



FORT HAYS STATE UNIVERSITY

ADVANCED EDUCATION PROGRAMS

Forward thinking. World ready.

ESOL 882 Linguistics
Fort Hays State University
College of Education
Advanced Education Programs Department

This course is offered through the ESOL program which is nationally accredited by CAEP and regionally accredited by KSDE. Fort Hays State University is accredited by the Higher Learning Commission.

1. Course Information	
Course ID and Title	ESOL 882: ESOL Linguistics
Credit Hours	3 graduate credit hours
Semester and Year	Summer 2020
Prerequisites	Admission to the Graduate School
Course Type/Location	Online

2. Instructor Information	
Name	Robert Bruce Scott, Ed.D.
Title	Assistant Professor of Special Education
Office Location	Rarick 228
Office Hours	By appointment as well as Skype or Zoom available
Email Address	rbscott2@fhsu.edu
Phone Number	785-628-5851

Contact Procedure and Policy

When you e-mail, please put "ESOL 882" into the subject line. I will respond to your e-mails within 24 hours on Monday through Friday, or 48 hours on weekends.

3. Course Materials

- 3.1. Required Textbook(s): There is no required textbook for this course. All materials and resources are freely available online.
- 3.2. Other Required Readings: All required readings in this course will be drawn from selected chapters in the following two e-books, freely available online through Forsyth Library:

Gass, S.M. & Mackey, A. (2012). *The Routledge Handbook of Second Language Acquisition*. Taylor & Francis Group. ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy.fhsu.edu/lib/fhsu/detail.action?docID=957566>

Markee, N. (2015). *The Handbook of Classroom Discourse and Interaction*. John Wiley & Sons, Inc. ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy.fhsu.edu/lib/fhsu/detail.action?docID=1895478>

3.3. Supplementary Book(s) and Article(s): Recommended free online readings and videos are listed as SUPPLEMENTARY RESOURCES in each learning module on Blackboard.

3.4. Technology Requirement:

All students enrolled at Fort Hays State University are expected to have a computer* for use in a variety of university learning experiences. **On-campus students are expected to have a laptop to ensure mobility.*

TigerTech only provides assistance with accessing and using FHSU hosted systems and University-owned equipment. FHSU does not sell computers and does not provide computer repair for student devices.

- **Hardware:** To meet basic security, networking, and upgrade requirements, your computer should be running Windows 7 (or newer) or Mac OS X (or newer). Ideally, your computer's warranty should be supported by the manufacturer throughout your college career. Chromebooks and iPads are not recommended for use as your primary device due to limited functionality. Ask your instructor or academic department to learn about any specific technology requirements that may apply for each course in which you are enrolled.
- **Software:** Enrolled students at FHSU can take advantage of a variety of options to get FREE and/or discounted software for use on personal devices at www.fhsu.edu/tigertech/software/.

If you have any technical issues, contact FHSU TigerTech 785-628-3478, notify to the instructor.

4. Course Description

This course is intended to prepare teachers desiring ESOL endorsement with a background in linguistics that will allow them to understand the structure and function of language. It will provide the theoretical underpinnings that will allow teachers to better plan curriculum for their students. Using the information, they will be able to determine which elements of English may be most problematic for their students. They will learn ways in which languages may differ and what the universal characteristics of language are.

This course is designed to support the following mission statements.

Fort Hays State University Mission Statement

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

College of Education Mission Statement

Education professionals prepared in the College of Education at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.

Advanced Education Program Department Mission Statement

The mission of the Advanced Education Department is to prepare 21st century global leaders who serve in educational and community settings. Degree programs focus on the interaction among innovative technologies, relevant content, diversity and best practices.

5. Course Expectations and Learning Outcomes

Course Learning Outcomes	KSDE ESOL Endorsement Standards (see link below)	TESOL Standards for ESOL (see link below)	Shared COE Values/Beliefs (see link below)	InTASC Core Teaching Standards (see link below)
1. Describe how an understanding of English academic language functions, content-specific language and discourse structures can be used to promote the academic achievement of English learners in more than one content area.	Standard 1: Language as a System	Standard 1d	TPACK 4	InTASC #4: Content Knowledge
2. Analyze and explain an English-language communication event by identifying key aspects of the event in the context of a systematic understanding of linguistics as well as the language skills required for participation in such an event.		Standard 1a		
3. Develop an instructional plan including three strategies based on second-language acquisition theory and developmental language processes to set goals and support English learners.	Standard 2: Language Acquisition and Development	Standard 1b	TPACK 4 PCK 3	InTASC #1: Learner Development
4. Write a lesson plan and a rationale explaining how the plan supports development of proficiency and literacy in a content area.		Standard 1c	TPACK 4 PCK 3	InTASC #5: Application of Content
5. Design a set of five guidelines for ensuring student-centered conversational interaction to support continuous development of English language skills needed for success on academic tasks.	Standard 2: Language Acquisition and Development	Standard 3b	TPACK 4 PCK 3	InTASC #1: Learner Development InTASC #5: Application of Content
6. Describe at least three factors impacting the dynamics of English language acquisition and the schooling experiences of immigrant newcomers in Kansas communities.	Standard 3: Role of Culture in Student Learning	Standard 2a	TPACK 4 PCK 2, 3	InTASC #2: Learning Differences
7. Describe the factors that influence cross-cultural understanding among all members of a school community, including how cultural dynamics impact classroom practice and learning.		Standard 2b	TPACK 4 PCK 2, 3	InTASC #3: Learning Environments

[KSDE ESOL Endorsement Standards](#)

[TESOL Standards for ESOL](#)

[Shared FHSU College of Education Values and Beliefs](#)

[InTASC Model Core Teaching Standards from the Council of Chief State School Officers](#)

Definition of Dispositions

Professional attitudes, values, and beliefs are demonstrated through verbal and non-verbal behaviors as candidates interact with faculty and colleagues in the program. These behaviors support learning and development. A dispositional *assessment* is a measure of non-academic dispositions that serve as indicators of candidate success in their educational program and beyond to their career pathway. A dispositional assessment is completed by the candidate and by a course faculty/instructor and/or advisor at a minimum of two times in the candidate's educational process: early in the program, later in the program - as determined by individual programs.

Dispositional Indicators

The Fort Hays State University Advanced Education Programs Department is committed to preparing advanced candidates to possess the dispositions - attitudes, values and beliefs - of professionals in their chosen field, which include:

- The candidate communicates clearly, effectively, and positively.
 - Verbal and non-verbal communication skills convey respect, confidence, and enthusiasm.
 - Written communication is respectful, clear, and reflects the appropriate level of formality for the situation.
 - Responses (verbal/written, to faculty/colleagues) convey attentiveness, thought, and respect.
 - Requests/queries (verbal/written, to faculty/colleagues) convey self-reflection, advocacy, and respect.
- The candidate works well with others.
 - Collaborative relationships are successfully navigated.
 - Collaborative relationships are purposefully developed to solve problems of practice.
- The candidate demonstrates a commitment to personal learning and professional growth.
 - Learning is viewed as a lifelong endeavor.
 - Professionalism is fundamental to lifelong success.

Definition of Diversity

Diversity is a term that refers to an inclusive community with varied characteristics, ideas, perspectives, and worldviews, and whose interactions both benefit and challenge each other to grow in an ever changing global society. Addressing diversity involves understanding individual differences, raising awareness of bias, and guiding and engaging in practices that foster mutual respect and acceptance of all groups.

Characteristics of diversity include (but are not limited to) age, cognitive style, culture, disability (intellectual, emotional, behavioral, learning, physical), economic background, education, ethnicity, gender identity, migrant status, geographic background, language(s), marital/partnered status, physical appearance, political affiliation, race, religious belief, sexual orientation, or veteran status.

Diversity Indicators

The FHSU College of Education is committed to valuing diversity and continuously monitoring, reflecting and improving all policy, programs, procedures and relationships that further such values. The commitment of the FHSU College of Education to diversity specifically includes:

- Fostering a culture of respect, sensitivity and interdependence among all stakeholders (students/candidates, administrators, faculty, staff, partnerships, and communities) connected to the College of Education.
- Recruiting and supporting students/candidates with a diverse set of characteristics.
- Recruiting and supporting faculty with a diverse set of backgrounds and experiences.
- Providing quality learning experiences in all our programs that result in deep understanding, sensitivity and professional practices that address diverse learners.
- Providing clinical and field experiences for our students/candidates in diverse settings that provide the opportunities to expand professional knowledge and skills that benefit all students/candidates and communities.
- Monitoring disaggregated evidence of academic quality and student progress, providing support for students/candidates who need it.
- Enabling a quality assurance system that continually reviews and improves policies and procedures to achieve our commitment to diverse learners.
- Applying principles of Universal Design for Learning by 1) presenting instruction in multiple formats; 2) continually developing new ways to engage the interests of our teacher candidates; and 3) providing a variety of forms of assessment for our students/candidates to express what they know and understand.

6. Course Structure

This is a fully online course, offered through Blackboard. Participation in this course requires access and use of your FHSU email account. Communication and announcements from the instructor will come directly to your FHSU email account. In this course, there are four learning modules with related assessment activities including blog reflections, discussion boards, and quizzes.

7. Course Schedule

This schedule is tentative and may change during the semester, depending on how the course evolves and needs of students. You will be notified of changes to the schedule in Course Announcements on our Blackboard site. Times noted below in the schedule are for central time zone (Kansas time).

Module/Dates	Activities / Assessments	Due Date
Module 1: Language as a System: Part 1 06/01 to 06/07	<p>Readings: <u>Gass, S.M., & Mackey, A. (2012) Chapter 18 / Development of Second Language Reading Skills: Cross-Linguistic Perspectives (Koda, K., pp. 303-318)</u> <u>Markee, N. (2015) Chapter 22 / L2 Classroom Interaction as a Complex Adaptive System (Seedhouse, P., pp. 373-388)</u></p> <p>Discussion Board #1: Academic language functions, learning domains, content-specific language and discourse structures</p>	June 10th
Module 2: Language as a System: Part 2	<p>Readings:</p>	June 17th

Module/Dates	Activities / Assessments	Due Date
06/08 to 06/14	<p><u>Gass, S.M., & Mackey, A. (2012) Chapter 7 / Linguistic Approaches to Second Language Morphosyntax (Lardiere, D., pp. 106-126)</u> <u>Gass, S.M., & Mackey, A. (2012) Chapter 8 / L2 Semantics (Slabakova, R., pp. 127-146)</u></p> <p>Blog Reflection #1: Promoting acquisition of reading, writing, speaking, and listening skills Cumulative Quiz #1: Covers modules 1 & 2</p>	
<p>Module 3: Language Acquisition and Development: Part 1 06/15 to 06/25</p>	<p>Readings: <u>Gass, S.M., & Mackey, A. (2012) Chapter 1 / Interactionist Approach (Mackey, A., Abbuhl, R., & Gass, S.M., pp. 7-23)</u> <u>Gass, S.M., & Mackey, A. (2012) Chapter 15 / Attention and Awareness in Second Language Acquisition (Robinson, P., Mackey, A., Gass, S.M., & Schmidt, R., pp. 247-267)</u> <u>Gass, S.M., & Mackey, A. (2012) Chapter 16 / Input Processing (VanPatten, B., pp. 268-281)</u> <u>Gass, S.M., & Mackey, A. (2012) Chapter 26 / Working Memory and SLA (Williams, J.N., pp. 427-441)</u></p> <p>Blog Reflection #2: Second language acquisition theory and developmental language processes Discussion Board #2: Posting your instructional plan with three strategies</p>	June 26 th
JULY FOURTH HOLIDAY		
<p>Module 4: Language Acquisition and Development: Part 2 06/26 to 07/02</p>	<p>Readings: <u>Gass, S.M., & Mackey, A. (2012) Chapter 4 / Sociocultural Theory: A Dialectical Approach to L2 Research (Lantolf, J.P., pp. 57-72)</u> <u>Markee, N. (2015) Chapter 11 / Comprehensible Input and Output in Classroom Interaction (Gass, S.M., pp. 181-197)</u></p> <p>Discussion Board #3: Post your lesson plan and rationale explaining how the plan supports development of proficiency and literacy</p>	July 3rd
<p>Module 5: Language Acquisition and Development: Part 3 07/03 to 07/10</p>	<p>Readings: <u>Markee, N. (2015) Chapter 8 / The Role of Talk in Group-based Activity in Classrooms (Bloome, D., pp. 128-141)</u> and...</p>	July 11th

Module/Dates	Activities / Assessments	Due Date
	<p><u>Markee, N. (2015) Chapter 15 / Classroom Discourse and Interaction in the Zone of Proximal Development (Mahn, H., pp. 250-264)</u></p> <p>Blog Reflection #3: Your guidelines for ensuring student-centered conversational interaction to support language skills for success on academic tasks</p>	
<p>Module 6: Role of Culture in Student Learning: Part 1 07/11 to 07/17</p>	<p>Readings: <u>Gass, S.M., & Mackey, A. (2012) Chapter 5 / Complexity Theory (Larsen-Freeman, D., pp. 73-88)</u> <u>Markee, N. (2015) Chapter 6 / Discourse and Learning in Contexts of Educational Interaction (Frederiksen, C.H., & Donin, J., pp. 96-114)</u></p> <p>Discussion Board #4: Factors impacting the dynamics of English language learning and the schooling experiences of immigrant newcomers</p>	<p>July 18th</p>
<p>Module 7: Role of Culture in Student Learning: Part 2 07/18 to 07/24</p>	<p>Readings: <u>Markee, N. (2015) Chapter 3 / Understanding Classroom Discourse and Interaction: Qualitative Perspectives (Skukauskaite, A., Rangel, J., Garcia Rodriguez, L., & Krohn Ramon, D., pp. 44-59)</u> <u>Markee, N. (2015) Chapter 21 / A Language Socialization Perspective on Identity Work of ESL Youth in a Superdiverse High School Classroom (Talmy, S., pp. 353-369)</u></p> <p>Blog Reflection #4: Factors influencing cross-cultural understanding among all members of a school community, including how cultural dynamics impact classroom practice and learning</p>	<p>July 24th</p>
<p>JULY 24 IS END OF TERM</p>	<p>NO FINAL EXAM IF FULL EFFORT ON ALL ASSIGNMENTS</p>	

8. Assignments/Assessments and Course Grading

Grades are based on points/grades received for assignments/assessments in the course. Final grades will be determined as follows:

Assignment	Points	Number	Total Points
Blog Reflections	100	4	400
Discussion Boards	150	4	600
Cumulative Quiz #1	20	1	20
Final Exam	NO FINAL EXAM AS LONG AS HONEST EFFORT IS GIVEN		
Total Points Possible			1,020

Final grades for this course are calculated based on the scale assigned by the Advanced Education Programs Department as presented below:

Final Grade	Points Earned	Percentage	Description
A	948 – 1,020	93% - 100%	Exemplary
B	867 – 947	85% - 92%	Acceptable
C	775 – 866	76% - 84%	Developing
D	663 - 774	65% - 75%	Minimal, Not Passing
U	0 - 662	64% and below	Unacceptable

Late Assignment Policy:

Every assignment's due date is to be understood as meaning 11:59 p.m. on that date. A change to a due date may be requested in advance, but only with approval at the discretion of the instructor.

Course Assignments/Assessments

Blog Reflections: A blog reflection is an opportunity for you to think more deeply about concepts, issues, or experiences in this course. You are asked to write at least 300 words, following a basic three-part format: 1) a description of the issue, concept, or experience; 2) an analysis of what you have learned, including which aspects were most relevant for you and which were not; and 3) ways of applying what you have learned and/or plans for expanding your knowledge regarding aspects that matter most to you. Exemplary reflections use ideas and evidence from our course readings to support your statements.

Discussion Boards: These are opportunities to connect with and learn through exchanges of ideas with your classmates. You are asked to post an initial comment (75-150 words) and respond to at least three of your classmates' initial comments with a reply of 50-100 words to each. In several discussion boards, you are asked to post a document or a short video describing an event or activity. At regular intervals throughout the semester, the discussion board becomes a meeting place to touch base with classmates. Exemplary discussion board participation entails writing thoughtful comments that demonstrate what you have learned in studying the assigned readings. Also, exemplary scores on the discussion activity entail responding to your classmates with detailed, thoughtful, and collegial replies acknowledging their ideas and insights.

Cumulative Quiz: In the second module there is a cumulative quiz, covering modules 1-2. This quiz will be multiple choice and questions are drawn from the assigned readings. You are permitted to retake the quiz until you obtain the score you desire.

Final Exam: There will be no final exam as long as there is continuous sincere effort by the members of the class on the activities leading up to the final week of the semester.

9. Student Help Resources

Students have access to academic services, technical support and student services at Fort Hays State University. You can find the resources online at [Blackboard: Student Tutorials - Fort Hays State University](#).

For more information you can contact [Tiger Tech](#) at 785-628-3478.

Sometimes as a graduate student, especially when you are working and studying at the same time, deadlines and obligations can feel overwhelming. There are services that FHSU provides via the Kelly Center, which can offer advice and connect online students to assistance. Weekdays the Kelly Center is at 785-628-4401. On weekends and outside of business hours, there is a number 785-259-6077 for the Kelly Center's on-call counselor. Visit [FHSU Kelly Center frequently asked questions](#) page for more information.

Here in Kansas, there is also a state-wide on-demand emotional health service and online therapy provider called [Seven Cups](#). They have what is basically a free listening service, where you connect immediately via chat with a listener trained by 7 Cups in advanced skills for compassionate communication, a course designed by their CEO and founder, Glen Moriarty. Their web site says: "All our listeners offer their kind ear for free since they understand what it is like to feel alone in distress." You can [join and become a member](#) on their website.

In addition, if you find yourself going through an illness, it is important, above all, to take care of your health. Please contact the Office of Student Affairs at Fort Hays 785-628-4277 or e-mail jlinn@fhsu.edu if you are facing health challenges that are affecting your studies. Student Affairs will help you by contacting all your professors to explain the situation.

10. Course Policies

The coordinator of the ESOL program is Dr. Brooke Moore, who is also the chair of the Department of Advanced Education Programs. Her contact information is 785-628-5568 and brooke.moore@fhsu.edu. [Information about the ESOL program](#) is available online. A great source of information about ESOL teaching is the English Learners Monthly Update at <https://www.smores.com/hejfm>, which is edited by Nicole Primm, the EL Education Program Consultant, for KSDE. Her contact information is (785) 296-5060 or nprimm@ksde.org. Her department also runs a monthly webinar and a listserv that can help you to stay up to date with Kansas policies for ESOL teaching.

11. University Policies

- 11.1. [Academic Honesty](#)
- 11.2. [Attendance](#)
- 11.3. [Withdrawal](#)
- 11.4. [Student Accessibility Services](#)
- 11.5. [Kelly Center Support Services](#)
- 11.6. [Title IX Policy](#)
- 11.7. [Career Services](#)
- 11.8. [Technology Services](#)
- 11.9. [Smarthinking](#)

12. Program, Department, and College Policies

Social Media Policies/Guidelines

1. Know copyright laws: Cite your work, either using correct APA formatting or including a URL link for media (e.g., photos, video). If you have questions about copyright laws, contact the Forsyth Library at FHSU (<https://www.fhsu.edu/library/>).
2. Be accurate: Always provide clear and consistent information based on research and fact.
3. Be respectful: It is acceptable to disagree, but be polite and constructive. Do not include defamatory or harmful information about any individual. Any such content will not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.
4. Be transparent: Note that any opinions expressed are your own, and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.
5. Safeguard others' privacy: When telling stories about real students and classroom, school, and district challenges, use pseudonyms and indicate that you are doing so. This will ensure that you are complying with state and federal privacy laws.