RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of
Education
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Course Title *FOUNDATIONS OF LANGUAGE I FALL 2016*
Course Number 15:253:530:01 (post bacs)/and 05:300:434:01 (5-yr)

Instructor Name Nydia Flores	Email address: nydia.flores@gse.rutgers.edu
Phone Number 848 932 0793	10 Seminar Pl Rm 223
Office Hours: Mon. 2:35-4 or by requested appointment	
Mode of Instruction: __X_ Lecture Location: <u>Murray Hall 115</u> ____Seminar ____Hybrid ____Online	**Permission required:** _x_ No (for post bacs) _x_Yes (for 5-year students)

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: https://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.

<u>Learning goals:</u>
- 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 provides you with an in depth knowledge about LANGUAGE. Our program has two methodology courses which target that aspect of language teaching).*

<u>Course catalog description:</u>
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 syntax, phonology, phonetics, semantics, language change, dialect variation, SLA, writing, among others.
<u>Note:</u>
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.

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Grading Policy:

1. **Participation in class**: **25%** (defined as: Oral participation, submitting blogs about topics discussed in class, asking questions, responding, working in groups, taking initiatives in leading, collaborating, and working during class with matters related to course; not anecdotally. Measured observationally and/or through professionally written blogs (not anecdotally written): 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 since these interactions do not allow you to fully participate in class. The use of cell phones and social media (including checking emails during a class session is strictly prohibited. Meaning, you have to leave the room=absence.*
2. **Field work 25%**: Interview **two learners** of the language you will teach/teach, transcribe their narrative, determine their learning gaps according to syntax, semantics, morphology, phonology and address the literature (namely site scholarship) that explains how to approach bridging gap from a theoretical and practical perspective. Your transcripts must include a participant's #, age, L1, and L2. (Two products: Upload digital interviews and transcriptions: Due date on or before 7th week of class: October 14th
3. **PODCASTS (3)**: **25%.** Produce digital videos (3 min. max) fully scripted essay. That is, you write the essay/script and record yourself speaking [not memorized] to me about ONE learner gap you've detected in the learner you interviewed or the observation(s) conducted. The gap has to be situated according to the chapters in the schedule-- Due dates are listed in the schedule.
4. **One 6-page double-spaced short paper 25%** (not including references) regarding a different topic covered from the one you conducted in the digital recording on syntax, semantics, language variation, morphology, or phonology which builds upon another gap you evidenced in the learner-language in data gathered in (one product). Due date: December 10th .*ALL REFERENCES CITED AND USED TO INFORM THE PAPER, MUST BE UPLOADED IN YOUR SAKAI DROP BOX-- the PDF FILES and chapters of books used as references, not the class texts*. The paper must follow APA style writing (you should consult APA on line).
5. The Graduate School of Rutgers/NB, grading policy is A, B+, B, etc. There are no A- grades.
6. **Doctoral Students: Are required to meet with me to shape their final paper, a term paper, based on data collected. This meeting should take place either on line or in person no later than the 3rd week of class.**

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, Blogs, and Podcasts (also Academic Integrity Policy applies to these):

ALL products required in the course must be uploaded to SAKAI (blogs and Podcasts) and must be informed by the journal articles and chapters of *OTHER* books you have read. Scholarship must be cited using APA. 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 products 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 6 and no less should inform your work for PAPERS. BLOGS should contain at least 2 citations

and references. Podcasts must also cite scholarship, 2 at least. You must upload articles you've read in your drop box. You only cite scholarship which you have read and included in blog, podcast, and paper. Do not cite scholars you have not used in the product.

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[1] 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 summarize several articles/chapters in books that treat the subject matter you identified (you can use up to 6).
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 by placing yourself as an instructor of the L.
5. Must use APA style in all academic papers and submissions. If references are omitted or improperly written, your grade will be affected.
6. Doctoral students will produce a full-developed term paper. Focus of paper to be discussed and approved by instructor.

Course Schedule (adjustments will be announced in class).

Week	Topics per class session
1	Chapter 1 Introduction about Language: Universal properties of Language (NF); Group Interaction relating to language based on guiding Qs.
2	Chapter 1: The sounds of language (phonetics)
3	Page 38--Continuation of Chapter 1: Phonology; How to collect oral narrative for coursework
4	Chapter 2: Words and their parts (morphology)
5	**Chapter 3: The structure of sentences (syntax) --PODCAST #1 (topics: Chap 1-3)**
6	Chapter 4: Meaning (semantics and pragmatics interface)
7	Chapter 5: Discourse *(Due date for Audio file &Transcript upload in SAKAI)*
8	Chapter 7: Language and the brain
9	Chapter 8: Language Change
10	Chapter 9: Dialect Variation **(Due date for field work interviews and transcripts)**
11	From Language files text: Pragmatics (read about it before class from any source)
12	From Language Files text: Language Storage and Processing (read about it before class from any source). **Product due: digital video --PODCAST #2 (topics: Chap 4-7**
--	Wed classes do not meet; only Friday classes meet --**PODCAST #3 (topics 8-on)**
13	Last day of class--Chapter 10: Politeness Theory, high-involvement and high-considerateness styles; language and gender--read about it before class from any source.
14 and 15	Presentations on one aspect of your findings--based on the paper you will submit today, **due date! Doctoral students final term paper due last day of classes.**

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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. (available in 2nd edition too but you can use older edition if you like).

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. 2011. (11th Edition). *The language files: Materials for an introduction to language and linguistics*.

Fromkin, V. Rodman, R. Hyams, N. (2003) *An Introduction to Language*. (7th Ed). Thomson & Heinle Publishers.

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