ENG 407/407G –
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Office hours: MW: 1:00p-3p; and by appointment

WELCOME!

English 407 outcomes: To understand the basic theoretical subfields of linguistics and to be able to analyze problem sets. This will allow for the practical application of these theories in ENG 408, and provide future teachers with an understanding of how both English and other language systems operate. Students will gain a basic understanding of the theories and subfields of linguistics across languages and the methods for analysis of those subfields, including:

* the sound system, i.e. phonetics and phonology;

* the structure of English words and sentences, i.e. morphology and syntax;

* the structure of meaning and how the mind conveys information, i.e. semantics;

* the theoretical basis of language and how it informs good pedagogical practices for teaching both first and second language learners; and

* regional and social variation from a dialectology perspective, i.e. language and identity; linguistic discrimination.

Kentucky Teacher Performance Standards Addressed in Course

Kentucky Teacher Performance Standards (KTPS)		
	ENG-407	Course Connection
Standard 1. Learner development	X	Linguistic Analysis Project
Standard 2. Learning differences	x	Linguistic Analysis Project
Standard 3. Learning environments		
Standard 4. Content knowledge	X	Linguistic Analysis Project
Standard 5. Application of content	X	Linguistic Analysis Project
Standard 6. Assessment	X	Linguistic Analysis Project
Standard 7. Planning for instruction	X	Linguistic Analysis Project
Standard 8. Instructional strategies	X	Linguistic Analysis Project
Standard 9. Professional learning and ethical practice	X	Linguistic Analysis Project
Standard 10. Leadership and collaboration		

TESOL P-K-12 Teacher Preparation Standards		
	ENG-407	Course Connection
STANDARD 1: KNOWLEDGE ABOUT LANGUAGE Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language Learners (ELLs) acquire academic language and literacies specific to various content areas.	X	Linguistic Analysis Project

STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.		
STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.	X	Linguistic Analysis Project
STANDARD 4: ASSESSMENT AND EVALUATION Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.	X	Linguistic Analysis Project
STANDARD 5: PROFESSIONALISM AND LEADERSHIP Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.		

TEXT: Yule, G. (2016). *The study of language*. 6th ed. Cambridge: Cambridge University Press. Supplemental materials will be provided via the course Blackboard (BB) site.

Class format: Discussion of readings and group activities. This should be an active class because everyone here speaks at least one language and has experience as a language learner or teacher. You will be graded on participation. A handout delineated participation guidelines will be posted on our BB site.

Attendance policy: You are permitted 6 hours of absence. I count each hour separately. So if you miss the 1st hour of class and come for the 2nd & 3rd hours, you get credit for them. Each hour over the 6 hours permitted results in a 2% reduction in your final grade. More than 10 minutes late, you begin to accrue late penalties. 3 late arrivals equal 1 absence.

Academic honesty:

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment and may, depending on the severity of the case, lead to an "F" for the entire course and may also be subject to appropriate referral to the Office of Judicial Affairs. See the WKU Academic Integrity statement for further information.

Military policy:

Students who are either reserve or active duty military personnel and are deployed during this course will need to show the professor their orders. Every effort will be made to help them complete the course via the Internet or mail.

ADA compliance statement

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Copyright:

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of

these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Class conduct:

Students are expected to silence their cell phones and refrain from using social media during class time. Students should treat each other and the professor in the manner in which they wish to be treated.

Resolving complaints about grades:

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at

http://www.wku.edu/handbook/ for additional guidance.

Title IX misconduct/assault statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Important Dates:

Classes begin .... Monday, August 27

Labor Day (university closed) .... Monday, September 3 (week 2)

Fall Break (no classes; offices open)....... Thursday-Friday, October 11-12 (week 7)

Last Date to withdraw with a "w":   Friday, October 19th

Thanksgiving Holiday .... Wednesday-Friday, November 21-23 (week 13)

Linguistic Analysis due Nov. 30th, 11:59p

Week 15 Review for final

Final Examinations................................ Monday-Friday, December 10-14: (week 16)

Final Exam: Wednesday, Dec. 12ᵗʰ, 6-8p

Final Grades Due.................................... Tuesday, December 18

Evaluation undergrads: homework: 15%; participation: 10%; exams (3): 60% (20% each); paper 15%

Evaluation grad students: homework: 20%; participation 10%; exams (3): 45% (15% each); paper 25%

N. B. GSs will also, at times, have additional readings.

Final grade percentage scale: A = 90+; B = 89.9 – 80; C = 79.9 -70; D = 69.9 – 60; F = 59.9 and below

Assignments (both UGs and GSs): Most weeks, there will be sets of questions/problems that you will be required to answer. For essays questions (long or short), I expect you to use Academic English and follow academic protocol. That is, you are required to proofread your submissions for grammar, punctuation, spelling, citations, as they will be graded for such. Some questions may be answered successfully from the readings; others will require you to go beyond the readings and do a bit of research. There will be a 25% penalty for late homework. Exams will be taken when scheduled; no make-up exams except under the most dire and documentable circumstances.

Paper: **Linguistic analysis project**

This scaffolded project consists of gathering information about an English learner in our community, analyzing the information obtained, and connecting teaching resources and current classroom-based research to linguistic topics covered in class.

Obtaining the sample: Students will use four language elicitation tasks. These language samples will be used to complete the entire project. When collecting language samples, English learners should be allowed to deviate from topics if needed in order to enrich the samples. It is important for students to fully understand the 3 pieces of the linguistic analysis project to obtain an appropriate language sample. You must use the language sample that you collect. Each group (of 3 students) will be responsible for generating their own instrument. Groups cannot share instruments. The total time of administration should be no longer than 45 minutes.

The instrument includes the following:

a. A written questionnaire (of about 10 questions) gathering general demographic information appropriate for the age/language proficiency level of the EL. It should be completed in real time. The volunteer can complete the questionnaire themselves (n.b. singlular "they" used here) in writing or verbally if assistance is required.

b. An interview questionnaire with open-ended, conversational style questions that are appropriate for the age/language proficiency level. The questions should address topics of interest to that particular

person related to their life, social experiences, culture, etc. The first question of the interview must explain the project and confirm the volunteer's willingness to participate.

You must record the interview for submission (mp3 is required).

c. A short reading passage appropriate to the age/language level of the English leaner to collect a read aloud speech sample. This must also be recorded (mp3). No pre-reading exercises or comprehension questions should be included.

d. A short 10-15 minute writing prompt appropriate to the age/language proficiency level of the English learner to be completed in the learner's own handwriting. Lines for writing should be provided.

Paper components:

The final linguistics analysis project should contain the following elements: Introduction

A strategic summary of the English learner's relevant biographical and language learning experiences as evidenced from the data collection instrument. It must also include a section that compares and contrasts the volunteer's L1 (first lang) phonological, morphological, and syntactical system with their L2 (English). Make sure you cite any references you used to gather the information. You do not need to cite your own instrument. Students will examine the two audio-recorded speech samples from their English learner for evidence of his or her phonetic and phonological acquisition. The submitted project will include:

Phonetics and phonology analysis:

a. Identify and describe in detail three problem areas from the learner's phonetic/phonological performance. The discussion of each area must include technical information and appropriate terminology discussed in class. In addition, about 9-12 excerpts from the audio samples (a mix of spontaneous and read aloud) transcribed in IPA and the associated time stamp as evidence.

b. For the three problem areas, the group should also prepare a mini lesson plan that includes learner-friendly explanations of each problem area and specific practices for each. Be sure to include a copy of any worksheet or handout that you reference. This should be a ready-to go-lesson plan. It is appropriate to pull general sources from the Internet about teaching for ideas but make sure each source is referenced at the end of this section in APA format.

c. Students will provide an annotated bibliography of two peer-reviewed articles that address best practices in phonological instruction or a specific area of phonological acquisition for English learners. Articles must be published from 2006 or later.

d. Headings and page breaks should be used to make the information accessible.

Morphology analysis:

a. Identify and describe in detail three problem areas from the learner's morphological performance. The discussion of each area must include technical information and appropriate terminology discussed in class. In addition, about 9-12 excerpts from the samples (a mix of spoken and written) must be included as evidence. These examples should not be in IPA, unless it is relevant to your analysis.

b. For the three problem areas, the group should also prepare a mini lesson plan that includes learner-friendly explanations of each problem area and specific practices for each. Be sure to include a copy of any worksheet or handout that you reference. This should be a ready to go lesson plan. It is appropriate to pull general sources from the Internet about teaching for ideas but make sure each source is referenced at the end of this section in APA format.

c. Provide an annotated bibliography of two peer-reviewed articles that address the importance of morphological awareness for second language learners. Articles must be published in 2006 or later.

d. Headings and page breaks should be used to make the information accessible.

e. Final projects should be uploaded to Blackboard and submitted in class.

Syntax analysis:

a. Identify and describe in detail three problem areas from the learner's syntactical performance. The discussion of each area must include technical information and appropriate terminology discussed in class. In addition, about 9-12 excerpts from the samples (a mix of spoken and written) must be included as evidence. These examples should not be in IPA.

b. For the three problem areas, the group should also prepare a mini lesson plan that includes learner-friendly explanations of each problem area and specific practices for each. Be sure to include a copy of any worksheet or handout that you reference. This should be a ready to go lesson plan. It is appropriate to pull general sources from the Internet about teaching for ideas but make sure each source is referenced at the end of this section in APA format.

c. Students will find 5 free web-based resources appropriate for teachers and/or learners of ESL. A summary of the content, intended audience, and how it could be used by either party should be included underneath.

d. Headings and page breaks should be used to make the information accessible.

e. Final projects should be uploaded to Blackboard and submitted in class.

Final presentation:

Groups must meet with their volunteer to provide targeted feedback based on their findings from the linguistic analysis project. Each student will select 1 target feature from the phonology, morphology, and syntax chapters (in the end you should cover all the features from your project). You will provide

student-friendly feedback, explanations, practices, etc. This is important for two reasons. First, all research, even classroom-based action research should have clear benefits for the participants-not just the researchers. Second, mastery of technical concepts and the explanation of these concepts to people outside the field are very different skills. It is equally important to practice.

Annotated bibliographies:

An annotated bibliography includes an APA style reference and a summary of the research presented in the article. For each article, you will include the APA style reference followed by a narrative-style summary between 200 and 350 words. You may not exceed 350 words. Your annotation must clearly address the following points in your own words, not the researchers' words:

a. What is the central research question?

b. Who participated in the study?

c. How did they test their hypothesis? What is the research design?

d. What did the researcher(s) find? What were the results?

e. What were the conclusions/implications?

Note that your answer to Part E is only helpful when you provide information about Parts A-D.

Evaluation of group work:

It is expected that each student will contribute their best work towards the success of the project, and, as such, all final grades on the project will be assigned to the entire group. Students will complete a group evaluation at the midpoint of the project and a group and self-evaluation at the end of the project. All reports will be submitted directly to the instructor. These evaluations will be used to generate a group work grade that counts for 5% of the total weight of the assignment.

The basics

The research paper should be 10-15 pages in length. It should be typed in 12-point font with 1.25-inch margins (the default set up) and double spaced. The 12 page maximum DOES NOT include the cover/title page, references, and any appendices (if you choose to include them).

Your paper must contain at least 10 references, 8 of which must be from peer reviewed journal articles. You may include up to 2 textbook or scholarly book references. Your paper should be 'state-of-the-art'. In other words, the majority of your references must have been published within the past 5-10 years. You may reference older works that are classic studies in the field, but you should check with me first to make sure it is a seminal work. One way that you can find out how popular of a source your article is to use Google Scholar. Type in the bibliography of your article and you can see how many times that article has been cited by other researchers.

You CANNOT use websites, encyclopedias, newspapers, blogs, or masters or doctoral theses.

General information about Writing conventions

You must use APA citations. Improper or careless citations can result in an unfavorable plagiarism report from SafeAssign, so please err on the side of caution. Here are some APA tools for you to use:

http://www.wku.edu/library/dlps/infolit/writingguides.php

https://owl.english.purdue.edu/owl/resource/560/01/

Quotes should make up no more than 10% of paper. This is an APA guideline. If you use a quote that is longer than 40 words, make sure you use a block quote. In your text, do not include author's first names, the names of articles, or the universities that authors teach at. All this info is irrelevant. Here is an example of what NOT to do: No- Janice Marie Saint, who is a researcher at Ohio University in the department of Linguistics in her article "Where the boys are" written in 1988 for Cambridge University Press, says that gender is significant in determining how people speak. Ok- According to Saint (1988), gender is significant in determining how people speak. You must proofread your papers. Errors in grammar, spelling, and stylistics will lower your grade.