**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.

Kolln, M. & Funk, R. (2012). *Understanding English Grammar (9th ed.)*. NY: Longman.

**Summary of Assignments**

|  |  |
| --- | --- |
| Description | Points |
| Attendance, Preparation, Participation (10 pts/wk) | 100 |
| Weekly Response or Grammar Quiz (10 x 15 pts each) | 150 |
| MID TERM EXAM | 50 |
| Grammar Videos (4 total) | 400 |
| Key Activity Lesson | 200 |
| FINAL EXAM | 100 |
| **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. **Independent Study: be actively involved in your own learning. Use all resources provided including those you find for yourself. Ask questions when you don’t understand!**

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 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. **Independent Study: You will create the 10 quizzes, one per week based on the topics assigned. The quizzes should be worth 15 points and should reflect the grammar topic and skills.**

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!

**Grammar Videos**

What is it?

What’s the purpose of this assignment?

**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. **Independent Study: Design a hands-on, active learning style grammar lesson for one of the Keys.** **Prepare all handouts and activities. Write a short lesson plan. Teach the lesson to students (or volunteers!). Record the lesson; submit video, lesson plan, materials, and student artifacts.**

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 | Assignments | | |
| 1 | Koln & Funk ch 1 – The study of Grammar: An Overview  Folse, ch 1, sections 1 & 2 | Submit reflective paper about the differences between prescriptivism and descriptivism (related to grammar). How do these views impact the English teaching profession?  Submit your pre-test responses | | |
| 2 | The grammar of basic words & sentences  Koln & Funk, chapter 2  Folse ch 2, sections 1 - 3 | Read chapters, view Panoptos/meet with Dr. Harrison, complete practice  Create 15 question quiz with answer keys (on Koln & Funk & Folse material)  Create one hands on activity related to the material presented; submit short lesson plan and all materials | | |
| 3 | Chapter 3: Sentence patterns  Chapter 4: Expanding the main verb  Folse ch 2, section 4 | Read chapters, view Panoptos/meet with Dr. Harrison, complete practice  Create 15 question quiz with answer keys (on Koln & Funk material)  Create 1 instructional video about sentence patterns and expanding the main verb | | |
| 4 | Chapter 5: Changing sentence focus; Folse, Key 14 Passive Voice | Read chapters, view Panoptos/meet with Dr. Harrison, complete practice  Create 15 question quiz with answer keys (on Koln & Funk material)  Create 1 Instructional Video about passive voice | | |
| 5 | Verbs and Adverbs:  Folse, Key 1 – 4  Koln & Funk, ch 6 | Read chapters, view Panoptos/meet with Dr. Harrison, complete practice  Create 15 question quiz with answer keys (on Koln & Funk material)  **Plan a lesson based on one of the Keys (Folse). Prepare for and teach the lesson. Record the lesson, view recording, reflect. Submit lesson plan, video, and reflection by week 10.** | | |
|  |  | **MIDTERM EXAM** | | |
| 6 | Nouns & Adjectives  Folse, Key 5, Key 9  Koln & Funk, ch 7 | Read chapters, view Panoptos/meet with Dr. Harrison, complete practice  Create 15 question quiz with answer keys (on Koln & Funk material)  Create 1 Instructional Video about diagramming adverbials and adjectivals | | |
| 7 | Noun Phrases  Koln & Fun, ch 8  Folse, Key 10 | Read chapters, view Panoptos/meet with Dr. Harrison, complete practice  Create 15 question quiz with answer keys (on Koln & Funk material)  Create 1 Instructional Video about diagramming noun phrases | | |
| 8 | Sentence Modifiers  Koln & Funk, ch 9 | Read chapters, view Panoptos/meet with Dr. Harrison, complete practice  Create 15 question quiz with answer keys (on Koln & Funk material) | | |
| 9 | Coordination  Koln & Funk, ch 10 | Read chapters, view Panoptos/meet with Dr. Harrison, complete practice  Create 15 question quiz with answer keys (on Koln & Funk material) | | |
| 10 | Words & Word Parts  Koln & Funk, ch 11, 12, 13  Folse, Key 13 | Read chapters, view Panoptos/meet with Dr. Harrison, complete practice  Create 15 question quiz with answer keys (on Koln & Funk material) | | |
| Final Exam | TBA | **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](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.