**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** **CTES 7420/7426**

**Course Title:** **Applied Linguistics in Second Language Acquisition**

**Credit Hours:** three (3) semester hours

**Term: Spring 2012**

**Prerequisites:** None **Corequisite:** None

**Instructor:** Dr. Robert D. Leier **email:** **rdl0002@auburn.edu**

**Office:** Haley Center 5070 **phone:** 334 707 2923

**GTA:** Lynsye Brown **email: lzb0022@tigermail.auburn.edu**

**Texts:**

Brown, S. & Attardo, S. (2005). *Understanding Language Structure, Interaction, and Variation:* *An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists.*

 *(2nd Addition).* Ann Arbor: The University of Michigan Press. **ISBN** 0-472-03038-8

Brown, S., Attardo, S. & Vigliotti, C. (2005). [*Workbook for Understanding Language Structure, Interaction, and Variation.* Ann Arbor: The University of Michigan Press.](http://www.bookfinder4u.com/compare.bfu?isbn=047203068X)

**ISBN** 0-472-03068-X

Other readings as assigned

**Course Description:**

This course aims to provide the basic linguistic knowledge of phonetics, morphology, syntax, semantics, pragmatics, and grammar considered necessary to teach English to English Language Learners (ELLs). Students will study the evolution of language, its forms and stratification, and review the theories of first and second language acquisition. Students will participate in the process of applying linguistics, psycholinguistics, sociolinguistics and neurolinguistics to teach English to ELLs with emphasis on pronunciation, intonation, and structural analysis. In addition, students will understand how linguistic transfer errors from one language to another can influence and interfere with second language acquisition.

**Course Objectives:**

Upon completion of this course, students will be able to:

* Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse analysis.
* Analyze a student's first- and second language development and identify language transfer errors.
* Explain how English language learners develop capability in their second language from multiple perspectives **(290-3-3-.45- (1)(a)3.**
* Demonstrate understanding of historic and current Second Language Acquisition theories
* Understand and apply first and second language acquisition theories to teaching English

 language learners

* Analyze second language learning environments, including ESOL and bilingual education settings, for sociocultural and sociopolitical factors impacting Second Language Acquisition **(290-3-3-.45-2-2a)**

**Course Content and Class Schedule:**

**WEEK 01 - January 11**

Review of syllabus, Course Overview, Introductions

***Chapter 01 - Introduction to Linguistics*** *(p1-12)*

**WEEK 02 - January 18**

***Chapter 16 - The Nature of Language*** *(p274-282)*

***Chapter 17 - English as a World Language & Diachronic Linguistics*** *(p302-322)*

***Assignment #1*** *(75 points)*

**WEEK 03 - January 25**

***Chapter 02 - Phonetics*** *(p13-25)*

***Assignment #2*** *(75 points)*

**WEEK 04 – February 01**

***Chapter 02 - Morphology*** *(p26-35)*

***Assignment #3*** *(75 points)*

**WEEK 05 - February 08**

***Chapter 02 - Syntax*** *(p35-59)*

***Assignment #4*** *(75 points)*

**WEEK 06 – February 15**

***Chapter 03 - Semantics & Pragmatics*** *(p60-79)*

***Assignment #5*** *(75 points)*

**WEEK 07 - February 22**

***Chapter 04 - Sociolinguistics*** *(p80-94)*

***Assignment #6*** *(75 points)*

**WEEK 08 – February 29**

***Chapter 05 - Language Variation*** *(p95-109)*

***Chapter 06 - Language and Social Groups*** *(p110-121)*

***Assignment #7*** *(75 points)*

**WEEK 09 - March 07**

***Chapter 07 - Pidgins and Creoles*** *(p122-131)*

***Chapter 08 - African American Vernacular English*** *(p132-147)*

***Assignment #8*** *(75 points)*

**WEEK 10 - March 14**

No class meeting- Spring Break

**WEEK 11 - March 21**

***Chapter 09 - Language Policy*** *(p148-163)*

***Chapter 10 - Language and Gender*** *(p164-173)*

***Assignment #9*** *(75 points)*

**WEEK 12 - March 28**

***Chapter 11 - Literacy*** *(p174-193))*

***Assignment #10*** *(75 points)*

**WEEK 13 - April 04**

***Chapter 12 - First Language Acquisition*** *(p194-216)*

***Assignment #11*** *(75 points)*

**WEEK 14 - April 11**

***Chapter 13 - Second Language Acquisition*** *(p217-233)*

***Assignment #12*** *(75 points)*

**WEEK 15 - April 18**

***Due: Final Overview Activity*** *(100 points)*

**WEEK 16 - April 25**

***TBA***

**Course Requirements:**

 **1. WEEKLY ASSIGNMENTS** *(12 @ 75 points each, total* 900 *points)*

 Students will follow the directions given for each of the assignments due for that respective WEEK.

 **2. FINAL OVERVIEW ACTIVITY** *(100 points)*

**Evaluation:**

Assignments must be submitted on or before scheduled due dates to be considered for full credit. Class absences, for any reason, do not extend scheduled due dates. It is the responsibility of the student to keep aware of these deadlines and to plan his/her workload accordingly. All assignments are graded according to the specific assignment criteria and returned to students by the next class meeting after submission unless noted otherwise. Based on these evaluation criteria, the final course grade will be determined by the following.

**A = 1000-901**

**B = 900-801**

**C = 800-701**

**D = 700-601**

**TOTAL  *1000 POINTS***

**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**.

Unannounced quizzes: There will be no unannounced quizzes.

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. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

Honesty Code: The University Academic Honesty, University Policies: <https://sites.auburn.edu/admin/universitypolicies/default.aspx>. 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:**

CTES 7420/7426 is an introduction to applied linguistic. The course covers phonetics, morphology, syntax, semantics, pragmatics, and grammar considered necessary to teach English to speakers of other languages. Students will participate in the process of applying linguistics, psycholinguistics, sociolinguistics and neurolinguistics to teach English to ELLs with emphasis on pronunciation, intonation, and structural analysis. Crucial to the success of second language teaching and learning is educators’ in-depth understanding of how linguistic processes of second language acquisition are understood and applied. The rigorous examination of the components of applied linguistics for teaching English to English language learners justifies the placement of this course at the graduate level.