

Language Acquisition and Linguistics

Instructor: Dr. Ted Taylor

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Office Hours: 11:00-11:50 MWF and 1:00-1:50 WF

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Texts:

1. Freeman, David E., and Yvonne S. Freeman. *Between Worlds: Access to Second Language Acquisition*. 2nd ed. Portsmouth, NH: Heinemann, 2001.
2. Freeman, David E., and Yvonne S. Freeman. *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar*. Portsmouth, NH: Heinemann, 2004.
3. Hoff, Erika. *Language Development*. 3rd ed. Belmont, CA: Wadsworth, 2005.
4. Pinker, Steven. *The Language Instinct: How the Mind Creates Language*. New York: William and Morrow Company, Inc., 1994. (Selected chapters will be available on BlackBoard. **Do not buy this book.**)

Course Goal

This course examines how children acquire a language—both a first language and a second language—and covers basic linguistics, as applied primarily to English. The goal is to learn enough about how language acquisition works and about how English is structured (in phonology, morphology, orthography, and syntax) so that you can make use of these types of knowledge in your own teaching.

Requirements

1. Quizzes all together will count for 17% of your course grade. Each quiz will cover new material (from the reading assignments, lectures, and student presentations) since the last quiz.
2. There will be a midterm exam and a comprehensive final exam, each of which will test your knowledge about how language acquisition works and about English linguistics. The midterm will count for 17% of your course grade and the final exam will count for 32%.
3. 17% of your course grade is for participation. During the semester, you will accumulate participation points as follows: 1 point per class meeting, just for attending (half a point if you miss part of class), and 0-5 points for each presentation (see 4 below). Other points will come from short assignments of various types—including in-class writing, homework questions, and small-group tasks.
4. Using MLA Style, you will write a research paper of 1500-2000 words (not counting the bibliography), each on some issue or question within the areas of language acquisition and language teaching, approved by the instructor. You will present your paper to the class and lead discussion of the paper. The class will read one another's papers and, in addition to

presenting your own paper, you will be responsible for contributing to the discussion of the other papers. Your research paper will contribute 17% of your grade for the course.

Attendance

1. Attendance is required and counts as part of your participation grade (see above).
2. For your fourth unexcused absence, your course grade will be reduced by one third of a letter grade (for example, from A- to B+, from C to C-, or from B+ to B).
3. For each fifth or subsequent absence, excused or not, your course grade will be reduced by one third of a letter grade.

Grading Policies

1. Plusses and minuses (as in B+ or A-) will not be part of your course grade.
2. The grading scale for letter grades A, B, C, D, or F for the purposes of this course is as follows: A, 90.0% to 100.0%; B, 80.0% to 89.9%; C, 70.0% to 79.9%; D, 60.0% to 69.9%; F, 0.0% to 59.9%.
3. Unless otherwise indicated on a returned quiz, exam, or paper, the letter grade for that item will be recorded in the gradebook as follows: A, 95.0%; A-, 90.0%; B+, 89.9%; B, 85.0%; B-, 80.0%; C+, 79.9%; C, 75.0%; C-, 70.0%; D+, 69.9%; D, 65.0%; D-, 60.0%; F, 55%.
4. If you miss a quiz or exam due to an unexcused absence, your grade for the quiz or exam will be recorded as 0.0%.
5. You will be granted an extension of the deadline for turning in your paper only if extenuating circumstances that you can document prevent you from turning in the paper on time and only if you let me know about the extenuating circumstances in advance, when that is possible. Otherwise, your grade for the paper will be lowered by one third of a letter grade (for example, from "B-" to "C+" or from "B" to "B-") for every day that it is late.
6. For any paper that is plagiarized, you will receive a grade of "F" and will not have the opportunity to revise the paper for a higher grade.

Accommodations for Disabilities

This university abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office, which is located in the Psychology Building, Suite 232.

Schedule

Date	Assignments and Activities
1/15	Introduction to Course
1/17	HOMEWORK: Read <i>Language Development</i> , Ch. 1, "Introduction to the Study of Language Development." Write answers to the assigned study questions.
1/19	Film <i>Discovering Human Language</i> . Start next week's reading assignments.
1/22	<ul style="list-style-type: none"> ●Quiz I ●Discussion of Film.
1/24	HOMEWORK: Read <i>The Language Instinct</i> , Ch. 1 "An Instinct to Acquire an Art." Write answers to the assigned study questions.
1/26	HOMEWORK: Read <i>The Language Instinct</i> , Ch. 2 "Chatterboxes." Write answers to the assigned study questions.
1/29	<ul style="list-style-type: none"> ●Quiz II ●HOMEWORK: Read <i>Language Development</i>, Ch. 2, "Biological Bases of Language Development." Write answers to the assigned study questions.
1/31	HOMEWORK: Read <i>Essential Linguistics</i> , Ch. 3, "English Phonology." Write answers to the assigned study questions.
2/2	HOMEWORK: Write answers to the assigned study questions. Film <i>Acquiring the Human Language</i> .
2/5	<ul style="list-style-type: none"> ●Quiz III ●HOMEWORK: Read <i>Essential Linguistics</i>, Ch. 4, "Implications from Phonology for Teaching Reading and Teaching a Second Language." Write answers to the assigned study questions.
2/7	HOMEWORK: Read <i>Language Development</i> , Ch. 3, "Phonological Development: Learning the Sounds of Language." Write answers to the assigned study questions.
2/9	HOMEWORK: Read <i>Language Development</i> , Ch. 4, "Lexical Development: Learning Words." Write answers to the assigned study questions.
2/12	<ul style="list-style-type: none"> ●Quiz IV ●HOMEWORK: Read <i>Essential Linguistics</i>, Ch. 7, "English Morphology." Write answers to the assigned study questions.
2/14	HOMEWORK: Read <i>Essential Linguistics</i> , Ch. 8, "Implications from Morphology for Teaching Reading and Teaching a Second Language." Write answers to the assigned study questions.
2/16	HOMEWORK: Read <i>Essential Linguistics</i> , Ch. 9, "English Syntax." Write answers to the assigned study questions.

2/19	<ul style="list-style-type: none"> ●Quiz V ●HOMEWORK: Read <i>Language Development</i>, Ch. 5, “The Development of Syntax and Morphology: Learning the Structure of Language.” Write answers to the assigned study questions.
2/21	HOMEWORK: Read <i>Language Development</i> , Ch. 6, “Communication and Language in Development.” Write answers to the assigned study questions.
2/23	catching up (if needed), discussion, and review.
2/26	<ul style="list-style-type: none"> ●Quiz VI ●HOMEWORK: Read <i>Language Development</i>, Ch. 7, “Language Development in Special Populations.” Write answers to the assigned study questions.
2/28	HOMEWORK: Read <i>Language Development</i> , Ch. 9, “Language in the School Years.” Write answers to the assigned study questions.
3/2	catching up (if needed), discussion, and review.
3/5	Midterm Exam
3/7	HOMEWORK: Read <i>Essential Linguistics</i> , Ch. 5, “English Orthography.” Write answers to the assigned study questions.
3/9	research paper conferences. Come prepared to discuss your idea for a paper topic. Bring at least one related article.
3/12	<ul style="list-style-type: none"> ●Quiz VII ● Film <i>Sound and Fury</i> ●HOMEWORK: Read sources for your research paper and plan the paper.
3/14	HOMEWORK: Read <i>Language Development</i> , Ch. 8, “Childhood Bilingualism.” Write answers to the assigned study questions.
3/16	HOMEWORK: Read <i>Essential Linguistics</i> , Ch. 6, “A Linguistic Perspective on Phonics.” Write answers to the assigned study questions.
3/19	<ul style="list-style-type: none"> ●Quiz VIII ●HOMEWORK: Read <i>Between Worlds</i>, Ch. 5, “What are the Principal Theories of Second Language Acquisition?” Write answers to the assigned study questions.
3/21	HOMEWORK: Read <i>Between Worlds</i> , Ch. 1, “Who Are Our English Learners and What Factors Influence Their Academic Performance?” Write answers to the assigned study questions.
3/23	<ul style="list-style-type: none"> ●catching up (if needed), discussion, and review. ●HOMEWORK: Work on your research paper.
3/26-3/30	SPRING BREAK

4/2	<ul style="list-style-type: none"> ●Quiz IX ●HOMEWORK: Read <i>Between Worlds</i>, Ch. 2, “What Influences How Teachers Teach?” Write answers to the assigned study questions. PROOFREAD AND REVISE YOUR RESEARCH PAPER THIS WEEK, AS NEEDED.
4/4	HOMEWORK: Read <i>Between Worlds</i> , Ch. 3, “How Does Learning Take Place in Explorer Classrooms?” Write answers to the assigned study questions.
4/6	HOMEWORK: Read <i>Between Worlds</i> , Ch. 4, “What Do We Acquire When We Acquire a Language?” Write answers to the assigned study questions.
4/9	<ul style="list-style-type: none"> ●Quiz X ●Your research paper is due. ●Sign up for a date to present your research. ●HOMEWORK: Read <i>Between Worlds</i>, Ch. 6, “How Do Explorer Teachers Celebrate Learning and Make It Meaningful?” Write answers to the assigned study questions.
4/11	HOMEWORK: Read <i>Between Worlds</i> , Ch. 7, "How Do Explorer Teachers Respect Learners and Their Ways of Learning?" Write answers to the assigned study questions.
4/13	HOMEWORK: Read <i>Between Worlds</i> , Ch. 8, “How Do Explorer Teachers Celebrate Students’ First Languages and Cultures?” Write answers to the assigned study questions.
4/16	<ul style="list-style-type: none"> ●Quiz XI ●HOMEWORK: Read <i>Between Worlds</i>, Ch. 9, “What Influences Do Community, Teacher, and Student Attitudes Have on Learning?” Write answers to the assigned study questions.
4/18	<ul style="list-style-type: none"> ●Students present research. ●HOMEWORK: Prepare to present your research to the class and to lead discussion.
4/20	<ul style="list-style-type: none"> ●Students present research. ●HOMEWORK: Prepare to present your research to the class and to lead discussion.
4/23	<ul style="list-style-type: none"> ●Students present research. ●HOMEWORK: Prepare to present your research to the class and to lead discussion.
4/25	HOMEWORK: Read <i>Between Worlds</i> , Ch. 10, “How Can Teachers Help Schools Develop an Intercultural Orientation?” Write answers to the assigned study questions.
4/27	HOMEWORK: Read <i>Between Worlds</i> , Ch. 11, “How Can Schools Involve Parents?” Write answers to the assigned study questions.
4/30	Monday, 1:00-3:20. FINAL EXAMINATION

