

Miyazaki International College
 Course Syllabus
 (Fall semester 2018)

Course Title (Credits)	English Linguistics II (3 credits)
Course Designation for TC	Discipline related course
Content Teacher	
Instructor	Anne Howard
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Office/Ext	304/723
Office hours	TTH 3-5 or by appointment

Course Description:
Continues the introduction to the nature of language with a focus on English. Further fields of English language are discussed, including semantics, pragmatics, sociolinguistics and the varieties of contemporary Englishes.
Objectives
<p>Overall objectives</p> <p>To acquire English studies knowledge that will contribute to classes in foreign languages at junior high schools and senior high schools.</p> <p>Study contents</p> <p>[1] Mechanisms of English speech</p> <p>[2] English grammar</p> <p>[3] Historical transitions in English, English as a common international language</p> <p>Attainment objectives</p> <p>[1] To understand the mechanisms of English speech</p> <p>[2] To understand English grammar</p> <p>[3] To understand historical transitions in English and the situation of English as a common international language.</p> <p>Course objectives</p> <ul style="list-style-type: none"> ● Students will become familiar with the ways in which second language acquisition theory informs language teaching. ● Students will become familiar with some basic concepts in linguistics ● Students will learn about some research methods that are commonly used in the field. ● Students will practice their academic speaking and writing skills.

Course Schedule:		
Day	Topic	Content/Activities
1	Introduction	Introduction to the four topics covered in Linguistics II, review of language acquisition Read: Introduction to Language Acquisition (Howard, p. 1 and 2)
2	Innatism	(CCR) Discussion of Chomsky's Universal Grammar, video: "Amn't," video: "Steven Pinker on How Children Learn Language"
3	Innatism	(CCR) Innatism (lecture and discussion); video: "Wug test" Read: Lightbown & Spada pp. 15-16.
4	Innatism	Innatism and language teaching; Krashen's Monitor Model (lecture and discussion). Read: Howard, pp. 2-8.
5	Interactionism	Interactionism: lecture and discussion. Read: Lightbown & Spada, pp. 42-43.
6	Review of SLA theories	
7	Pragmatics	Direct and indirect speech; Grice's maxims. Read: Spolsky, pp. 14-19.
8	Pragmatics	Lecture and discussion: Brown and Levinson's theory of politeness.
9	Pragmatics	Lecture and discussion: speech acts. Read: CARLA website.
10	Pragmatics	In-class project: Compliments. Read: Tannen, pp. 68-71.
11	Pragmatics	Lecture and discussion: Gender and language
12	Pragmatics	Lecture and discussion: Register
13	Pragmatics	Review and teaching application: Teaching pragmatics in the language classroom
14	How languages change	Introduction of topic: Why do languages change? Can we stop it? (Objective [3])
15	How languages change	How languages change: phonetics (Objective [3])
16	How languages change	How languages change: syntax (Objective [3])
17	How languages change	How languages change: semantics (Objective [3])
18	How languages change	How has English changed? (Objective [3])
19	How languages change	How has English changed? : USA and Canada

		(Objective [3])
20	How languages change	How has English changed?: Australia and New Zealand (part 3) (Objective [3])
21	How languages change	Review
22	Sociolinguistics	Introduction to topics in Sociolinguistics(Objective [3])
23	Sociolinguistics	Discussion and lecture: dialect. Read: Hudley. (Objective [3])
24	Sociolinguistics	(CCR) Class project and discussion: World English(es). Watch: Crystal(Objective [3])
25	Sociolinguistics	Lecture and discussion: Kachru's three circles (Objective [3])
26	Sociolinguistics	Project and discussion: World English and International English (Objective [3])
27	Sociolinguistics	(CCR) Video and lecture: code-switching. Watch: "Code-switching in Hong Kong" (Objective [3])
28	Sociolinguistics	Discussion: non-native English speaking teachers. Read: Megyes (Objective [3])
29	Sociolinguistics	Teaching application: NNESTs as role models (Objective [3])
30	Review	Student-led review of Sociolinguistics, review questions for final exam, final project due.
	Finals	Final exam

Required Materials:

Materials will be provided by the instructor

References:

Bower, B. (2005). The Pirahã Challenge: An Amazonian tribe takes grammar to a strange place. *Science News*.

Cipollone, N., Keiser, S. H., & Vasishth, S. (1998). *The language files*. Columbus: The Ohio State UP.

Hudley, A.H.C. (2014). Which English you speak has nothing to do with how smart you are. *Slate*.

Lightbown, P. M. & Spada, N. (1999). *How languages are learned*. Oxford: Oxford UP.

Medgyes, P. (2001). When the teacher is a non-native speaker. In M. Celce-Murcia (Ed.), *Teaching*

English as a second or foreign language, Third edition (pp. 415-428). Boston: Heinle & Heinle.

Spolsky, B. (1998). *Sociolinguistics*. Oxford: Oxford UP.

Tannen, D. (1995). *Talking from 9 to 5: Women and men at work*. New York: Harper Collins.

Course Policies (Attendance, etc.):

As a student in this course, you have the following responsibilities:

1. To attend all classes and arrive on time
2. To participate actively as a member of the class
3. To prepare for each class for approximately one hour, and to review for approximately one hour by going over notes, readings, or other materials and summarizing them.
4. To complete and hand in all assigned work on time. Late assignments will be accepted with a reduction in points earned. **Homework that is over five calendar days late will be accepted at the discretion of the instructor.**
5. To organize class handouts in a two-ring binder
6. Three unexcused absences will lead to an automatic failure.
7. Coming to class late three times will be counted as one unexcused absence.
- 8. MISSING CLASS DOES NOT EXCUSE YOU FROM DOING THE CLASSWORK. You are required to be prepared for the next class with your homework finished and with the necessary materials. Let me know if this is not possible for some reason.**

Class Preparation and Review:

Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework.

For lecture classes: Review your notes and put them in your own words. Check for anything that you did not understand.

For discussion classes: Review discussion and write a brief summary for your notes. Check for anything that you did not understand.

Grades and Grading Standards:

Class participation: 10%

Review activity and homework: 10%

Journals: 25%

Quizzes: 25%

Final project: 30%

Methods of Feedback:

In principle, papers will be returned within one week with rubric based feedback and a grade. Quizzes will be returned within one week with a grade.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):
Advanced thinking skills (comparison, analysis, synthesis and evaluation) based on critical thinking (critical and analytic thought).

Notes:

Rubric for grading

Critical thinking

Exemplary	Student is consistently able to apply the concepts learned in this and previous classes to actual teaching situations, critically review her or his own views on education, and contribute insightfully to class discussion.
Proficient	Student is usually able to apply the concepts learned in this class to teaching situations, and contribute to class discussion.
Developing	Student demonstrates that he or she has learned the concepts taught in the class.
Emerging	Student does not understand the class content.

Communication skills

Exemplary	Student is able to clearly communicate her or his opinions in speaking and writing. Student's English is relatively free of careless errors and shows signs of risk-taking.
Proficient	Student's spoken and written English is relatively free of careless errors.
Developing	Student makes many errors in writing OR minimal contributions to class discussion.
Emerging	Student makes many errors in writing AND minimal contributions to class discussion.