

Course Title **FOUNDATIONS OF LANGUAGE I FALL 2014**  
Course Number 15:253:530:01 (post bacs)/and 05:300:434:01 (5-yr)

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Office Hours: Mon. 2-4 or by requested appointment	
<p><b>Mode of Instruction:</b></p> <input checked="" type="checkbox"/> Lecture Location: <u>Murray Hall 115</u> <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	<p><b>Permission required:</b></p> <input type="checkbox"/> No (for post bacs) <input checked="" type="checkbox"/> Yes (for 5-year students)

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Learning goals:

- To obtain knowledge regarding language as a phenomenon (e.g., universal properties of language, the sounds of language, words and their parts, syntax, semantics, discourse, psycholinguistics, language variation and change, the politics of language);
- To understand the theoretical and applied concerns related to language;
- To develop knowledge regarding the connection between language and language learning and teaching (Note: This is not a methodology course; it is a course that informs you about LANGUAGE. Our program has two methodology courses which target that aspect of language teaching).

Course catalog description:

Introduction to Language, this course focuses on language use and function with traditional aspects of language such as, sound, form, meaning, and language change. It will also operate as a topics course and cover a wide range of language-related areas such as discourse, structure, semantics, language change, dialect variation, SLA, writing, among others.

Note:

This is not a methods course in which you will practice how to teach X feature of a language. Rather, it is a course that will make you *aware* and *cognizant* of what constitutes language in a language learning context.

## Grading policy<sup>1</sup>:

1. Participation in class: **30%** (defined as: Oral participation, asking questions, responding, working in groups, taking initiatives in leading, collaborating, and working during class with matters related to course; not anecdotally. **Due date: Throughout semester.**  
Note: ***Lateness(s) and absence(s) will automatically reduce your grade. This includes texting, use of cell phones and social media during class. Meaning, you have to leave the room=absence. I can use my devices for emergency and for recording messages and reminders for next class session and my alarm to time presentations.***
2. Field work **20%**: Interview **two learners** of the language you will teach/teach, transcribe their narrative, determine their learning gaps, and address the literature that explains how to approach bridging gap from a theoretical and practical perspective. (Two products: Upload digital interviews and transcriptions; properly identify learners' language, age, gaps). **Due date: October 15<sup>th</sup>**
3. Produce a digital video recording presentation of #2, not more than 4 minutes in length: **25%** (one product) **Due date: November 19<sup>th</sup>** (see section here about your paper and digital presentation).
4. One 6-page double-spaced short paper (not including references) regarding another topic covered in class on syntax, semantics, language variation, morphology, or phonology which builds upon another gap you evidenced in the learner-language in data gathered in #2. **25%** (one product). **Due date: December 10<sup>th</sup>**. ALL REFERENCES CITED AND USED TO INFORM THE PAPER, MUST BE UPLOADED IN YOUR SAKAI DROP BOX-- the PDF FILES. The paper must follow the following format:

## Academic Integrity Policy

**The university's Academic Integrity Policy as follows: Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies..**

**About Papers and Your Digital Presentation (also Academic Integrity Policy applies to these):**

Papers and presentations, like any other products required in the course, must be uploaded to SAKAI and must be informed by the materials you have read from chapters of book(s), articles read. Any material that comes from non-academic sources such as Wikipedia or magazine cannot be used. Wikipedia is not an academic source nor are magazines. To find sources, please go to the digital library sources of MLA or LLBA and find articles and readings that can inform your papers and presentations (albeit digital or not). Do not use google docs to find articles since MLA and LLBA generate academic sources. ALL ARTICLES that inform your study must be uploaded as PDF file in your respective DROP BOX. It is advisable to seek journal articles since they are readily available in the digital resources of our library. No more than 10 and no less than 6 should inform your work. You must upload the ones cited, not all read.

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<sup>1</sup> A pop quiz can be included at any time during the course and it will count towards your grade. Therefore, it is wise to read assigned material thoroughly and not rely on the facilitator(s) for knowledge, learning, and interaction during the class.

The final 6-page paper (not including references) should not be a summary or a potpourri of topics. Rather you select one of the topics mentioned above and discussed in class (not any other course in our program), must also be different from the presentation/digital one you did in November, and focus on how to approach the gap:

1. Identify the gap the learner(s) exhibits.
2. Review and write several articles/chapters in books that treat the subject matter you identified (you can use up to 8).
3. Address, explain, and point to ways in which you feel you need to address the gap.
4. Make recommendations supported by the literature you read.
5. **Must use APA style in all academic papers and submissions. If references are omitted or improperly written, your grade will be affected.**

Course Schedule  
(Adjustments will be announced in class).

Week	Topics per class session
1 9/3	Chapter 1 Introduction about Language: Universal properties of Language (NF); Group Interaction relating to language based on guiding Qs.
2 9/10	Chapter 1: The sounds of language (phonetics)
3 9/17	Continuation: Phonology; How to collect oral narrative for coursework
4 9/24	Chapter 2: Words and their parts (morphology)
5 10/1	Chapter 3: The structure of sentences (syntax)
6 10/8	Chapter 4: Meaning (semantics and pragmatics interface)
7 10/15	Chapter 5: Discourse ( <i>Due date for Audio file &amp; Transcript upload in SAKAI</i> )
8 10/22	<b>Chapter 7: Language and the brain</b>
9 10/29	Chapter 8: Language Change
10 11/5	Chapter 9: Dialect variation
11 11/12	Language Contact and bilingualism: <b>You find sources and report on it.</b>
12 11/19	<b>Chapter 11: The politics of language</b> (language policy) ( <i>Due date for Video upload presentation in SAKAI</i> ).
13 11/26	<b>Language Storage and Processing: You find sources and report on it.</b>
14 12/3	Chapter 10: Politeness Theory, high-involvement and high-considerateness styles; language and gender
15 12/10	Independent work: <i>Oral reports and discussions based on papers. Papers uploaded due today in SAKAI.</i>

## Rubric for Digital Presentation and Short Paper

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Author demonstrates an accurate understanding of content are he/she selected to approach			
Author's ideas are clear and well-developed.			
Author cites scholarly literature to support his/her statements.			
Author draws connection between theory and scholarship cited and draws connections to observations/practice from another course.			
Author provides support for his/her positions with relevant, scholarly examples.			
Author uses academic language, formal essay structure, follows APA style, and includes references and in digital presentation, also mentions citations and sources.			

### Bibliography

**Required Course Text:**

An Introduction to Language and Linguistics. Fasold, R.W., & Connor-Linton (Eds.) 2006. Cambridge University Press.

**Articles: All articles employed in your searches should start with the key terms:**

“Teaching phonology”, “Teaching Vocabulary”, “Teaching learners of English”...etc. and variations of those phrases.

**Supplementary books for additional reading:** Bergmann, A., Currie Hall, K., Ross, S. M.

(LAST EDITION). The language files: Materials for an introduction to language and linguistics.

Carter, R. & Nunan, D. (2001). Teaching English to Speakers of Other Languages. CUP.

Finegan, E. & Rickford, J. (2004). Language in the USA. CUP.

Fromkin, V. (2000). (Ed.) Linguistics: An Introduction to linguistic theory. Blackwell, London, 2000.

Lass, R. (1984). Phonology. An Introduction to Basic Concepts. Cambridge University Press.

Milroy, L. & Muysken, P. (1995). One speaker, two languages. Cross-disciplinary perspectives on code-switching.