

Linguistics 107-04 ~ Patterns of English ~ Fall 2018

San Jose State University, Department of Linguistics and Language Development

Course #47524

Time & Location: Wednesdays 6:00pm--8:45pm in Clark 308

Instructor: K. Glover, Ph.D Email: k.glover@sjsu.edu (preferred) Phone 408-924-1317

Office Hours: Tuesdays 3:00-3:30; Wednesdays 5:30--6:00pm in Clark 408G

Catalog Description: Description of the sound, word formation, sentence, semantic, and discourse patterns of English. Analysis of contemporary examples of spoken and written English.

Prerequisites & Qualification: Written Communication 1 (or equivalent) is a prerequisite. This course satisfies the California Commission on Teacher Credentialing requirements for Language Structure and Linguistics (Standard II, Reading Language and Literature, Domain 1.1), as well as part of Domain 2, which deals with dialects and variation in English. The material is relevant to those: pursuing degrees in language; multiple subject teaching credentials; and teaching English to speakers of other languages.

Course Format: sessions consist of interactive lecture, class discussion, individual & group work. Access to Canvas (online learning system) is required for assignment directions and some submissions, and a service learning project requires six hours of tutoring reading at a local elementary school.

Course Learning Objectives: Ling 107 explores *patterns of English* at all levels of language structure - pronunciation (phonology); word formation (morphology); grammar (syntax); meaning (semantics); and use (discourse) - with the aim of meeting this central goal: **Language awareness as a professional skill**. While the course primarily provides teachers with insights for supporting diverse learners, ALL linguistically trained professionals benefit from understanding the role of language in creating our personal identities and our social world. More specifically, in this introductory course, successful students should be able to:

- ❖ **CLO #1** use **accurate linguistic terminology** to describe language patterns associated with school texts, and evaluate a text's difficulty level for intermediate English language learners.
- ❖ **CLO #2** use grammatical terms to **explain common English learner errors**, applying this knowledge to assess proficiency in English as a non-native language;
- ❖ **CLO #3** show evidence that **all varieties of English are rule governed** by evaluating patterns in non-standard forms; in learner grammar; and across different registers, namely, conversational and academic English;
- ❖ **CLO #4** identify the difference between a **prescriptive** and a **descriptive** approach to language use, and understand the difference between EL developmental forms and non-standard forms.
- ❖ **CLO #5** describe insights gained from the **pedagogical application** of course content in terms of language acquisition, literacy development, and a learner's need for academic support.

Required Texts / Materials: **Bring both texts to class each week!**

1. Master, P (1996) *Systems in English Grammar* - Prentice Hall Regents
 2. **Ling 107 Course Booklet:** available at Maple Press (330 S 10th St #200, San Jose) 408-297-1001
- ❖ Regular access to the internet for viewing the course on **Canvas** (assignment submissions; some class handouts and readings; plus announcements and grades are posted on Canvas)

Course Requirements and Assignments: Print & consult the pdf **“SCHEDULE”** (Canvas top module)
Do **NOT** rely on Canvas to remind you of due dates. See the Canvas Module **“Assignment Directions”**
for full instructions and **grading rubrics**.

- **Grammar Tests** (take-home unit; in-class short answer question set) Each test has a Study Guide with a take-home unit: a written task for submission or for use during the test. The tests are cumulative in terms of understanding grammatical concepts to explain common English learner errors. Always bring the Course Booklet, as it may contain a necessary handout for the test. **(CLO 1, 2, 4)**
- **Response Homework** (short answer; in class sharing) **(CLO 3 & 4)**
 - **ELD Question Set:** submit replies to posted questions on Canvas.
 - **Group Discussion:** requires a hard copy (1 paragraph commentary) and sharing in class.
- **Community Project “Accelerating 3rd Grade Literacy” (A3L):** a service learning experience entailing one-on-one literacy tutoring in McKinley Elementary’s after-school program. Tutors complete 6-one hour sessions over 3-6 consecutive weeks. **No partial credit** for an incomplete or negligently executed assignment. **(CLO 1-5)**
 - **Clearance:** TB screening; background check; and fully completed, legible application forms. **Tutoring Orientation & Workshop:** We will host guests from McKinley who will provide logistical information, followed with a workshop to share teaching ideas. Before class: complete a 1-page worksheet based on provided readings - see "Tutor Workshop Prep" link on Canvas.
 - **Language Observation Report** (based on 6 professionally executed tutoring sessions) The course Final is a 1-page analysis of your tutee’s language development. Use notes from your six “Language Observation Forms” to write a professional report, including relevant examples and making connections to course readings.

MA TESOL students and anyone enrolled in Reading Partners this semester may see me by Week 3 about an alternative tutoring option with separate requirements.

Grading Information

- ❖ **Response Homework 15%**
 - ELD Standards Question Set (10%)
 - Group Discussion (5%)
- ❖ **Grammar Tests 50% Cumulative!**
 - Grammar Test #1 (5%)
 - Grammar Test #2 (10%)
 - Grammar Test #3 (15%)
 - Grammar Test #4 (20%)
- ❖ **Community Project Requirements 20% No partial credit**
 - Clearance (10% **deduction** for late or illegible application forms!)
 - Tutoring Orientation and Workshop (5%)
 - 6 professionally executed tutoring sessions (15%)
- ❖ **Language Observation Report (Final) 15%**

Final course grade:

- A+ 97% - above A 96% - 94% A- 93% - 90%
- B+ 89% - 87% B 86% - 84% B- 83% - 80%
- C+ 79% - 77% C 76% - 74% C- 73% - 70%
- D+ 69% - 67% D 66% - 64% D- 63% - 60% ~ below 60% F

The following impact final grade and/or individual assignment points:

- **Always bring both texts to class:** The grammar tests and many class activities **require** handouts in the Booklet. For in-class tasks, it not fair to impose on others to share, so always bring both books.
- **No LAPTOPS / tablets during class!** Electronic devices are proven to be distracting in an interactive classroom. Please, remove laptops/tablets from sight and keep phones quiet. Consistent infractions are noted, with up to 10% final grade points deducted.
- **Late Penalty Policy:** To be fair to those who organize their time effectively, prioritizing and making sacrifices to complete coursework on time and are present when required, **all late work is penalized**, no exceptions. See the due dates on the **Schedule** (located in the top Module on Canvas) as late assignments are either not accepted, or subject to a late penalty at instructor's discretion, usually beginning at **50%**. Absences for in-class work receive no credit. Grammar tests are at the beginning of class: **no make ups** without penalty.
- **Participation:** Come prepared to actively engage in class interactions and to support peers during group/pair work and presentations. Some homework requires in-class participation in order **to receive full credit**. In-class work is periodically collected as further evidence of participation and may contribute to extra credit points.

Student Responsibilities:

- **Professionalism:** we aim to foster a respectful classroom environment, where everyone is comfortable sharing and participating. As an upper division course, you are expected to explore additional sources to consolidate your understanding of the material. If you encounter any problems with keeping up with the class, please communicate with me as soon as possible.
- **LLD Statement on Fieldwork:** Students in LLD programs often are required to complete field experiences [which may include] observations, interviews, language data collection, and student teaching. When they carry out these tasks, students play an important role in the community because they represent not only themselves, but also other new teachers, the program as a whole, and San José State University. Thus, they are expected to behave in a professional manner in all interactions with language informants, interviewees, teachers whom they observe, teachers in whose classes they do their practice teaching, ESL students whom they observe or teach, program coordinators or supervisors, and other people with whom they have professional interactions in the community. Behaving in a professional manner includes treating people with respect and dignity, being on time and well organized, following through on commitments, communicating to others clearly, and refraining from any activities, comments, or jokes that could be construed as sexually harassing, racist, ethnocentric, or in any way culturally insensitive.
- **University Credit Hour Requirement:** "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structure will have equivalent workload expectations as described in the syllabus."
- **University Policies:** The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. See syllabus related University Policies at <http://www.sjsu.edu/gup/syllabusinfo/>

Take advantage of these campus services:

SJSU Peer Connections: a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>

The Writer's Handbook: online version located on Canvas for all SJSU students

SJSU Counseling and Psychological Services: The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>