

**LTIC 545 - Applied Linguistics for Teachers in Multilingual Classroom  
Summer, 2009**

Professor: N. Yakubu Ubangiji, Ph.D., J.D.

Phone: (773) 995-2539, Office Hours: MTWR: 12:30 p.m. to 1:00 p.m.

Meeting Time: MTWR: 9:00 a.m. to 12:30 p.m.; June 15, 2009 to July 2, 2009

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LTCY Department's Website: [www.cedu.niu.edu/ltcy](http://www.cedu.niu.edu/ltcy)

COURSE DESCRIPTION

This course is an introduction to the study of language. It introduces students to basic theories and assumptions of general and applied linguistics, which explore the nature and complexity of human language. Topics to be examined include phonology, morphology, syntax, semantics, sociolinguistics, psycholinguistics, and the interconnectedness between linguistics and teaching/learning. Finally, the course will specifically address principles of first and second language acquisition, along with their relevant implications for an effective instruction in multicultural and multilingual classrooms.

COURSE OBJECTIVES

The course will enable students to:

- Understand questions about principles, theories, and research procedures in the study of linguistics as applied to multicultural, multilingual classrooms.
- Understand the contextual and social relevance of language, language identity, and the roles of language and bilingualism in children's cultural identities.
- Understand the place of language(s) in the culture of the classroom, the interplay between home and school cultures, and the role of teachers in supporting the language development of all students, including limited English proficient students.

REQUIRED TEXT

Fromkin, V., Rodman, R., & Hyams, N. (2007). An introduction to language. 8<sup>th</sup> Edition. Boston: Thomson/Wadsworth.

OPTIONAL TEXT

Cook, V. (1996). Second language learning and language teaching. 2<sup>nd</sup> Edition. New York: Arnold.

EVALUATION

Homework/Exercises-----	15%
Class Report/Presentation-----	15%
Final Paper-----	20%
Final Exam-----	30%
Participation-----	10%
Language Topic Paper (2-5 pages) -----	10%

Note:

1. Specific handouts on topic papers/research papers will be distributed.
2. Presentation chapters will be selected from V. Cook’s Second Language Learning and language teaching.
3. Final Paper: ~7 pages/APA style
4. No late assignments/papers accepted
5. Attendance and Punctuality are required

GRADING

A - Outstanding: A represents a professional judgment that the performance of the student was truly superior. (90-100 points)

B - Fully satisfactory: B represents a professional judgment that the performance of a student thoroughly satisfied the criteria established for awarding graduate credit. It will usually be the most frequent grade awarded in a graduate level course. (80-89 points)

C - Average: C represents a professional judgment that the performance of a student minimally satisfied the criteria for awarding graduate credit. (70-79 points)

D & F - Unsatisfactory: D and F represent professional judgments that the performance of a student was insufficient to satisfy the criteria for awarding graduate credit. (D: 60-69 points; F: below 60%)

#### College of Education Grading Policy

Assessing the quality of students' academic performances and awarding grades in accordance with established policies are major responsibilities of faculty members. Concomitantly, to maintain high standards in academic programs and the integrity of degrees conferred by the university, faculty must be able to render evaluative judgments free from external pressures.

Accordingly, the faculty of the College of Education acknowledges its responsibility to evaluate students on the basis of standards articulated and clarified at the beginning of each course. Further, they affirm their commitment to high ethical and professional standards in assessing students' progress toward achievement of stated course objectives.

Grades assigned in a course are intended to reflect academic performance and achievement relative to defined levels of expectation. They provide a basis for comparison with performance of other students enrolled in that course over a period of time. During the first sessions of class, faculty members are expected to set forth the performance requirements and the level of achievement to be associated with each of the possible letter grades. The following grade interpretations are provided as a statement of faculty policy.

#### Statement on Instructional Accommodations

Your success as a student is of utmost important to me. If you have a disability or any other special circumstances that may have some impact on your work in this class, and for which you may require exam and/or other types of accommodations, please contact me early in the semester so that appropriate accommodations can be made in a timely manner. Please feel free to contact me by phone or e-mail to schedule an appointment. The NIU Center for Accessibility Resources (CAAR), located on the 4<sup>th</sup> floor of the University health Services (815-753-1303), is the designated office on campus to provide services and accommodations of your disability to this office. Self-identification of a disability is not a case for reconsideration of a grade.

This course ascribes to a conceptual framework for all courses offered by the College of Education and other programs at NIU that prepare professional educators. During the semester, you should be aware of what we do in this course that may reflect components of the following statement:

#### NIU Conceptual Framework:

The NIU community of learners builds on knowledge, practice, and reflection to produce exemplary educators. The community encompasses scholars, education professionals, and pre-service teachers in an interaction that develops the strengths that embody excellence in education. these strengths include creative and critical thinking, scholarship, and caring. Application of these strengths emerges through the collaborative efforts of a diverse community which supports lifelong learning.

#### Academic Integrity and Professionalism

Academic integrity is expected of all students. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work or another during an examination or turn in a paper or assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from

books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the "Faculty Guide to Academic Misconduct" issued by the University Judicial Office. All students are to demonstrate the professionalism associated with and expected of NIU teacher educators. Such dispositions may be defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Failure to demonstrate such positive dispositions may lead to a Professional Progress meeting.

### **Off-Campus Library Resources**

The NIU Library is now requiring usage of a OneCard to check out materials from the NIU Libraries, as well as from other consortium libraries. Off-campus students can request a non-photo ID OneCard by using an online request from which can be found on the NIU Library website: <http://www.ulib.niu.edu/faqs/onecardrequest.cfm> The cards can be delivered to one of the NIU Outreach Centers and students may pick them up from the center librarians.

Off-campus students can still access library databases using their NIU Z ID and the password associated with their ID. Since many people were initially having difficulty navigating the downloading and installing of the VPN client, the Library created an alternative access point. Now when students go to the Library site and have not gone through the VPN authentication process, they can click on either of two links found on the site:

SELECT THIS OPTION TO SEARCH FOR BOOKS AND MORE...

<http://www.ulib.niu.edu:2048/login?url=http://www.ulib.niu.edu/information/books.cfm>

SELECT THIS OPTION TO SEARCH FOR ARTICLES AND MORE...

<http://www.ulib.niu.edu:2048/login?url=http://www.ulib.niu.edu/information/subjectdb.cfm>

(Tentative) CALENDAR - LTIC 545 - Summer 2009 MTWR, June 15 - July 2		
DATE	TOPIC	READINGS
Session 1 6/15	Introduction to LTIC 545 What is Language? <b>ASSIGN.#1: DUE 6/17</b>	Fromkin: Ch 1 Houdouts
Session 2 6/16	What is Language? (cont.) Video: "The History of English" Pt. 1 <b>ASSGN.#2: DUE 6/22</b>	Fromkin: Ch 1, (cont.)
Session 3 6/17	Morphology: The Words of Language In-class exercises/assignments <b>ASSGN.#3: DUE 6/18</b>	Fromkin: Ch 3,
Session 4 6/18	Morphology (cont.) Syntax: The Sentence Patterns of Language In-class group projects/exercises	Fromkin: Ch 3 (cont.) Fromkin: Ch 4
Session 5 6/22	Syntax (cont.) <b>ASSGN.#4: DUE 6/24</b> In-class exercises	Fromkin: Ch 4 (cont.)
Session 6 6/23	Semantics: The Meaning of Language Discussion of chapter presentations	Fromkin: Ch 5 Handouts for additional readings
Session 7 6/24	Semantics (cont.) Sociolinguistics: Language in Society Begin Chapter Presentations <b>ASSIGN.#5 - (due last day of class)</b>	Fromkin: Ch 5 (cont.), 10
Session 8 6/25	Sociolinguistics (cont) Video: "Do You Speak American?" Presentations <b>ASSIGN.#6 - DUE 6/29</b>	Fromkin: Ch 10 (cont.)
Session 9 6/29	Psycholinguistics: Language Acquisition Presentations	Fromkin: Ch 8
Session 10 6/30	Second Language Acquisition Presentations	Fromkin: Ch 8 (cont.) Handouts
Session 11 7/1	Second Language Learning/Teaching Methods Presentations	Fromkin: Ch 8 (cont.)
Session 12 7/2	Final Business Final Exam	

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