

PREA 526 (1 Credit)
ELL Boot Camp: Linguistics
Spring 2021
Online Course

Instructor: Dr. Tammy Parlier	Office: Hull 110
Cell Phone: 434-401-8799	Office Phone: 434-401-8799
Email: parliertm@longwood.edu	Office Hours: By appointment
Mailing address: Longwood University, 201 High Street, Farmville, VA 23909	

Meeting Dates:

This is a fully online, asynchronous course with no face-to-face meeting dates.

Course Description

This course will enhance your skills for working with English learners in your classroom while also preparing you to add the ESL endorsement to your current Virginia teaching license through successful completion of the Praxis (5362): English to Speakers of Other Languages.
 (1 credit)

Required Text(s)

All required readings will be posted on Canvas.

Recommended Text(s)

Fenner, D. S. & Snyder, S. (2017). *Unlocking English Learners' Potential: Strategies for Making Content Accessible*. Thousand Oaks, CA: Corwin. ISBN-13: 978-1506352770

Haynes, J. & Zacharian, D. (2010). *Teaching English Language Learners Across the Content Areas*. Alexandria, VA: ASCD. ISBN- 978-1-4166-0912-4

Herrell, A. L. & Jordan, M. (2015). *50 Strategies for Teaching English Language Learners* (5th ed.). Boston, MA: Pearson. ISBN-13: 978-0133802450

Helman, L., Bear, D., Templeton, S., Invernizzi, M., & Johnston, F. (2012). *Words Their Way With English Learners: Word Study for Phonics, Vocabulary, and Spelling* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0136119029

Membership in a local, state, or national literacy organization is highly recommended for all Reading, Literacy, & Learning graduate program candidates. Suggestions: Phi Delta Kappa, International Reading Association, Virginia State Reading Association, National Council of Teachers of English, Virginia Association of Teachers of English.

Technology Requirements

This fully online course requires the use of an Internet connection and access to various software programs and/or apps. Please see the "Start Here" tab on Canvas for specific technology requirements prior to the first class.

Note: Please anticipate that some changes may be made regarding times, dates, and assignments as we work to respond to student learning needs throughout the semester. Students will be given adequate notification of any changes. In most cases, dates in Canvas should be followed.

Course Learning Outcomes

- Understands phonetics, stress, intonation patterns, and the effects of phonetic environment on pronunciation
- Is familiar with IPA (the International Phonetic Alphabet)
- Understands the usage of English syntax
- Understands the parts of speech including their structural, semantic, and functional characteristics
- Understands semantics and how combinations of words convey meaning
- Knows that languages differ from or are similar to each other in their phonology, morphology, syntax, semantics, and pragmatics
- Understands the concepts of pragmatics
- Understands the concepts of sociolinguistics
- Knows the concept of World English
- Understands the conventions of written English
- Understands rhetoric patterns and range of genres used in written English
- Understands communicative competence
- Knows about the inconsistencies and irregularities of the English language

Course Requirements & Assignments

Along with attendance, participation and assigned readings, there are a variety of assignments for this course. The assignments are designed to both enhance and assess the candidate's understanding of course objectives. All assignments should be submitted on the due date listed on the tentative schedule. Late assignments may result in a deduction of points. Because an essential component of professional behavior is to draw from one's specialized knowledge base, candidates will be expected to work from a scholarly literature base when preparing responses for all class activities/assignments.

1. Attendance, Participation, Communication and Module Work (10 percent)

Due Date: Ongoing

Each student will be responsible for regular online attendance, completing required readings, discussions, and completing written assignments as indicated on the course schedule. All assignments should be typed and submitted on the specified due date. Late assignments are subject to a grade reduction.

2. Online Discussion (30 percent)

Due Date: Within Each Topic

Based on the topic readings, you will participate in an online discussion board assignment related to each learning topic. Topics related and due dates will be posted in Canvas.

3. Reflection Activity (30 percent)

Due Date: Within Each Topic

Each topic will include a reflection activity. The purpose of the reflection activity is to allow you to explore the topic content, make personal connections with the content as it relates to your practice, and create a personal study guide for the Praxis assessment.

4. Application Exercises (30 percent)

Due Date: You will complete two application assessments for the course. Assessment #1 will be due March 28th, and Assessment #2 will be due April 4th.

Class Schedule Overview

Date	Module Topics	What's Due
Week 1	Start Here / Course Orientation Module in Canvas Topic 1: Overview of Linguistics	Start Here Module Orientation Quiz
	Topic 2: Phonetics & International Phonetic Alphabet	
	Topic 3: Syntax	
	Topic 4: Semantics	
	Topic 5: Pragmatics	
Sunday: March 28th		Discussions, Assignments, and Assessment for Topics 1 – 5 Due by 11:59 p.m.
Week 2	Topic 6: Understanding Language Differences and Similarities	
	Topic 7: Parts of Speech, Conventions of Written English, and Rhetoric and Genres	
	Topic 8: Inconsistencies and Irregularities of English	
	Topic 9: Communicative Competence	
	Course Wrap Up	
Sunday: April 4th		Discussions, Assignments, and Assessment for Topics 6 – 9 Due by 11:59 p.m.

Class Policies

Grading Scale: A minimum cumulative grade point average of 3.00 on a 4-point scale is required to remain in the graduate program and for graduation. As of Spring 2016 there is a distinction in quality points awarded with a plus or minus grade. (Previously, plus and minus was not used, and for example, a B+, B, and B- would have all been worth 3 quality points.)

94-100	A: Excellent (4 quality points)
90-93	A-: Excellent (3.7 quality points)
87-89	B+: Good (3.3 quality points)
83-86	B: Good (3 quality points)
80-82	B-: Good (2.7 quality points)
77-79	C+: Passing (2.3 quality points)
73-76	C: Passing (2 quality points)
70-72	C-: Passing (1.7 quality points)
69 & below	F: Failure (0 quality points)

Incompletes: The instructor may choose to grant a grade of "I" which indicates that because of illness or for good reason, the work of the semester has not been completed. The instructor and student, listing work to be done and deadlines for completion, should complete an Incomplete Contract. When this work has been completed, a final grade will be reported. A grade of "I" will revert automatically to a grade of "F" if the necessary work has not been completed by the end of the subsequent regular semester.

Attendance policy: Students are expected to attend and participate in all class activities. If serious circumstances interfere with attendance, participation, or necessitate a make-up test/exam, students must present a doctor's note or other valid documentation of the circumstance and complete the alternate arrangements made with the instructor. If this occurs, notify the instructor as soon as possible. Advanced notice, when possible, demonstrates diligence, facilitates making alternate arrangements, and is looked upon more favorably than last minute or after-the-fact notice.

- Students must assume full responsibility for any loss incurred because of absence.
- Per Longwood University Attendance Policy, the instructor has the right to lower a student's course grade by no more than one letter grade if the student misses 10% of the scheduled class meeting times for unexcused absences.
- Per Longwood University Attendance Policy, the instructor has the right to assign a course grade of "F" when the student has missed a total (excused and unexcused) of 25% of the scheduled class meeting times.

Contact Your Instructor: Your success is very important to me. I value being able to support you in answering questions in a timely manner. If at any time you would like to meet with me, please let me know and we can schedule a time to get together either through a telephone conference, or Zoom meeting.

You are always welcome to reach out with questions at any time, however, it may be the next business day before I am able to respond. My work schedule is generally Monday – Friday, 9 a.m. to 5 p.m. Some weeks, however, my schedule is adjusted to account for teaching off campus cohorts on Saturdays or late evenings during the week. **For these reasons, the very best way to communicate with me is by email.** You can email me at parliertm@longwood.edu and I will do my best to respond within 48 hours.

Communicating About Coursework / Assignments: Summer courses can be intensive with condensed delivery of content. This combined with less structured summer schedules and vacations may cause you to need to communicate with me regarding assignment submissions. There is no need to text or email requesting a delayed submission date for an assignment or explaining a late submission after the due date. Instead, I ask that

you add these types of assignment related comments to Canvas in the “COMMENTS” section of the specific assignment. This helps maintain accurate records of your progress towards meeting the required course outcomes. Should you have an emergency situation and needs my immediate attention, please call or text me at 434-401-8799.

Accommodations: If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the [Office of Disability Resources](#), Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Mental Health Resources: Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434)395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday. **Resident Education Coordinators (RECs)** and **Resident Advisors (RAs)** are additional resources to students. For emergency situations, please call (911) or contact the [Longwood University Police Department](#) at (434)395-2091.

Reporting of Crimes and Sexual Misconduct: In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood’s commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services \(CAPS\)](#) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

Honor Code: Each student is expected to follow Longwood University’s policy for the Honor Code as stated in the latest edition of the Graduate Catalog.

Longwood Honor Code:

“A strong tradition of honor is fundamental to the quality of living and learning in the Longwood community.” When accepting admission to Longwood College, each student made a commitment to respect, support, and abide by the college’s honor code system without compromise or exception. Students must follow the policy of the Honor Code as described in the current college catalog and refrain from lying, cheating, stealing, and plagiarism.”

Writing Style: All written assignments will be typed unless otherwise specified. Written work in this course must be prepared according to APA style (6th edition).

Department of Record: Questions about this course and its instruction should be addressed to the Department of Education and Special Education.

GUIDELINES

Student Responsibility: ****All graduate students are required to maintain and check their Longwood email account.** All University correspondence, including important information from the graduate studies office, will be sent to your Longwood email. It is your responsibility to access and regularly check this email account. Changing your account in Canvas only changes email for that course, not overall. **

It is the responsibility of students to inform themselves of, and to observe, all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority. **Refer to the Academic Regulations sections of the most recent Graduate Catalog available online at: http://www.longwood.edu/academic/affairs/catalog_home.htm {Select Graduate Catalog; Select General Information; Select Academic Regulations}**

Technical Assistance: Longwood provides a toll-free number (877-267-7883) for distance education students. You can reach User Support Services, the Library Reference Desk and the Graduate Studies Office during working hours. After working hours you can leave a message for the Library and Graduate Studies. You can email User Support Services at helpdesk@longwood.edu after working hours and will get a response on the next working day.

Evaluation of the Instructor: At the conclusion of the course, each student will have the opportunity to evaluate the course instructor.

PROGRAM REMINDER INFORMATION

Prospective applicants are allowed to enroll in up to nine credit hours (3 courses) prior to being admitted to a degree or licensure only program and have those hours apply to the admitted program. Students should submit an *Application for Graduate Admission* promptly to avoid having course work in excess of the nine credit hours not apply once admitted. At the latest, all application materials should be received **before the completion of six hours**. Application materials are available by contacting the Office of Graduate Studies (434-395-2707 or graduate@longwood.edu) or on our web site at www.longwood.edu/graduatestudies/apply.htm.

An extensive list of references is listed in Canvas. Additionally, several books consulted are listed below.

Representative Works Consulted

Note: Some of these books are available in electronic form through the Longwood Library.

Bailey, B., Martin, G., & Pizaiali, A. (2007). *ESL design and verification: A prescription for electronic system-level methodology*. Amsterdam; Boston: Morgan Kaufmann.
[Also available as an e book]

Barnard, R. & Torres-Guzman, M. E. (2009). *Creating classroom communities of learning: International case studies and perspectives*. Bristol, UK; Buffalo, NY: Multilingual Matters. [Also available as an e book]

Brant, C. (2009). *Read, research and write: Academic skills for esl students in higher education*. Los Angeles, CA: Sage. [Also available as an e book]

- Cambridge Education. (2007). *Integrating esl students into the classroom*. New York, NY: Films Media Group. [Streaming video]
- Dulay, H., Burt, M., & Krashen, S. (1982). *Language two*. New York: Oxford University Press.
- Fetterman, D. M. (1998). *Ethnography* (2nd ed.). Thousand Oaks, CA: AGE Publications, Inc.
- Fox, B. J. (2004). *Word identification strategies* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Freeman, D. E., & Freeman, Y. S. (2004). *Essential linguistics: What you need to know to teaching reading, ESL, spelling, phonics and grammar*. Portsmouth, NH: Heinemann.
- Haynes, J. & Zacarian, D. (2010). *Teaching English language learners across the content areas* Alexandria, VA: ASCD. [Also available as an e book]
- Herrera, S. G., Perez, D. R., & Escamilla, K. (2010). *Teaching reading to English language learners: Differentiated learners*. Boston, MA: Allyn & Bacon.
- Hing B. O. (2004). *Defining America through immigration policy*. Philadelphia, PA: Temple University Press.
- Gordon, T. (2007). *Teaching young children a second language*. Westport, CT: Praeger Publishers. [Also available as an e book]
- Herrra, S. G., Perez, D. R., & Escamilla, K. (2010). *Teaching reading to English language learners: Differentiated Literacies*. Boston, MA: Allyn & Bacon.
- Hoffner, H. (2003). Movie writing. *The Reading Teacher*. 57(1). 78-80.
- Katz, M. B., & Sugrue, T. J. (2005). *W.E.B. Dubois, race, and the city*. Philadelphia, PA: University of Pennsylvania Press.
- Lacina, J., Levine, L. N., & Sowa, P. (2006). *Helping English language learners succeed in pre-k-elementary schools*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc. [Also available as an e book]
- Levine, L N. & McCloskey, M. L. (2009). *Teaching learners of English in mainstream classroom: K-8 one class, many paths*. Boston, MA: Pearson.
- Moore-Hart, M. A. (2010). *Teaching writing in diverse classroom k-8: Enhancing writing through literature, real-life experiences, and technology*. Boston, MA: Pearson.
- Norton, D. E. (2001). *Multicultural children's literature*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Opitz, M. F. (Ed.). (1998). *Literacy instruction for culturally and linguistically diverse students*. Newark, DE: International Reading Association.
- Ovando, C. J., Combs, M. C., & Collier, V. P. (2006). *Bilingual and esl classrooms: Teaching in multicultural contexts*. Boston, McGraw-Hill. [Also available as an e book]

Philp, J., Oliver, R., & Mackey, A. (Editors). (2008). *Second language acquisition and the younger learner: Child's play?* Amsterdam; Philadelphia, PA: John Benjamins Pub. Com. [Also available as an e book]

Robinson, R. D., & McKenna, M. C., & Wedman, J. M. (2004). *Issues and trends in literacy education* (Third Ed.). Boston: Pearson Education, Inc.

Rithenber, C. & Fisher, D. (2007). *Teaching English language learners: A differentiated approach*. Upper Saddle River, NJ: Pearson Education.

Welton, D. A. (2005). The dimensions of cultural diversity. In *Children and their world* (8th ed.). New York: Houghton Mifflin Co., pp. 94-123.

Wynne, S. A. (2010). *English s a second language (esl): Teacher certification exam*. Boston, MA:XAMonline, Inc. [Also available as an e book]

Suggested journals: As Longwood students, you have full access to these online journals through the library's website:

Journals published by the International Literacy Association (ILA)

The Reading Teacher

Journal of Adolescent and Adult Literacy

Reading Research Quarterly

Other journals:

Australian Journal of Language and Literacy

Critical Literacies

Currents in electronic literacy

Electronic Journal of Literacy Through Science

Journal of Classroom Research in Literacy

Journal of College Literacy and Learning

Journal of Language and Literacy Education

Journal of Literacy Research

Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education

Language Arts

Language and Literacy (Kingston, Ontario)

Literacy (Oxford, England)

Literacy Learning

Literacy, Teaching and Learning

TESOL Journal

Internet Resources:

<http://reading.org> (International Reading Association)

<http://www.ncte.org> (National Council of Teachers of English)

<http://www.nameorg.org> (National Association for Multicultural Education with materials, classroom practice and sources of teaching materials)

<http://www.tesol.org> (Teachers of English to Speakers of Other Languages)

<http://vatesol.cloverpad.org/> (Virginia Association of Teachers of English to Speakers of Other Languages)