

Syllabus

GORDON ALBRIGHT SCHOOL OF EDUCATION
ESL 421: Linguistics and Language Acquisition

5 Credits
Effective: Winter 2018/2019

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course is an introduction to the principles and uses of linguistics as they pertain to the teaching of English Language Learners (ELL) and the process of second language acquisition. Candidates investigate theories of language learning, evaluate language acquisition theories, and review the major factors that affect second language learning. Candidates examine ELL teaching methods and create their own theories about language learning and teaching. The focus is the nature of human language, grammatical aspects of language, psychology of language, and language in society. Candidates examine the theoretical principles, analyze their applicability, and determine how to use them effectively when teaching ELL classes.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Apply language acquisition theories
- Apply principles of linguistics
- Demonstrate how the structural elements of linguistics apply to second language acquisition

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Approach, Method, Technique
- Brown's 12 Principles of Language Learning: Cognitive, Affective, Linguistic
- Communicative Language Teaching
- Critical Age Hypothesis
- Dialects
- ELL Methods
- Grammatical aspects of language learning

- Impact of Language Learning on Teaching and Learning in Classroom
- Innateness Hypothesis
- Language Acquisition
- Learner variables
- Learning Strategies for English Language Learners
- Linguistics
- Mechanics of language
- Minimal units of meaning
- Morphemes
- Phonemes
- Phonetic Analysis
- Phonetic Spelling
- Phonology
- Psychological Elements of Language Learning
- Syntax
- Universal Grammar

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Discussion Questions	20%
Morphology and Phonetics Quiz	15%
Diagnosis and Plan	35%
Personal Language Acquisition Theory	30%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Discussion Questions

Candidates respond to discussion questions in each session. Two or more thoughtful and topic-relevant responses to responses are made to classmates. There should be clear evidence of the text and course resources in the discussion question responses. After completing each of the assigned readings, candidates respond to the discussion question for the session.

Comments and questions for discussion should be clear and thoughtful, with correct grammar, spelling, and punctuation. As with written assignments, the quality of the discussion questions is graded on both content and presentation. There should be clear evidence of the text and course resources in the discussion question responses. After completing each of the assigned readings, candidates respond to the discussion question for the session.

Comments and questions for discussion should be clear and thoughtful, with correct grammar, spelling, and punctuation. As with written assignments, the quality of the discussion questions is graded on both content and presentation.

<i>Components</i>	<i>% of Grade</i>
Activity requirements	25%
references readings, scholarly materials	25%
Engages with other students'	25%
Writes clearly, concisely, and grammatically	25%
TOTAL	100%

Morphology and Phonetics Quiz

This matching quiz covers the terminology discusses in Chapters Three and Six of An introduction to language (Fromkin, Rodman and Hyams.,2007).

<i>Components</i>	<i>% of Grade</i>
Correct Matching of terms to definitions	100%
TOTAL	100%

Diagnosis and Plan

In this assignment, candidates listen to three ELL students read a short selection aloud. Choose the reading selection for the students. (Each student may read the same selection or each student may read a different selection as the candidate decides.) The selection should be a short paragraph or brief children's book. Both candidate and student should have a copy of the selection. Candidates audiotape the student reading to enable candidates to review the reading multiple times. While listening to the student read, candidates write any mispronunciations above the mispronounced word using the phonetic symbols chart found in Fromkin, Rodman, and Hyams, 2007 or from: The Sounds of English and the International Phonetic Alphabet <http://www.antimoon.com/how/pronunc-soundsipa.htm>.

To put phonetic symbols into word documents, use this website: UCL Department of Phonetics & Linguistics <http://www.phon.ucl.ac.uk/resource/phonetics/>

Diagnosis and Plan

Write a three page minimum summary which includes:

- Student's age;
- Student's country of origin and first language;
- Student's current placement in the school system he or she attends;
- Written summary of student's miscues (mispronunciation). Using chapter six from Fromkin, Rodman, and Hyams (2007), categorize the mispronunciations according to place of articulation;
- Diagnosis of which miscues may cause the student the most difficulty in communicating with teachers and peers;
- Rationale for the diagnosis that these miscues are the biggest problems.

Submit the following:

1. The original selection with the phonetic symbols record;
2. The summary;

3. The critical miscues diagnosis;
4. The rationale for the diagnostic conclusions.

<i>Components</i>	<i>% of Grade</i>
Understanding of Phonetic Symbols	30%
Places of Articulation	30%
Summary, diagnosis, rationale, and plan	40%
TOTAL	100%

Personal Language Acquisition Theory

In this assignment, candidates develop a personal theory about how language is acquired using accepted theories as foundation for their personal theory and research to support their theory. Consider these questions in the development of personal theory:

- Is the candidate more likely to follow the first language acquisition behaviorist theorists, nativist theorists, or functional theorists;
- Is the candidate more interested in the second language acquisition theorists, cognitive theorists, or social constructivist theorists?

Use personal language acquisition experiences, experiences of other people, and current research from professional journal articles to develop the personal theory.

Candidates write a four-to-seven pages explaining the principles of their personal theory. Include citations, evidence from other sources to support statements, and examples observed in personal study of a second language, a friend's, or student's study of ESL. Note negative influences such as transference, interference, and overgeneralization, as well as influences such as personality and learning style. Discuss influences of the structural elements of a first language on the acquisition of the second language. Reference list contains a minimum of four references.

<i>Components</i>	<i>% of Grade</i>
Description of personal theory	40%
Influences on language acquisition	40%
Organization, conventons, APA format	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.

