**CTES7420 and 7420D Fall 2023**

**Auburn University**

Department: Curriculum & Teaching

Course Title & Credit: Applied Linguistics in SLA; 3 hrs

Room and Schedule: Haley Center 2438; Thur 4:00 – 6:50 p.m.

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

Phone Number: 334-844-8278

Office: Haley Center 5080

Office Hours: Tues/Thurs 1 – 3, in office or Zoom; by appointment

**1. COURSE DESCRIPTION**

This course will introduce you to the major components of language, theories of second language acquisition, and factors that contribute to successful language learning outcomes all within a practical, experiential second language learning experience. You will come away from this course with knowledge of the major components of language, specifically the English language, a better understanding of yourself as a language learner, the connections among languages, and ideas about how to use this knowledge in your work with emergent multilingual learners.

**Required Text:**

Genetti, C. (2019) How languages work: An Introduction to Language and Linguistics, 2nd edition. Cambridge, UK: Cambridge University Press.

All Access Course Integration Information:

[http://aub.ie/allaccess](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Faub.ie%2Fallaccess&data=05%7C01%7Cjlh0069%40auburn.edu%7Cbde1c389056e4c72b4f108db9aac0601%7Cccb6deedbd294b388979d72780f62d3b%7C1%7C0%7C638273835948152525%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=OcRyvqEN95Uh9AudARomzfJWLVBpGNxl6Xlj%2BqkUYtg%3D&reserved=0)

A qr code on a white background

Description automatically generated

Other required readings (found on Explore Board assignments):

Al-Harbi, S. (2020). Language development and acquisition in early childhood. Journal of Education and Learning (EduLearn), 14(1), pp. 69 – 73. DOI: 10.11591/edulearn.v14il.14209

Benatti, A. (2020). What is the role and nature of language and language development? Languge teaching research quarterly, 20, pp. 60 – 71. doi:10.32038/ltrq.2020.20.04

\*Others to be added as course progresses

**Course Objectives:**

Engaged learners in this course can look forward to:

* Knowing more about themselves as language learners
* Making linguistic connections between English and multiple other languages
* Analyzing factors (including learner variability) contributing to successful language learning experiences
* Synthesizing multiple SLA theories into a personal foundational platform for teaching ESL
* Creating a poster about an endangered language and presenting at a community engagement event
* Demonstrating advanced critical thinking skills, interpersonal and leadership skills in group work

Active Learning Environment

|  |  |
| --- | --- |
| Figure 1. The key components of an integrated course design. (Fink, 2003). | Figure 2. The taxonomy of significant learning (Fink, 2003). |

This course has been designed with an active learning framework intended to integrate learning goals, teaching & learning activities, and feedback & assessment. This means you should expect to see a direct relationship between course goals, what we do in class, and how you are assessed. My hope is that you can use this course as a guide for developing your own English language courses.

A variety of teaching and learning experiences have been designed for this course to support the six key dimensions of significant learning (Fink, 2003).

Fink, L.D. 2003. A Self Directed Guide to Designing Courses for Significant Learning. San Fransisco: Jossey-Bass.

**2. COURSE REQUIREMENTS**

**A. Attendance & Weekly Preparation (350 points total)**

**Attendance** (150 points)You will get a lot more out of this course if you are in class. Most weeks we will be actively delving into aspects of language and making connections to our own language learning experiences. I will mark attendance in Canvas. If you need to miss class, you can view the class recording and submit a summary of the class including a to-do list of things that need to be taken care of (in-class assignments, upcoming due dates, etc.). I will then change your attendance status for that day.

**In Class Activities** (100 points)You will complete a variety of activities related to course content. Some of the activities will need to be done prior to coming to class, some will be done in class, and some will be started in class and then completed after class. There will be a place to submit work in Canvas.

**Weekly Text Reading Collaborative Quizzes** (10 x 10 points each = 100) You will work collaboratively to answer questions based on the weekly reading.

**B. Assignments**

**Packback Discussion Posts (10 points x 5 = 50 points)** Packback discussion posts will prepare you to participate in class discussions about the reading/course topics and help you keep track of the major concepts in the field of SLA and TESOL.

**Explore Board Creation (100 points)** You will create an explore board for one course topic to share with classmates. The explore board will include at least 10 links to videos, readings (at least one academic), podcasts, images, etc. that explore the topic in interesting ways beyond the textbook. These explorations should help lead classmates to the Packback discussion board questions and responses, so put time into your choices to help drive curiousity and interest in the topic.

**Language Learning Notebook and Reflections (200 points)** You will keep a learning notebook of your language learning experiences, individual work, and reflections. Guidelines will be given in class.

**C. Projects**

**MLL Shadowing Field Experience (100 points)** As part of this course, you will be required to complete a 6-hour field experience which will include shadowing a multilingual learner (MLL) and reflecting on their language opportunities in an academic setting. You will identify a multilingual learner to shadow for a minimum of 2 hours. You will complete the shadowing protocol and write a reflective summary of the experience making connections to language acquisition theory and classroom implications.

**Language Research Project (Poster and Presentation) (200 points)** You will research and prepare an academic poster about a foreign language of your choice. Your analysis will showcase your understanding of key elements of language (phonology, morphology, semantics, syntax, orthography, pragmatics, etc.)

**C. Exams**

**Final Exam – none**

Grading and Evaluation:

The grading scale will be:

**A = 1000 – 900 average**

**B = 899 – 800 average**

**C = 799 – 700 average**

**D = 699 – 600 average**

**F = 599 or below average**

Attendance and Participation: Active learning experiences are only as powerful as you, the students in class, make them. Therefore, it is really important that you come to class each week and that you come prepared for group interactions and class discussions. **More than two unrequested and/or unexcused absences will result in a 10% reduction on your final average.**

Distance Student Requirements: Students may participate synchronously or asynchronously. Please choose one way and stick with that for the entire semester. The following will be available to distance students:

- full Panopto or Zoom recording of weekly F2F class sessions

- Canvas modules that outline weekly expectations

- Canvas discussion boards

- 3 set 1 hour live "drop in" office hours via Zoom (details will be sent later)

Distance students follow the same weekly schedule as F2F students, and adhere to all assignment due dates as listed in the syllabus or outlined in Canvas as the course proceeds.

Late Assignments: Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit. Late work will not be accepted past 2 weeks from due date.

Assigned Readings: Beyond the required textbooks, 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 group quizzes, reflections, projects, examinations, and other course requirements.

Justification for Graduate Credit: CTSE 6010 is a comprehensive study of language for teachers of ESOL. The course requires students to master English grammar as well as to synthesize and analyze grammar theory and grammar instruction from multiple perspectives. The rigorous examination of grammar, its place in the instruction of ESL students, and its implications for teaching and learning English as a second language justify the placement of this course at the graduate level.

.

**3. 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).

**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. 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.

**Student eHandbook:** <http://www.auburn.edu/student_info/student_policies/>

**Additional Resources:**

***Health and Wellness Resources*** <https://cws.auburn.edu/studentAffairs/healthAndWellness/>

***Academic Support Services:*** <http://www.auburn.edu/academic/provost/undergrad_studies/support/>

**4. TENTATIVE SCHEDULE**

\*Please note that this is a tentative summary of the schedule and activities/due dates may change during the semester. Follow the assignments as posted on the weekly modules in Canvas. Pay attention to Announcements as I often clarify assignments & due dates that way.

\*\*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, an addendum to your syllabus and/or course assignments will replace the original materials.

Here is a link to the official AU academic calendar: <http://www.auburn.edu/main/auweb_calendar.php>

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topics | Prior to Class Meeting | Assignments |
| **1: 8/17** | Course Introduction  Language Aptitude Test  Exploring our Language Experiences | * Read/review Syllabus | Language Experiences Wakelet |
| **2: 8/24** | What is Language?  Language Learning Assignment  Characteristics of Good Language Learners | * Explore Board: What is Language? * Read: Genetti, ch 1, complete exercises as assigned * Choose language for 10-week independent study and Language Poster & Presentation project | Begin Language Learning Assignment (10 weeks)  Sign up for **Explore Board\*** Topic (boards due one week prior to week covered in class) |
| **3: 8/31** | 1st language acquisition | * Explore Board: L1 & L2 Acquisition * Read Genetti, 14, complete exercises as assigned | Packback Discussion Post 1  Language Learning Notebook Check 1 |
| **4: 9/7** | 2nd language acquisition  MLL Shadowing Field Experience Introduction | * Read Genetti, 15, complete exercises as assigned |  |
| **5: 9/14** | Elements of Language: Phonetics  Language Research Poster Project Introduction | * **Explore Board: Phonetics & Phonology\*** * Read Genetti, 2, complete exercises as assigned | Language Learning Notebook Check 2  Language Module 1 – Phonetics & Phonology  Packback Discussion Post 2 |
| **6: 9/21** | Elements of Language: Phonology | * Read Genetti, 3, complete exercises as assigned |  |
| **7: 9/28** | Elements of Language: Parts of Speech, Morphology, Word Classes | * **Explore Board: Morphology & Word Classes** * Read Genetti, 4, complete exercises as assigned * Read Genetti, 5, complete exercises as assigned | Language Module 2 – Morphology Language Module 3 – Parts of Speech & Word Classes  Language Learning Notebook Check 3 |
| **8: 10/5** | Elements of Language: Syntax | * **Explore Board: Syntax\*** * Read Genetti, 6, complete exercises as assigned | Language Module 4 – Syntax |
| **9: 10/12** | Syntax Continued:  Sentence Types and Diagramming |  | Language Module 5 – Sentence Types & Basic Diagramming |
| **10: 10/19** | Elements of Language: Semantics  Understanding Verb Structures | * **Explore Board: Semantics\*** * Read Genetti, 7, complete exercises as assigned | Packback Discussion Post 3  Language Module 6 – Semantics  Language Module 7 - Verbs  MLL Shadowing Field Experience **DUE**  Language Learning Notebook Check 4 |
| **11: 10/26** | Elements of Language: Pragmatics | * **Explore Board: Pragmatics\*** * Read Genetti, 8, complete exercises as assigned | Language Module 8 – TBA  Research Poster ROUGH DRAFT **DUE** |
| **12: 11/2** | Elements of Language: Discourse | * **Explore Board: Discourse\*** * Read Genetti, 9, complete exercises as assigned | Language Learning Notebook Check 5 |
| **13: 11/9** | Elements of Language: Identity and Society | * **Explore Board: Identity and Society\*** * Read Genetti, 11, complete exercises as assigned | Packback Discussion Post 4 |
| **14: 11/16** | Linguistic Sustainability  Decentering Whiteness in TESOL  Chaos Theory in Language Learning  Our Language Learning Experiences Wrap-up | Reading: TBA | Language Research Poster FINAL DRAFT **DUE** |
| **15: 11/30** |  |  | Packback Discussion Post 5  Language Research Poster PRESENTATIONS |
|  |  |  |  |

Fall break: Oct 13 Thanksgiving break: Nov 20 – 24 Last day of classes: Dec 1

Final exam period: Dec 4 – 8 Commencement: Dec 9