



Course Syllabus

COURSE NUMBER: COMM 5030.01 Insert course number/section here	COURSE TITLE Historical Linguistics Insert course title here	TERM: Fall 2009 Insert term here
SITE: Webster Hall 331 Insert site here	INSTRUCTOR CONTACT INFORMATION: Dr. Paul Hirth Paulhirth12@webster.edu paulandcarole.hirth@gmail.com Insert instructor name and e-mail here	CREDIT HOURS: Three hours Insert number of credit hour here

1. COURSE DESCRIPTION: (insert course description below, the box will automatically expand as you type.)

TEACHERS SHOULD BE KNOWLEDGEABLE AND CURRENT CONCERNING THE LANGUAGE OF OUR DAILY DISCOURSE AND SHOULD BE AWARE OF THE ISSUES SURROUNDING THE STUDY OF LANGUAGE. THIS COURSE EXPLORES SOME OF THESE DIVISIONS AND CONTROVERSIES IN THE FIELD OF LINGUISTICS. FROM LANGUAGE ORIGINS AND ACQUISITION THROUGH THE HISTORY OF ENGLISH, INCLUDING THE STUDY OF DIALECTS AND VARIETIES OF GRAMMAR, THE CONTENT WILL BE PRESENTED THROUGH FILM, LECTURES, READINGS, CLASS DISCUSSIONS, PRESENTATIONS AND PROJECTS. THROUGH THESE VARIOUS READINGS, WRITINGS, AND DISCUSSIONS, THE STUDENTS WILL BECOME MORE AWARE OF LANGUAGE AND MORE INFORMED ABOUT ITS HISTORY, ITS CHARACTER, AND ITS POWER. STUDENTS WILL ALSO DESIGN INSTRUCTIONAL ACTIVITIES TO MAKE THEIR OWN STUDENTS MORE AWARE OF AND MORE PROFICIENT IN THE USE OF LANGUAGE.

2. LEARNING OUTCOMES: (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
	NOTE If your course is directly linked to a specific M.A.T. or certification program, please insert relevant program outcomes. If your course does not fit clearly into a single program or certification area, you may wish to delete this column. If you do not have a copy of your program's outcomes, please contact your M.A.T. coordinator. Questions regarding	Note The individual instructor should decide what goes into this column based on student needs. Information may be coded with narratives attached to the document or narratives may be listed here.

	certification program outcomes should be forwarded to the Director of Undergraduate and Initial Certification.	
Study the history of language in general and of English in particular	Goal 1.	MoStep 1
Have an understanding of language acquisition	Goal 1	MoStep 2, 3, 7
Have an understanding of how language is organic and continually changing	Goal 1	MoStep 1, 2, 7
Be familiar with the basic linguistic terms, procedures, and area of study	Goal 1	MoStep 1
Understand the concept of speech communities and the major dialects of modern American English	Goals 1, 4	MoStep 6, 7
Be able to discuss the central issues surrounding the use of those dialects and of Standard English usage.	Goals 1, 2, 4	MoStep 1, 2, 6, 7
Become observers and respecters of the languages of all peoples	Goals 1, 2, 3, 4	MoStep 2, 3, 5, 6, 7
Be aware of the uses and abuses of language and its relationship to bias and prejudice	Goals 1, 2, 3, 4	MoStep 2, 5, 6, 7
Explain the uses of grammar and spelling instruction and its limitations	Goal 1	MoStep 2, 3, 4
Develop a variety of language awareness activities	Goals 1, 2, 3	MoStep 4, 5, 8

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)

Week 1 10/28	Barry Finegan	Chs. 1 & 2, Chs. 1 & 2
Week 2 11/4	Barry Finegan	Chs. 1, 2, & 3 Chs. 3 -14 individual chapter presentations
Week 3 11/11	Barry Finegan	Chs. 4 Chs. 15 – 26 individual chapter presentations Individual book reports
Week 4 11/18	Barry Delpit	Chs. 5 Chs. 1, 2, & 3 Individual book reports
Week 5 11/25	Barry Delpit	Chs. 6 & 7 Chs. 4, 5, & 6 Individual book reports
Week 6 12/2	Barry Delpit	Chs. 8 & 9 Chs. 7, 8, & 9 Position papers due
Week 7 12/9	Barry Delpit	Chs. 10 & 11 Chs. 10, 11 & 12
Week 8 12/16	Position Paper presentations	

4. RESOURCES:

Required Text(s): (Insert text information below; box will expand as you type.)

LINGUISTIC PERSPECTIVES ON LANGUAGE AND EDUCATION by Anita K. Barry
LANGUAGE IN THE USA by Edward Finegan and John R. Rickford
THE SKIN WE SPEAK by Lisa Delpit and Joanne Dowdy

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
Keep a journal	Response to readings, lectures, discussions, films, and presentations	25%
Trace brief histories of at least 14 words	Demonstrates and understanding of the organic nature of language	Part of homework which is 20%
Keep weekly observations of language	Raises awareness of uses and abuses of language as well as of dialects and dynamics of language	Part of homework
Attend every class And be on time	Shows respect for other members of class and instructor	Part of class participation which is 20%
Lead class discussion of a text chapter using questions from the class	Touches virtually all course outcomes	Part of homework and class participation each of which is worth 20%
Do a book review Both oral and written	Expands knowledge base	Part of homework and class participation each of which is worth 20%
Create instructional activities	Puts course content to practical use	Part of homework and class participation each of which is worth 20%
Complete a term project / position paper and report it to class	Creates a synthesis of the course	Paper is worth 25% Presentation is worth 10%

6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)

See percentages above

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

(You may use or modify this statement or create your own).

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

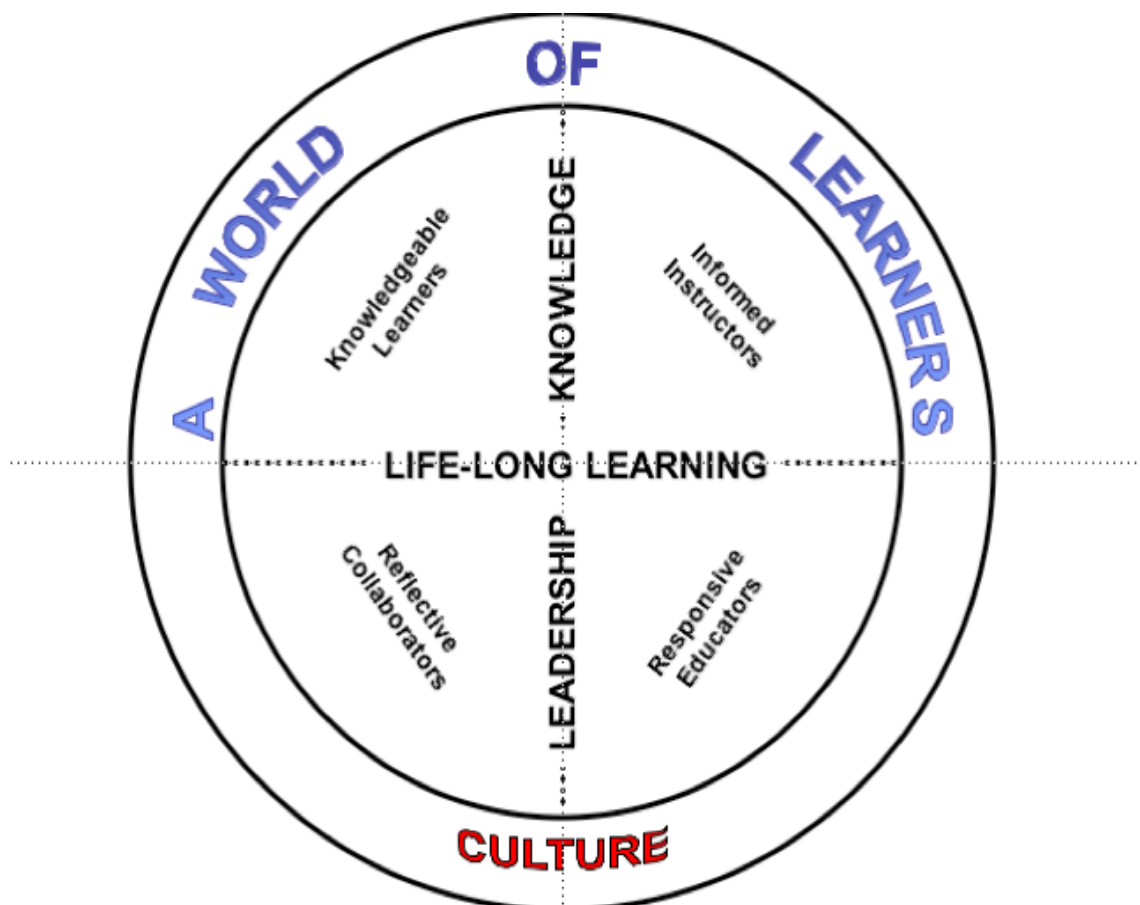
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions 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. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).