



LING 3200: Linguistics and Education

LING 6000: Linguistics and Education (graduate)

[Department of Linguistics](#)
[University of Utah](#)

1 Instructor information

Instructor: Nathan Vooge
 Office, hours: OSH 314, M 4:30-5:30
 Class time & room: M/W 15:00-16:20, [OSH 202](#)
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2 Media/materials

- a Finegan, A. (2014¹). *Language: Its Structure and Use*. 7th ed. Boston: Thomson.
- b Voiced-over .ppt slide sets (lectures) available online via Canvas.
- c Weekly in-class lectures/activities.
- d Podcasts (via “Itunes” university, information on access available [here](#))

3 Description

An introduction to the nature of human language primarily for education majors. Focus on the organization of sounds, words, and sentences through analysis of data from English and various other languages. Topics include English spelling, social and geographical variation (linguistic diversity in the U.S.), language and culture, first- and second-language acquisition. Students complete a 15-hour Field Experience (FE) in which they teach ESL students in the Utah public school system.

4 Objectives

This course introduces students to the basics of language description and analysis while demonstrating a series of applications to classroom environments. By the end of the course students will be able to:

- A Conduct basic phonetic transcriptions of English, identify phonological processes, and discuss their relation to pronunciation and language learning;
- B Demonstrate a basic understanding of morphology and its application to language and literacy development;
- C Demonstrate a basic understanding of the syntactic notion of constituency, and be able to demonstrate common syntactic structures in English via tree diagrams;
- D Identify key concepts in semantics and their relationship to language and literacy development;
- E Identify socio-cultural and linguistic factors that contribute to language variation (including non-standard varieties) and cross-cultural interactions, especially in classroom contexts;
- F Identify and discuss the socio-cultural and linguistic factors affecting first and second language acquisition and their implications for classroom settings.

¹ The text is on reserve [at the main campus Marriott library](#) (2 copies, 3-hour checkout periods), and can be “rented” electronically via [CourseSmart](#). Older 6th editions work.

- G Teach ESL students with basic teaching skills that demonstrate a student-centered classroom;
 H Demonstrate a completed 15+ hour FE of 15+ hours at a Utah school².

5 University of Utah general education curriculum course designation

In the University of Utah undergraduate General Education curriculum, this course has a designation of Intellectual Exploration- Humanities, and targets the following Essential Learning Outcomes (ELO):

- 1) Knowledge of cultures and the physical and natural world;
- 2) Intellectual and practical skills (inquiry & analysis, critical thinking, information literacy, teamwork, problem solving);
- 3) Personal and social responsibility, including intercultural knowledge and competence.

6 Evaluation items

Evaluation item	%	Grad%
/Group projects (3)	25	15
/Exams (2)	25	20
/Field experience (1)	25	20
/Online Quizzes (3)	25	25
/Ed-Ling paper & disc	-	20

/20% Group projects (3 projects @ 100 points each = 300 points)

~6 groups of ~4 people will complete and submit projects (e.g., problem sets or presentations on projects related to linguistics, education, or both). Projects require a single document to be submitted on behalf of all group members, in class or in .pdf format by class time on the due date. No late submissions permitted, sorry.

/30% Exams (2 exams @ 100 points = 200 pts. possible)

Mid-term: In-class exam, an individual assessment, 3.11.14 @ 3pm. Covers Modules 1 & 2 (all materials from 1.12.15 ~ 3.9.15). Only photocopies of information printed on the inside of the front and back covers of the Finegan text can be used during the in-class mid-term exam, available as a .pdf in Canvas/LING3200Homepage/Files.

Final: Take home exam, an individual assessment, distributed in class 4.27.15 @ 3pm, due electronically 4.30.15 @ 11:59pm. Covers all course content, including readings and any in-class content, including graduate student and FE presentations/discussions.

/25% Field experience (1 FE @ 100 points = 100 pts. possible)

Covers all work associated with the FE, including (1) the arrangement with a public school teacher and school; (2) the performance of the teaching itself (15+ actual hours teaching), and (3) the completion of all associated FE documentation, including the creation of video reports, the completion of formwork, the participation in a panel discussion about the FE, and a written comparison essay.

/25% Online quizzes (3 quizzes @ 50 points = 150 pts. possible)

3 online open book quizzes are released for 3 two-week periods at the times designated on the syllabus in section 10. For example, if a quiz is released on 1.20.15 @ 12:00am, it must be completed and submitted online by 2.2.15 at 11:59pm. If a student cannot access Canvas and complete these three quizzes for any reason, s/he cannot take this course. Work alone, for these are individual assessments.

² Students intending to teach in the public school system work alongside state-licensed ESL teacher with at least a year of experience, and those pursuing a non-state licensed education degree must follow similar requirements, subject to Linguistics Department/School of Education approval.

/20% Ed-Ling paper & disc (graduate only, 1 project @ 300 points = 300 pts. possible)

Graduate students complete a larger project that includes reading a Graduate Article (GA) from a peer-reviewed journal, presenting the article for discussion to the class, and writing a short summary & critical analysis of the article. Additional details (rubrics, evaluation forms, model) are provided in course documents available online.

7 Grading scale

Grade	%	Grade	%	Grade	%
A	94-100	B-	80-83	D+	64-67
A-	90-93	C+	76-79	D	60-63
B+	87-89	C	72-75	E	<59
B	84-86	C-	68-71		

About Grading

Grading is done by weighting point totals according to the percentage of a grade that they represent. Blank copies of the spreadsheet used to calculate grades can be downloaded as an alternative to using the Canvas Grade system.

8 Policies on student rights, responsibilities & conduct

"All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom, as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and collusion" (cf. [here](#)).

"Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801.581.8365, or the Office of the Dean of Students, 270 Union Building, 801.581.7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801.581.7776. To report to the police, contact the Department of Public Safety, 801.585.2677 (COPS)."

9 Equal access

"The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations."

10 Overview of learning modules: Readings, topics and assessment item release/due dates

6th/7th ed = Finegan text
 UA= Undergraduate Article: Required reading for undergraduate students, optional for grad students
 GA= Graduate Article: Required reading for graduate students, optional for undergrad students

Module 1: Introduction, Morphology and Education (1.12.15 – 2.4.15)

Text	Assignment	Released	Due
6 th ed: pp. 1-68 ³	Quiz 1:	1.20.15	2.2.15
7 th ed: pp. 1-64	Group project 1	1.12.15	2.4.15
UA Goldenberg (2008)			
GA Paradis (2010), Tonzar et al. (2009)			

³ Text exercise pages can be skipped.

Module 2: Phonetics, Phonology and Education (2.5.15 – 3.9.15)

Text	Assignment	Released	Due
6th ed: pp. 81-129	Quiz 2:	2.20.15	3.5.15
7th ed: pp. 77-143	Group project 2	2.5.15	3.2.15
GA: Paradis (2010), Tonzar et al. (2009), Brice & Brice (2009), Terry et al. (2010), Rau et al. (2009)	Video report 1 posting		2.27.15
	Midterm:	[in class, 3.11.15]	

Module 3: Syntax, Semantics & Education (3.13.15 – 4.15.15)

Text	Assignment	Released	Due
6th ed: pp. 140-222	Quiz 3:	3.27.15	4.9.15
7th ed: pp. 153-224	Group project 3	3.13.15	4.15.15
GA Révész (2011), Crossley et al. (2010), Min (2008)			

“Module” 4: FE panel discussions & presentations, final exam (4.17 - 4.27.15)

Text	Assignment	Released	Due
	<ul style="list-style-type: none"> • Presentations/panel discussions based on selected questions from the FE video materials. Student teacher experiences are summarized and briefly discussed in class (see handout and accompanying materials related to the FEs on Canvas, Module 4) • Fri 4.17 Video report 2 posting due • Mon 4.20 speaking panel groups: Armadillos, Buffalo, Caribou, Dolphins • Wed 4.22 speaking panel groups: Frogs Gorillas, Horses, Jackals • Mon 4.27 FE log form due, FE coop teacher eval form due, written comparative essay due • Mon 4.27 graduate presentations • Mon 4.27 Final exam: 		
	Take-home final. Released in class, 4.27.15 @ 3pm. Due 4.30.15 @ 11:59pm electronically or by hand-delivery (hand-delivery in envelope to OSH 314 before ~9pm, when OSH doors typically lock). .pdf format only pls for electronic submission, by Canvas or 3200.u.online@gmail.com.		

3200.6000 Articles⁴

- Brice, R. & Brice, A. (2009). Investigation of phonemic awareness and phonic in Spanish-English bilinguals and English-speaking kindergarten students. *Communication Disorders Quarterly*, 30(4), 208-225.
- Crossley, S., Salsbury, T., & McNamara, D. (2010). The development of polysemy and frequency use in English second language speakers. *Language Learning*, 60(3), 573-605.
- Fabiano-Smith, L. & Goldstein, B. (2010). Phonological acquisition in bilingual Spanish English speaking children. *Journal of Speech, Language, and Hearing Research*, 53, 160-178.
- Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. *American Educator, Summer*, 1-19.
- Min, H. (2008). EFL vocabulary acquisition and retention: Reading plus vocabulary enhancement activities and narrow reading. *Language Learning*, 58(1), 73-115.
- Paradis, J. (2010). Bilingual children's acquisition of English verb morphology: Effects of language exposure, structural complexity, and task type. *Language Learning*, 60(3), 651-680.
- Rau, V., Chang, H., & Tarone, E. (2009). Think or sink: Chinese Learners' Acquisition of the English voiceless interdental fricative. *Language Learning*, 59(3), 581-621.
- Révész, A. (2011). Task complexity, focus on L2 constructions, and individual differences: A class-based study. *Modern Language Journal*, 95(4), ISSN 0026-7902 (203-226).
- Storkel, H. & Adlof, S. (2009). The effect of semantic set size on word learning by preschool children. *Journal of Speech, Language & Hearing Research*, 52, 306-320.
- Terry, N., Connor, C., Thomas-Tate, S., & Love, M. (2010). Examining relationships between dialect variation, literacy skills and school context in first grade. *Journal of Speech, Language, and Hearing Research*, 53, 126-145.
- Tonzar, C., Lotto, L. & Job, R. (2009). L2 Vocabulary acquisition in children: Effects of learning and cognate status. *Language Learning*, 59(3), 623-46.

⁴ All graduate student writing for Ling 6000 should follow [APA formatting guidelines](#).