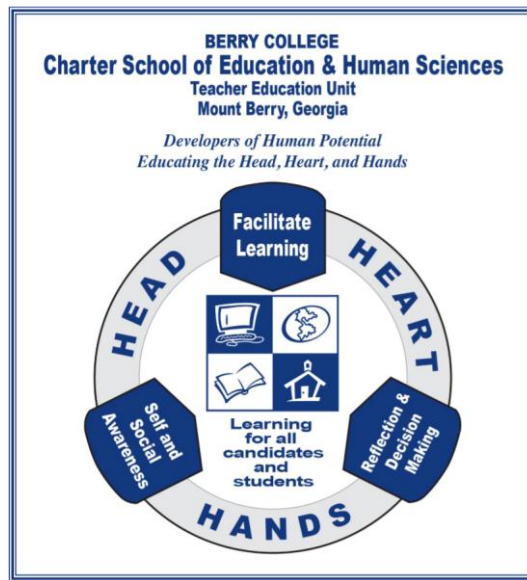


**EDU 204A/B: Introduction to Applied Linguistics (3 Credit Hours)
Spring 2015**



Conceptual Framework: We believe that teachers are “**Developers of Human Potential.**” Like Martha Berry, we believe the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their **head, heart and hands**. Our philosophy and purposes are based on three dimensions to develop teachers and educational leaders who **1) Promote Reflection and Decision Making (head)**, **2) Facilitate Learning (hands)**, and **(3) Enhance Self and Social Awareness (heart)**. Each of these dimensions is tied to one or more of the 10 program principals and is demonstrated by our candidates in the coursework, field and clinical experiences.

Course Description: This course provides an introduction to the analysis and description of languages in general and English in particular. The major areas of linguistics (phonetics, phonology, morphology, syntax, semantics, and pragmatics) and English grammar in use are presented and discussed with an emphasis on applications, including first and second language acquisition. After an overview of the nature of language, we will study the sounds of language: how they are produced (phonetics), and how they are patterned into words (phonology). Next, we will look at different ways in which languages form words and sentences (morphology and syntax, respectively). Lastly, we will study how meaning is expressed in a language (semantics) and how context interacts with language (pragmatics).

Student Learning Outcomes:

1. Appreciate the value and uniqueness in language (INTASC 4)
2. Identify patterns in the English language as a tool of analysis with which to examine language. (INTASC 4)
3. Read the International Phonetic Alphabet (IPA) and use it to describe learner language. (INTASC 4, 5)
4. Describe and analyze word and sentence structure. (INTASC 4, 5)
5. Describe, compare, and contrast first and second language acquisition processes. (INTASC 1, 4)
6. Use the core areas within linguistic study (phonetics, phonology, morphology, syntax, semantics, and pragmatics) to identify, describe, analyze, and explain language issues English Language Learners present in terms of pronunciation, grammar, vocabulary use, and pragmatics. (INTASC 1, 2, 4, 5)

7. Increase awareness of the complexity involved in learning an additional language and appreciate the advantages of bilingualism. (INTASC 1, 2, 3, 9)

Methods of Instruction: Topics will be presented using a variety of approaches, including lectures, activities, class discussion, group work, field experiences, reflections, and audio-visuals.

Use of technology: Students may use their laptop computers or tablets for course related purposes ONLY.

Assessment Measures: Students will demonstrate an understanding of the core areas of linguistic study (i.e., phonetics, phonology, morphology, syntax, semantics, and pragmatics) by making a passing grade on exams and on the final paper.

Textbook:

Denham, K & Lobeck, A. (2013). *Linguistics for Everyone: An Introduction*. Wadsworth. 2nd ed.
Folse, K. (2009). *Keys to teaching grammar to English language learners: A practical handbook*.
Ann Arbor, MI: University of Michigan Press.

Evaluation Components and Grading Scale:

5%	Attendance and participation
15%	Homework
15%	Quizzes
25%	Final paper
20% each	Exams (2)

A = 93-100	B+ = 87-89	C+ = 77-79	D = 60-69	F = <60
	A- = 90-92	B = 83-86	C = 73-76	
	B- = 80-82	C- = 70-72		

Homework: Homework will be assigned nearly every class period. If you miss class, be sure to 1) get your homework to me by class time some other way and 2) find out what assignment is due and complete it before the next class meeting so that you can turn your homework in on time. The best way to contact me is by email. No late homework will be accepted.

Quizzes: There will be several short quizzes (10-15 minutes). These quizzes will be similar to homework assignments and will serve to highlight your strengths and areas that need to be further studied. I will not give make up quizzes if you miss them, unless arrangements are made in advance. Pop quizzes may be given occasionally. Your lowest quiz grade can be replaced by the "Meeting a Brazilian Student" assignment.

Meeting a Brazilian Student: This is an optional assignment. If you choose to do it, the grade you receive may replace your lowest quiz grade (the highest grade of the two will prevail). This assignment will involve exchanging a few emails with a Brazilian student and meeting him or her on Skype at least once. After these exchanges, you will write a 3-page paper describing your experience and analyzing some linguistic features you notice in your partner's oral and written language. More information will be given later.

Exams: There will be two exams in this course. They will consist mostly of problems similar in content and format to those on homework assignments and quizzes. Some questions may require you to go a little further in terms of application of concepts.

Final Paper: The final paper is an opportunity to apply the knowledge you will acquire throughout the course to describe and discuss what you learn from observing an ESL class. More information on this assignment will be given later.

Attendance Policy: Students are expected to attend class and be on time. Absences and tardies will lower your class participation grade. Three tardies count as one unexcused absence. From your second unexcused absence onward, 1 point per absence will be deducted from your final grade.

Academic Integrity: Academic integrity is the foundation of college life and experience at Berry. All members of the Berry College community are responsible for working together to establish and uphold an environment conducive to honorable academic endeavor. All candidates are subject to the **Viking Code** and Georgia's **Code of Ethics for Educators** (see www.gapsc.com). *Any candidate falsely representing themselves on assignments in this course shall face consequences ranging from loss of grade on falsified assignments to dismissal from the course with a failing grade.* In no case will academic dishonesty be tolerated. A complete definition of "academic dishonesty" may be found in the [Viking Code](#).

Accommodation Statement: Students with disabilities who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center on the First Floor of Memorial Library as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Tutorial Availability: Students who believe they may need tutoring in this class should contact me as soon as possible so that arrangements may be made with the Academic Support Center to provide a tutor.

Writing Center: The Berry College Writing Center, located on the second floor of the Memorial Library, offers free tutoring to students in any discipline. The Center is staffed by writing consultants who have taken a course in tutoring and who can help with any part of the writing process. Depending upon when an assignment is due, sessions usually last for 20-50 minutes and engage the following concerns: the higher order work of understanding a writing prompt or audience or genre (e.g. a lab report), brainstorming and organizing ideas, and developing evidence and transitions; and the later order work of attending to syntax, punctuation, style, and documentation. Sessions are hands-on and designed to produce concrete revision strategies; students should bring a copy of their assignment and any notes or drafting. Walk-ins are welcome but appointments do receive priority scheduling. To make an appointment, go to College's homepage and access the Writing Center under the Quick Links menu.

WEEKLY SCHEDULE **(Subject to Change)**

Readings refer to Denham and Lobeck (2013), unless otherwise noted.
Folse = Folse (2009)

Week	Date	Topic	Reading to be completed before class
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Week 1	1/13	Introductions	
	1/15	Video: <i>Human lg series – part I</i>	
Week 2	1/20	What is language? Prescriptive vs descriptive grammar	Chapter 1 (pp. 1-24)
	1/22	Phonetics – description of consonants	Chapter 3 (pp. 69-85)
Week 3	1/27	Phonetics – description of vowels	Chapter 3 (pp. 85-95)
	1/29	Practice with IPA transcription	
Week 4	2/3	Further practice with IPA	
	2/5	Phonology – phonemes and allophones, phonological rules Quiz 1 - Phonetics	Chapter 4 (pp. 103-122)
Week 5	2/10	Pronunciation of –s and –ed	Folse (pp. 185-192)
	2/12	Phonology - suprasegmentals	Chapter 4 (pp. 122-134)
Week 6	2/17	Morphology – word classes Quiz 2 – Phonology	Chapter 5 (pp. 141-149)
	2/19	Lexical categories and ELLs Review for exam 1	Folse (pp. 152-184)
Week 7	2/24	Exam 1 – phonetics and phonology	<i>Pronunciation analysis due</i>
	2/26	Morphology – affixation and derivation	Folse (pp. 232-241) Chapter 5 (pp. 149-159)
Week 8	3/3	Morphology – inflectional affixation	Chapter 5 (pp. 159-175)
	3/5	Verb tenses, verb to be and present tenses Quiz 3 – Affixation and lexical categories	Folse (pp. 74-85) Folse (pp. 90-113)
Week 9	3/10	<i>No class – Spring Break</i>	
	3/12	<i>No class – Spring Break</i>	
Week 10	3/17	English verbs – past and future	Folse (pp. 114-151)
	3/19	Morphology – typology and word formation	Chapter 6 (pp. 183-205)
Week 11	3/24	Video: <i>American Tongues</i> Quiz 4 - English verbs, typology, and word formation	
	3/26	Syntax – noun phrases and verb phrases	Chapter 7 (pp. 215-227)
Week 12	3/31	Syntax – other phrases and clauses Syntax – ambiguity	Chapter 7 (pp. 227-242) Chapter 8 (pp. 251-256)
	4/2	Semantics – Meaning relationships Academic language	Chapter 9 (pp. 301-316)
Week 13	4/7	Pragmatics Quiz 5 – Syntax	Chapter 10 (pp. 339-350)
	4/9	Pragmatics Review for exam 2	
Week 14	4/14	<i>No class – Symposium on student scholarship</i>	

	4/16	Exam 2 – Morphology, syntax, and semantics	
Week 15	4/21	American dialects	Chapter 12 (pp. 407-426, 431-436)
	4/23	Language acquisition	Chapter 2 (pp. 31-49)
Week 16	4/28	Wrapping up	<i>Final paper due at 5pm</i>

Final quiz – Pragmatics, English varieties, language acquisition

204A 5/1 at 3:00pm

204B 5/5 at 2:00pm

This syllabus provides a general plan for the course. Changes in this plan may be necessary and can be made at the discretion of the instructor.