

## **ESL 541: Linguistics for ELL Teachers**

### **School of Education and Leadership**

3 Credits

Effective Date (7/1/2021)

List any Pre-requisite or Co-Requisite: None

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **Faculty Information**

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

## Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

## Course Description

This course examines the principles and uses of linguistics as they pertain to the teaching of English Language Learners (ELL) and the process of second language acquisition. Topics include theories of language learning, linguistic principles, the nature of human language, grammatical aspects of language, the psychology of language, and language in society. Upon course completion, candidates are able to effectively apply knowledge and skills of linguistic principles and language acquisition theories with P-12 ELL students. Course includes components of state requirements for certification.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage (“Find Your Textbook” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

This course will prepare students to:

- Demonstrate how the structural elements of linguistics apply to second language acquisition
- Apply principles of linguistics to instructional strategies, lesson design, and special programming for ELL Students
- Apply the major second language acquisition theories to instructional strategies, lesson design, and special programming for ELL students

## Shared Agreements

Our primary commitment is to **build relationships** both with each other and within ourselves. We share a *collective goal* of becoming critically conscious educators who are prepared to serve all students in our classrooms. A positive learning experience relies on creating an atmosphere where space is held for *multiple truths* to coexist, and where we begin to *notice and name power dynamics* in our own group and also in the education system, its processes, and its policies. We acknowledge that differences among our identities, social backgrounds and experiences will influence our perspectives and those of others. We agree to *share our truths bravely*, to *acknowledge the humanity* of each other and ourselves, and to *look for learning* in ourselves and others.

*\*\*We agree to keep confidential all issues of a personal or professional nature that are discussed in class.\*\**

*\*\*adapted from Color Brave Spaces by Equity Matters (2021). [www.equitymattersnw.com](http://www.equitymattersnw.com)*

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## Course Assignments and Grading

### **Morphology and Phonetics Quiz (20% of Final Grade)**

This is a matching quiz which covers the terms needed in this course. Candidates must demonstrate mastery of these terms by obtaining 90% or higher on the quiz located in the Blackboard shell for the course

### **Diagnosis and Plan (30% of Final Grade)**

In this assignment, candidates listen to three ELL students read a short selection aloud. Choose the reading selection for the students. (Each student may read the same selection or each student may read a different selection as the candidate decides.) The selection should be a short paragraph or brief children's book. Both candidate and student should have a copy of the selection. Candidates may audiotape the student reading to enable candidates to review the

reading multiple times. While listening to the student read, candidates write any mispronunciations above the mispronounced word using the phonetic symbols chart found in Fromkin, Rodman, and Hyams, 2007 or from: The Sounds of English and the International Phonetic Alphabet <http://www.antimoon.com/how/pronunc-soundsipa.htm> .

To put phonetic symbols into word documents, use this website: UCL Department of Phonetics & Linguistics <http://www.phon.ucl.ac.uk/resource/phonetics/>

Write a three page minimum summary which includes:

- Student's age
- Student's country of origin and first language(s)
- Student's current placement in the school system he or she attends;
- Written summary of student's miscues (mispronunciation). Using chapter six from Fromkin, Rodman, and Hyams (2007), categorize the mispronunciations according to place of articulation;
- Diagnosis of which miscues may cause the student the most difficulty in communicating with teachers and peers;
- Rationale for the diagnosis that these miscues are the biggest problems.

Submit the following:

- The original selection with the phonetic symbols record;
- The summary;
- The critical miscues diagnosis;
- The rationale for the diagnostic conclusions.

### **Personal Language Acquisition Theory (30% of Final Grade)**

In this assignment, candidates develop a personal theory about how language is acquired using accepted theories as foundation for their personal theory and research to support their theory.

Consider these questions in the development of personal theory:

- Is the candidate more likely to follow the first language acquisition behaviorist theorists, nativist theorists, or functional theorists;
- Is the candidate more interested in the second language acquisition theorists, cognitive theorists, or social constructivist theorists?
- Use personal language acquisition experiences, experiences of other people, and current research from professional journal articles to develop the personal theory.

Candidates write a four-to-seven pages explaining the principles of their personal theory. Include citations, evidence from other sources to support statements, and examples observed in personal study of a second language, a friend's, or student's study of ESL. Note negative influences such as transference, interference, and overgeneralization, as well as influences such as personality and learning style. Discuss influences of the structural elements of a first language on the acquisition of the second language. Reference list contains a minimum of four references.

## **Participation, Engagement, and Essential Dispositions (20% of Final Grade)**

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person.

## **Course Policies**

### **Participation**

Participation will be graded based on engagement in class discussions and activities (both online and mixed modes). Online-only courses will be determined via active engagement in weekly discussion boards or other interactive opportunities provided by the instructor. Mixed mode courses will be determined based on presence in class and engagement with content and peers both within and outside of face-to-face class sessions.

## **University Policies**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis

of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/> .

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

## **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

# **Support Services**

## **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

## **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

## **Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.