I.  ENG 530: Linguistics for Educators

II. 3 Credit Hours

III. <u>COURSE DESCRIPTION</u>:
This course provides a rigorous overview of the elements of English linguistic study and its application to English language learning and teaching.  The course examines grammars and theories of English, language diversity and change, language acquisition, and philosophy and application of language study and teaching.

IV. <u>PLACE IN THE CURRICULUM</u>:
The course is offered to graduate-level students in the Master of Education program, Literacy Emphasis, and ELL endorsement. It may also be taken by students completing the Master of Arts in Teaching.

V.  <u>COURSE GOALS AND OBJECTIVES</u>:
The student will be able to:
1.  Gain appreciation for language as an alive, fluid medium of exchange within the human community (T-K1, LR-S1, LR-D1, LD-D1, LR-K1).
2.  Comprehend thoroughly and apply extensively phonetics, phonology, morphology, syntax, semantics, and pragmatics as they relate to the study and teaching of English (T-K1, LR-S1, LR-D1, LD-D1, LR-K1).
3.  Acquire an advanced understanding of select English grammar structures and their theoretical foundations (T-K1, LR-S1, LR-D1, LD-D1, LR-K1).
4.  Examine the diverse and varying language patterns seen in dialectical, socio-cultural and regional uses of the English language, with particular attention to the ELL classroom and community (T-K1, LR-S1, LD-D1, LR-D1, LR-K1).
5.  Examine the historical development of language as an analytical tool of understanding language variation and change (T-K1, LR-S1, LR-D1, LR-K1).
6.  Develop an advanced comprehension of the ways in which humans acquire and use language, particularly for its application in classroom teaching in ELL situations (T-K1, LR-S1, LR-D1, LD-D1, LR-K1).
7.  Demonstrate the application of linguistic study to other learning activities (T-K1, LR-S1, LR-S1, LR-D1, LD-D1, LR-K1).
8.  Become conversant in major, current research in the field of linguistics and English language learning and instruction (T-K1, LR-K1).
9.  Develop a philosophy of language study and instruction that takes into account current research in the field (T-K1, LR-S1, LR-D1, LD-D1, LR-K1).

VI. <u>CONTENT</u>:
Phonetics, phonology, morphology, syntax, semantics, pragmatics; traditional, structural, transformational-generative and cognitive grammars and theories; dialect; history of English and language change; language acquisition; application of linguistic study and content to English language learning and teaching; major, current research in the field of linguistics and English language learning and instruction; philosophy of language study and instruction (LR-K1)

VI. <u>METHODOLOGY</u>:  (T-S2, T-K1, T-D1, LD-S3, LD-S1, LR-S1, LD-S2, LR-D1)
   A.   Lecture/Electronic Presentation
   B.   Instructional Technology/Activities
   C.   Comparative Readings
   D.   Peer Consultation,
   E.   Research
   F.   Writing

VII. <u>STUDENT ROLES</u>:
Reading and response to readings (varied forms & modes) (LD-S3, LR-S1, LR-K1)*
Analysis (formal and informal) (LD-S3, LR-S1, LR-K1)
Sharing response and analysis in discussion groups (LD-S3, LD-S1, LD-S2)
Peer group discussion (LD-S3, LD-S1, LD-S2, LR-K1)
Collaborative projects (LD-S3, LD-S1, LD-S2, LR-K1)
Essays and written exams (LD-S3, LR-K1)
Application activities (LD-S3, LR-S1, LR-K1)
Lesson plans
Portfolio
Personal philosophy of language study/linguistics
Projects
Research and research-based writing (T-K1, LD-S3, LR-K1)*
*It is expected that the student will conduct graduate-level reading and research in each of the unit or content areas listed.

VIII. <u>EVALUATION</u>:
Occurs through student writing (formal and informal) and other forms of response and analysis, projects/presentations, lesson plans, portfolios, and research-based essays and written exams.  (T-S2, T-K1, LD-D1, T-D1, LD-S3, LD-S1, LD-S2, LR-S1, LR-K1)

**Course Workload**
In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific

content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

## Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

## Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

## ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

## Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update

emergency contact information in "Banner Self-Service" on the connectCUNE portal (http://connect.cune.edu).

X.  BIBLIOGRAPHY: (Select Items):

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NJ.: Prentice-Hall.

Kent, T. (1999).  Post-process theory:  Beyond the writing-process paradigm.
Carbondale, IL:  Southern Illinois University Press.

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New York: Ballantine.

Welch, K. (1999).  <u>Electric rhetoric:  Classical rhetoric, oralism and a new literacy</u>
<u>(digital communication).</u>  :  Boston, MA: MIT Press.

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