Prefix & Number: CTES 7420 / 7420
Initial Term: Spring 2009

Select One:
New _______ Delete _______ Course Modification _______

Type of modification:
_____ Title _______ Description _______ Credit hours
_____ Prerequisites _______ Grade Type
_____ Number: Old _______
               New _______

Title: Applied Linguistics in Second Language Acquisition

College/School: Education _______ Dept: Curriculum & Teaching

Abbreviated Title: Applied Linguistics-2nd Lang Acq (32 spaces total)

<table>
<thead>
<tr>
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<td>yes _______ no x _______</td>
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Grading Rule:
_____ Undergraduate (U)
   x Graduate (G)

Grading Type: (select one)
   x Normal grading (Blank)
   _____ Pass/Fail only (SU)
   _____ Thesis/Dissertation (TD)

Term Offered: (select one)
   x Not Specified (Blank)
   _____ Fall Only (F)
   _____ Spring Only (S)
   _____ Summer Only (M)
   _____ Fall, Spring (FS)
   _____ Intersession (I)
**Prerequisites**  None

**Corequisites**  None

**Description for Bulletin**  Provides basic knowledge of phonetics, morphology, syntax, semantics, pragmatics, psycholinguistics, sociolinguistics and language variation to teach English language learners.

Credit will not be given for both CTES 7420 and CTES 7426

<table>
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**Justification (Indicate reason for change)**  Recent changes in the Praxis II-ESOL now require ESOL teachers to apply basic linguistic knowledge to second language acquisition principles.

**Additional resources or resource shifting required. If none, please explain.**  None. This is a modification of an existing course and not a new course.

Attach a copy of new syllabus to add course or to modify course except for changes in prerequisites that involve letter grade or GPA. Also, attach a copy of current syllabus for all changes except changes in prerequisites that involve letter grade or GPA. No attachment required to delete course.

**Contact Person**  Tracy Koerper (copy: Susan Villaume)

**Email**  koerptr@auburn.edu (copy: villase@auburn.edu)  **Phone #**  844-4434

Revised 2/8/05
Prefix & Number: CTES 7426  Initial Term: Spring 2009

Select One:
New  x  Delete  ______  Course Modification  ______

Type of modification:
______ Title  ______ Description  ______ Credit hours
______ Prerequisites  ______ Grade Type
______ Number:  Old  ______
               New  ______

Title: Applied Linguistics in Second Language Acquisition

College/School: Education  Dept: Curriculum & Teaching

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**Prerequisites** None

**Corequisites** None

**Description for Bulletin** Provides basic knowledge of phonetics, morphology, syntax, semantics, pragmatics, psycholinguistics, sociolinguistics and language variation to teach English language learners.

Credit will not be given for both **CTES 7420** and **CTES 7426**

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**Justification (Indicate reason for change)** A distance education version of the existing CTES 7420 is needed in order to service all students in the masters degree program.

**Additional resources or resource shifting required. If none, please explain.** None. The existing full time faculty member will teach the course.

Attach a copy of new syllabus to add course or to modify course except for changes in prerequisites that involve letter grade or GPA.
Also, attach a copy of current syllabus for all changes except changes in prerequisites that involve letter grade or GPA.
No attachment required to delete course.

**Contact Person** Tracy Koerper (copy: Susan Villaume)

**Email** koerptr@auburn.edu (copy: villase@auburn.edu) **Phone #** 844-4434

Revised 2/8/05
Approvals

Undergraduate Requests

---------------------------------- Head
Department

---------------------------------- Chair
College/School Curriculum Committee

---------------------------------- Dean
College or School

---------------------------------- Chair
University Curriculum Committee

Graduate Requests

[Signature]
Head
Department

[Signature]
Chair
College/School Curriculum Committee

[Signature]
Dean
College or School

[Signature]
Chair
Graduate Council

[Signature]
Chair
University Curriculum Committee

10-6-08
Date

11-21-08
Date

11-21-08
Date
## Approvals

### Undergraduate Requests

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### Graduate Requests

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</table>
Course Number: CTES 7420/7426  
Course Title: Applied Linguistics in Second Language Acquisition  
Credit Hours: 3 semester hours  
Prerequisites: None  
Corequisite: None  

Date Syllabus Prepared: October 2008

Texts or Major Resources:

Additional readings

Course Description:
Provides basic knowledge of phonetics, morphology, syntax, semantics, pragmatics, psycholinguistics, sociolinguistics and language variation to teach English language learners.

Credit will not be given for both CTES 7420 and CTES 7426.

Course Objectives:
Note: References to Alabama State Standards are noted in parentheses.

Upon completion of this course, students will be able to project themselves as competent, committed, and reflective professionals through their ability to:

- Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse analysis.
- Be able to analyze student first and second language development and identify language transfer errors.
- Explain how English language learners develop capability in their second language from multiple perspectives *(290-3-3-.45- (1)(a)3).*
- Demonstrate understanding of historic and current second language acquisition theories.
- Understand and apply first and second language acquisition theories to teaching English language learners.
- Develop experiential and interactive literacy activities for ELL students, using current information on linguistic and second language acquisition processes.
- Analyze second language learning environments, including ESOL and bilingual education settings, for sociocultural and sociopolitical factors impacting second language acquisition *(290-3-3-.45-2-2a).*
- Develop experiential and interactive literacy activities for ELL students, using current information on linguistic and cognitive processes.
Course Content:
WEEK 01  Introduction to Linguistics, The Nature of Language, English as a World Language & Diachronic Linguistics
WEEK 02  Phonetics
WEEK 03  Morphology
WEEK 04  Syntax
WEEK 05  Semantics
WEEK 06  Pragmatics
WEEK 07  Sociolinguistics
WEEK 08  Language Variation
WEEK 09  Language and Social Groups
WEEK 10  Pidgins and Creoles
WEEK 11  Language Policy
WEEK 12  Language and Gender
WEEK 13  Literacy
WEEK 14  First Language Acquisition
WEEK 15  Second Language Acquisition
WEEK 16  Final project/presentation

Distance Education Students will participate in every scheduled class meeting through synchronous Live classroom, streaming video, shared computer, and live chat formats. The combination of these formats will enable students to participate along with campus based students in an interactive classroom setting. Class meetings will be archived and available for review by students who have excused absences.

Course Requirements/Evaluation:
1. WEEKLY ASSIGNMENTS (15 assignments/60 points each, total 900 points)
   Students will follow the directions given for each of the assignments due for that respective WEEK. Distance Education students will submit these assignments electronically.

2. FINAL PROJECT/PRESENTATION (100 points)
   Guidelines to the final project will be given at the beginning of the course. Students will use content knowledge gained through previous assignments to complete and present their final project. Distance Education students will submit these assignments electronically and present through live classroom.

Assignments must be word processed and be submitted on or before scheduled due dates to be considered for full credit. Class absences, for any reason, do not extend scheduled due dates. It is the responsibility of the student to keep aware of these deadlines and to plan his/her workload accordingly. Assignments submitted up to one class period after the due date will receive half credit, up to two weeks after the due date - quarter credit, and no credit thereafter. No extra credit will be offered, though students who submit assignments at least two class periods before the due dates will have the opportunity to revise work for maximum points. All assignments are graded according to the specific assignment criteria and returned to students by the next class.
meeting after submission unless noted otherwise. Based on these evaluation criteria, the final grade will be determined by the following.

A = 1000-900  
B = 899-800  
C = 799-700  
D = 609-600  
F = 599 or below

**TOTAL 1000 POINTS**

**Class Policy Statements:**  
**Participation:** Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

**Attendance/Absences:** Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from class (on campus or distance) must be documented and cleared with the instructor in advance.

**Unannounced quizzes:** There will be no unannounced quizzes.

**Accommodations:** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

**Distance Learning Students:** Unless specific instructions have been given for a designated
course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID. A form will be provided.

**Justification for Graduate Credit:**
CTES 7420/7426 is a comprehensive study of basic linguistic knowledge as used in teaching second language acquisition. The course covers phonetics, morphology, syntax, semantics, pragmatics, and grammar considered necessary to teach English to English language learners (ELL). Students will participate in the process of applying linguistics, psycholinguistics, sociolinguistics and neurolinguistics to teach English to ELLs with emphasis on pronunciation, intonation, and structural analysis. Crucial to the success of second language teaching and learning is educators' in-depth understanding of how linguistic processes of second language acquisition are understood and applied. The rigorous examination of the components of applied linguistics for teaching English to English language learners justifies the placement of this course at the graduate level.