Rutgers, The State University of New Jersey

15:253:300:00 FOUNDATIONS OF LANGUAGE
Summer 2015
ONLINE

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Phone Number : 848-932-0796	Location Online - eCollege
Office Hours: Online – W 10am-noon and by appointment	Prerequisites or other limitations: Seeking admission or enrolled in online ESL or Bilingual certification programs
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X__ Online ___ Other	Permission required: __ No _X_Yes Directions about where to get permission numbers: email professor at Christelle.palpacuer-lee@gse.rutgers.edu

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: hhttps://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:
https://ods.rutgers.edu/students/registration-form.

Course Description

The main goal of this Foundation of Language course is to get you familiar with the various ways in which English "works", and how this knowledge can help you teach your ESL students. Topics covered include English structure and analysis, the teaching and learning of grammar and phonology. Issues of bi/multilingualism, language variety and dialects will also be covered from a sociolinguistics perspective.

Learning goals:

	Learning Outcome	Assessment Tools	NJPS	CAEPS
A	Students will demonstrate knowledge of the linguistic systems of English phonology, grammar, and discourse.	Self-assessment through exercises; Analyses of linguistic systems of English in each lesson; Discussions with peers and Emails to instructor. Course Assignments (choice of 2)	4	4
B	Students will understand the connections between knowledge of language and language teaching practice.	Course assignments (choice of 2); Analyses of teaching scenarii; Discussions with peers and E-mails to instructor about teaching practices/personal growth.	5, 8	4
C	Students will analyze and critique theory and practice of L2 language teaching and learning.	Discussions with peers about grammar and World Englishes.	4, 5, 8	4
D	Students will communicate effectively in written English and builds academic language skills.	Discussions with peers and Email to instructor; Analyses of linguistic systems; Course assignments (choice of 2)	4, 8	9
E	Students will demonstrate use of technology in research, learning and teaching.	Online course format; Use of Rutgers libraries online search engines; Threaded discussions with peers and instructor.	8	9

In this class, you will have an overview of the field of linguistics and of many of the issues involved in the analysis of language(s), with a specific focus on English. You will illustrate your understanding and knowledge through threaded discussions of assigned readings, through self-quizzes, and through the solving of 'linguistic problems'. These quizzes are for your own information, and your scores on the quizzes do no count toward your grade for the course. You will also get feedback on your progress from your instructor in two ways: first, through a 'report card' sent mid-way through the course and second, through two personal e-mail exchanges.

You will be able to expand your skills as an academic writer and a scholar by presenting the result of your reading and thinking in two Course Assignments. One will be about variation and you can choose the second out of the four proposed.

You will be able to participate in online education and will contribute to creating a community of scholar-teachers who work together to learn about language and linguistics, and the teaching of language to ESL/EFL and world language students.

Assignments and Assessment

1. Syllabus Quiz (10 points).
2. Language Problems (30 points each – 90 points total)
3. Discussions (20 points each – 40 total)
4. E-Mail your Professor (20 points each – 40 total)
5. Analyses (100 points each – 200 total)

Assignment	Due Date	Points
Syllabus Quiz	June, 28	10 pts
Quizzes	--	-- (self-assessment)
Activity - Language Problems		
Lessons 2 & 3	July, 19	80 pts (40 pts each)
Lessons 5	July, 26	40 pts
Activity - Discussions		
Lesson 1	July, 6	20 pts
Lesson 4	July, 26	20 pts
E-Mail your Professor	1 before July, 19	20 pts
	1 before July, 30	20 pts
Analyses	July, 30	200 pts (100 each)

This course will address the following ACTFL, NJPS and CAEP Standards:

The ACTFL and NCATE/CAEP Standards
This course will follow the ACTFL (American Association for Teachers of Foreign Language) and NCATE/CAEP *Professional Standard 2b* "Demonstrating an understanding of linguistics and the changing nature of language, and compare language systems." found here: www.actfl.org

New Jersey Professional Standards for Teachers (2014)[1]:

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

    i.   *Performances:* 1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards 2) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners

    ii.   *Essential Knowledge*: 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) (s)he teaches; 4(k) The teacher understands major common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding; 4(l) The teacher knows and uses academic language of the discipline and knows how to make it accessible to learners.

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[1] http://www.state.nj.us/education/code/current/title6a/chap9.pdf

iii. ***Critical Dispositions***: 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field; 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives; 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. ***Performances***: 1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills

ii. ***Essential Knowledge***: 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

iii. ***Critical Dispositions***: 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

i. ***Performances:*** 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

ii. ***Essential Knowledge***: 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

iii. ***Critical Dispositions:*** 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

Council for the Accreditation of Education Professionals (2013)[2]:

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner**.**

Course catalog description:
Can be found here: http://catalogs.rutgers.edu/generated/gse_current/pg195.html]

Online Format & Policies

Syllabus Quiz
Before the start of the course, you will receive notification that the online eCollege platform we are using for this course is open, and that you can access it. You will have the first week of class to complete and submit your answers to the *syllabus quiz*. The completion of this quiz is important because it helps me to understand any potential misunderstandings or problems you may have with the course. A summer course is brief and intensive, and I want to get us off to a good start. I also want to make sure nobody is lost in the unfamiliar online environment. You will receive 10 points towards your final grade to complete the syllabus quiz. If you do not complete the quiz entirely, you will receive zero (0) points. It's either completed and four points, or incomplete/not submitted and zero points.

Organization of Course
The Foundations of Language course is online. It is asynchronous, which means that there will be no online meetings of the whole class. The course is broken up into five Lessons or modules so that you can focus on a specific area of linguistics at a time and move, at your own pace, through the course. Each Lesson is equally important. Each Lesson will have several activities including: Readings, Exercises/self-assessment, and Activities. Activities can include Discussions or Language Problems. I have included a course checklist so that you know what is due and when. No late work will be accepted. We are working on a tight schedule to achieve the goals of the course. As a professional and a scholar-teacher, you need to know how to work with tight timeframes as given by your school or supervisor.

Time Requirements for the Class
This class is a 3-credit graduate class. Semester-long versions of this course are built around a requirement of 3 hours of "in class" work each week with the instructor and the other students (that's a total of 45 hours of contact time), and an expectation that each student will spend at least another 5 hours per week of out of class work. The expectation for this course is that you will put a minimum of 10 hours of work for each of the five lessons in this course, only to cover the contents. This estimation does not include the additional time required to work on some of the Lessons' assignments, and to work on your two papers. To receive an "A" in this class, you should expect to do more than the minimum in time, effort, and quality of work.

This class requires a significant time commitment. However, because we are online and asynchronous, you control when and how you organize your work. This makes your learning flexible and independent. Note, however, that the deadlines are mostly at the end of the class. This means that you can organize your learning around personal and professional obligations between June, 22 and July, 30. While you control what and when you work during the week, you do not have the luxury to put off work until the last week of class. Please note the deadlines for specific assignments, and their connections to grading:

1. Discussions: You will take part in 2 discussions in this class. One related to Lesson 1 and the second related to Lesson 4. Each will have a closing date so please include those in your calendars (see table).

2. E-mail your Professor: You will send 2 e-mails to your professor regarding your progression in this class. These e-mails are not technical or content messages. They are about your own personal learning experience. In these emails, you will discuss 1 learning goal for the class. You cannot put off these emails until the last week of class. They both have deadlines. Please make sure you take them into account.

My advice is to get things done early and to work at a regular pace. This reason for this is quite simple: it's summer, things happen, families and friends visit, travel is planned, computers crash, etc. Life happens. Since we have so much material to cover, it's better to not wait until the last minute. To make sure you do not waste any time figuring out how this course will work, I have build in a *Syllabus quiz*. Completing the quiz will actually help you get a clearer picture of the mechanics of the course, and you'll make informed decisions when you plan your work.

How to Succeed in this Class

(1) Research how to learn online. If it is your first online class, please read tips on how to be a successful online learner, here. It will help you understand the general expectations for online students.
http://www.onlinecollege.org/2011/07/14/10-traits-of-a-successful-online-learner/
If you have already taken online classes, you will know your strengths and challenges. Take a moment to reflect upon those, and to modify your work plan accordingly.

(2) Complete the Syllabus Quiz. This will help you understand what this course is about, how it is organized, and what the assignments are.

(3) Preview each Lesson. Print the course assignment checklist and enter deadlines in your calendar. Organize your schedule. Narrow down your first selection of Analysis topics to 2.

(4) Do the assigned reading. In a traditional class, that is still the part you do outside of class to prepare for the class discussion and assignments. Do the quizzes to check your understanding of the material.

(5) Do the Activities. These can be Discussions or Linguistic Problems. In a traditional class, this is performed in class, with your peers and instructors. You can work on the Linguistic Problems with other class members. Doing the Activities require your Participation and engagement with the material and with each other.

(6) E-mail Dr. Palpacuer Lee with a quote & question or quote & comment or an idea for a class application after completing each Lesson. I should receive at least 5 of such emails from you during the summer.

(*7) Work on your two Investigations*. Make sure you get started early with each of them. In a traditional class, you would be working on these final assignments outside of class.

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E-Mail Policy
Course updates and other important communication will be emailed to you. You are responsible for all course-related email so please check your mailbox regularly, including your Spam folder (who knows?). The course website on eCollege is populated with your email addresses and, as the instructor, I cannot make any modifications. The email address used is the one on file in the directory at the time your enrolled in the course. If you change your address or if you prefer using another email address, you can change it. Here is the link to the instructions on how to do this: https://onlinelearning.rutgers.edu/updating-email-in-ecollege

Changes in Syllabus
This syllabus represents my best understanding of the goals and mechanics of the course, at the beginning of the summer session. Adjustments may be required to fit the needs of the class members, especially after I receive your syllabus quizzes. If such adjustments need to me made, you will be notified in advance and in writing, by email.

Technical Assistance
In this course, we will be using LearningStudio as a learning environment for this class. Students will therefore need to have access to the LearningStudio course management system and to the shell associated with this course. Please make sure you are familiar with LearningStudio and operational by the beginning of the semester. There will be no training on how to use LearningStudio in this course, but a student orientation tutorial is available from the LearningStudio course list.
It is your responsibility to check the assignment deadlines and to submit your work in a timely manner. Your instructor is not responsible for technical issues related to LearningStudio. Please contact the LearningStudio helpdesk if you are having troubleshooting issues.
Email: help@ecollege.rutgers.edu. Phone: 877-778-8437 (24 hours a day, 7 days a week, 365 days a year).

Academic Integrity Policy
The consequences for violating policies of academic integrity and the student code of conduct are serious. I expect that you will comply with standards of academic integrity (that is, all the work you present is your own) in this course. For any and all assignments no copying of any kind is allowed, unless copied text is placed within quotations and appropriately cited. Paraphrased text must be appropriately cited. The consequences of clear evidence of extensive plagiarism include, but are not limited to, a grade of F for the assignment AND the course. If you have questions about an assignment or the course content, please seek assistance. You should not turn in the same work in two separate classes. To avoid problems, don't wait until the last minute to begin an assignment.
For more information, read the Academic Integrity Policy and the Student Code of Conduct at the Rutgers Academic Integrity site.

NetID Policy
The NetID policy, which took effect July 1, 2003, requires all students, faculty and staff to have a Rutgers NetID (Network Identifier), or username, on a Rutgers University Computing Services (RUCS)-maintained computer system, and to maintain a current email address in the Rutgers online directory.Rutgers NetID details and how to set up email.

Care, Respect and Integrity

These three words apply to the written and verbal exchanges of this class. A respectful attitude is expected for class discussions and interpersonal communication with instructor and colleagues. Our classroom and learning environments are safe and open spaces. Please be respectful of each other and of your instructor.

Emails to instructor and peers should always begin by a greeting, include clear and reasonable questions and/or request, and end with salutations. I make sure to respond to emails within a couple of days (i.e. I do not always respond within the next 10 mn, nor do I check my messages at 3am). In the event I do not respond after that time, a kind email reminder is welcome.

Netiquette

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. Here are links to several sources for generally accepted network etiquette. Please review this material, be familiar with the core principles of netiquette and please follow these guidelines during the term of this course:

- Netiquette Home Page on Albion.com. *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
- User Guidelines and Netiquette by Professor Rinaldi, Florida Atlantic University. *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
- Online netiquette.com links. *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

"Netiquette" provides some basic guidelines about how to behave in an online format, such as not using all capital letters online because that represents the vocal equivalent of shouting. In addition to these basics, please remember that this is a graduate course where much of the academic work is taking place online. It is not the same as communicating with friends via Facebook or Twitter, nor is it equivalent to sending text messages to friends or colleagues. I expect complete sentences, good English grammar and written compositions that are devoid of spelling and syntax errors. It is especially important in the academic and professional online settings to communicate clearly, concisely and intelligently. This course provides practice in that arena, as well as preparation for future professional development that will include online components. The one exception to this rule will be the chat session exercise, during which there will be no penalty imposed for misspellings, sentence fragments or for employing commonly used chat acronyms - keyboard shortcuts (cross reference a chat acronyms website *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*).

Course Materials

Required texts:

- Justice, Paul W. (2004) *Relevant Linguistics: An Introduction to the Structure and Use of English for Teachers*. (2nd or subsequent editions but check page numbers). CSLI Publications: Stanford, California.

Suggested texts
- Celce-Murcia & Larsen-Freeman (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle & Heinle.
- Freeman & Freeman (2014). Essential Linguistics: *What Teachers Need to Know to teach ESL, Reading, Spelling, Grammar*. Heinemann: Portsmouth, NH.
- Parott, M. (2010). Grammar for English Language Teachers. Cambridge University Press: Cambridge, UK.

Works of interest for ESL/EFL educators
- Fasold, R.W., & Connor-Linton (Eds.) (2006). An Introduction to Language and Linguistics. Cambridge University Press.
- Bergmann, A., Currie Hall, K., Ross, S. M. *The language files: Materials for an introduction to language and linguistics.*
- Carter, R. & Nunan, D. (2001). *Teaching English to Speakers of Other Languages*. Cambridge University Press.
- Finegan, E. & Rickford, J. (2004). *Language in the USA*. Cambridge University Press.
- Fromkin, V. (2000). (Ed.) *Linguistics: An Introduction to linguistic theory*. Blackwell: London.

Standards Documents

- New Jersey Core Curriculum Standards (NJCCS) OR the core standards for your state. *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
- Teaching English for Speakers of Other Languages (TESOL) standards *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
- World Class Instructional Design and Assessment (WIDA) standards *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

Supplementary materials will be available in DocSharing on eCollege.

Grading & Course Requirements

Grading will be on a 100 points scale:

A 90 - 100 points
B+ 87 - 89 points
B 80 - 86 points
C+ 77 - 79 points
C 70 - 76 points
D 60 - 69 points
F 0 - 59 points

The assignments in this class are a total of 400 points. There are 10 points for extra credit, and the total number of points possible for this class is 410 points. Points will be distributed as follows:

Assignment	Due Date	Points
Syllabus Quiz	June, 28	10 pts
Quizzes	--	-- (self-assessment)
Activity - Language Problems		
Lessons 2 & 3	July, 19	80 pts (40 pts each)
Lessons 4	July, 26	40 pts
Activity - Discussions		
Lesson 1	July, 6	20 pts
Lesson 5	July, 26	20 pts
E-Mail your Professor	1 before July, 13	20 pts
	1 before July, 30	20 pts
Investigations (2)	July, 30	200 pts (100 each)

Academic Integrity Policy:
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.

Web site: This course is offered online via the eCollege platform. On the first day of class, you can access our course shell after logging in here: https://onlinelearning.rutgers.edu/ecollege

Assignments and Course Requirements

1. **Syllabus Quiz (10 points, due June 28).** In this class, you will learn about language and the study of language. You will be able to apply this knowledge to your teaching of a second/foreign language, including world languages and ESL/EFL/ESOL. The course is taught entirely online, and the orientation materials are online as well. This syllabus serves as the orientation material. To make sure that you know what this course is about, and to guarantee that I can help you correctly this summer, I request that you take the syllabus quiz. To be successful for this assignment, you need to read the syllabus carefully, and refer to it as you answer the questions on the quiz. You are allowed to have a copy of the syllabus with you at that time. Questions on the quiz can be 'what are the goals for this course?', 'what platform does the course use and where can you access the course shell?', or 'when are the Investigation assignments due'? If you answer all the questions on the quiz by June, 28, you will get 10 points. If you do not complete the whole quiz or if you complete the quiz after June, 28, you will get zero (0) point. There is no in-between: it's either 10 or 0.

2. **Activities (160 points total, several due dates)**. Each of the five lessons in this course have Activities. These activities are to be performed individually, after the reading. They will help you understand the course readings as well as contextualize the language issues in terms of teaching practice. You have to perform ALL the activities in this course. These activities can be Discussions (lesson 1 and 4) or Language Problems (Lessons 2, 3 & 5). The grading rubric for each type of activity is different, and as follows:

Discussions

The format of an online course may be new to some of you, and you may want to know what my expectations are regarding participation. I am looking for you to post thoughtful, well-reasoned expressions of your thinking about language and to respond to your classmates' ideas in the same way. I will usually ask you to respond to two or three of your classmates in a threaded discussion entry. In most instances, you will be asked to work individually. Our discussions will most likely be class-wide and asynchronous (not at the same time).

Obviously, how well you do this will impact your class participation grade. Here is a breakdown of what makes for a good grade in class participation based on your responses to class and group discussions. You will want to be in the "Good" column for most of your communications each week.

Category	Good	Average	Poor	No credit
Topic entry	Responds to the topics by the due date.	Responding to the instructor's topic within a day of the due date.	Responding to instructor's topic more than 24 hours after due date.	Not responding to the topic.
Quality entry	Adds to the discussion and points out issues and strategies useful to	Adds moderately to the discussion. Not all comments are	Adds to the discussion. Comments not	Not responding to the topic.

	group. Original work, insightful.	substantiated with reasoning or source citation. One element of response is missing	substantiated with reasoning or source citation. Several elements of response missing	
Peer response	Responding to the requested number of peer postings within 2 days.	Responding to the requested number of peer postings within three days - OR - not responding to enough of your peers' postings.	Entering your peer responses just before the discussion thread closes - OR - ONLY responding to 1 peer	Responding to none of the peers.
Final response	Responding to all peers who have posted a response to you.	Responding to 3/4 of the peers who have posted a response to you.	Responding to 1/2 of the peers who have posted a response to you.	Responding to NONE of the peers who have posted a response to you
Quality responses	Adds significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Substantiated comments made with reasoning or even source citation.	Adds moderately to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Comments not substantiated with reasoning or even source citation.	Does not add to the discussion. Comments not substantiated: clear reasoning or source citation missing. Posting is simple: "I agree" or "Yes" or "No."	Absence of participation. No response.

Language Problems

Language problems are activities that help you link language and teaching language. Performing these activities will help you see what you need to know about language to be able to teach language. These language problems will each have their own rubrics (see course shell). Topics for these language problems are:

Lesson 2 (phonology): Transcription and My Fair Lady

Lesson 3 (morphology): Suffixes, Prefixes and Semantic Ambiguities (homophones, homonyms)

Lesson 4 (syntax): 'Only'.

3. **E-mail your professor (2, 40 points, before July, 13 and 30)**. In this class, we will cover a lot of linguistics material in a short time. Each week, you will have readings and activities in which various aspects of the readings will be illustrated and discussed. You may have questions and comments as you do the readings and weekly work that are not necessarily addressed in the course.

You are required to send two (2) emails to Dr. Palpacuer-Lee as a response to the readings and materials. The email response should contain either a) a question about the readings; b) a comment about the readings, or c) an observation related to the readings. Your 2 emails to your instructor cannot be general. They have to be clearly connected to the readings for the class. In your message, you have to include clear references to the reading you are writing about (week, lesson, title of the reading, quote). You should expect a response from your instructor within a week. The following 3-point scale will be used to assess your capacity to inquire into linguistic issues:

Quality of response to the reading	Points
Response well-formulated and directly related to the readings (quote and logical articulation of issue)	20
Response is too general but related to the reading	10
No response or inappropriate response (not related to reading or course contents)	0

4. **Investigations (2, 100 points each, due July, 30).** Each lesson will describe an extension of the chapter that requires an investigation. That is when you will be able to inquire into the connections between the theoretical knowledge you have acquired, the practical applications of this knowledge, and your own practice. You will conduct two (2) investigations: one is formal and academic and consists in an annotated bibliography on language variation. The other investigation is applied and you can choose between the four remaining topics. Each Investigation should be 5-pages, double-spaced, Times New Roman 12pt, and follow APA.

Lesson 1 (language): What grammar to teach and how?
Should you choose the lesson 1 Investigation, you will: a) read 2 articles about grammar teaching in language classes; b) analyze a textbook to determine what approach to grammar is used. You will include concrete examples and samples from the textbook reviewed; and c) conclude on your perspectives on grammar teaching in your practice.

Lesson 2 (phonology): What pronunciation to teach?
Should you choose the lesson 2 Investigation, you will: a) Visit the Speech Accent Archive website here http://accent.gmu.edu/browse_language.php b) Select a specific language (the one you will teach, including English); c) Select 5 samples and discuss how the pronunciation differs from each other. You need to include the transcriptions given on the website, underline the differences in the transcription, and choose to discuss 3 items that are different (e.g. nasals, schwa, glottal stop, etc.) and d) Discuss which pronunciation to teach and why.

Lesson 3 (morphology): How to build academic vocabulary?
Should you choose the lesson 3 Investigation, you will: a) select an excerpt (500 words) from a literature text in the target language you want to teach; Visit WordSift here http://www.wordsift.com enter your text, and 'sift'; b) Once you have tried all the tools offered by WordSift, report on the

results generated (include a copy of the 'sift' generated); c) Analyze these results and discuss how you would teach this text to build vocabulary, including how you would teach cognates (if you have any); word parts, prefixes and suffixes, Latin and Greek roots, and word-learning strategies. Include the worksheets in your submission.

Lesson 4 (syntax): How to build cohesive paragraph in writing?
Should you choose the lesson 4 Investigation, you will: a) Read a book chapter on strategies to use syntactic knowledge to teach reading; b) Select a text from a class textbook or one that you like, and analyze the paragraph using a model; c) design cloze activities to help students understand syntactic clues.

Lesson 5 (Variation). How is language used?
You will have to conduct Lesson 5 Investigation. It is MANDATORY. This investigation will result in a report on how a specific language is used by different groups.

You will write a critical annotated bibliography using <u>five</u> peer-reviewed articles that investigate one specific topic from the field of sociolinguistics, related to how speakers from different groups use language (choose one language and one group). You will be directed to the Rutgers library website to perform this search, and given a quick tutorial on how to conduct a search for peer-reviewed articles at Rutgers.
For instance, you can decide to write your annotated bibliography on 'Code-switching between French and Arabic young hip-hop singers'. The 5 articles you would review would each address a specific aspect of your title, if no article has ever been written on the same topic. Alternatively, you can select a 'large' topic, such as 'Women and English in India' and review articles that address specific parts of this broader topic. Please check with your instructor once you think you have a title and a direction, before starting work on your critical annotated bibliography

An annotated bibliography is an organized list of sources, like a regular bibliography. It is, however, more complete, because each citation is followed by a series of paragraphs (an annotation) that describe each study and criticizes the contents of each article (critical annotation).
Here is an example, retrieved from UMUC
libraries (http://www.umuc.edu/library/libhow/bibliography_tutorial.cfm)

> Breeding evil. (2005 August 6). Economist 376(8438), 9. Retrieved from http://www.economist.com
> This editorial from the Economist describes the controversy surrounding video games and the effect they have on people who use them. The article points out that most critics of gaming are people over 40 and it is an issue of age not of the games themselves. While the author briefly mentions studies done around the issue of violence and gaming he does not go into enough depth for the reader to truly know the range of studies that have actually been done in this areaother than to take his word that the research is unsatisfactory. The author of this article stresses the age factor over violence as the real reason for opposition to video games and stresses the good gaming has done in most areas of human life. This article is a good resource for those wanting to begin to explore the controversy surrounding video games however for anyone doing serious research one should actually examine some of the research studies that have been done in this area rather than simply take the author's word that opposition to video games is simply due to an issue of generational divide.

Your critical annotated bibliography should follow the APA format and contain the following sections:
1. An introduction where you state your topic of research and why your five articles reflect different and/complementary perspectives on these issues. Imagine you are the editor of a special issue on this topic, and your write an editorial for your readers.

2. The annotated bibliography itself, where the five annotated peer-reviewed journal articles will be listed one after the other.

3. A conclusion where you summarize briefly what you have learnt from the five articles, and expand upon this topic by describing how this knowledge will impact your practice (in very concrete ways, you should give concrete examples).

A guide for writing a critical annotated bibliography can be found
here: http://www.lib.uoguelph.ca/assistance/writing_services/resources/components/documents/writing_an_annotated_bibliography.pdf
And here: https://writingcenter.unc.edu/handouts/annotated-bibliographies/

RUBRIC FOR THE CRITICAL ANNOTATED BIBLIOGRAPHY

CATEGORY	Insufficient (4pts)	Towards meeting expectations (6pts)	Meets expectations (8 pts)	Exceeds expectations (10pts)
Quantity of sources **10 pts.**	Student does not cite sources.	Student cites two or three sources.	Student cites four sources	Student cited the five required sources.
Quality /Reliability of Sources **20 pts.**	Little or no reliable and/or trustworthy sources cited.	Few sources cited can be considered reliable and/or trustworthy.	Some sources can be considered reliable and/or trustworthy.	All sources cited can be considered reliable and/or trustworthy.
Variety of Sources **20 pts.**	No variety of sources; cites only one type of source.	Poor variety of sources; cites two types of sources.	Adequate variety of sources; cites three different types of sources.	Excellent variety of sources; cites more than four types of sources.
Writing fluency of annotations 25 pts.	All annotations are lacking in completeness, thought, and/or writing quality.	Most annotations are lacking in completeness, thought, and/or writing quality.	Some annotations are well written but some are lacking in completeness, thought, and /or writing quality.	All annotations are thoughtful, complete, and well written.

| APA and Documentation

25 pts.	There is little or no adherence to APA format in the document.	There are many and/or frequent formatting errors in the document's citations.	There are some formatting errors in the document's citations.	Citations are formatted correctly in the document.

Course Schedule by Week

Week *	Topics to be Covered	Assignments & Readings
June 22-28	Lesson 1: What do language teachers need to know about language?	Readings: Justice – Ch.1 Wong Filmore & Snow (2000) Discussion: What has been your experience with grammar?
June 28	**Quiz Syllabus due**	
June 29- July 5	Lesson 2: What do language teachers need to know about phonetics and phonology?	Readings: Justice – Ch. 2 & 3 Activities: Transcription and phonology practice My Fair Lady analysis
July 6	**Discussion from Lesson 1 deadline**	
July 6-July 12	Lesson 3: What do language teachers need to know about morphology and semantics?	Readings: Justice – Ch. 4 & 5 Activities: Morphology & semantics practice Amelia Bedelia analysis
July 13	**E-Mail you professor 1 due**	
July 13- July 19	Lesson 4: What do language teachers need to know about syntax?	Readings: Justice – Ch. 6 Fang (2008) – deconstruct/reconstruct Activities Syntactical analysis practice 'Only' analysis
July 19	**Activity from Lessons 2 & 3 to be completed**	
July 20- July 26	Lesson 5: What do language teachers need to know about variation?	Readings: Justice – Ch. 7 World Englishes article Discussion: World Englishes – What
July 26	**Discussion from Lesson 5 deadline**	
July 26	**Activity from Lesson 4 to be completed**	
July 29-30	**E-Mail you professor 2 due**	
July 30	**2 Investigations due**	

*This weekly schedule is suggested. You do not have to follow this schedule (see introduction to this syllabus). However, you need to make sure you turn in the assignments on schedule.