

## SYLLABUS

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### I. COURSE DESCRIPTION:

The field of Applied Linguistics is concerned with the relationship between knowledge, theory and practice of language. In this course, the focus is on how Applied Linguistics relates specifically to the area of language teaching and learning. Insights and procedures of enquiry will be identified, which are relevant for the formulation of pedagogic principles and their effective implementation in the classroom.

### II. COURSE OBJECTIVES:

At the end of this course, students will be able:

- 1) to examine data and insights from the discipline of linguistics.
- 2) to apply knowledge about language to activities involving language learning.
- 3) to practise applied linguistics: classroom practice is informed by theoretical principles but theoretical principles are formulated through classroom practice.

### III. TEXTBOOK:

Celce-Murcia, Marianne & Elita Olshtain Discourse and Content in Language Teaching  
Cambridge: Cambridge University Press, 2006.

**PROPOSED SCHEDULE:**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
January 4	Introduction to Course Introduction to Applied Linguistics Issues in Applied Linguistics Second Language Acquisition	Celce Murcia Ch 1 & 10
January 5	Theory Research & Practice in Discourse Analysis Spoken & Written Language, Semantics & Pragmatics	Celce Murcia Ch 2, 11 & 12
January 6	Theory, Research & Practice in Phonology Issues in Teaching Pronunciation	Celce Murcia Ch 3, 6 & 9
January 7	Theory, Research & Practice in Syntax Issues in Teaching Grammar	Celce Murcia Ch 4 & 8
January 8	Theory, Research & Practice in Morphology Issues in Teaching Vocabulary Conclusion	Celce Murcia Ch 5 & 7

## V. COURSE ASSIGNMENTS AND GRADING: (Updated Jan. 31, 08)

1.	Attendance & participation	
2.	Reading Tasks:	
	a) Pre-reading of a textbook	10%
	b) Readings during class week	10%
	c) Reading after the class week	10%
3.	Discussion/Learning Task (just ONE)	10%
4.	Workshop	25%
5.	Research paper (Due March 31)	25%
	<b>OR</b>	
	Classroom Unit (Due March 31)	25%
6.	Attend a Professional Development Conference (e.g. TEAM conference Feb 2010)	10%
		100%

## VI. COURSE REQUIREMENTS:

1. **Attendance and active participation** are important for the learning process. While no credit is given for participation, up to 10% of the grade may be deducted for undue absences and lack of participation.
2. **Reading tasks:**
  - a) Read **one** of the following textbooks prior to the classes on January 4<sup>th</sup>:
    1. Jenkins, J. The Phonology of English as an International Language.
    2. Lewis, M. Teaching Collocation. or Nation, I.S.P. Learning Vocabulary in Another Language **or** Willis, Dave Rules, Patterns and Words: Grammar and Lexis in English Language Teaching

3. Yule, George. Explaining English Grammar. or Butt, David et al Using Functional Grammar or Pinker, Steven , Words and Rules: The Ingredients of Language,

Make an outline of the important ideas in the text. Keep a reflective journal of your responses to the material.

Criteria: following directions, completeness

Value: **10%**

Due: **January 4<sup>th</sup>**

b) Read the assigned readings from Celce-Murcia, Discourse and Content in Language Teaching during the course week. Keep a reflection journal on your readings. Be prepared to discuss the ideas in class.

Criteria: following directions, completeness

Value: **10%**

Due: **January 4,5,6,7,8**

**b)** Read a total of 300 pages from the texts below. Choose pages related to the topics of the class. Make an outline of the important ideas in the text. . Keep a reflective journal of your responses to the material. Hand in a reading log (including your reflective journal). Be sure to label each assignment with your name and complete bibliographic information.

Criteria: completeness, depth of insights in reflections.

Suggested texts:

### **Discourse**

McCarthy, Michael, 1947-. Discourse Analysis for Language Teachers. Cambridge; New York: Cambridge University Press, 1991. [401.41 M116d 1991]

## SLA

Ellis, Rod. SLA Research and Language Teaching Oxford ; New York : Oxford University Press, 1997

## Phonology

Jenkins, J. The Phonology of English as an International Language.

## Syntax

Yule, George. Explaining English Grammar.

Butt, David et al Using Functional Grammar

Pinker, Steven , Words and Rules: The Ingredients of Language .

## Morphology

Lewis, M. Teaching Collocation.

Nation, I.S.P. Learning Vocabulary in Another Language

Willis, Dave Rules, Patterns and Words: Grammar and Lexis in English Language Teaching

**3. Discussion/learning task.** Using the “Questions for Discussion” OR “Suggested Activities” at the end of each chapter in the Celce-Murcia text, engage the class in a discussion/ learning task on one of the issues raised. You are encouraged to use creative classroom participation scaffolds. Summarize conclusions. Sign up for ONE task. You have 15 minutes.

Criteria: insightfulness, creativity

## 4. Workshop -- A Class Presentation Task:

Prepare a one hour workshop/presentation on an aspect of applied linguistics and its pedagogical principles.

Your subject will determine the date of your presentation:

Discourse Jan. 5

Phonology Jan 6

Syntax Jan 7

Morphology Jan 8

**Submit a one page abstract of your presentation (including a preliminary bibliography) to me by December 15 (or earlier).** I need to schedule the presentations appropriately and make sure there are no conflicts in the choices (Get your bid in early!)

Present your workshop for the class. Both the content and the process are

important.

Have an abstract, an outline and bibliography for the class. Submit all presentation materials to the instructor (in both paper and electronic form).

Criteria: following directions, organization, tasks, delivery, balance, insights, handouts.

	<b>TOPIC</b>	<b>Discussions/Learning Tasks (sign up for one)</b>	<b>Presentations (sign up for one)</b>
<b>Jan 4</b>	Introduction to Course Introduction to Applied Linguistics	Celce Murcia Ch 1	
	Issues in Applied Linguistics Second Language Acquisition	Celce Murcia ch 10	
<b>Jan 5</b>	Theory Research & Practice in Discourse Analysis Spoken and Written Language	Celce Murcia Ch 2	
	Semantics & Pragmatics	Celce-Murcia 11 & 12	
<b>Jan 6</b>	Theory, Research & Practice in Phonology	Celce Murcia Ch 3, 6	
	Issues in Teaching Pronunciation	Celce Murcia 9	
<b>Jan. 7</b>	Theory, Research & Practice in Syntax	Celce Murcia Ch 4	
	Functional Grammar		
	Issues in Teaching Grammar and Writing	Celce Murcia 8	
Jan 8	Theory, Research & Practice in Morphology Issues in Teaching Vocabulary	Celce Murcia Ch 5	
	Vocabulary and Reading	Celce Murcia 7	

## 5. Research Paper or Unit Preparation

Choose a topic for further research out of your reading. Choose a different topic than that of your presentation.

- a) Write a 12 page research paper. Be sure to discuss both theory and practical application for the English classroom within the paper.

Criteria: insightfulness, organization, punctuality

**Due: March 31, 2009**

**OR**

- b) Unit for ESL/EFL classroom or TESOL classroom:

Choose a topic to be taught that grows out of your reading

Submit all the tasks prepared for the unit.

Criteria: creativity, organization, task suitability, punctuality

**Due: March 31, 2009**

## 6. Attend a Professional Development Conference.

Keep a log of the various workshops you attended. Keep your eyes open for workshops that address issues addressed in this course. (Don't limit yourself to those...)

Keep a reflective journal of your impressions and insights.

Criteria: punctuality, insight

**Due: March 31, 2009**

## GRADING

A+ 100-98 A 97-94 A- 93-90 B+ 89-87 B 86-83 B- 82-80 C+ 79-77 C 76-73 C- 72-70 D+ 69-67 D 66-63 D- 62-60

Note: Students must complete ALL assignments in order to pass the course.

## VI. BIBLIOGRAPHY:

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