MESSIAH COLLEGE
Graduate Program in Education

APPLIED LINGUISTICS: GRAMMAR AND PHONOLOGY IN TESOL (EDME 520)
SPRING / 2014

Professor:	**Gene Rohrbaugh, PhD**	**Course Dates:**	**March 16 – May 10, 2014**
Email:	**grohrbau@messiah.edu**	**Phone:**	**717-620-9065 (cell)**

Faculty Availability

I will be checking in at least once a day during the workweek, and at least once over the weekend, unless otherwise notified. I will respond to questions and messages within 24 hours during the week. Responses may be slower over the weekend, so please try to post questions before the weekend so that I can respond in a timely fashion. I will also schedule online "office hours" during which I would be happy to talk on the phone or online. You may contact me for urgent matters by cell phone at 717-620-9065.

Expectations of Students

Students should log in to Canvas at least once a day during the workweek and check for recent activity in ***Announcements*** and ***Discussions***. You should also check the ***Syllabus*** and ***Calendar*** sections of Canvas to see upcoming due dates for the course. (Note that the ***Syllabus*** section in Canvas is not the same as this document; rather it is a chronological list of all course work.)

Canvas should be your primary method to communicate with the instructor and your fellow students. Unless your communication is of a personal nature, post in the ***Discussion*** area of Canvas rather than using email or direct messages. That way your peers can benefit from the interaction as well. You can set Canvas to notify you of course activity in many ways, including email, text messages, Facebook, and Twitter. Set your preferences so that you receive and respond to correspondence in a timely manner.

Workload

Students should expect to spend an average of 5.25 hours per week on activities that equate to "in-class" activities. These include viewing lectures and presentations, participating in class discussions, completing online quizzes, and collaborating with peers. In addition, student should expect to spend an additional 8-10 hours per week on learning activities that equate to "out-of-class" work. This includes completing assigned readings, reviewing notes and preparing for quizzes, and completing homework.

This course will require primarily asynchronous learning, which means that students can work independently at their own pace, as long as they meet the specified deadlines. In addition there will be three required synchronous sessions, announced 1 week in advance, during which all students will be required to log on simultaneously using the Adobe Connect. Students should perform a systems check with Student Computer Services prior to the first session to make sure your equipment is functioning properly.

Course Overview

This course introduces students to the study of linguistics and investigates why it is relevant to the teaching of English as a second language. Students will learn the fundamentals of the sound system in English (phonetics and phonology), the way that meaningful units combine to form words (morphology), the sentence system (syntax), the elements of grammar relevant in the ESL classroom (pedagogical grammar), the role of language in society (sociolinguistics), and the use of language in communicative situations (discourse analysis). An emphasis will be placed on authentic issues and concerns in teaching English learners in diverse contexts. Students will develop grammar-teaching skills and strategies integrated into communicative language teaching methodologies, and will gain practice planning and teaching lessons that focus on elements of structure and phonology. Prerequisite: EDME 518 Second Language Acquisition

Objectives

The learning objectives for this course are based on the PDE ESL Program Specialist K-12 Framework. Successful students will demonstrate the ability to:

1. Recognize language as an integrative system comprising phonology, morphology, syntax, pragmatics and semantics; apply this to identify aspects of English that are difficult for ELLs.
2. Support ELLs in effective social and academic communication by enhancing oral/aural skills, e.g., recognizing & using syntax, English sound system, other communication skills.
3. Support ELLs in understanding and using appropriate register variation within different contexts and for different audiences, including formal, informal, social, and academic.
4. Develop instructional techniques to assist ELLs in developing and using vocabulary and L2 literacy appropriately in written and spoken language, including contextualized practice.
5. Apply strategies that recognize the role of students' L1 in language/literacy development and to communicate with stakeholders (students, families, volunteers, and bilingual aides).

Required Texts

Folse, K. (2009). *Keys to Teaching Grammar to English Language Learners: A Practical Handbook.* Ann Arbor, MI: University of Michigan. ISBN # 978-0-472-03220-4

Folse, K. & Goussakova, E. (2009). *Workbook for Keys to Teaching Grammar to English Language Learners: A Practical Handbook.* University of Michigan. ISBN # 978-0-472-03338-6

Freeman, David E. & Freeman, Yvonne S. (2004). *Essential Linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar.* Heinemann. ISBN # 978-0325002743

Grading

Freeman Quizzes (9 @ 25 pts)	225
Freeman Discussions (9 @ 20 pts)	180
Folse Assignments (7 @ 30 pts)	210
Folse Discussions (8 @ 20 pts)	160
Grammar Lesson (1 @ 120 pts)	120
Conferences (3 @ 35 pts)	105
Total Points	**1000**

Letter grades by course percentage

	A ≥ 93	A- ≥ 90
B+ ≥ 87	B ≥ 83	B- ≥ 80
C+ ≥ 77	C ≥ 73	F < 73

Course Components

Quizzes

Quizzes on the material in the Freeman text will be posted every week in Canvas, measuring your mastery of terms and concepts presented through lectures and readings. You should read the required material carefully and take notes before attempting the quiz. Each quiz can only be taken once, and once you've begun the quiz, you will have a limited time to complete it.

Assignments

Assignments from the Folse texts are designed to develop and assess your mastery of the topics covered. You are encouraged to discuss assignments with your peers in the forums, but each student must submit her or his own assignment in Canvas.

Discussions

Discussion forums will serve a significant role in this class – the same purpose that in-class discussions serve in a face-to-face classroom. Since they constitute such a significant part of the course, it is important to clarify expectations regarding your participation in Discussions.

Discussions from Freeman Text

Discussions based on the Freeman textbook will be more academic in nature and content-driven. Each week one student will be designated as the discussion leader.

Forum prompt [assigned discussion leader]: the assigned discussion leader will write a summary of the reading (approximately 300-500 words), and pose 2-4 thought-provoking questions. Due by Friday evening of the week *before* the chapter is assigned**.**

Initial response [all participants]: All other students must answer the discussion leader's questions (and provide additional questions and comments as desired). Due by Monday evening along with the other assignments for the week.

Peer response [all participants]: Each student must respond to *at least one* of the responses, but may respond to more. The discussion leader should respond to several of the responses. Due by Monday evening of the week *after* the initial post is due**.**

Discussions from Folse Text

Discussions based on the Folse textbook will be more reflective and experience driven. Respond only after completing the readings and the Assignments from the Folse texts.

Initial Response [all participants]: Each student must post a substantive original response to the prompts by Monday evening along with the other assignments for the week.

Peer response [all participants]: You are required to post a minimum of three follow-up responses in each forum (to different colleagues or in the form of an ongoing dialogue). Each response should be substantive, adding information or asking questions to prompt further discussion. Simply expressing agreement, disagreement, or appreciation is not a substantive post. Due by Monday evening of the week after the initial post is due.

The following guidelines apply to all Discussion posts:

- Original posts should include references to the readings and other course materials, properly cited in APA style for in-text citations (no need to include "References" section)
- Posts should be written in an academic and professional style, using proper spelling and grammar. Text language is not appropriate. See Netiquette section below.
- You are expected to read and learn from ALL posts. Information disseminated through the forums is equivalent to information discussed in a classroom.
- Content of posts should be accurate, relevant, clear and concise.

The list above describes the minimum standard for participation. Higher grades are not simply a matter of more words posted, but will be indicative of superior depth of understanding, drawing connections among ideas from different sources, and contribution to ongoing conversation and learning.

Conferences

Three times during course we will schedule synchronous group conferences using the Conferences tool in Canvas. Prior to each conference, information will be provided to help you prepare in advance for our discussion and activities.

Week 1: Introductions: course, community, and Canvas

Week 4: Mid-course connection

Week 8: Grammar Lesson presentations

Grammar Lesson

Each student will develop a grammar lesson for ELLs based on one of the Hot Seat questions found in the Folse textbook chapter 4. Ideally you will develop a lesson that you can use in your current teaching environment, based on the ages and proficiency levels of students that you actually work with; however if not currently working with ELLs, a target audience can be identified in consultation with the instructor. Lesson plans must include the following sections:

- Learner demographics (age, proficiency, L1, education, literacy, social context, school)
- Error analysis – describe the error(s) and explain what you believe to be the source.
- Objectives – what do you expect your students to master? How will it be assessed?
- Prerequisites – fit in the curriculum; existing knowledge & experiences for success
- Key terms and key skills – list and define key terms and skills they will be using.
- Resources – books, pictures, recordings or other objects to be used in the lesson.
- Lesson outline – description of activities, time, configuration, leader, roles, etc.
- Follow-up – post-activity assignments, plans for review

You may use any lesson plan format you choose, as long as the required elements are present. After preparing the lesson plan, each student will present it to the class during a synchronous Conference session.

Expectations

Netiquette

Since we are participating in an online course, all of our interactions will be mediated through technology. For this reason it is important to establish conventions for our online communications. Communicating online is in many ways parallel to face-to-face communication, and in other ways quite different.

1. Nonverbal cues are largely absent from online communication, so it is important to express politeness deliberately and explicitly through verbal channels. For the same reason, avoid sarcasm unless it is exceedingly clear that you are joking and the content is inoffensive.
2. Asynchronous communication reduces shared context, so contextualizing information should be included explicitly. For example, in a face-to-face interaction, it might be perfectly fine to initiate a conversation by saying "Excuse me, I have a question." In contrast, "a question" makes a poor subject line for an email or a forum post. Conciseness is good, but not at the expense of clarity!
3. Just as in face-to-face communication, you should be aware of the give-and-take of conversation. Communication should not be simply stating one's opinions over and over; you demonstrate that you are listening by agreeing or disagreeing; or by asking for clarification.
4. Also, as in face-to-face communication, there are appropriate and inappropriate ways to express agreement or disagreement. The electronic classroom is a professional environment, so your tone should remain polite and professional in your interactions.

Timeliness

All assigned work must be completed and submitted before 11:55 PM on the specified due date. Discussion forums are especially time sensitive, since your peers will have to respond to your initial posts. Please complete your Discussion posts as early as possible rather than waiting, as there will be no credit for late forum posts. For other assigned course material (quizzes, assignments), to make allowance for unforeseen circumstances, each student is allowed up to three late submissions with the following penalties: within the first 24 hours after the due date, a 10% reduction in points; within the subsequent 24 hours, with a 25% reduction in points. After 48 hours, no assignments will be accepted. Once a student has received credit for three late assignments, no further late assignments can be submitted for credit.

ADA

Messiah College welcomes students with disabilities. If you have a documented disability and wish to discuss needed academic accommodations for this specific course, please speak with the instructor within the first week of class (or within the first week following the documentation of your disability). Campus policy states that disability accommodations must be arranged through the Office of Disability Services, located in the Library (extension 5382).

Academic Integrity

Academic integrity is taken very seriously. Violations will result in severe consequences, including failing the course. For a complete policy, see the current Student Handbook. Violations include (but are not limited to):

- Plagiarism: Submitting anything that is copied, paraphrased, or purchased without proper acknowledgment. Examples: failing to cite a reference or use quotation marks.
- Cheating: Attempting to use or using unauthorized material or study aids in exams or other academic work. Examples: using a cheat sheet, altering a graded exam.
- Fabrication: Submitting altered or contrived information. Examples: falsifying sources or data.
- Facilitating Academic Dishonesty: Helping someone violate this policy. E.g. working together when not allowed, doing someone else's work, allowing work to be copied.
- Unfair advantage: Examples: lying about the need for an extension on an assignment, having someone else participate in your place.

Penalties for violations of the academic integrity policy: a faculty member may exercise broad discretion when responding to violations of the academic integrity policy, ranging from assigning a zero for the assignment to failing the course.

Collaboration

In general, it is a good idea to interact with other learners while engaged in learning activities. The Canvas Conferences tool can be used to arrange your own times to interact with peers; of course you can use other means such as Google Talk or texting. Unless I specify otherwise, you are encouraged to work collaboratively, with the following provisions: (1) share ideas and thought processes, but not answers; (2) turn in your own individual submission; (3) indicate any such collaboration. Unless explicitly instructed to, *never share answers* with another student.

Library Assistance

The Library is an obvious source of information for research, presentations and projects. Beth Mark is the librarian assigned to students in the Education graduate programs. Although any librarian is trained and prepared to assist you, Beth works specifically with Education and is most familiar with the relevant resources. For her specific work schedule, contact her directly at BMark@messiah.edu or by calling (717) 796-1800, ext. 3590 or (717) 418-9584 (cell).

Writing Center

The Writing Center is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Minimum Hardware and Software

Student technology recommendations are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

Minimum Computer Skills

Students must possess basic computer skills and have regular access to a computer. Specifically, students must have a working knowledge of word processing; the internet and use search engines, email, basic text formatting, copy and paste, taking screenshots.

Technical Support

A telephone hotline is available seven days a week to help solve technical problems. This hotline is staffed by the College's Information and Technology Services and provides "real person" assistance at (717) 796-1800 ext. 3333 during the following times. If you need to leave a message, provide your name, number, and a brief description of the problem. You will receive a call back as soon as possible.

- 7am-11pm EST - Monday thru Friday
- 8am-11pm EST - Weekends & Holidays

You can also contact ITS help via email at helpdesk@messiah.edu

Statement of Copyright Protection

The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

Statement of Confidentiality

Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

Calendar

I have designed the calendar of due dates to allow maximum flexibility for student work schedules. In general, all assignments related to each week's topics are due on the Monday following the week in which they are assigned. Two special exceptions: assigned discussion leaders each week should post their summaries/prompts on the Friday ***before*** the week in which the topics are assigned. And peer responses in the Discussion forums are due the week ***after*** the initial posts are due. (Note: IT = "Instructional Time;" Non-IT = Non-instructional time).

Week	Assignments	Objectives	IT	Non-IT
3/16	*Language Acquisition and Pedagogical Grammar*			
Week 1	*All WK 1 assignments due MON 3/24 at 11:55 PM*			
	Read Freeman CH1 First Language Acquisition	1, 5		0.7
	Freeman CH1 Quiz	1, 5	1.0	
	Freeman CH1 Discussion [initial response]	1, 5	1.0	
	Read Freeman CH2 Second and Written Language	2, 4, 5		0.9
	Freeman CH2 Quiz	2, 4, 5	0.8	
	Freeman CH2 Discussion [initial response]	2, 4, 5	1.0	
	Read Folse Handbook CH1 Grammar for ELLs	2, 3, 4		1.0
	Folse CH1 Assignments	2, 3, 4		3.0
	Folse CH1 Discussion [initial response]	2, 3, 4	1.0	
	Synchronous Conference		1.0	
	Due FRI 3/21 [designated discussion leader only]			
	Freeman CH3 Forum Prompt			1.5
3/23	*Basic English Grammar and Phonology*			
Week 2	*All WK 2 assignments due MON 3/31 at 11:55 PM*			
	Freeman CH1 Discussion [peer response]		1.0	
	Freeman CH2 Discussion [peer response]		1.0	
	Folse CH1 Discussion [peer response]		1.0	
	Read Freeman CH3 Phonology	1, 2		0.8
	Freeman CH3 Quiz	1, 2	1.0	
	Freeman CH3 Discussion [initial response]	1, 2	1.0	
	Read Folse Handbook CH2 Basic English Grammar	2, 3, 4		1.9
	Folse CH2 Assignments	2, 3, 4		3.0
	Folse CH2 Discussions [initial response]	2, 3, 4	1.0	
	Due FRI 3/28 [designated discussion leader only]			
	Freeman CH4 Forum Prompt			1.5

Week	Assignments	Objectives	IT	Non-IT
3/30	*Implications from Phonology and Keys 1-3*			
Week 3	*All WK 3 assignments due MON 4/7 at 11:55 PM*			
	Freeman CH3 Discussion [peer response]		1.0	
	Folse CH2 Discussions [peer response]		1.0	
	Read Freeman CH4 Implications from Phonology	1, 2		0.8
	Freeman CH4 Quiz	1, 2	1.0	
	Freeman CH4 Discussion [initial response]	1, 2	1.0	
	Read Folse Handbook CH3 Keys 1-3	2, 3, 4		1.6
	Folse CH3 Assignments	2, 3, 4		3.0
	Folse CH3 Discussions [initial response].	2, 3, 4	1.0	
	Due on FRI 4/4 [designated discussion leader only]			
	Freeman CH5 Forum Prompt			1.5
4/6	*Orthography and Keys 4-7*			
Week 4	*All WK 4 assignments due MON 4/14 at 11:55 PM*			
	Freeman CH4 Discussion [peer response]		1.0	
	Folse CH3 Peer Responses from last week		1.0	
	Read Freeman CH5 Orthography	1, 2, 4		1.1
	Freeman CH5 Quiz	1, 2, 4	1.0	
	Freeman CH5 Discussion [initial response]	1, 2, 4	2.0	
	Read Folse Handbook CH3 Keys 4-7	2, 3, 4		1.5
	Folse CH3 Assignments	2, 3, 4		3.0
	Folse CH3 Discussions [initial response]	2, 3, 4	2.0	
	Synchronous Conference		1.0	
	Due FRI 4/11 [designated discussion leader only]			
	Freeman CH6 Forum Prompt			1.5
4/13	*Phonics and Keys 8-11*			
Week 5	*All WK 5 assignments due MON 4/21 at 11:55 PM*			
	Freeman CH5 Discussion [peer response]		1.0	
	Folse CH3 Peer Responses from last week		1.0	
	Read Freeman CH6	1, 2, 4		1.1
	Freeman CH6 Quiz	1, 2, 4	1.0	
	Freeman CH6 Discussion [initial response]	1, 2, 4	2.0	
	Read Folse Handbook CH3 Keys 8-11	2, 3, 4		1.3
	Folse CH3 Assignments	2, 3, 4		3.0
	Folse CH3 Discussions [initial response]	2, 3, 4	2.0	
	Due FRI 4/18 [designated discussion leader only]			
	Freeman CH7 Forum Prompt			1.5

Week	Assignments	Objectives	IT	Non-IT
4/20	*Morphology and Keys 12-15*			
Week 6	*All WK 6 assignments due MON 4/28 at 11:55 PM*			
	Freeman CH6 Discussion [peer response]		1.0	
	Folse CH3 Peer Responses from last week		1.0	
	Read Freeman CH7 Morphology	1, 2		0.8
	Freeman CH7 Quiz	1, 2	1.0	
	Freeman CH7 Discussion [initial response]	1, 2	2.0	
	Read Folse Handbook CH3 Keys 12-15	2, 3, 4		1.3
	Folse CH3 Assignments	2, 3, 4		3.0
	Folse CH3 Discussions [initial response]	2, 3, 4	2.0	
	Due FRI 4/25 [designated discussion leader only]			
	Freeman CH8 Forum Prompt			1.5
4/27	*Implications from Morphology and Hot Seat*			
Week 7	*All week 7 assignments due MON 5/5 at 11:55 PM*			
	Freeman CH7 Discussion [peer response]		1.0	
	Folse CH3 Peer Responses from last week		1.0	
	Read Freeman CH8 Implications from Morphology	1, 2		0.9
	Freeman CH8 Quiz	1, 2	1.0	
	Freeman CH8 Discussion [initial response]	1, 2	2.0	
	Read Folse Handbook CH4 Hot Seat	2, 3, 4		0.8
	Folse CH4 Assignments	2, 3, 4		3.0
	Folse CH4 Discussions [initial response]	2, 3, 4	2.0	
	Grammar Lesson	1, 2, 3, 4, 5		3.0
	Due on FRI 5/2 [designated discussion leader only]			
	Freeman CH9 Forum Prompt			1.5
5/4	*Syntax and Techniques for Teaching*			
Week 8	*All week 8 assignments due SAT 5/10 at 11:55 PM*			
	Freeman CH8 Discussion [peer response]		1.0	
	Folse CH4 Peer Responses from last week		1.0	
	Read Freeman CH9 Syntax	1, 2		1.2
	Freeman CH9 Quiz	1, 2	1.0	
	Freeman CH9 Discussion [initial response]	1, 2	2.0	
	Read Folse Handbook CH5 Techniques…	2, 3, 4, 5		0.8
	Folse CH5 Discussions [initial response]	2, 3, 4, 5	2.0	
	Synchronous Conference (schedule TBD)		1.0	
	Course Wrap up due MON 5/12 at 11:55 PM			
	Freeman CH9 Discussion [peer response]		1.0	
	Folse CH5 Peer Responses from last week		1.0	