

*Consciousness is reflected in a word as the sun in a drop of water
~L. Vygotsky*

English 321: Linguistics for Teachers

Instructor: Jeanie M. Reynolds, PhD
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Office Hours: by appointment

Class Meeting Times:

W: 5-7:50

MHRA Computer Lab & MHRA 1215

Course Perspective:

This course is geared toward students who seek teacher licensure. The primary focus is on the role of language in the English Language Arts (ELA) classroom. We will focus on the interconnected and lifelong relationship between language use and power and use that to build pedagogic tools for working with ELA learners. We will examine issues related to language and language learning such as dialects, multilingualism, gender, language standards and conventions (correctness/error), language variations/varieties, technology and language, oral/literate traditions, direct/indirect speech acts, etc. We examine definitions of language, communication, discourse, and literacy and the political ideologies implicated in those definitions. We investigate language structures and systems, including an understanding and application of phonology, morphology, and syntax as well as a review of school grammar and how it enables and silences ELA students.

It is my belief that this course is strengthened by the diversity of thoughts, perspectives, and backgrounds that students bring with them. It is my goal that the diverse learning needs of students be met in and out of class. I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. Please let me know if I can improve the effectiveness of this course for you or other students.

I will do my best to make this an enjoyable and worthwhile course for you, but you should know from the start that teaching—or at least teaching well—is hard work. There is no short cut or magic formula that will reduce the amount of time needed to do well in this course. It's the nature of the course, I'm afraid.

I will do my best to meet your needs in this course, but **you** are ultimately responsible for what you get (or don't get) from this course. I expect that you will go beyond the parameters of what I have provided to ensure that you are working toward meeting your own educational needs.

Course Objectives:

Through the readings, assignments, and class activities in this course, you will

- A. investigate language structure and systems, including an understanding and application of phonology, morphology and syntax
- B. examine definitions of language, communication, and literacy and the political ideologies implicated in those definitions,
- C. learn about the history of the English language and its dialects,
- D. participate in electronic discussions on language and education issues discussed in class
- E. analyze language difference in specific cultural contexts and make decisions about the appropriate uses of standards and nonstandard usage with specific educational contexts,
- F. communicate your knowledge, thinking, and language-teaching plans in writing, in speaking, and in other visual and electronic forms,
- G. apply the NC Standard Course of Study for language arts and technology by developing a lesson plan, meeting several of the ISTE National Educational Technology Standards for Teachers,
- H. work to integrate the language arts curriculum (composition/communication, literature, and language/grammar) as a means to teach language/grammar.

The course will also meet the following standards of state and national associations:

INTASC: www.dpi.state.nc.us/pbl/pblintasc.htm NC Advanced Competencies: www.dpi.state.nc.us
NBPTS (Five Core Propositions): www.nbpts.org NC Professional Teaching Standards: www.ncptsc.org
ISTE: www.cnets.iste.org/teachstand.html NCTE/IRA: www.ncte.org/standards/standards.shtml

*****SAVE EVERYTHING you write in this class, including all drafts*****

What You Will Need:

1. A UNCG email account with access to Moodle (<http://moodle.aos.ecu.edu>)
2. Two texts (see below) and articles that will be available on Moodle
3. A [Daybook](#) (Mead composition notebook) and glue sticks – bring both **every** class.

Professionalism & Academic Integrity:

Teaching is a profession and as such establishes standards and expectations for its members.

As in-service and pre-service teachers, we must hold ourselves to these standards. Such expectations include respect for self and others. Here are just a few of the ways we demonstrate respect:

- Be punctual to class (See below)
- Complete all assignments and readings prior to class
- Respect others even when you disagree with them
- Be a thoughtful and reflective practitioner
- Turn all cell phones and pagers off or to a silent mode before class begins; when we are in the computer lab, I expect you to be on-task – if you choose to waste your time in class checking emails etc. do not expect me to give you participation points for the day. If this becomes a habit I will ask you to leave.
- A powerful and useful rule of thumb “Be the student you want to have in YOUR future classroom.”

Timeliness and Attendance:

This class is rooted in the idea that learning takes place in a community, so active attendance is required. I know life happens, therefore, you will be allowed ONE absence during this course, excused and/or unexcused. While every absence counts, after one absence your grade will be seriously affected; after three absences, you will fail the course (each two tardies will equal one absence). Also, these absences start the first day of class, not after the add-drop period. If you miss more than an hour of class, it will count as half an absence. If absent/late, you are responsible for acquiring work, assignments, handouts, etc. from that day. In short, be in class, be prepared, and be on time. Finally, simply taking up space in the class is NOT enough – in order to receive full participation credit, you will need to participate in a meaningful way.

Major Assignments:

Discussion Forum	25%
Mid-term Exam	25%
Unit and Teaching Demo	25%
Final Exam	25%

Evaluation & Grading:

I provide detailed handouts for complex assignments and grade according to the objectives and goals of each. I also provide rubrics to help communicate these objectives. I view grading as an individual and noncompetitive assessment of your performance and growth through the semester. I do assign credit or a grade for each assignment so that you will be able to assess your progress through this course. I encourage you to make an appointment with me to discuss specific assignments, concerns, or questions about your grade in this course.

Grades will be earned as follows: For further grade policy, see <http://www.uncg.edu/reg/Catalog/current/AcaRegs/Grading.html>

93-100 points = A

77-84 points = C

70-76 points = D

85-92 points = B

69 points or below = F

Late work and staples:

Late work will lose one letter grade for each day it is late (including weekends). I do not accept late posts. Also, and this is very important – **E-MAIL SUBMISSIONS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES**. Finally, please staple all of your work submitted as a hard-copy and PLEASE do not use plastic protective sheet covers.

Disability Services:

If you have any sort of disability that could affect your performance in the class or for which you need accommodation, please contact me and/or the Office of Disability Services at 334-5440.

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