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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: LANGUAGES, LINGUISTICS AND
 COMPARATIVE LITERATURE

COLLEGE OF: DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX TSL COURSE NUMBER 6248 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE

APPLIED LINGUISTICS AND TESOL

EFFECTIVE DATE:

FALL 2009

CREDITS: 3

TEXTBOOK INFORMATION: JUSTICE. *RELEVANT LINGUISTICS: AN INTRODUCTION TO THE STRUCTURE AND USE OF ENGLISH FOR TEACHERS*; SWAN & SMITH, *LERNER ENGLISH: A TEACHER'S GUIDE TO INTERFERENCE AND OTHER PROBLEMS*.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

AN ANALYSIS OF PHONOLOGICAL, MORPHOLOGICAL, AND SYNTACTIC FEATURES OF ENGLISH AS WELL AS THE NATURE OF ITS SPELLING SYSTEM FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE.

PREREQUISITES W/MINIMUM

GRADE: *LIN 3010 – INTRODUCTION
 TO LINGUISTICS

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

PH.D. IN LINGUISTICS OR RELATED FIELD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. I have consulted, without response, Dr. Jim McLaughlin from the Department of Curriculum, Culture and Educational Inquiry in the College of Education.

Robert Trammell trammel@fau.edu 561-297-3867 _____
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

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|---|--|---|
| <p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p> | <p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>Written Consent—required from all departments affected.</p> <p>Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.</p> |
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Email this form and syllabus to stulks@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

TSL 6248

APPLIED LINGUISTICS And TESOL
Monday 5:30-8:20 in GS 116

Spring 2009

Dr. Robert Trammell in GS 226 at (561) 297-3867 E-Mail: trammell@fau.edu
Department of Languages, Linguistics and Comparative Literature
Office Hours: M 4-5:15 & T 4:00-6:00; and other hours by appointment

COURSE DESCRIPTION: An analysis of phonological, morphological, and syntactic features of English as well as the nature of its spelling system for teachers of English as a second language.

COURSE OBJECTIVES: Students will understand the application of linguistic concepts to:

- * second-language transfer errors in pronunciation and grammar
- * socioeconomic and geographical differences in standard English
- * dictionary skills for pronunciation, parts of speech, and language change
- * the teaching of spelling-sound relationships

PREREQUISITE: None, but LIN 3010 Introduction to Linguistics is recommended.

GRADING: *Quizzes* (20%), *Midterm* (25%), *Final* (30%), *Presentations on the application of Linguistics in the classroom* (10%), and *Term paper* (15%). Your attendance and class participation are intangibles but may figure in your final grade if you are near a cut-off point on the grade scale.

ATTENDANCE: More than two absences will require official excuses.

TEXTS: Required: Justice's *Relevant Linguistics: An Introduction to the Structure and Use of English for Teachers*, 2nd ed., 2004; and Swan & Smith's *Learner English: A Teacher's Guide to Interference and Other Problems*, 2nd ed., 2001.

The **TURNITIN plagiarism detection** program and other means may be used on any papers.
Plagiarism and cheating will result in a grade of F for the work or the course.

COURSE CALENDAR below: [Page numbers refer to Justice; Swan & Smith's chapters on the separate transfer problems of 22 different languages will be assigned according to student interest in particular languages.]

Aug 25 Introduction [Preface & pp. 1-11]; The *linguistic equality* of all human languages; developing *dictionary skills*; *phonic symbols* and *pronunciation keys* [Handouts]. Next meeting is Labor Day.

Sep 08 *Phonetic-, Phonemic- and Phonic-Level Transcriptions of English* [p. 12-74]

Sep 15 The *Sound System of English* and those of other languages [pp. 12-74]

- Sep 22 **Quiz 1**; then **Morphology**: English Word Structure and Analysis [pp. 75-102]
- Sep 29 **Morphophonemics**: Where Morphology and Phonology Meet [pp. 103-124]
- Oct 06 **Phonology, Morphology and English Spelling-to-Sound Correspondences**
- Oct 13 Practice in **Transcription** levels: **Phonics, Phonemics, Phonetics, and Morphophonemics** [Handouts] [**October the 17th is the last day for a W**]
- Oct 20 **MIDTERM EXAM**; then **Syntax: Word Classes, and English Phrase and Sentence Structure** [pp. 125-146]
- Oct 27 **Syntactic Subcategorization**; and **Transformations** [pp. 146-167]
- Nov 03 Practice in Syntactic Analysis: Syntactic Exercises [pp. 168-190]
- Nov 10 **Quiz 2**; then Practice in Phonics, Phonology, Morphology and Syntax [Nov 11 is the **Veterans Day** holiday]
- Nov 17 Language Variation: English Dialects and TESOL [pp. 191-208]
- Nov 24 English Dialects continued
- Dec 01 Dialect, transcription, articulation, and grammar exercises and tying it all together
- Dec 10 **FINAL EXAM. Send e-mail request for grade with subject line: Grade LIN 6251**

Bibliography

- Aarts, B. 2001. *English Syntax and Argumentation. 2nd ed.* Houndsmill, NY: Palgrave
- Berk, L.M. 1999. *English Syntax: From Word to Discourse.* NY: Oxford UP.
- Borjars, K., and Burridge, K. 2001. *Introducing English Grammar.* London: Arnold.
- Celce-Murcia, M. and Larsen-Freeman, D. 1999. *The Grammar Book: An ESL/EFL Teacher's Course.* 2nd ed. Boston: Heinle & Heinle.
- Curzan, A., and Adams, M. 2009. *How English Works: A Linguistic Introduction, 2nd ed.* NY: Longman.
- Denning, K. and Leben, W.R. 1995. *English Vocabulary Elements.* NY: Oxford UP.
- Kress, J. 2008. *The ESL/ELL Teacher's Book of Lists, 2nd ed.* NY: John Wiley & Sons

- Holliday, A. 2005 *The Struggle to Teach English as an International Language*. NY: Oxford UP.
- Justice, P. 2004. *Relevant Linguistics: An Introduction to the Structure and Use of English for Teachers*, 2nd ed. Stanford, CA: CSLI.
- Kolln, M. and Funk, R. 2009. *Understanding English Grammar, 7th ed.* Boston: Allyn & Bacon.
- Ladefoged, P. and Maddieson, I. 1996. *The Sounds of the World's Languages*. Oxford: Blackwell.
- Nunberg, G. 1990. *The Linguistics of Punctuation*. Stanford, CA: Center for the Study of Language and Information.
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- Odlin, T. 1994. *Perspectives on Pedagogical Grammar*. Cambridge: Cambridge UP.
- Peters, P. 2004. *The Cambridge Guide to English Usage*. Cambridge: Cambridge UP.
- Quirk, R., Greenbaum, S., Leech, G., and Crystal, D. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.
- Schiller, N. and Meyer, A. (Eds.). 2003. *Phonetics and Phonology in Language Comprehension and Production*. NY: Mouton de Gruyter.
- Swan, M. and Smith, B. (Eds.). 1991. *Learner English: A Teacher's Guide to Interference and Other Problems*, 2nd ed. Cambridge: Cambridge UP.
- Trouvain, J. and Gut, U. (Eds.). 2007. *Non-Native Prosody: Phonetic Description and Teaching Practice*. NY: Mouton de Gruyter.
- Venezky, R. 1999. *The American Way of Spelling: The Structure and Origins of American English Orthography*. NY: Guilford.
- Wardhaugh, R. 1999. *Proper English: Myths and Misunderstandings about Language*. Oxford: Blackwell.
- Wardhaugh, R. 2003. *Understanding English Grammar, 2nd ed.* Oxford: Blackwell
- Willis, D. 2003. *Rules, Patterns and Words: Grammar and Lexis in English Language Teaching*. Cambridge: Cambridge UP.
- Yavaş, M. 2006. *Applied English Phonology*. Oxford: Blackwell.

Yule, G. 1998. *Explaining English Grammar*. Oxford: Oxford UP.

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

According to the FAU Honor Code: *Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.*