





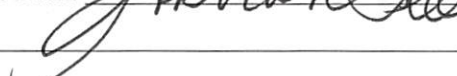
FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE	COLLEGE: DFS COLLEGE OF ARTS AND LETTERS
COURSE PREFIX AND NUMBER: TSL 6252	CURRENT COURSE TITLE: APPLIED LINGUISTICS AND TESOL
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	<input checked="" type="checkbox"/> TERMINATE COURSE (LIST FINAL ACTIVE TERM): SPRING 2015
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³ N/A

Faculty contact, email and complete phone number: Dr. Geraldine Blattner – gblattne@fau.edu

Approved by: Department Chair: <u></u> College Curriculum Chair: <u></u> College Dean: <u></u> UGPC Chair: <u></u> Graduate College Dean: <u></u> UFS President: _____ Provost: _____	Date: <u>10/23/14</u> <u>10/24/14</u> <u>10/24/14</u> <u>11/5/14</u> / <u>11/12/14</u> <u>11/15/14</u>	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.



THE DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS

Department of Languages, Linguistics, and Comparative Literature

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Boca Raton, FL 33431

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www.language.fau.edu

February 11th, 2014

To Whom It May Concern:

I am requesting to terminate the following course: TSL 6252 (Applied Linguistics and TESOL). TSL 6252 is a required course for the LLCL department ESL certificate and is also an elective for our Linguistics Masters. An undergraduate version of this course (TSL 4251) exists and is offered every semester alternatively by the college of Education and the LLCL department. The LLCL department cannot offer a separate graduate course due to our limited staff and cannot continue delivering this course on a regular basis. The graduate students who wish to complete the ESL certificate can take the undergraduate version of the course TSL 4251. This course will continue to be offered every spring by the LLCL department and in the fall by the college of Education (online version).

Sincerely,

A handwritten signature in black ink, appearing to read 'Geraldine Blattner', with a long horizontal flourish extending to the right.

Geraldine Blattner, Ph.D.
Associate Professor of French and Linguistics
Department of Languages, Linguistics, and Comparative Literature
777 Glades Road
Boca Raton, FL 33431-0991
Tel: 561-297-2679
Email: gblattne@fau.edu



Department of Languages, Linguistics and Comparative Literature

**Applied Linguistics and TESOL
TSL 6252 (CRN 27247)
Spring 2014
Mondays & Wednesdays 9:30:00 – 10:50 am
SO 300**

Instructor: Geraldine Blattner
Office: CU 278
Phone: 561-2972679
Office Hours: M & W: 11:00-12:30 am

E-mail: gblattne@fau.edu

Course Description:

Applying linguistics, psycholinguistics, and sociolinguistics to teaching English as a second language with emphasis on pronunciation, intonation, structural analysis, morphophonemics and decoding from print to sound.

This 3 credits course offers a thorough understanding of the principles and practice of Teaching English to Speakers of Other Languages (TESOL) and of Applied Linguistics at a level appropriate to graduate students.

Specific Course Objectives:

TSL 6252 provides an advanced training and professional qualification for people presently engaged in the teaching of English as a foreign or second language.

This course is designed to first provide a broadly-based introduction to applied linguistics, with special emphasis on their interdisciplinary nature, and on the use of language in context. Particular attention is paid to language in its social and cultural context, the relevance of this to teaching English as a second language. Secondly, this course is designed to prepare teachers of English as a second language (ESL), focusing on the latest research findings in the field.

Learning Objectives

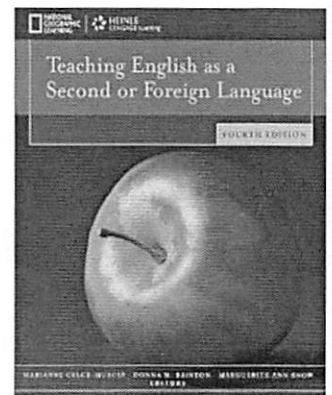
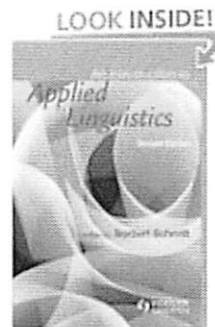
After successfully completing this course you should be able to:

- 1 understand the role of the various disciplines within Applied Linguistics
- 2 compare and contrast the writings on similar topics within Applied Linguistics
- 3 explain various facets and theories of Applied Linguistics
- 4 recognize the dynamic field of Applied Linguistics as an evolving discipline

On completion, you should possess the knowledge and practical classroom skills to be a confident, critically reflective and enterprising teacher.

Course Reading:

1. Celce Murcia, M., & Brinton, D.M., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle Cengage Learning.
2. Schmitt, N. (2010). *An Introduction to Applied Linguistics*. Hodder Education.
3. All other readings will be available electronically on Blackboard.



Course requirements:

The **grading scale** will be A 93-100, A- 90-92.9, B+ 87-89.9, B 83-86.9, B- 80-82.9 C+ 77-79.9, C 73-76.9, C- 70-72.9, D+ 67-69.9, D 63-66.9, D- 60-62.9, F 0-59.9

Homework assignments (20%)

Over the course of the semester you will complete 10 assignments based on different chapters of your textbook. You must print these assignments from your Blackboard course site and turn them in the day they are due. **I will NOT accept any late or emailed assignments.**

- **10 HW assignments from your textbook (posted on Blackboard)**

Abstract and Response short papers (40%)

Over the course of the semester, you will have to write 4 'abstract and response papers' on the research articles that are listed on this syllabus/Blackboard. These short papers (about 3-4 pages double spaced) should consist of an introduction and a succinct summary of the study followed



by a *critical* analysis in which you should make connections with elements that were covered and discussed in class (if appropriate). Explain whether you think the study was interesting (or not), whether it could be replicated in different settings, with various participants, whether the tests, tools, design were well selected etc... (These are just suggestions!). Your summary should be **SHORTER** than the critical analysis section! **I will NOT accept any late or emailed assignments.**

Oral presentation (10%)

You must select one chapter of the textbook: “an introduction to applied linguistics” by Schmitt, that you will present to the rest of the class in a ppt presentation. This presentation should be 25-30 minutes and will present a subfield of applied linguistics. Make sure you start by briefly summarizing the topic of the study before getting into more details. After summarizing the chapter you selected, I’m expecting you to give a sample of research done in this particular field that interest you. I’m also expecting you to make some critical comments similar to the ones in your A&R papers.

Exams (20%)

There will be 2 exams during the semester. There will both have T/F questions, short answers/definition type questions, essay questions and exercises corresponding to the various chapters covered in class. I will describe the exams in class the week before taking them.

Attendance and participation (10%)

You are expected to come prepared to class. In other words you should have read the chapters and articles assigned for each class meeting and be able to answer questions, participate in discussion and group activities.

Attendance policy:

You are expected to come to class prepared, having read the required material and having completed the assignments for the day. Participation on an individual level as well as at a group level is normal for this class. **Two unexcused absences will be permitted for this class; 5% will be taken off the final grade for each subsequent unexcused absence.** This absence is to cover illness, weddings, funerals, job interviews, etc. Regardless of the reason for your absence, if you cannot attend class, remember that you will be responsible for contacting other classmates to obtain any missed information. No late work will be accepted, and no make-up exams will be given without a documented excuse presented within 48 hours of an absence.

IMPORTANT:

You are expected to complete all course work within the semester. If extenuating circumstances require you to take an incomplete, you must request permission to do so from me at least 2 weeks before the end of the semester.

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To make up the incomplete, you must turn in your work at least *4 weeks before* the end of the semester in which you wish to receive a grade. If the work is not made up after 1 year, your incomplete becomes permanent.

STATEMENT OF ACADEMIC INTEGRITY: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

Students will be held responsible for any infraction and will be penalized as described in the FAU catalog.

Disruptive behavior, as defined in the Student Handbook, will not be tolerated. Furthermore, if after admonition by the teacher orally and in writing, disruptive behavior will be grounds for removal from the class if necessary. *“Disruptive conduct: any other action that impairs, interferes with or obstructs the mission, purposes, order, academic atmosphere, operations, processes and/or functions of Florida Atlantic University including conduct set forth in rule 6C5-7.07 F.A. C.”*

ACCOMMODATION FOR DISABILITIES

Registered OSD students who need special accommodations **must** inform the instructor as soon as the semester begins. The student must request a Testing Accommodation Form from the OSD office in order to take the tests with accommodation in that office. In order to accommodate this request, the instructor must receive the form one week prior to test date to make the necessary arrangements.

According to the OSD office *“Faculty members have the right to be informed about a student’s need for accommodations in a timely manner. The faculty member has the responsibility to respond to a student’s request for an accommodation due to a disability. When a request for an accommodation is received, the faculty member should require verification of the disability by referring the student to the OSD to obtain a Letter of Notification. The accommodation may be handled by the faculty member or through the OSD as detailed on <http://www.fau.edu/Documentation.htm>. In any case, the accommodation must not compromise course content or the requirement for satisfactory course completion.”*

The OSD office is in the SU 133, 561-297-3880.

Students may petition for a **course substitution** if they have a documented disability that prohibits them from fulfilling the requirements of the course with accommodations (inability to attend class, severe test anxiety, or an inability to memorize examples). For a list of courses, please contact the Office for Students with Disabilities or the Department of Languages, Linguistics, and Comparative Literature departmental secretary in CU 232E.

Tentative Schedule:



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WEEKS & dates	READINGS	HOMEWORKS due dates
Week 1 (6 th - 10 th January)	Syllabus	
Week 1 (6 th - 10 th January)	Introduction (syllabus) What is applied linguistics Schmitt ch. 1	
Week 1 (6 th - 10 th January)	Schmitt ch. 2 & 3 (pp. 18-52)	
Week 2 (13 th -17 th January)	Celce-Murica ch. 1 (pp. 2-14)	HW #1
Week 2 (13 th -17 th January)	Celce-Murica ch. 2 & 3 (pp. 15-45)	
Week 3 (20 th -24 th January)	MLK Day - OFF	
Week 3 (20 th -24 th January)	Celce-Murcia ch. 3	
Week 4 (27 th -31 st January)	Chapters 4&5 (pp. 46-70)	HW #2
Week 4 (27 th -31 st January)	Chapter 5	
Week 5 (3 th -7 th February)	Presentation 1(discourse analysis) Chapter 6- listening (pp.72-89)	
Week 5 (3 th -7 th February)	Presentation 2 (pragmatics) Chapter 7 (pp. 90-105)	
Week 6 (10 th -14 th February)	Chapters 8 & 9- speaking (pp.106-135)	HW #3
Week 6 (10 th -14 th February)	Presentation 3(corpus linguistics) Chapter 10 (pp. 136-153)	
Week 7 (17 th -21 st February)	Chapters 11& 12- reading (pp. 154-188)	Abstract and Response #1
Week 7 (17 th -21 st February)	Presentation 4 (SLA) Chapter 13 (pp. 189-207)	
Week 8 (24 th -28 th February)	Chapters 14, 15 & 16 – writing (pp.208-255)	
Week 8 (24 th -28 th February)	Presentation 5 (psycholinguistics)	HW #4
Week 9 (3 rd -7 th March)	SPRING BREAK – NO CLASS	
Week 10 (10 th -14 th March)	Chapters 17grammar (pp.256-270)	
Week 10 (10 th -14 th March)	Presentation 6 (sociolinguistics)	
Week 11 (17 th -21 st March)	Chapters 21 – assessing language skills (pp. 320-339)	HW # 5
Week 11 (17 th -21 st March)	Exam 1 (Celce-Murcia:ch. 1-21 + Schmitt: ch. 1-9)	Abstract and Response #2
Week 12 (24 th -28 th March)	Chapters 22 (pp.340-361)	
Week 12 (24 th -28 th March)	Chapter 23 (pp.362-379)	HW # 6
Week 13 (31 st -4 th April)	Chapter 24 (pp.380-393)	
Week 13 (31 st -4 th April)	Chapter 25 (pp.394-408)	
Week 14 (7 th -11 th April)	Chapter 26 (409-423)	HW#7



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Week 14 (7 th -11 th April)	Chapters 33 (pp.518-531)	Abstract and Response #3
Week 15 (14 th -18 th April)	Chapters 34 (pp.532-549)	HW #8
Week 15 (14 th -18 th April)	Chapters 36 (pp. 568-585)	HW #9
Week 16 (21 st - 25 th April)	Chapter 37 & 38 (pp.586- 612)	
Week 16 (21 st - 3rd April)	Chapter 40 (pp.630-645)	HW #10
Week 17 - FINALS	Exam 2	Abstract and Response #4

