

**UNIVERSITY OF GUAM
UNIBETSEDĀT GUĀHAN
CLASS – Division of English & Applied Linguistics**

Fanuchanan/Fall 2024 Semester

**LN400/500 Applied Linguistics Syllabus
MW 2:00-3:20 – EC206
Hybrid**

Dr. Clarisa Quan
Office: EC213-F; Tel. 735-2730

Office Hours:
MW: 8-9; 12:30-2; T: 1-2
Or by appointment

Email: cquan@triton.uog.edu; [REDACTED]

Fall 2024 semester Office Hours: The instructor will respond as student requests for consultation and appointments are received via email. There can be face-to-face as well as zoom office appointments.

The class will be a combination of Monday Face-to-Face meetings on campus and Wednesday Face-to-Face, Zoom, or asynchronous lessons/meetings. Students will be informed in advance of any changes in the schedule.

All Zoom meetings will be announced ahead of time in class and via email.

N.B. All emails sent to the instructor must have “LN400/500” under subject. This will make it easier to keep track of and respond to students’ emails.

Course Description

The course explores the field of Applied Linguistics which provides a multi disciplinary approach to the solution of language-related problems. Among its foci are the application of linguistics and its subfields to language and learning theories that support various teaching methodologies; individual and cultural differences that affect second language learning; the role of linguistics in literary analysis and the teaching of literature; language policy and language planning; bilingualism, multilingualism, and multiculturalism.

Student Learning Objectives:

Student Learning Outcomes SLOs Students will demonstrate knowledge of:	Institutional, Program, GenEd Learning Outcomes ILOs, PLOs, GenEdLOs Students will demonstrate :	Assessment
<p>A.the historical background of the field of Applied Linguistics;</p> <p>B.the various subfields of applied linguistics;</p> <p>C.the chronology and nature of the various methodologies associated with second language learning and teaching</p>	<p>SLO: A,B&C. ILO: mastery of critical thinking and problem solving; *an interest in personal development & lifelong learning *understanding of and appreciation for culturally diverse learners, ideas and values in a democratic context *PLO: Understanding of the concepts, structures, and functions of human language learning; *GenEdLO: the ability to Speak, read, write and listen effectively; *the ability to Observe, clarify, organize, analyze, synthesize and evaluate data individually and in a group;</p>	<p>A,B,C. class exercises In-class exam take-home exam</p>

<p>D.the learning theories and language theories that support these methodologies;</p> <p>E.the nature of first vs. second language acquisition</p> <p>F.the effects of individual and cultural differences on the learning of a new language;</p> <p>G.the relevance and application of linguistics to literary analysis and the teaching of literature</p>	<p>SLO: D,E,F.</p> <p>ILO: mastery of critical thinking and problem solving;</p> <p>PLO: understanding of the concepts, structures, and functions of human languages and learning</p> <p>Ability to Observe, clarify, organize, analyze, synthesize, & evaluate data individually & in a group</p> <p>GenEdLO: the ability to use computers to learn the basics of programming for second language learning/teaching</p> <p>G. ILO: mastery of critical thinking and problem solving;</p> <p>PLO*understanding of the concepts, structures, and functions of human languages and learning</p> <p>*the ability to observe, clarify, organize, analyze, synthesize, & evaluate data individually & in a group</p> <p>*the aesthetic, rhetorical, structural, and multicultural qualities of literary texts, as well as critical and historical approaches to those texts;</p>	<p>D,E, F. oral class reports by individuals and or groups</p> <p>Written reports</p> <p>Individual presentations of computer programming projects (SCRATCH) in UOG's Language Arts Conference</p> <p>Research paper</p> <p>Midterm exam Final exam</p> <p>G. Oral class presentations by individuals and or groups</p> <p>Research paper Midterm exam Final exam</p>
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Texts:

Required:

1. Brown, H.Douglas. *Principles of Language Learning and Teaching*. NY: Pearson Longman.
2. Mitchell, Myles, & Marsden. *Second Language Learning Theories*. NY: Routledge, 2013. (M,M,&M)

These 2 books can be ordered from Amazon.
Free PDF versions are also available online!

3. **The following is for graduate students only:**
Paltridge & Phakiki (eds). *Research Methods in Applied Linguistics*. NY: Bloomsbury, 2015. and/or
Dornyei. *Research Methods in Applied Linguistics* (Oxford Applied Linguistics). NY: OxfordUP, 2007.

Recommended:

Selections from:

Halliday, MAK & R. Hasan. *Language, Context & Text*. UK: Oxford U.Press, 1990.

Jakobson, Roman. *Language in Literature*. "Linguistics & Poetics"
Carter, R. & M. Long. *Teaching Literature*. NY: Longman, 1991.

Methods of Evaluation

Student grades for the course will be based on the following:

1. Three tests:
The first test covers Brown; the second test is based on theories of L2Acquisition (Mitchell, Myles, Marsden); and the third test covers areas where applied linguistics is relevant – e.g., LG Planning, Linguistics and Literature. The third exam is due the week of final exams. The first two tests will have 2 components: one to be taken on Moodle, and the other will be in MSW or Pages format, to be submitted online.
2. Students must choose ONE of the following 2 options:
 - A. A project (e.g., a foreign language lesson, a demonstration, a quiz, a lesson and quiz, etc.), and paper using SCRATCH, an MIT-designed software for children that each student can download. (It's free!). Lots of demos and examples are on YouTube! SCRATCH was originally designed to teach children the rudiments of Coding!
This SCRATCH student project will be presented at the University of Guam's Annual Regional Language Arts Conference in November.

Each English for Education student will additionally design a short lesson using SCRATCH in the classroom. (e.g., to teach language arts, math, literature, grammar, writing/rhetoric], a second language, e.g., English, Chamorro, Spanish, Filipino, Japanese, French, or another language; a sociolinguistic concept; or any content area). Students must let the instructor know the topic chosen for this project.

At the end of the semester, students must submit a paper on the project AS WELL AS A CD / thumb drive / online copy of the program he/she worked on during the semester. The paper must include an evaluation of SCRATCH based on the student's Experience – process, rewards, frustrations - and recommended changes. SCRATCH papers and projects are due on the last week of regular class meetings.

OR, if students would rather NOT do a SCRATCH project,

- B. Students can submit a research paper (7-10 pages) on an Applied Linguistics topic of their choice. Topic must be approved by the instructor. Research Papers MUST have at least 7 sources/references.
3. Starting with Brown's Chapter 3, and MMM's Chapter 3, every student will briefly enumerate and describe what s/he believes are the 4 to 5 most important / striking points of **each** chapter and say why. Students must also list at least 3-5 cutting-edge hypotheses / studies under each chapter theory covered. Use your personal backgrounds, experience, and knowledge as resources. **All reactions must be submitted online / via email on the respective due dates, to be announced. Assignments will be shared with other students in the class.**
4. Students (depending on the number of students in the class) must do one oral presentations on a second language learning theory of their choice from one of the chapters of Mitchell, Myles, & Marsden (MMM). Each presentation will be accompanied by an outline/summary that will be disseminated to the instructor and students of LN400/500, and also, orally presented either face-to-face or on Zoom. One group or one student per theory, depending on the size of the class. The outlines will serve as a review for the second test. Graduate students will present a chapter individually. If necessary, the instructor will provide the notes for the other chapters not covered by students. Chaos theory that MM&M do not discuss, is included.

Students will present their summaries in class. Each summary will include the following:

- a. (Historical) Background of the theory
- b. Main claims and or hypotheses included the theory with a detailed description of each hypothesis
- c. Important/cutting-edge studies under the theory

5. SOE and English for Education majors are required to submit a lesson plan for elementary, middle, or high school students, and to upload /submit their projects by the end of the semester. They are also encouraged, but not required, to choose the SCRATCH project.
6. For Graduate students only: Each graduate student must submit an additional research paper accompanied by an annotated bibliography on a topic approved by the instructor. The project must follow applicable approach(es) in one of the Research Methods textbooks listed and be a possible or exploratory topic for the master's thesis.
7. Graduate students are also required to answer additional questions in the exams.

The grading breakdown is as follows:

For Undergraduate students:

Exam 1 and 2	40%
Exam 3	20%
SCRATCH project, Scratch paper & project copy; OR the research paper	20%
Homework: Individual emailed Responses to chapters In Brown; MMM summaries	20%

For Graduate students only:

Exams 1,2, & 3	40%
SCRATCH project on paper & online/thumbdrive; & class presentations on L2Lrng theories OR Research paper option w/ Annotated Bibliography	20%
Paper on Research Methods in Applied LX	20%
Summaries/reactions to chapters assigned	20%

Students will receive a grade in the course only if ALL exams and projects are submitted by the required dates.

Attendance

In this semester's face-to-face and Zoom meetings, student attendance is required because exams will be based on class discussions and lectures. During Zoom meetings, it is important for the instructor to SEE students' faces so please turn your videos on! Students whose faces are not visible during Zoom meetings may be counted as absent. The Division of English & Applied Linguistics stipulates that having more than 2 unexcused absences are grounds for possible failure in the course.

Since classes this semester are over 60% face-to-face and the rest are conducted via Zoom or asynchronously in LN400/500, attendance is mandatory.

UOG Resources for Students

Student Support Information for MOODLE:

For MOODLE Technical Support: contact information is below.

Email Address (24 hours): moodlehelp@triton.uog.edu Telephone # (Monday-Friday, 8:00am-5:00pm, G.S.T.): (671) 735-2620/21

DEAL Writing Center:

<https://sites.google.com/view/dealwritingcenter>

The Writing Center is run by students for students. They offer support for writers of all abilities and at all stages of the writing process. They could be very helpful if you're struggling with a writing assignment. They offer walk-in hours, or you can schedule an appointment ahead of time via the program's web page.

Classroom Accommodations / Americans With Disabilities Act:

<https://www.uog.edu/administration/administration-finance/human-resources/eeoadatitleix-office>

Americans with Disabilities Act Amendments Act (ADAAA) Accommodation Services. If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Student Counseling and Advising Service Accommodations office to discuss

your specific accommodation needs confidentially. You will need to provide me with an accommodation letter from the Student Counseling and Advising Service Accommodations counselor. If you are not registered, you should do so immediately at the Student Center, Rotunda office #4, Ph/TTY.: 735-2460, to coordinate your accommodation request.

Isa Psychological Services Center:

<https://www.uog.edu/schools-and-colleges/college-of-liberal-arts-and-socialsciences/isa/index.php>

The Isa ("Rainbow" in Chamorro) Psychological Services Center provides a variety of free services to University of Guam "students, staff, faculty, and members of their families, as well as to adults, children, and families from the local community who are not able to access services elsewhere." Services include: individual and couples therapy, group therapy, clinical assessment, crisis services, consultation, and outreach programs. Students can seek therapy for a variety of issues. If you are experiencing a mental health emergency, or if you concerned about another student, please call: (671) 735-

I Pinangon Suicide Prevention Program:

<http://www.uogsuicideprevention.org/> (website appears down as of Aug, 2018) <https://www.sprc.org/grantees/university-guam-2>

<https://www.facebook.com/pages/biz/I-Pinangon-482641241760989/>

Micronesia's suicide rate is about 1½ times higher than the rate on the US mainland. I Pinangon ("awakening" in Chamorro) strives to educate the community about suicide prevention measures and practices in order to decrease this rate.

Sexual Misconduct:

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions, including from instances of violence and harassment based on sex and gender. If you, or someone you know, have been the victim of sexual misconduct or assault, reach out, even though it may be difficult. Staying silent after an incident only helps repeat offenders to continue harming others.

Resources and people available at the University of Guam:

<https://www.uog.edu/administration/administration-finance/human-resources/eoadatitle-ix-office>

The UOG Title IX Coordinator is Joseph Gumataotao, who can be reached at gumataotaoj@triton.uog.edu

Or contact the office: Dorm 2 Iya Hami Hall, Room 104 UOG Station, Mangilao, Guam 96923 Telephone: (671) 735-2244

Student Support Information

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Student Evaluation of Faculty Information.

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course this penalty for plagiarism is [up to the instructor – the most common penalties are no credit for the assignment or failure in the course].

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University.

Tentative schedule for the semester for both face-to-face and Zoom classes:

Week 1 Syllabus distribution

Weeks 2-3: Students who choose to do a SCRATCH project must download and explore SCRATCH by Week 2!

Aug.14: Syllabus distribution

Aug.19 Intro and historical overview: fields of applied linguistics
Brown. Ch1&2. First language learning/acquisition (lectures)
CH3, Age & Acquisition. (start of summary responses online)
FILM: "Nell" (if possible, w/ Jodie Foster)

Week 4-5 Assignment on Brown Ch 3 due Week 4 on at least 4-5 most important points of the chapter AND 3 to 5 cutting edge studies and or hypotheses for each one (to be applied for every chapter covered in Brown & MMM).

Brown, CH4 Psych'l factors: human learning
CH5: Styles & strategies
CH6 Personality factors

Week 5: Assignment on Brown CH 4 due
Assignment on Brown CH 5 due

Weeks 5-6 Assignment on Brown CH 6 due
Brown CH 7 Sociocultural Factors
Brown CH 8 Communicative Competence

Week 6: Assignment on Brown CH 7 and CH 8 due
Brown CH 9 Cross LX Influence Learner Language
Brown CH 10 Toward a Theory of L2 Acquisition
Summary/Review Sheet for Test 1 sent to students

Weeks 7-8. Assignment on Brown CH 9 and CH 10 due

Test 1 on Brown posted Week 6. Due Week 8.

Intro to L2 Learning Theories (Lecture & notes)
Discussion / Notes on Krashen's Theories and the History of L2 Acquisition/Learning/Teaching.

Mitchell, Myles, Marsden (MM&M) . Ch3. The Universal Grammar Approach (start of class student Presentations)

MM&M. CH4. Cognitive Approaches to L2 Learning: general implicit learning mechanisms.
MMM CH 5 Cognitive Approaches to L2 Learning: memory systems & conscious learning

Week 9 MidSem break: No classes Oct. 7-11.

Weeks 10-11

MMM CH 6 Interaction in L2 Learning
MMM CH 7. Meaning Based Perspectives in L2L
M,M,&M. CH8. Sociocultural perspectives on L2Lrng
MMM CH9: Sociolinguistic perspectives/theories
CHAOS Theory and L2 Acquisition (from Larsen-Freeman). (online info)
Summary/Review sheet given on MMM.

Weeks 12-13

Test 2 on MMM's L2 Theories

Grabe&Kaplan. Applied Lx and Lg Policy & Planning
Lg.-in-Education Policy & Planning
Applied Lx & Literacy.

Applied LX, the Internet, and Computer Applications in Education (notes may be given earlier)

Weeks 14-15

Applied LX and LG Planning (lecture / notes)

Applied LX and Literature (lecture / notes)

Jakobson. Lx and Poetics.

Halliday & Hasan. Lg. context, & text

Long. Teaching Literature.

Demo and Discussion on LX and Lit & Lit analysis.

Distribution of Exam 3 – take home. Due Wednesday of Final exam week.

Weeks 16-end: Bilingualism, Multilingualism, Multiculturalism

SCRATCH paper and project OR Research Paper due on the third week of November.

Lesson plan due 3rd week of November

Final test due Wednesday of final exam week - Dec.12

SCRATCH projects , lesson plans OR the research paper must be submitted by the last week of regular class meetings.

Final exam (3rd test) must be submitted by final exam week – Dec.10-12.

All required work must be submitted for the student to pass the course.

Please let the instructor know if you plan to graduate this semester!