

**Syllabus for RDG 555 Advanced Linguistics for Educators**  
**College of Health and Education**  
**School of Education**  
**Spring 2026**

**Instructor:** Dr. Vicki Piquette

**Meeting Times:** T 5:30-8:30 p.m.

**Classroom:** TEE 241

**Office Hours:** Tuesday/Thursday 1:00-4:00 (in office) & Friday by appointment (virtual)

**Phone:** (719)549-2791

**Email:** vicki.piquette@csupueblo.edu

**Instructor Office:** T233-F

**Course Website:** <https://blackboard.lms.csupueblo.edu>

**Catalog Description:** In-depth exploration of key concepts of linguistics focusing on its application to educational settings.

**Prerequisites:** Admission into Teacher Education

**Class Meeting Structure:** Hybrid-Synchronous

**Credit Hours:** This three-credit course uses a hybrid-synchronous format and will meet for 170 minutes per week, with the remainder of the work being done outside class. Coursework, including homework, is expected to require about 280 minutes per week of student effort.

**Required Text(s) and Other Materials:**

Moats, L.C. (2020). Speech to print: Language essentials for teachers (3<sup>rd</sup> ed.). Brookes Publishing.

Moats, L.C. & Rosow, B.L. (2020). Speech to print workbook: Language exercises for teachers (3<sup>rd</sup> ed.). Brookes Publishing.

**Course Objectives:** Upon completion of all course activities, each student will meet the following benchmarks.

1. Analyze the intricate layers of the English language, encompassing phonetics, phonology, orthography, morphology, syntax, semantics, pragmatics, and discourse.
2. Critically examine the historical evolution of the English language and elucidate how its development has shaped contemporary English usage.
3. Develop and implement pedagogical activities that effectively teach linguistic rules and generalizations in a classroom setting.
4. Evaluate the implications of linguistic theories and principles for English Learners (ELs).
5. Investigate the impact of linguistic theories on students with specific learning disabilities in reading, including dyslexia and developmental language disorder.
6. Elucidate the neurological processes involved in reading acquisition and proficiency.
7. Conduct a comprehensive analysis of the structured literacy approach to reading instruction, and critically compare it with alternative pedagogical methodologies for teaching reading.
8. Formulate and apply multisensory instructional strategies targeting various linguistic layers, including phonology, orthography, morphology, syntax, semantics, and pragmatics.

**STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

<b>Student Learning Outcome</b>	<b>Degree Addressed</b>
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	3
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	2
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	2
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	2

**Course Requirements:**

<b>Assignments &amp; Requirements</b>	<b>Points</b>	<b>CO State Standards Addressed</b>	<b>KPS Alignment</b>
<b>History of Language Assignment:</b> Design a book, a presentation, or other product to teach young learners about the history of the English language.	50	4.02(6)(b)(i), 4.09(1)(b)(ii), 4.10(2)(d)	1.3 4C.1
<b>Quizzes:</b> There will be a quiz after each language process is taught in class-phonetics, orthography, morphology, semantics, and sociolinguistics. Each is worth 25 points.	125	4.02(5)(a), 4.02(6)(a), 4.02(6)(a)(i), 4.02(6)(b), 4.02(6)(b)(i), 4.02(6)(b)(ii), 4.02(6)(b)(iii), 4.02(6)(b)(v), 4.02(6)(c), 4.02(6)(c)(i), 4.02(6)(d), 4.02(6)(d)(i), 4.02(6)(e), 4.02(6)(e)(i), 4.02(6)(e)(ii), 4.02(11)(d), 4.02(13)(b)(iii), 4.10(2)(d)	1.1, 1.3, 1.4, 1.5, 1.6, 1.8 4B.1, 4B.7, 4C.1, 4C.3, 4C.6, 4E.4
<b>Phonology Game, Syntax Book/Poem/Song, Discourse &amp; Pragmatics Script, &amp; Brain Project:</b> Design an activity for each language process that can be used to instruct students about each aspect of linguistics. Each is worth 50 points.	200	4.02(5)(a), 4.02(6)(a), 4.02(6)(a)(i), 4.02(6)(b), 4.02(6)(b)(ii), 4.02(6)(b)(iii), 4.02(6)(c), 4.02(6)(c)(i), 4.02(6)(d), 4.02(6)(d)(i), 4.02(6)(e), 4.02(6)(e)(i), 4.02(6)(e)(ii), 4.02(8)(a)	1.1, 1.8 4B.2, 4B.3, 4B.4, 4B.7, 4C.1

<b>Implications for MLs Pamphlet:</b> Design a pamphlet on linguistics' implications on students acquiring a new language.	50	4.02(5)(c), 4.02(8)(f), 4.02(12)(d), 4.10(3)(a), 5.11(1)	1.5, 1.6, 1.8 4B.3, 4B.7
<b>Final Project:</b> Students will complete a comprehensive project to assess their knowledge of all the language processes.	100	4.02(5)(a), 4.02(6)(a), 4.02(6)(a)(i), 4.02(6)(b), 4.02(6)(b)(ii), 4.02(6)(b)(iii), 4.02(6)(b)(v), 4.02(6)(c), 4.02(6)(c)(i), 4.02(6)(d), 4.02(6)(d)(i), 4.02(6)(e), 4.02(6)(e)(i), 4.02(6)(e)(ii), 4.02(13)(b)(i), 4.02(13)(b)(ii), 4.02(13)(b)(iii)	1.1 4A.1, 4A.2
<b>Multisensory Strategies:</b> Graduate students will design one, multisensory strategy for each subarea of linguistics study, including phonology, orthography, morphology, syntax, semantics, and pragmatics/discourse.	60	4.02(5)(a), 4.02(6)(a), 4.02(6)(a)(i), 4.02(6)(b), 4.02(6)(b)(ii), 4.02(6)(b)(iii), 4.02(6)(b)(v), 4.02(6)(c), 4.02(6)(c)(i), 4.02(6)(d), 4.02(6)(d)(i), 4.02(6)(e), 4.02(6)(e)(i), 4.02(6)(e)(ii), 4.02(13)(b)(iii)	1.1 4A.2, 4C.4
<b>Participation &amp; Attendance:</b> Attend and participate in every class. Each is worth 32 points for the semester.	64	4.02(6)(a)(i), 4.02(6)(b)(i), 4.02(11)(d), 4.02(13)(b)(iii), 4.09(1)(b)(ii), 5.11(1)	1.1 4A.1, 4A.2

**KPS Statement:** The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with the IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk/>

### Grading:

At the end of the course, all points will be summed, and grades assigned according to the following:

<i>Percentage</i>	<i>Grade Level</i>	<i>GPA</i>
100% to 94%	A	4.0
93% to 90%	A-	3.7
89% to 87%	B+	3.3
86% to 84%	B	3.0
83% to 80%	B-	2.7
79% to 77%	C+	2.3
76% to 70%	C	2.0
69% to 67%	D+	1.3
66% to 64%	D	1.0
63% to 60%	D-	0.7
59% and below	F	0.0

For a minimum grade of "C" in the course, all of the requirements included above must be completed and turned in for a grade.

**Attendance/Participation:** All students are responsible for attending class and for completing the weekly assignments. Much of the class time will be spent in collaborative activities and discussions, and your absence will affect your learning and that of your classmates. Each class period will contain activities that reflect upon the week's readings and the course material. Because of this, it is expected that each student comes to class fully prepared, having read all the required readings and completed assigned homework. Bring your textbooks, class materials, and other materials from your classrooms to work on during the class period.

Each unexcused absence will result in a loss of 2 points, and students entering class late will lose 1 point. An *excused absence* is one in which an unforeseen and unpredictable emergency results in absence or lateness. Attendance is a professional responsibility, and excused absences will be treated much as they would be for educators in public schools. Illness (with verification), deaths in the family, and transportation problems (a car accident or car breakdown on the way to class) may be examples. Because the professor does not like to be placed in the position of judging the veracity of an excuse, independent, objective evidence should be submitted. To be an excused absence/tardy, the student must call and leave a message about the absence on the professor's voicemail as soon as possible (before class) so that the impact of the absence on class activities can be minimized. Excessive absences, whether excused or unexcused, will result in a meeting with the professor and, if the professor believes that sufficient content has been missed so that the student cannot master course objectives, the student will be asked to drop the course. It is always the responsibility of the student to gain information about content, assignments, etc. that she/he missed. This includes checking Blackboard and completing ALL assignments that were missed in class.

**Late Work:** An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will reduce 10% of the possible points for each day late. The professor understands that at times, there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the day of) for any extension to be given.

**Incomplete Grades:** A grade of "Incomplete" will only be assigned if a student and the professor have agreed upon the grade before the end of the last week of classes and will not be assigned merely because work may be incomplete. Extraordinary circumstances such as excused illness or death in the family must have occurred for an incomplete to be considered. In all cases, if an incomplete is granted, it is the responsibility of the student to submit a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in grades of "0" on those assignments.

**Generative AI Policy:** Generally speaking, you are not authorized to use artificial intelligence engines, software, or artwork-generating programs (or similar) to produce work for this class EXCEPT on assignments that I have identified and for which you will have received significant guidance on the appropriate use of such technologies. I will provide more information about the specific assignment when the time is appropriate in the course. You may not, however, construe this limited use as permission to use these technologies in any other facet of this course.

**Acceptable File Formats for Electronic Submission:** In all courses, assignments must be submitted in a file format that:

1. is able to be opened by a typical Windows Computer with Microsoft Office (e.g. no .pages files), and
2. remains static and unchangeable after submission (such as a .pdf and NOT a shared file like OneDrive or Google docs), allowing for accurate grading and feedback.

Any deviations from this must be approved by the course instructor.

**Course Evaluations:** Faculty are required to set aside time during a class period for student course evaluations. The evaluation period will take place during the last three weeks of the course. Please be prepared to complete your course evaluation digitally during class in Week 15.

**Faculty Initiated Student Withdrawal:** Students who are enrolled for this course but do not meet prerequisite requirements (such as being admitted to the School of Education, having a high enough GPA, submitting background checks to the office, etc.) will be asked to drop the course before the end of the drop period. Students will be notified of this in writing. If a student drops the course before the end of the drop period, it will be removed from his/her transcript and no grade will be issued. However, if the student does not drop the course by the end of the drop period, the instructor will initiate a withdrawal (see university catalog regarding Faculty Initiated Student Withdrawal). The instructor will notify the student of this action in class and/or by contacting them using the email or phone number on file with the School of Education. If the attempts to contact the student are unsuccessful after one week, the instructor will take the withdrawal form to the department chair for signing. The student will receive a grade of W on his/her transcript for the course.

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Accommodations:** <https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see Disability Resources as soon as possible to arrange services. Disability Resources is located in OSC 104 and can be reached by phone (719-549-2648) and email ([csup\\_dro@csupueblo.edu](mailto:csup_dro@csupueblo.edu)).

**Starfish Performance Notifications:** Starfish notifications inform you and your academic success team of your performance in this class. Reading these emails and/or texts and taking the suggested actions is highly encouraged for your success. Please access Starfish through PAWS to view your kudos or flags. You may also access Tutoring and request assistance from many other services through Starfish.

## **References:**

- Akmajian, A., Farmer, A. K., Bickmore, L., Demers, R. A., & Harnish, R. M. (2017). *Linguistics: An introduction to language and communication* (7<sup>th</sup> ed.). Massachusetts Institute of Technology.
- Archer, A.L. & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teaching*. The Guilford Press.
- Blevins, W. (2017). *Phonics from A to Z: A practical guide*. Scholastic.
- Cárdenas-Hagan, E. (2020). *Literacy foundations for English learners: A comprehensive guide to evidence-based instruction*. Brookes Publishing.
- Eide, D. (2012). *Uncovering the logic of English: A common-sense approach to reading, spelling, and literacy*. Logic of Reading.
- Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3<sup>rd</sup> ed.). Arena Press.
- Hornsby, D. (2014). *Linguistics: A complete introduction*. The McGraw-Hill Companies, Inc.

- Moats, L.C. & Tolman, C.A. (2019). *Language essentials for teachers of reading and spelling (LETRS)* (3<sup>rd</sup> ed.). Voyager Sopris Learning.
- Park-Johnson, S.K., & Shin, S. J. (2020). *Linguistics for language teachers: Lessons for classroom practice*. Routledge.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*.
- Willingham, D.T. (2017). *The reading mind: A cognitive approach to understanding how the mind reads*. Jossey-Bass.
- Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. Harper Perennial.

## Course Schedule:

Week	Topic	Chapter Reading	Assignments Due
<b>1</b> (January 20th)	<b>Introduction to Linguistics</b>	Moats: Chap. 1- “Why Study Language”	
<b>2</b> (January 27th)	<b>History of Language</b>	Chap. 1 Exercises	
<b>3</b> (February 3rd)	<b>Language Acquisition</b>	Moats: Chap 2- “Phonetics: The Sounds in Speech”; Chap. 2 Exercises	
<b>4</b> (February 10th)	<b>Phonetics</b>	Moats: Chap. 3- “Phonology: Speech Sounds in Use”	History of Language Project
<b>5</b> (February 17th)	<b>Phonology</b>	Chap. 3 Exercises	Phonetics Quiz
<b>6</b> (February 24th)	<b>Orthography</b>	Moats: Chap. 4- “The Structure of English Orthography; Chap. 4 Exercises	Phonology Game
<b>7</b> (March 3rd)	<b>Morphology</b>	Moats: Chap. 5- “Morphology for Reading, Spelling, and Vocabulary”; Chap. 5 Exercises	Orthography Quiz
<b>8</b> (March 10th)	<b>Syntax</b>	Moats: Chap. 6- “Syntax: How Sentences Work”; Chap. 6 Exercises	Morphology Take-Home Quiz
<b>9</b> (March 17th)	<b>Semantics</b>	Moats: Chap. 7- “Semantics: Word & Sentence Meaning”; Chap. 7 Exercises	Syntax Book
(March 24th)	<b>No Class-Spring Break</b>		
<b>10</b> (March 30th)	<b>Pragmatics</b>		Semantics Quiz
<b>11</b> (April 7th)	<b>Discourse</b>		Multisensory Strategies
<b>12</b> (April 14th)	<b>Sociolinguistics</b>		Discourse & Pragmatics Script
<b>13</b> (April 21st)	<b>Second Language Acquisition</b>		Sociolinguistics Quiz
<b>14</b> (April 28th)	<b>Neurolinguistics</b>		Implications for MLs Pamphlet
<b>15</b> (May 5th)	<b>Teaching Language</b>	Moats: Chap. 8-Structured Language & Literacy Instruction”; Chap. 8 Exercises	3D Brain Project
<b>16</b> (May 12th @ 6:00 p.m.)	<b>Final: Language = Fun!</b>		Final Project

## Syllabus Reference Sheet

### Managing Life Challenges and Getting Support

College should be challenging, not overwhelming. Let us help. We understand that life occurs beyond the classroom. Should you or someone you know encounter an unexpected crisis (securing food or housing, managing a financial crisis, drastic changes in mood or behavior, missing school due to an emergency, loss of a loved one, etc..) please submit a Pack CARES referral to be connected with advocacy and support, free of charge: <http://bit.ly/packcares>

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### The Wolfpack [Counseling Center](#): Here to Listen. Here to Help.

We are open Monday through Friday from 8am to 5pm. Appointments are preferred, but walk-ins are welcomed and this is a free service to students. We now offer CRISIS/Emergency intervention during off hours. Just call our number and a therapist will be available from our answering service to talk with you then, and we will follow up with you the next morning.

Call us at 719-549-2838 or stop in at the CIHHI building Room 174.

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### Course Concerns? We Want to Know.

Our goal at CSU Pueblo is to provide the best possible experience for students. Your first contact for any course concern is your instructor. If your concern requires further attention, please contact the department chair for that course. The full resolution process for Academic Course-Related and other concerns is detailed in the Student Complaint Resolution Process found [here](#).

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### Questions on Financial Aid or FAFSA?

Please contact [Student Financial Services](#) for information or Counselor assistance. Call 719-549-2753 or [csup\\_financialaid@csupueblo.edu](mailto:csup_financialaid@csupueblo.edu)

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### Academic Misconduct

Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic misconduct, the instructor will follow protocol as identified by their department. Academic misconduct is grounds for disciplinary action by both the instructor and the [Office of Student Conduct and Community Standards](#). Any student found to have engaged in academic misconduct may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic misconduct, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible, as described in the [Catalog](#).

Academic misconduct is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo [Student Code of Conduct](#). Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community



Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct. For assistance call 719-549-2067 or contact the [Office of Student Conduct and Community Standards](#)

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## **Institutional Equity**

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Furthermore, CSU Pueblo is committed to maintaining respectful, safe, and non-threatening educational, working, and living environments. The [Policy on Discrimination, Protected Class Harassment, and Retaliation](#) addresses the types of conduct which are prohibited by CSU Pueblo in order to maintain its longstanding commitment to a campus environment free from Discrimination, Protected Class Harassment, and Retaliation, as well as for compliance with applicable legal requirements. Further, CSU Pueblo is committed to an environment which is equitable to all parties through the application of Title IX of the Federal Education Amendments. The law states “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”. CSU Pueblo addresses this law through the [Policy on Title IX, Sexual Harassment, and Gender Discrimination](#).

Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX via email at [csup\\_ie@csupueblo.edu](mailto:csup_ie@csupueblo.edu) or by phone at 719-549-2210. University employees are required to promptly report any violations of the above-named policies to the Office of Institutional Equity.