

Graduate Course Proposal Form Submission Detail

- TSL5241

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Current Status: **Approved by SCNS - 2016-05-01**

Campus: **Sarasota**

Submission Type: **New**

Course Change Information (for course changes only):

Comments: **USFSM Approved 2/24/16. To USF Sys 3/21/16; to SCNS 3/29/16. Approved eff 5/1/16**

1. Department and Contact Information

<u>Tracking Number</u> 5364	<u>Date & Time Submitted</u> 2016-01-11	
<u>Department</u>	<u>College</u> EM	<u>Budget Account Number</u> 172400004
<u>Contact Person</u> Sarah Fayard	<u>Phone</u> 9413594619	<u>Email</u> sarahfayard@sar.usf.edu

2. _____

3. Course Information

<u>Prefix</u>	<u>Number</u>	<u>Full Title</u>	
TSL	5241	Applied Linguistics in Teaching Diverse Students	
Is the course title variable?			Y
Is a permit required for registration?			N
Are the credit hours variable?			N
Is this course repeatable?			Y
If repeatable, how many times?			3
<u>Credit Hours</u>		<u>Section Type</u>	<u>Grading Option</u>
3		C - Class Lecture (Primarily)	R - Regular

Abbreviated Title (30 characters maximum)

Applied Linguistics

<u>Course Online?</u>	<u>Percentage Online</u>
C - Face-to-face (0% online)	100

6. Prerequisites

7. N/A

8. Corequisites

9. N/A

10. Course Description

11. Instructional applications of teachers' knowledge about language (phonology, morphology, syntax, pragmatics, discourse) and language acquisition in linguistically diverse classrooms.

12.

13. **Justification**

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for program/concentration/certificate change

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course is offered every semester.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

Yes, 2 times

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

a doctorate degree is required with 18 credit hours of graduate coursework in applied linguistics and second language acquisition

14. **Other Course Information**

A. Objectives

1. Use internet surveys to identify one's own dialect; describe dialect features of others.

2. Articulate the importance of code-switching (dialects and languages) in all social groups.
3. Accurately parse grade-level English syllables, words, and syntactic phrases into their linguistic units.
4. Transform complex sentences/questions into basic proposition statements.
5. Use technology to create translated materials and to check translation accuracy.
6. Identify the behaviors necessary to successfully acquire and learn a second language.
7. Transcribe recorded speech; analyze ELL speaker transcripts for developmental patterns of pronunciation, vocabulary, and grammar (phonology, morphology, semantics, syntax, and discourse).
8. Replicate patterned activities in Elkonin Boxes, semantic cartooning, sentence combining, morpheme combining, cloze design, sentence frames, and word sorts based on concepts, stress patterns.

B. Learning Outcomes

1. Demonstrate knowledge of the subsystems of language as set of integrated systems underlying oral language development, second language acquisition, and academic literacy.
2. Describe learner language patterns as on target with native speakers or as a stage of interlanguage development: substitution, deletion, addition, or movement.
3. Compare major structural differences between English and student's first language(s) in describing typical developmental patterns in second language acquisition.
4. Apply knowledge about bilingualism, second language acquisition, and language in use to design learning environments to help ESOL students develop their skills in oral language use, listening comprehension, reading, and writing.

5. Apply arts-integrated materials and techniques to design strategic multilingual, multicultural learning environments.

6. Use various instruments and techniques to assess content-area learning for ESOL learners at varying levels of language and literacy development: translations, word banks, simplified language, non-verbal demonstrations, etc.

C. Major Topics

- Language as a system: phonetics, phonology, morphology, syntax, semantics, pragmatics, and discourse
- Features of English and features of other languages
- Language variation, language prejudice, and scientifically-based language description
- Classroom experiences and activities that support the acquisition of a new language, or new register
- Language complexity in speaking, listening, reading, writing
- Language complexity and monolingual bias in writing tests, assessments, & rubrics

D. Textbooks

1. Helman, et al.(2012). Words their way with English learners: Word study for phonics, vocabulary, and spelling, 2nd edition. Boston: Allyn & Bacon.

2. Shatz, M. & Wilkinson, L. (2013). Understanding language in diverse classrooms: A primer for all teachers. NY: Routeledge.

3 .Mayer, M. (1969). Frog, where are you? NY: Dial Books for Young Readers (a wordless picture book)

4. Digital audio recording, audio file upload and download capabilities.

E. Course Readings, Online Resources, and Other Purchases

N/A

F. Student Expectations/Requirements and Grading Policy

1. Critical Task: Curriculum & Assessment Portfolio. (30% of final grade)

(Uploaded to Task Stream) Candidates will create materials to support independent learning centers for specific, standards-based ESL practice in 1) pronunciation and listening (phonology) 2) word analysis (morphology) 3) sentence complexity (syntax) 4) vocabulary (semantics) and 5) discourse (conversation and narratives). Candidates will adapt a multi-question, standards-based classroom test by applying the following skills: 1) identification and correction of overly complex questions (syntax) and word choice and 2) translations of key vocabulary and questions demonstrating best practices in using web-based translations programs. (FL DOE 2010 ESOL Teacher Performance Standards 2.1, 3.2, 3.3, 5.3).

2. Critical Task: English "Learner Language" Analysis. (30% of final grade)

(Uploaded to Task Stream) Candidates prepare a comprehensive analysis (phonology, morphology, syntax, semantics, pragmatics, and discourse) and review of an English learner's developing English proficiency based on transcription and analysis of spoken and written language samples collected in the field. This work draws on first and second language acquisition and literacy theories and research. (FL DOE 2010 ESOL Teacher Performance Standards 2.1, 2.2, 2.3, 5.1, 5.2, 5.3)

3. Essential Assignment: Mid-Term Exam. (20% of final grade)

Candidates demonstrate knowledge of the units and processes in each of the subsystems of English and other languages (phonology, morphology, syntax, semantics, and discourse). (FL DOE 2010 ESOL Teacher Performance Standards 2.1a, 2.1b, 2.1c)

4. Homework, Quizzes, Tasks (20% of final grade)

G. Assignments, Exams and Tests

1. Critical Task: Curriculum & Assessment Portfolio. (30% of final grade)

(Uploaded to Task Stream) Candidates will create materials to support independent learning centers for specific, standards-based ESL practice in 1) pronunciation and listening (phonology) 2) word analysis (morphology) 3) sentence complexity (syntax) 4) vocabulary (semantics) and 5) discourse (conversation and narratives). Candidates will adapt a multi-question, standards-based classroom test by applying the following skills: 1) identification and correction of overly complex questions (syntax) and word choice and 2) translations of key vocabulary and questions demonstrating best practices in using web-based translations programs. (FL DOE 2010 ESOL Teacher Performance Standards 2.1, 3.2, 3.3, 5.3).

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H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This

policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101,

<http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm>)

Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm)

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Attendance is required. Students must contact instructor for absence to be considered excused.

I. Policy on Make-up Work

Make up work is always accepted.

J. Program This Course Supports

Foreign Language Education

This course is required for the Master of Arts in Teacher Elementary Education with ESOL Endorsement and for the Master of of Arts in English Education.