 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____
	Department Languages, Linguistics, and Comp Literature College DFS College of Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		Confirmed _____ Banner Posted _____ Catalog _____
Prefix TSL Number 6253	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Course Title Applied Linguistics and TESOL	
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> Applying linguistics and TESOL is designed to provide an overview of the field for applied linguistics, psycholinguistics, and sociolinguistics to teaching English as a second language with emphasis on pronunciation, intonation, structural analysis, morphophonemics and decoding from print to sound.	
Effective Date <i>(TERM & YEAR)</i> Fall 2018		Prerequisites N/A	Corequisites N/A
		Registration Controls <i>(Major, College, Level)</i> Graduate	
<i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i>			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here see syllabus	
Faculty Contact/Email/Phone Dr. Geraldine Blattner - gblattne@fau.edu 561-297-2679		List/Attach comments from departments affected by new course N/A	

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 10-16-2017 10/16/17 10/16/17 _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

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Department of Languages, Linguistics and Comparative Literature

Applied Linguistics and TESOL

TSL 6253

Section XXX

CRN XXXXX

Fall 2018

3 credits

DAYS/TIME

Room

Instructor: Geraldine Blattner

Office: 232 E

Telephone: (561) 297 2679

Office Hours:

Email: gblattne@fau.edu

Course Catalog Description:

Applying linguistics and TESOL (TSL 6253, 3 credits) is designed to provide an overview of the field for applied linguistics, psycholinguistics, and sociolinguistics to teaching English as a second language with emphasis on pronunciation, intonation, structural analysis, morphophonemics and decoding from print to sound.

This course offers a thorough understanding of the principles and practice of Teaching English to Speakers of Other Languages (TESOL) and of Applied Linguistics at a level appropriate to graduate students who are teaching assistants or wish to teach ESL in the future or are interested in this field.

Specific Course Objectives:

TSL 6253 provides an advanced training and professional qualification for people presently engaged in the teaching of English as a foreign or second language.

This course is designed to first provide a broad-based introduction to applied linguistics, with special emphasis on its interdisciplinary nature, and on the use of language in context. Particular attention is paid to language in its social and cultural context and the relevance of this to teaching English as a second language. Secondly, this course is designed to prepare teachers of English as a second language (ESL), focusing on the latest research findings in the field.

Learning Objectives

After successfully completing this course you should be able to:

- 1 understand the role of the various disciplines within Applied Linguistics
- 2 compare and contrast the writings on similar topics within Applied Linguistics

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- 3 explain various facets and theories of Applied Linguistics
- 4 recognize the dynamic field of Applied Linguistics as an evolving discipline

On completion, you should possess the knowledge and practical classroom skills to be a confident, critically reflective and enterprising teacher.

Course Reading:

Required:

1. Celce Murcia, M., & Brinton, D.M., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle Cengage Learning.
2. Schmitt, N. (2010). *An Introduction to Applied Linguistics*. Hodder Education.

Suggested:

3. All other readings will be available electronically on Blackboard.

Canvas

This course uses Canvas as a course management system. In canvas you will find links to the course syllabus, announcements, homework assignments, and other pertinent course information. Please keep in mind that you are responsible for having the required materials for class, checking the syllabus for assignments, and completing and submitting on time all assignments indicated for that week.

Course requirements:

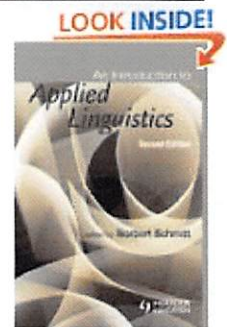
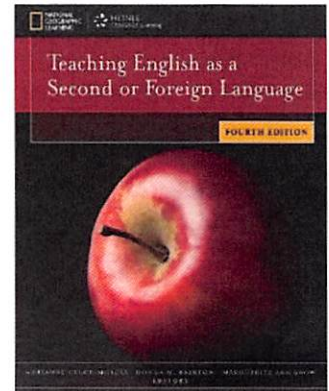
30%	7 Homework assignments
20%	3 abstract and response short papers
30%	2 Exams
10%	1 oral presentation
10%	attendance & participation

Course requirements:

The **grading scale** will be A 94-100, A- 90-93.9, B+ 87-89.9, B 83-86.9, B- 80-82.9 C+ 77-79.9, C 73-76.9, C- 70-72.9, D+ 67-69.9, D 63-66.9, D- 60- 62.9, F 0-59.9

Homework assignments (30%)

Over the course of the semester you will complete 10 assignments based on different chapters of your textbook. These assignments will be posted on Blackboard. You must complete 7 (your choice) of the ten





assignments and turn them in the day they are due. Your HWs will be graded using a scale 0-10. **I will NOT accept any late or emailed assignments. Late work will not be graded and you will receive a 0 for a late assignment unless a medical excuse is provided or paperwork for university approved activities.**

Abstract and Response short papers (20%)

Over the course of the semester, you will write three Abstract and Response Papers on assigned research articles available on the Blackboard Course Management Site for this course. These papers (3 to 4 pages double spaced, following APA guidelines) should consist of an introduction and a succinct summary of the study followed by a *critical* analysis in which you discuss the relevancy of the study as it pertains to the various topics discussed throughout the course. You may choose to also address the potential for conceptual replications, task/test/materials design, and other relevant aspects of the study's design. Your summary should be SHORTER than the critical analysis section! **I will NOT accept any late or emailed assignments. Late work will not be graded and you will receive a 0 for a late assignment unless a medical excuse is provided or paperwork for university approved activities.**

Exams (30%)

There will be 2 exams during the semester. Both will have T/F questions, short answers/definition type questions, essay questions and exercises corresponding to the various chapters covered in class. I will describe the exams in class the week beforehand.

Presentation (10%)

You must select one article listed on Blackboard that you will present to the rest of the class in a ppt presentation. This presentation should be 20-25 minutes (same length as a conference paper). Make sure you start by **briefly summarizing** the topic of the study before getting into more details. You should **present all aspect** that are an essential components of your study (participants, settings, methods,...), describe the results and I'm also expecting you to make some **critical comments** similar to the ones in your A&R papers. This last section is crucial to illustrate your understanding of the topic(s) discussed and how you can link it to the other linguistic fields. Finally, you are expected to suggest a follow up study, or explain what additional elements should be considered to replicate this study in a different setting, with a different language, participants etc... Make sure to be specific and give examples to illustrate your thoughts.

Attendance and participation (10%)

You are expected to come prepared to class. In other words you should have read the chapters and articles assigned for each class meeting and be able to answer questions, participate in discussion and group activities.

Attendance policy:

You are expected to come to class prepared, having read the required material and having completed the assignments for the day. Participation on an individual level as well as at a group level is expected for this class. **One unexcused absences will be permitted for this class; 5% will be taken off the final grade**



for each subsequent unexcused absence. These absences is to cover illness, weddings, funerals, job interviews, etc. Regardless of the reasons for your absences, if you cannot attend class, remember that you will be responsible for contacting other classmates to obtain any missed information. No late work will be accepted, and no make-up exams will be given without a documented excuse presented within 48 hours of an absence.

IMPORTANT:

You are expected to complete all course work within the semester. Incomplete are granted only when there are specific circumstances that warrant it, and then, only at the discretion of the instructor, you must request permission to do so from me at least 2 weeks before the end of the semester. To make up the incomplete, you must turn in your work at least *4 weeks before* the end of the semester in which you wish to receive a grade. If the work is not made up after 1 year, your incomplete becomes permanent.

STATEMENT OF ACADEMIC INTEGRITY: 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_Code_of_Academic_Integrity.pdf Students will be held responsible for any infraction and will be penalized as described in the FAU catalog.

Disruptive behavior, as defined in the Student Handbook, will not be tolerated. Furthermore, if after admonition by the teacher orally and in writing, disruptive behavior will be grounds for removal from the class if necessary. *“Disruptive conduct: any other action that impairs, interferes with or obstructs the mission, purposes, order, academic atmosphere, operations, processes and/or functions of Florida Atlantic University including conduct set forth in rule 6C5-7.07 F.A. C.”*

ACCOMODATION FOR DISABILITIES

“In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585) —and follow all SAS procedures.” Students may petition for a **course substitution** if they have a documented disability that prohibits them from fulfilling the requirements of the course with accommodations (inability to attend class, severe test anxiety, or an inability to memorize examples). For a list of courses, please contact the Office for Students with Disabilities or the Department of Languages, Linguistics, and Comparative Literature departmental secretary in CU 232E.

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Tentative Schedule:

WEEKS & dates	READINGS	HOMEWORKS due dates
Week 1	Syllabus	
	Introduction (syllabus) What is applied linguistics Schmitt ch. 1	
Week 2	Celce-Murica ch. 1 (pp. 2-14)	HW #1
	Celce-Murica ch. 2 & 3 (pp. 15-45)	
Week 3	Celce-Murcia ch. 3	
	Chapters 4&5 (pp. 46-70)	HW #2
Week 4	Chapter 6- listening (pp.72-89)	
	Chapter 7 (pp. 90-105)	
Week 5	Chapters 8 & 9- speaking (pp.106-135)	
	Chapter 10 (pp. 136-153)	HW #3
Week 6	PAR program	
	Chapters 11& 12- reading (pp. 154-188)	Abstract and Response #1
Week 7	Chapter 13 (pp. 189-207)	
	Chapters 14, 15 & 16 – writing (pp.208-255)	HW #4
Week 8	PAR program	
Week 8	Chapters 17 grammar (pp.256-270)	
Week 9	SPRING BREAK – NO CLASS	
Week 10	Chapters 21 – assessing language skills (pp. 320-339)	HW # 5
	Exam 1 (Celce-Murcia:ch. 1-21 + Schmitt: ch. 1-9)	
Week 11	Chapters 22 (pp.340-361)	
	PAR program	
Week 12	Chapter 23 (pp.362-379)	HW # 6
	Chapter 24 (pp.380-393)	Abstract and Response #2
Week 13	Chapter 25 (pp.394-408)	
	Chapter 26 (409-423)	HW # 7
Week 14	PAR program	
	Chapters 33 (pp.518-531) Chapters 34 (pp.532-549)	HW # 8
Week 15	Chapters 36 (pp. 568-585)	HW # 9
	Chapter 37 & 38 (pp.586- 612) Chapter 40 (pp.630-645)	HW # 10 Abstract and Response #3
Week 16	Reading DAY	
	Exam 2	

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