COURSE REQUEST
5365 - Status: PENDING

Term Information
Effective Term
Summer 2012

General Information
Course Bulletin Listing/Subject Area
Education: Teaching & Learning
Fiscal Unit/Academic Org
School of Teaching & Learning - D1275
College/Academic Group
Education & Human Ecology
Level/Career
Graduate, Undergraduate
Course Number/Catalog
5365
Course Title
Linguistics for Literacy Education
Transcript Abbreviation
Linguistics
Course Description
This is an introduction to educational linguistics. Through exploration of linguistic concepts and their relevance to teaching, learning, & literacy, students develop new ways of seeing and supporting students' development as skilled language users.
Semester Credit Hours/Units
Fixed: 3

Offering Information
Length Of Course
14 Week
Flexibly Scheduled Course
Never
Does any section of this course have a distance education component?
No
Grading Basis
Letter Grade
Repeatable
No
Course Components
Lecture
Grade Roster Component
Lecture
Credit Available by Exam
No
Admission Condition Course
No
Off Campus
Never
Campus of Offering
Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites
Exclusions
Students may not take this course if they have taken EDU T&L 665 Applied Linguistics for Teachers of Reading/Language Arts

Cross-Listings
Cross-Listings

Subject/CIP Code
Subject/CIP Code
13.0101
Subsidy Level
Professional Course
Intended Rank
Junior, Senior, Masters, Professional
Quarters to Semesters

Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses

List the current courses by number and title that are to be subsumed into proposed course

EDU T&L 665 Applied Linguistics for Teachers of Reading/Language Arts

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• Students will develop & demonstrate critical language awareness & understanding of the English sound system, English spelling, word & sentence formation, change & variation in English, language use in context, and language & literacy development.

Content Topic List

• Metalanguage, critical applied linguistics, phonetics, English phonology & morphology, syntax & grammar teaching, English orthography & other writing systems, language change & variation, language policy, language & literacy development.

Attachments

• 5365 Linguistics for Literacy Education.docx: Syllabus

(Syllabus. Owner: Zircher, Andrew Paul)

Comments

• Approved by GSC 3/15/2012. (by Mercerhill, Jessica Leigh on 03/15/2012 10:28 AM)

Workflow Information

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<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
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<tr>
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<td>03/15/2012 10:28 AM</td>
<td>Submitted for Approval</td>
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EDUTL 5365 Linguistics for Literacy Education

This course provides an introduction to educational linguistics. You will explore several subfields of linguistics, the discipline dedicated to the study of language, and as a result you will become more knowledgeable about language as a system and more conscious of its role in the classroom, the curriculum, and the wider world. You will learn about core linguistic concepts and how these concepts can help you better understand your students and better support their development as skilled users of language in school and beyond. You will examine common myths about language and their implications for classroom teaching and learning.

3 Credit Hours
G Level
14 weeks
Lecture and discussion
No prerequisites

Course Objectives/Learning Outcomes
Following successful completion of this course, the student will be able to demonstrate understanding of:

- Key concepts in linguistics
- The fundamental patterns in our ‘hidden’ knowledge of English
- Prescriptive and descriptive approaches to language
- How written language relates to spoken language
- How English has changed over time
- How language use varies across communities and contexts
- How s/he as a teacher may integrate these ideas into classroom practice

Required Text(s) and Course Materials
The following textbooks are required & available at the OSU Book Store.

* Linguistic Perspectives on Language and Education
  Anita Barry
  Pearson, 2007

* Language Myths
  Edited by Laurie Bauer & Peter Trudgill
  Penguin, 1999

The Barry book is referred to as Barry in the schedule. Additional required & recommended readings are made available through Carmen. We will also read materials posted on public websites.

Grading Plan and Grading Scale
For the graduate section, course responsibilities will be weighted in the following way:

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Participation &amp; attendance</td>
<td>10</td>
</tr>
<tr>
<td>Practice sets</td>
<td>20</td>
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For each assignment you will receive points. At the end of the course I will assign letter grades, following the OSU standard scheme (below). OSU guidelines for grading indicate that quality determinations are based upon a comparison with other students in the course, &/or with students who have taken the course previously, &/or the instructor’s expectations relative to the stated objectives of the course, based on the instructor’s experience & expertise. Expectations for undergraduate and graduate students are the same.

A  93-100%  A-  90-92
B+  87-89   B  83-86   B-  80-82
C+  77-79   C  73-76   C-  70-72
D+  67-69   D  60-66   E  59% or less

Schedule of Topics, Readings, Assignments

Week 1  Introduction
What is linguistics?
What use is it to teachers?

Week 2  Language and authority
Barry chapter 1 – The Linguistic Perspective
Wong Fillmore & Snow 2000 – What Teachers Need to Know About Language
Finnegan 2005 – What is ‘Correct’ Language?
http://www.pbs.org/speak/speech/correct/prescriptivism/
Fought 2005 – Gatekeeping
http://www.pbs.org/speak/speech/correct/gatekeeping/

Week 3  Sounds of language I
The sound system of English, phonetics, cross-linguistics differences
Barry chapter 2 – Foundations of Linguistics: Phonetics
Herron 2008 – Why Phonics Teaching Must Change
Meier 2010 – Interactive IPA Charts
http://www.paulmeier.com/ipa/charts.html
Univeristy of Iowa 2005 – Sounds of English & Spanish
http://www.uiowa.edu/~acadtech/phonetics/

Week 4  Combining sounds II
English phonology
Barry chapter 3 – Foundations of Linguistics, Phonology section
Birner 1999 – Why Do Some People Have an Accent?
Sounds in language: an introduction to practical phonology
EXAM 1

Week 5  Making words
English morphology
Kieffer & Lesaux 2007 – Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom
Nunes & Bryant 2004 – Morphological Awareness Improves Spelling and Vocabulary
Kemmer 2003 – Words in English: Morphology
http://www.ruf.rice.edu/~kemmer/words04/structure/index.html

Week 6

**Combining sounds II**
English morphophonology, accents
Barry chapter 3 – Foundations of Linguistics, Morphology section
George Mason University 2010 – The Speech Accent Archive
http://accent.gmu.edu/index.php
Linguistic Society of America – Ask a Linguist: Accents
http://linguistlist.org/ask-ling/accent.cfm

Week 7

**Combining words**
English syntax
Barry chapter 4
Saddler & Saddler 2010 – Writing Better Sentences: Sentence-Combining Instruction in the Classroom

Week 8

**Teaching grammar v. teaching usage**
Barry chapter 4 review
Weaver 1996 – Teaching Grammar in the Context of Writing
EXAM 2

Week 9

**Written language**
English spelling, writing systems
Barry chapters 6 – The Written Word
Ager 2011 – Omniglot http://www.omniglot.com/

Week 10

**Language change & variation**
Barry chapter 5
Kemmer 2005 - A Brief History of English, with Chronology
http://www.ruf.rice.edu/~kemmer/words04/history/index.html
Kemmer 2003 – Modern Usage of English
http://www.ruf.rice.edu/~kemmer/words04/usage/index.html#sla

Week 11

**Dialects of American English**
Barry chapter 5 review
Wheeler & Swords 2004 – Code-switching: Tools of Language & Culture Transform the Dialectally Diverse Classroom
Linguistic Society of America – Ask a Linguist: African American English
http://linguistlist.org/topics/ebonics/
EXAM 3

Week 12

**Linguistics routines & conversational patterns**
Norms of linguistic conduct
Barry chapters 7 – Using Language in Context
Scollon 1999 – Cultural Codes for Calls
Interactive Linguistics Databases Project – Slang Dictionary
http://babel.uoregon.edu/slang/pub_search.lasso

Week 13  Learning language(s)
First & second language acquisition, early bilingualism
Barry chapter 8 – Child Language Acquisition
Linguistic Society of America – Ask a Linguist: Child Language Acquisition http://linguistlist.org/ask-ling/lang-acq.cfm

Week 14  Linguistics and Literacy
Academic discourse, metalanguage
Barry chapter 11 – Linguistics and Literacy
Colorín Colorado 2011 – Academic Language & English Language Learners http://www.colorincolorado.org/webcasts/academiclanguage/

Due in Finals week: Exam 4 (take-home)

Assignment Details
Readings: All assigned readings are required. The required readings listed under a date are to have been read before that class meeting. As you read, highlight, take notes, summarize, look up new words or concepts, & come with questions for me and/or your classmates. In short, engage with the readings & be well prepared to work with them in class. We will use the readings in class, so bring them with you.

Practice sets: Prior to most class meetings, you will complete exercises that serve as (1) practice in using new linguistic concepts, (2) preparation for class discussion, (3) low-stakes assessment of your understanding, and (4) practice for the quizzes. Late practice sets will not be graded.

Exams: We will have 4 exams to assess your understanding of linguistic concepts covered in the course. The first 3 exams will be in-class and short-answer format, about 15 minutes. The final exam will be take-home and short-essay format.

For the following assignments, instructions will be posted on Carmen.

Language myth presentation: Working in teams, you will present and facilitate discussion of a language myth. You will select your myth from our textbook Language Myths, or you may choose a language myth not covered in the textbook (with instructor approval). Presentations will be scheduled throughout the semester.

Policies for Missed Exams
If a student misses an exam due to documented reasons such as illness or family crisis, the student will have the opportunity to make up the exam.

Policies for Student Conduct and Participation
Each student will be actively engaged in class. Actively engaged means being prepared, contributing to discussions & problem solving, & supporting other people’s participation. Unexcused absences and/or a lack of informed participation in class discussion will adversely affect your grade. If you miss more than three class meetings without documented reasons such as illness or family crisis, you will fail the course. If you must miss a class, you are responsible for getting the notes and
assignment information from Carmen and your classmates.

**Academic Misconduct**
The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)).

**Intellectual Property/Audio and Video Recording**
Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

**ODS Statement**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems**
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement on Diversity**
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation,
or veteran status, is prohibited.

**Technology**

This course requires computer use and internet access. Some assignments will require you to access websites and view videos on-line. We will make extensive use of the Foreign Language Teaching Methods (FLTM) site [http://coerll.utexas.edu/methods/](http://coerll.utexas.edu/methods/), and I will introduce you to several other web resources that will useful in your teaching practice. I will post assignments, readings, web sites, grades, & other information for the class on Carmen. If you have questions for me that may be of interest to your classmates, I encourage you to post them on the ‘Questions for Dr. Moore’ discussion forum. Some assignments will be submitted via Carmen Dropbox, some in hard copy, none by email. To avoid being junked, mark your e-mail ‘LS4LT’ in the subject line.