mechanics****Authentic Writing #1 (AuG)** | **Read: Online resources****Bauer, Myth:**  | **Work with Writing****Discuss Myth:**  |
| **6: 9/26** | **Focus on the Keys** | **Folse: Key 1****Bauer, Myth:** | **Work with Key 1 Discuss Myth:** |
| **7: 10/3** | **Focus on the Keys** | **Folse: Keys 2-4****Bauer, Myth:** | **Work with Keys 2-4** **Discuss Myth:**  |
| **8: 10/10** | **Focus on the Keys** | **Folse: Keys 5-7****Bauer, Myth:** | **Work with Keys 5-7** **Discuss Myth:** |
| **9: 10/17** | **Focus on the Keys** | **Folse: Keys 8-10****Bauer, Myth:** | **Work with Keys 8-10** **Discuss Myth:**  |
| **10: 10/24** | **Focus on the Keys** | **Folse: Key 11-13****Bauer, Myth:** | **Work with Keys 11-13** **Discuss Myth:**  |
| **11: 10/31** | **Focus on the Keys** | **Folse: Key 14-16****Bauer, Myth:** | **Work with Keys 14-16** **Discuss Myth:**  |
| **12: 11/7** | **Hot Seat PSA****Key Lesson with AuGlobal** |  |  |
| **13: 11/14** | **HOT Seat PSA****Key Lesson with AuGlobal** |  |  |
| **14: 11/20 - 24** | **THANKSGIVING BREAK** |
| **15: 12/5** | **Authentic Writing #2 (AuG)****Final Exam Review**  |  |  |
| **16: 12/12** | **Final Exam**  |  |  |
|  |  |  |  |

**The Technical Stuff …**

**Course Outcomes**

a. understands the various types of morphemes and how they are used in word formation

b. understands the usage of English syntax

c. understands the parts of speech, including their structural, semantic, and functional characteristics

d. understands semantics and how combinations of words convey meaning

e. understands the conventions of written English (i.e. mechanics)

f. understands the rhetorical patterns and range of genres used in written English

g. knows about the inconsistencies and irregularities of the English language

h. understands the relationship between English phonemes and graphemes and the rules of phonics

**… and the fine print**

**Academic Integrity.** 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.

**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.

**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.

**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 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.