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Beginning students of linguistics are often surprised to find that linguists spend considerable time formulating theories to represent and account for the structure (as well as the functioning) of human language. What is there, after all, to explain? Speaking one's native language is a natural and effortless task, carried out with great speed and ease. Even young children can do it with little conscious effort. From this, it is commonly concluded that aside from a few rules of grammar and pronunciation there is nothing else to explain about human language. Analogously, it's like saying that since it's easy for sighted people to see objects in the world, there's nothing interesting to be learned from studying the visual system. But it turns out that there is a great deal to explain. If we ''step outside'' language and look at it as an object to be studied and described and not merely used, we discover an exciting sphere of human knowledge previously hidden from us. [Akmajian & Demers, 2010, p. 18]

Akmajian, A., & Demers, R. A. (2010). Linguistics: An introduction to language and communication (6th edition) Cambridge, Mass: MIT Press.

Course Description

This quote from one of our course textbooks illustrates the complexity of what we are undertaking by beginning to study language through the notion of "stepping outside" of it. We will survey the sub-fields of linguistics within the context of second language acquisition and teaching. We, as foreign language educators, will study phonetics, phonology, morphology, and syntax as it applies to English as well as our chosen languages. In addition to studying these sub-fields, we will investigate methodologies for teaching phonological, morphological, syntactic, lexical, discourse and pragmatic systems in foreign language courses. Lastly, we will investigate various ways of analyzing second language learner data with a particular focus on interlanguage analysis.

Instructional Objectives

The following objectives should provide the educator with the ability to critically evaluate their students' language development in linguistic terms. That same educator should find ample practice in analyzing language samples, monitoring student development through their interlanguage and comparing English with the target language through these instructional objectives:

1. Review the sub-fields of linguistics as they relate language teaching.

2. Construct examples of linguistic principles for phonetics, phonology and morphology.

3. Create activities for learners working within pragmatics, semantics and syntax.

4. Assemble a toolkit of language instruction methods, strategies and techniques.

5. Demonstrate an understanding of the nature of language as a system for communication.

6. Analyze a learner's language use through the lens of a number of techniques.

7. Interpret a learner's interlanguage as a continuum of development and growth.

By the end of this course, you should be prepared to analyze language learners' development toward a target language and deconstruct their utterances and errors through the lens of interlanguage analysis (among others). Additionally, you should be ready to implement practices that include providing instruction based on your knowledge of the structure of English and the target language.

This course is an essential foundation for aspiring foreign language teachers and fulfills many of the educational objectives laid out in the Master of Arts degree in Foreign Language Teaching (MAFLT) handbook. In particular, this course enables students to integrate theories of second language acquisition with the practice of teaching the target foreign language and provide leadership in their chosen field of language teaching. For more information, please refer to the program handbook and/or communicate with your advisor.

Required Course Materials
We will utilize the vast ejournal and ebook database through the MSU Library. The following etexts provide our foundational readings. You may also refer to the recommended course material list for other readings that you may find helpful.

Akmajian, A., & Demers, R. A. (2010). *Linguistics: An introduction to language and communication* (6th edition). Cambridge, Mass: MIT Press. ISBN: 9780262013758

Brown, S. (2011). *Listening myths: Applying second language research to classroom teaching.* Ann Arbor, MI, USA: University of Michigan Press. ISBN: 9780472029853

Folse, K. S. (2004). *Vocabulary myths: Applying second language research to classroom teaching.* Ann Arbor: University of Michigan Press. ISBN: 9780472030293

Johnson, D. (2008). *How myths about language affect education: What every teacher should know*. Ann Arbor: University of Michigan Press. ISBN: 9780472029792

Kumaravadivelu, B. (2003). *Macrostrategies for language teaching.* New Haven, Conn: Yale University Press. ISBN: 0300095732

Oczkus, L. D. (2012). *Best ever literacy survival tips: 72 lessons you can't teach without.* Newark, DE: International Reading Association. ISBN: 9780872078130

Salzmann, Z., Stanlaw, J., & Adachi, N. (2012). *Language, culture, and society: An introduction to linguistic anthropology*. Boulder, CO: Westview Press. ISBN: 9780813345413

Schoonen, R., Snellings, P., Stevenson, M. & Van Gelderen, A. (2009). Towards a blueprint of the foreign language writer: The linguistic and cognitive demands of foreign language writing. In R. Manchón (Ed.), *Writing in foreign language contexts: Learning, teaching, and research* (pp.77-101). Buffalo: Multilingual Matters. ISBN: 9781847691859

For the references with an ISBN listed, please copy and paste this number into the homepage for the MSU library and it will direct you to a link where you can access this resource/ebook. We may utilize other references this semester and I will place them within the course modules or provide links in D2L as appropriate.

Recommended Course Materials

If you need more help or references for some of the topics covered, please consult the following resources. Some are located online, while others are located in the MSU library. For physical books, refer to the MSU Call Number.

Barron, A. (2003). *Acquisition in interlanguage pragmatics: Learning how to do things with words in a study abroad context*. Amsterdam: J. Benjamins Pub. Co. ISBN: 1588113426

Denham, K. E., & Lobeck, A. C. (2010). *Linguistics at school: Language awareness in primary and secondary education*. New York: Cambridge University Press. MSU Call #: LB1576 .L564 2010

Hunston, S., & Oakey, D. (2010). *Introducing applied linguistics: Concepts and skills.* London: Routledge. MSU Call #: P129 .H86 2010

Pallotti, G. (2010). Doing interlanguage analysis in school contexts. *EUROSLA Monographs Series,* 1, 159-190. Retrieved from http://eurosla.org/monographs/EM01/159-190Pallotti.pdf

Course Ground Rules

You are expected to conduct yourself professionally in all learning situations. You will be engaged in discussions/reflections as a class. We are all growing in our knowledge and our identities as teachers and we must all work to nurture that growth in ourselves and our colleagues. To that end, everyone is expected to be prepared (i.e. readings, assignments, etc), to

share thoughtfully and respond respectfully, and approach each new topic as a professional growth experience. Our goal is always to be the best educator we can be and be open to new ways of thinking about teaching and learning. I will do my best to model what I believe to be good practices, and I welcome all constructive feedback and questions. An additional expectation is that students will **use technology effectively** to complete assignments and to communicate within the course. If you have any needs in this area, please contact me so that we can find the appropriate solution for you among the many technology support entities available at-a-distance.

Communication

Communication is an important factor in the success of this course. In order to fulfill the course requirements, you must communicate with me and other students as necessary. You are expected to communicate with me as a learning resource, reply to emails, follow deadlines and check D2L frequently for announcements/updates in the assignments. Lastly, you must actively participate in all class activities.

Course Changes

The instructor reserves the right to modify, add to, or delete assignments, projects, assessments, etc. Any *necessary* changes to the course syllabus will be posted on D2L and/or placed in an announcement or email.

Required Technology and Technical Skills

Beyond the usual D2L tools, I will also use YouTube videos, audio files (in MP3 format), documents/handouts in pdf format, and image files. For the audio files, I have provided written scripts (in pdf format) in the event you are unable to access them. I will also ask you to use a variety of apps and programs this semester. All of us will use Google Documents from within the MSU Apps. You will also need to record yourself (either in audio or video format). The tool(s) you use for these tasks will be at your discretion as long as you produce a file that we can all access (either through the web or the use of a common file type (e.g. .mp3, .mp4, etc.). For other assignments, you may utilize a variety of tools. Again, you choose the tool, app or program that best works for you. I will provide a list of suggestions and you are welcome to use another tool that makes more sense for you and your skill set. For other issues, do contact me so I can find a suitable solution. Please visit http://help.d2l.msu.edu/ whenever you need to. You can call toll-free within North America at (844) 678-6200 or fill out their contact form if you are outside of North America (https://contact.cl.msu.edu/contact.php?service=DLSD2L)

Grading Criteria

In accordance with university guidelines, the following percentages represent the final course grading scale:

94% or above	4.0	Student met **all** requirements for the course, performed **exceptionally**, and **exceeded expectations**.
88% to 93%	3.5	Student met **all** requirements for the course and performed **very well**.
82% - 87%	3.0	Student met **most** requirements for the course and performed **reasonably well**.

76% - 81%	2.5	Student met **some** requirements for the course and performed **adequately**.
70% - 75%	2.0	Student met **only a few** requirements for the course and performed at a **less than satisfactory** level.
65% - 69%	1.5	Student did **not** meet requirements for the course and performed at an **unsatisfactory** level.
60% - 64%	1.0	Student did **not** meet requirements for the course and performed **poorly**.
Below 60%	0.0	Student failed the course

Method Determining Final Course Grades

Grading Scale: The final grade will be based on the following 100 percent scale:

Assignment	Percent
*(1) Language Concepts Book Project**	(30%)
(2) Online Discussions	(20%)
*(3) Visual Presentations**	(18%)
*(4) Classroom Observation**	(15%)
(5) Quizzes	(10%)
(6) Teaching Moment	(7%)

*Optional MAFLT Portfolio Assignment – Maintain copies of these assignment to revise (as needed) and submit to your Portfolio for course FLT 898. For more information on this Portfolio go to the MAFLT Community site at https://d2l.msu.edu/d2l/home/115561 and view the Final Portfolio Module in the Content Area. You can also view more information in the MAFLT student handbook: http://maflt.cal.msu.edu/files/9714/6886/2901/MAFLTHandbook07-18-2016.pdf

Late Submission Policy

You must notify the instructor by email when submitting any assignment past the due date. **The highest score any late assignment can receive is a 2.5.** The only exception to this policy is for students experiencing undue hardship who have notified the instructor prior to the due date. All submissions must be turned in and the instructor notified no later than the last week of class. Any work received after this week will not be assessed for course credit. All assignments must be completed on time to receive full credit.

Course Requirements

In addition to active participation online, following along with the assigned readings, and contributing to a collaborative learning community, you will complete the following assignments over the course of the semester. Look for all details within the appropriate module in D2L for each assignment.

Language Concepts Book Project
In one large group, you will be a part of creating a book on language concepts (roughly forty pages) that is based on the ideas, materials, readings and topics from within this course. We will

complete this process in steps and we will begin the project early on in the semester. We will start with a brainstorming session where we decide on what components to include in our book. The second step will require the submission of drafts for the individual components throughout the various modules. We will also complete a number of brief presentations on your work through the discussion board. In step three, we will start actively editing our draft using Google Documents. We will edit, peer review and work collaboratively to create the final book. All of this work will lead to a printed book using the MSU libraries Espresso Book Machine. This impressive printing press will allow us to create a bound book with a color cover. Each book will have a specific cost and I will pay for the initial costs and 1 copy of each book for each of you. You will be able to order subsequent copies through the library. For more information on the Espresso Book Machine go to https://www.lib.msu.edu/ebm/ (This assignment is aligned with instructional objective 1, 2 & 3)

Online Discussions
During modules 1 through 6, you will find a series of discussion prompts that cover the content of the module readings and videos as well as other external resources directly tied to language teaching. You will choose to work with 4 of the 8 posts for each module. For most answers to the prompts, your online posts should be around 150-200 words and include examples when needed in the language you teach. In other cases, you will just complete and/or respond to the task indicated. You will also briefly respond to at least 3 of your classmates' posts with your own observations, suggestions or general comments. Active and thoughtful participation in discussions is a critical component to creating a dynamic and effective learning community. Reading the required chapters of the text, supplemental readings, lecture presentations, and your personal findings will help the quality of the contributions that you are able to make. (This assignment is aligned with instructional objective 4, 5, & 6)

Visual Presentations
I will ask you to search the library's vast database and journal holdings for current research articles on topics that interest you from within the areas we cover in this course. During Modules 2-5, you will need to find one article on a topic related to the overarching theme for the module. You will post a pdf of the article in the appropriate discussion board in D2L. Using the article as a guide, you will prepare a visual presentation using any of the following tools: Prezi, Google Present, Infographic Generators (e.g. Canva, Venngage, Easel.ly, etc.), Poetry Generators, Word Clouds and/or Meme Generators. I would encourage you to try out a variety of these tools, though you are welcome to specialize in one tool and explore it to its fullest. In addition to the visual, you will create an audio or video presentation where you briefly talk about how the article influenced your understanding of specific course concepts, topics or ideas and in what ways this article may influence your teaching. These audio/video clips should be no more than 2 minutes in length. Lastly, I will ask you to leave a comment on at least 2 of the other posted visual presentations. (This assignment is aligned with instructional objective 1, 4 & 7)

Classroom Observation
You will need to conduct a classroom observation for at least forty minutes or longer. You may observe your own classroom, another classroom in person or you may select a video from the website *Teaching Foreign Languages K-12* (URL: http://learner.org/resources/series185.html). Afterwards, you will briefly explain what you learned from the video or the classroom observation. You will write up a report (roughly 500 words) where you explore any of the course

topics (from phonology to discourse) as they occurred during the lesson. Your exploration should include what language concept or concepts that you focused on, what you observed and what you could do with this information in your own teaching. By mid-semester, I will ask you to upload a short paragraph indicating what you will do for this observation. (This assignment is aligned with instructional objective 4 & 5)

Quizzes
In the beginning weeks of the semester, you will take quizzes on the material covered. These quizzes will be a variety of formats that target the readings, videos and materials for the following modules: 2, 3, 4, 5 and 6. (This assignment is aligned with instructional objective 1 & 6)

Teaching Moment
Throughout the semester, watch for clips, interviews, videos or recordings of a teaching moment surrounding any topic within the subfields of linguistics. Ideally, these teaching moments will focus on the language you teach (though you can use an example from within English as well) and they will be short (from 30 seconds to a few minutes). Once you identify a clip, upload the link to the appropriate dropbox in D2L. Once I have reviewed the link, I will have you upload the link to the discussion board where we can all view it. Along with the clip, you need to provide a short overview about the link you shared where you highlight what happened, what you learned from the clip and how it influences your teaching practice. You will need to complete this assignment only once and you may turn in at any point this semester. (This assignment is aligned with instructional objective 1 & 7)

Library Resources

Our library offers a number of services for this course and your studies in general. Do visit the homepage (http://www.lib.msu.edu/) and explore the many available resources. In this course, I will ask you to visit our subject guide home page (http://libguides.lib.msu.edu/maflt) and make use of the "finding articles" tab. Go to (http://libguides.lib.msu.edu/c.php?g=97001&p=627351) to begin searching for articles and other resources related to our course topic. Lastly, do contact our wonderful subject librarian, Stephanie Perentesis at perente1@msu.edu for more direction or help as the semester progresses.

MAFLT Portfolio Information

The following course assignments could be saved for inclusion in the Online Portfolio: Language Concepts Book Project* and Visual Presentations*. As stated in the program handbook, the Portfolio serves as a way for students "to demonstrate the coherence and impact of the program of study" (p.2) and provides the student with the opportunity to reflect on their progression towards becoming highly proficient language teachers. The indicated assignments for this course can be added as optional evidence of your growth in this program. For more information, please refer to the program handbook and/or communicate with your advisor.

Online Instructional Rating System

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the "online SIRS" system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS

online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at http://sirsonline.msu.edu.

Disability Accommodation Requests

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: http://www.rcpd.msu.edu/Awareness/Home. This course also follows the MSU Web Accessibility Policy. For more information, please go to http://webaccess.msu.edu/Policy_and_Guidelines/web-accessibility-policy.html

Religious Observance

In accordance with MSU policy, no student will be penalized in any way for missing class due to religious observance. If you will be absent from class due to religious observance, please notify me in advance so that we can arrange f or you to make up missed work, quizzes, etc.

Academic Honesty

Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. You are responsible for knowing MSU's policy on plagiarism. Familiarize yourself with this site: http://www.msu.edu/unit/ombud/honestylinks.html Note that this web site states that "plagiarism not only is legally wrong but also morally corrosive…" Any paper based upon the writing of others **should acknowledge every source used**." (I added the bolding.) If you plagiarize, I will (a) give you a penalty grade on the assignment, (b) fail you on the assignment, or (c) fail you in the class. If I give you a penalty, I will inform the director of your program of the penalty. I will also inform your department chair and the dean of your college if required. Note that plagiarism can lead toward expulsion from MSU.

Course Enrollment

If you decide to drop this class any time after starting the class, you must go online to the MSU schedule system and un-enroll yourself. If you do not un-enroll by the cut-off date for un-enrolling, you are responsible for paying the tuition associated with the course. Within the schedule system (http://schedule.msu.edu/), you can click on a course's section number to see the date by which you must drop if you would like to receive a refund (not pay for the class). The professor cannot un-enroll you. For information about dropping a course, go here: http://www.reg.msu.edu/ROInfo/EnrReg/Lateadds.asp

Student Services

As a distance learner, you may find yourself with questions about your time with Michigan State University. You can always contact your course instructor, the MAFLT program director (defelic5@msu.edu), the College of Arts & Letters (http://www.cal.msu.edu/) or visit this page for additional information, including the distance learning services helpline (https://stuinfo.msu.edu/Contact.asp). I also recommend the distance learning services library page (http://www.lib.msu.edu/dls/). This page is designed to meet the research and information needs of student and faculty in off-campus or on-line courses, and faculty/staff in MSU off-campus units.

Course Deliverables

Use this document as a checklist for materials due.

Language Concepts Book Project	Visual Presentations
☐ Brainstorming Session _9/18_ ☐ Draft Submissions _10/30_ ☐ Editing Process _11/27_ ☐ Final Submission _12/9_	☐ Module 2 Visual _10/2_ ☐ Module 3 Visual _10/16_ ☐ Module 4 Visual _10/30_ ☐ Module 5 Visual _11/13_

Quizzes	Online Discussions
☐ Module 2 Quiz _10/2_ ☐ Module 3 Quiz _10/16_ ☐ Module 4 Quiz _10/30_ ☐ Module 5 Quiz _11/13_ ☐ Module 6 Quiz _11/27_	☐ 1st Discussion _9/18_ ☐ 2nd Discussion _10/2_ ☐ 3rd Discussion _10/16_ ☐ 4th Discussion _10/30_ ☐ 5th Discussion _11/13_ ☐ 6th Discussion _11/27_

Teaching Moment	Classroom Observation
☐ Teaching Moment Clip _Varies_ ☐ Discussion Post _Varies_	☐ Classroom Observation _VARIES_ ☐ Report Submission _12/9_

Tentative Semester Schedule:	
Week of/Topic/Material	Items Due Before Next Module Starts
SEPTEMBER 6TH Module 1: Language, Concepts & Teaching: **Read Akmajian & Demers Ch. 1 & Ch. 7; Salzmann, Stanlaw, & Adachi, Ch. 1 & Kumaravadivelu, Ch. 1; and See Module 1 in D2L.**	**1st Discussion** **Language Concepts Book: Brainstorming Session**
SEPTEMBER 12TH Module 1: Language, Concepts & Teaching, cont.	
SEPTEMBER 19TH Module 2: Sounds, Words & More: **Read Akmajian & Demers Ch. 2-3; Salzmann, Stanlaw, & Adachi, Ch. 3; and See Module 2 in D2L.**	**2nd Discussion** **Module 2 Visual Presentation** **Module 2 Quiz**
SEPTEMBER 26TH Module 2: Sounds, Words & More, cont.	
OCTOBER 3RD Module 3: Phrases, Sentences & Beyond:; **Read Akmajian & Demers Ch. 5; Salzmann, Stanlaw, & Adachi, Ch. 4; Kumaravadivelu, Ch. 8 and See Module 3 in D2L.**	**3rd Discussion** **Module 3 Visual Presentation** **Module 3 Quiz**
OCTOBER 10TH Module 3: Phrases, Sentences & Beyond, cont.	
OCTOBER 17TH Module 4: Monologues, Conversations & Farther: **Kumaravadivelu, Ch. 5 & 9; Salzmann, Stanlaw, & Adachi, Ch. 5 and See Module 4 in D2L.**	**4th Discussion** **Language Concepts Book: Draft Submissions** **Module 4 Visual Presentation** **Module 4 Quiz**
OCTOBER 24TH Module 4: Monologues, Conversations & Farther, cont.	
OCTOBER 31ST Module 5: Paragraphs, Passages & Even More: **Read Schoonen, et. al, Ch. 3, Kumaravadivelu, Ch. 9 and See Module 5 in D2L.**	**5th Discussion** **Module 5 Visual Presentation** **Module 5 Quiz**
NOVEMBER 7TH Module 5: Paragraphs, Passages & Even More, cont.	
NOVEMBER 14TH Module 6: Analysis, Interlanguage & Teaching: **See Module 6 in D2L and the selected readings posted there.**	**6th Discussion** **Language Concepts Book: Editing Process** **Module 6 Quiz**
NOVEMBER 21ST Module 6: Module 6: Analysis, Interlanguage & Teaching, cont.	
NOVEMBER 28TH Module 7: Language Concepts and Book Creation: **See Module 7 in D2L and the selected readings posted there.**	**Language Concepts Book: Final Submission** **Classroom Observation: Report Submission** **Teaching Moment: Discussion Post**
DECEMBER 5TH Module 7: Language Concepts and Book Creation, cont.	
DECEMBER 9TH Course Ends	**All Assignments Due**

Note: There may be some substitution or addition of readings/activities/quizzes. These will be announced in advance by the instructor. Due dates for some assignments may also change as needed to meet learning outcomes.