

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
 (Attach copy of syllabus)

**SUBMITTED BY:**

Department	Linguistics Program	College/School	CLA
Prepared by	Duff Johnston	Phone	(907) 474-5235
Email Contact	djohnston2@alaska.edu	Faculty Contact	Duff Johnston

**1. ACTION DESIRED**

(CHECK ONE):

Trial Course

New Course

**2. COURSE IDENTIFICATION:**

Dept

LING

Course #

F315

No. of Credits

3

Justify upper/lower division status & number of credits:

The course is designed for students who have declared a Minor in Teaching English to Speakers of Other Languages (TESOL). Students who enroll will need the classroom skills and intellectual maturity typically required in upper-division courses

**3. PROPOSED COURSE TITLE:**

**4. To be CROSS LISTED?**  
YES/NO

No

If yes, Dept:

Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

**5. To be STACKED?\***  
YES/NO

No

If yes, Dept:

Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

**6. FREQUENCY OF OFFERING:**

Fall

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING** (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

AY 2015-2016

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT:  
(check all that apply)

1

2

3

4

5

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture

**9. CONTACT HOURS PER WEEK:**

3	LECTURE hours/weeks	<input type="checkbox"/>	LAB hours /week	<input type="checkbox"/>	PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

Example of a complete description:

**FISH F487 W, O Fisheries Management**

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

**LING F315 English Language for Second Language Teaching**

3 Credits Offered Fall

Study of the history, spread, and varieties of the English language and the basic elements of its grammar, sound system, and use in discourse. The course is designed for students interested in teaching English as a second language and focuses on teaching implications of course content. Prerequisites: LING F101. (3+0)

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:	<input type="checkbox"/>	NO:	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6  W = Writing Intensive, Format 7  X = Baccalaureate Core

**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.**

YES  NO  |

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?	<input type="text"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS

**13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.**

LETTER:  PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

These will be *required* before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES** \$

Has a memo been submitted through your dean to the Provost for fee approval?   
Yes/No

**17. PREVIOUS HISTORY**  
Has the course been offered as special topics or trial course previously?   
Yes/No

If yes, give semester, year, course #, etc.:

**18. ESTIMATED IMPACT**  
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The Linguistics Program will need to dedicate faculty and space to this new course offering. Dr. Duff Johnston is scheduled to teach the course in the fall of 2015 if the course is approved.

**19. LIBRARY COLLECTIONS**  
Have you contacted the library collection development officer ([kljensen@alaska.edu](mailto:kljensen@alaska.edu), 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.  
 No  Yes

**20. IMPACTS ON PROGRAMS/DEPTS**  
What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)

**Linguistics Program**  
Program Chair: Patrick Marlow  
907-474-7446, [pemarlow@alaska.edu](mailto:pemarlow@alaska.edu)  
  
No other departments or programs are affected.

**21. POSITIVE AND NEGATIVE IMPACTS**  
Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.


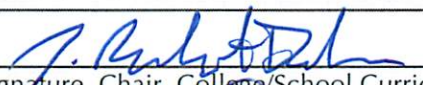
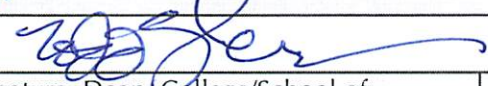
No potential negative impacts on other departments or programs are expected from the course.  
  
The course will allow the Linguistics Program to develop the proposed Minor in TESOL, which is scheduled to be offered for the first time in the fall of 2015.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The Linguistics Program has developed a new Minor in TESOL, which it plans to begin offering in AY 2015-2016. LING F315 provides students with a foundational knowledge of the English language that will vital to their participation in later courses in the minor that involve more practical experiences teaching English as a second language (ESL).

**APPROVALS: Add additional signature lines as needed.**

	Date	9-26-14
Signature, Chair, Program/Department of:	Linguistics	
	Date	10/3/14
Signature, Chair, College/School Curriculum Council for:	CLA	
	Date	10/3/14
Signature, Dean, College/School of:	CLA	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:  
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

#### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

##### **1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

##### **2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

##### **3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

##### **4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

##### **5. Course Goals (general), and (see #6)**

##### **6. Student Learning Outcomes (more specific)**

##### **7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

##### **8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

##### **9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

##### **10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

##### **11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

**English Language for Second Language Teaching**  
**Course Syllabus**

**Note:** The course schedule and specific assignments or activities may be modified during the semester. The instructors will inform you of any changes in advance.

**Course Information:**

Course Number & Section	LING F315 F01
Course Title	English Language for Second Language Teaching
Course Dates	Aug. 31 – Dec. 13
Credits	3
Class Days & Times	Tuesdays & Thursdays, 2:00-3:30p.m.
Classroom	402 Gruening Building

**Instructor Information:**

Instructor	Duff Johnston
Office	866 Gruening Building
Office Hours	<i>To Be Announced</i>
Email Addresses	djohnston2@alaska.edu
Office Phone	(907) 474-5235

**Course Description:**

The course provides study of the history, spread, and varieties of the English language and the basic elements of its grammar, sound system, and use in discourse. The course is designed for students interested in teaching English as a second language and focuses on teaching implications of course content. (3+0)

**Course Prerequisite:** LING F101.

**Course Materials:**

*Required textbook:*

Avery, P., & Ehrlich, S. (1992). *Teaching American English pronunciation*. Oxford, UK: Oxford University Press

*Other required materials:*

The course uses a variety of additional required materials. These may include textbook chapters, academic journal articles, and other readings; audio and video recordings; and a range of online materials. The instructor will provide access to all materials at no cost to students. For students looking to build a library of teacher reference and classroom language materials, the instructor will provide a list of suggested titles.

Note: To ensure regular, out-of-class communication and access to course materials, students must have University of Alaska (UA) email accounts and check their accounts several times a week. The instructor will contact students at their UA email addresses, and students are expected to email the instructor from these same addresses.

**Instructional Methods:**

Class sessions will involve short lectures; whole-class and small-group discussions; and in-class activities related to English as a second language (ESL) teaching.

**Course Goals:**

To help undergraduate students understand the historical background and current state of the English language around the world as well as the foundations of English grammar, the language's sound system, and the use of English in spoken and written discourse.

Since the course is designed for students who would like to teach English as a second language in the future, the above goals will focus on the practical teaching implications of course content.

**Student Learning Outcomes:**

By the end of the semester, students will be better able to:

- **Demonstrate** an understanding of the English language, its history, and its role in the world today.
- **Reflect** on how their developing understanding of English has implications for their future teaching of the language.
- **Apply** their knowledge of English to practical teaching-related activities

**Tentative Semester Schedule:**

*Please see separate schedule document.*

**Course Assignments:**

**Reflection papers:**

20% of the course grade will be based on reflection papers. Students will complete ten one-to two-page reflection papers during the course of the semester in response to readings or

work with examples of learner language. Each paper will be worth two points.

Due dates for reflection papers can be found in the tentative schedule. Each paper must be submitted via email by 12 noon on class days. Paper formatting and content guidelines will be discussed during the first class sessions. Late or short papers will also receive no more than one point. Reflection papers will not be accepted more than one week after they are due.

**Homework assignments:**

20% of the course grade will be based on homework assignments. Students will complete ten homework assignments during the course of the semester in response to work with ESL textbooks and English learner language samples. Each assignment will be worth two points.

Due dates for these homework assignments can be found in the tentative schedule. Each assignment must be submitted via email by 12 noon on class days unless the assignment must instead be submitted in class. The instructor will let you know how each assignment must be submitted. Late or incomplete assignments will also receive no more than one point. Homework assignments will not be accepted more than one week after they are due.

**Mid-term exam:**

25% of the course grade will be based on a mid-term exam held in class on Tue., Oct. 27. The mid-term will cover content from the first half of the course and include a variety of question types including discrete point test items (e.g. true or false, multiple choice) and short answer questions. Parts of the exam will ask students to analyze real or hypothetical examples of learner language. ***Students will not be allowed to take missed mid-term without an approved official excuse.***

**Final exam:**

35% of the course grade will be based on a final exam held on Tue., Dec. 15 during exam week. The final will cover content from the entire course although material covered since the mid-term will be emphasized. The final will include a variety of question types including discrete point test items (e.g. true or false, multiple choice) and short answer questions. Parts of the exam will ask students to analyze real or hypothetical examples of learner language. ***Students will not be allowed to take missed final exam without an approved official excuse.***



### Grade Breakdown

<u>Assignments/Exams</u>	<u>% of Course Grade</u>
Reflection papers	20 (10 x 2)
Homework assignments	20 (10 x 2)
Mid-term exam	25
Final exam	<u>35</u>
<b>Total</b>	<b>100</b>

**Grading Scale** (Each student's course grade is based on absolute scores, not on a curve)

A	93-100
A-	90-92
B+	87-89
B	83-85
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

### Course Policies & Classroom Conduct

#### Attendance:

Students are expected to attend every class session although ***each student is allowed one unexcused absence without penalty during the semester.*** A student who misses a class session without an excused absence will still be held accountable for any course work due that session and for any new course content and materials covered.

A student who misses an additional class without an official excuse will have five points deducted from her or his total course grade. Students cannot make up these lost points. Additional unexcused absence will be treated the same way.

To receive an official excuse, a student must present a formal Student Health Center note or other official document (letter from a UAF Resident Assistant, copy of an official police report, etc.). The instructor will determine if the official document provides the student with an excused absence. If a student provides an official excuse for an absence, she or he will not lose any points from her or his course grade although she or he will still be responsible for missed homework and course content.

If a student knows she or he will miss or be late to a class, it is recommended that she or he contact the instructor ***at least three hours*** before the class. In some cases the instructor may be able to approve an official excuse before the missed class.

Students who miss a class should make sure they get any class materials or notes they missed from classmates. It is not the instructor's responsibility to provide students with these materials and notes.

**Tardiness:**

Tardiness of ten or more minutes will result in a student receiving an unexcused absence unless an official excuse is provided. Students who are late 5 to 9 minutes three times during the semester will also receive an unexcused absence unless there is an official excuse for one or more of the episodes of tardiness.

**Course Preparation and Participation:**

Although students do not receive points for participation in the course, they may lose points from their final course grades if they fail to adequately prepare for or participate in the class sessions.

Students demonstrate *preparation* for sessions by completing assigned homework readings, viewings, and other out-of-class assignments and by sharing the knowledge they gain from these assignments during class activities. Students demonstrate their *participation* in class by actively listening and speaking in discussion and other class activities.

The first time a student does not adequately prepare for or participate in a class session, the instructor will talk with the student and provide a warning. On subsequent occasions a failure to prepare or participate in class will result in the instructor taking five percent off of the student's final course grade.

**Disabilities statement:**

Students who have a physical or other impairment that may substantially limit their participation in the course and its activities should inform the instructor of this condition as soon as possible. With documentation confirming the disability and assistance from the university's **Office of Disability Services**, the instructor will provide reasonable accommodations that will allow the student to successfully complete all coursework. It is the student's responsibility to contact the *UAF Office of Disability Services* – 208 Whitaker Building; (907) 474-5655 – if any accommodations are necessary.

**Student support services:**

UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services at (907) 474-6844 (514 Gruening Building).

**Student code of conduct:**

As a UAF student, you are subject to UAF's student code of conduct (<http://uaf.edu/catalog/current/academics/regs3.html>):

"Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams or take-home exams that contribute to their grade in a course unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of students or visit [www.alaska.edu/bor/](http://www.alaska.edu/bor/)."

At a minimum, if the instructor encounters incidents of cheating, plagiarism (using someone else's words or ideas without giving them proper credit), or other forms of academic dishonesty in a student's work, he/she may impose in-class penalties including the assignment of a failing grade *or* no points for the assignment involved.

In extreme cases of academic dishonesty, the instructor may involve university officials in a further review of the student's behavior and a determination of possible further sanctions against the individual.

**Use of technology in the classroom:**

Students may not use laptops/tablets, cell phones, or other technology in the classroom unless they receive explicit permission from the instructor.

Unpermitted use of technology especially use that is disruptive to classroom activities may result in a student receiving no point for participation in a given class. The instructor will inform the student anytime no participation points are given for technology use.

If a student continues to use technology in the classroom without permission after receiving one no point for participation, the instructor may give the student an unexcused absence.

**English Language for Second Language Teaching**

***Tentative Semester Schedule***

**Note:** The course schedule and specific assignments or activities may be modified during the semester. The instructor will inform you of any changes in advance.

<b>Week</b>	<b>Date</b>	<b>Class Topics</b>	<b>Readings</b>	<b>Other Homework Assignments (All assignments emailed by noon)</b>
1	Tue., Sept. 1	Course Overview & Introductions		
	Thur., Sept. 3	What do you know about the English language?		<b>Reflection Paper 1:</b> How well do you think you understand the English language? Would you feel comfortable teaching the language to second language learners if asked to do so today?
2	Tue., Sept. 8	<b>Labor Day Holiday Break – No Classes</b>		
	Thur., Sept. 10	Language Families and Indo-European Languages	<b>Milward &amp; Hayes (2012)</b> “Language Families and Indo-European Languages”	
3	Tue., Sept. 15	History of the English Language: Old English & Middle English	<b>Milward &amp; Hayes (2012)</b> “Old English: Outer History” <b>Milward &amp; Hayes (2012)</b> “Middle English: Outer History”	
	Thur., Sept. 17	History of the English Language: Early Modern & Present-Day English	<b>Milward &amp; Hayes (2012)</b> “Early Modern English: Outer History” <b>Milward &amp; Hayes (2012)</b> “Present-Day English: Outer History”	
4	Tue., Sept. 22	World Englishes & Ownership of the Language	<b>Kachru (1992)</b> “Teaching World Englishes” <b>Murray &amp; Christison (2011)</b> “The World of English”	<b>Reflection Paper 2:</b> Based on your readings on English, who do you feel ‘owns’ the English language today? How might your opinion influence how you teach ESL in the future?

<b>Week</b>	<b>Date</b>	<b>Class Topics</b>	<b>Readings</b>	<b>Other Homework Assignments</b> <i>(All assignments emailed by noon)</i>
4 <i>(cont.)</i>	Thur., Sept. 24	The Power of the Native Speaker Ideal in the Field of TESOL	<b>Rampton (1990)</b> "Displacing the 'Native Speaker': Expertise, Affiliation, and Inheritance" <b>Boraie (2013)</b> "Native English- Speaking Teachers and Trainers Still Idealized"	<b>Reflection Paper 3:</b> Which kind of teacher do you think should be more desirable in the profession of TESOL: a 'native speaker' or a 'non-native speaker'? Please explain.
5	Tue., Sept. 29	Approaching Language Teaching: Language knowledge & skills	<b>Scrivener (2011)</b> "The subject matter of ELT"	
	Thur., Oct. 1	Approaching Language Teaching: A Brief Overview of Second Language Teaching Methods	<b>Scrivener (2011)</b> "Methods"	
6	Tue., Oct. 6	Grammar: Basic Terminology & General Approaches to Teaching Grammar	<b>Celce-Murcia &amp; Larsen-Freeman</b> (1999) "Introduction" & "Grammatical Metalanguage"	<b>Reflection Paper 4:</b> Considering your own beliefs about second language learning, what balance between fostering language knowledge and fostering language skills do you think teachers should aim for in their classes?
	Thur., Oct. 8	English Grammar & Lexicon	<b>Celce-Murcia &amp; Larsen-Freeman</b> (1999) "The Lexicon"	
7	Tue., Oct. 13	Grammar: Teaching Strategies – Focus on Form	ESL Textbook Selections	<b>Homework:</b> Textbook review activity
	Thur., Oct. 15	Grammar: Teaching Strategies – Focus on Meaning	ESL Textbook Selections	<b>Reflection Paper 5:</b> Reviewing our readings, discussions, and activities to date, how do you think you will approach grammar instruction in your future teaching? Please explain.
8	Tue., Oct. 20	Grammar: Responding to Learner Grammar	Student Language Samples	<b>Homework:</b> Analyzing learner grammar activity

<b>Week</b>	<b>Date</b>	<b>Class Topics</b>	<b>Readings</b>	<b>Other Homework Assignments (All assignments emailed by noon)</b>
8 (cont.)	Thur., Oct. 22	Grammar: Responding to Learner Grammar Review for the Mid-term Exam	Student Language Samples	<b>Reflection Paper 6:</b> What were your biggest challenges responding to the learner grammar you encountered in class? How can you improve your responses to learner grammar in the future?
9	Tue., Oct. 27	<b>Mid-term Exam</b>		
	Thur., Oct. 29	Sound System: Spelling & Pronunciation; Individual Sounds of English	Avery & Ehrlich (1992) Chapters 1 & 2	
10	Tue., Nov. 3	Sound System: English Sounds in Words	Avery & Ehrlich (1992) Chapters 3-5	<b>Homework:</b> Language Speaking Analysis Activity
	Thur., Nov. 5	Sound System: Connected Speech	Avery & Ehrlich (1992) Chapter 6	<b>Homework:</b> Connected Speech Activity
11	Tue., Nov. 10	Sound System: Teaching Speaking	Avery & Ehrlich (1992) Chapters to be determined ESL Textbook Selections	<b>Homework:</b> Textbook Review Activity
	Thur., Nov. 12	Sound System: Teaching Speaking & Responding to Learner Speech		
12	Tue., Nov. 17	Sound System: Responding to Learner Speech	(Student Audio Recordings)	<b>Homework:</b> Analyzing learner speaking activity <b>Reflection Paper 7:</b> What were your biggest challenges responding to the learner speech you encountered in class? How can you improve your responses to learner speech in the future?

<b>Week</b>	<b>Date</b>	<b>Class Topics</b>	<b>Readings</b>	<b>Other Homework Assignments (All assignments emailed by noon)</b>
12 (cont.)	Thur., Nov. 19	Discourse: Written texts	ESL Textbook Selections	<b>Homework:</b> Textbook Review Activity
13	Tue., Nov. 24	Discourse: Written texts	Student Writing Samples	<b>Homework:</b> Learner Writing Analysis Activity <b>Reflection Paper 8:</b> What were your biggest challenges responding to the learner writing samples? How can you improve your responses to learner writing in the future?
	Thur. Nov. 26	<b>Thanksgiving Holiday – No class</b>		
14	Tue., Dec. 1	Discourse: Conversations & Presentations	ESL Textbook Selections	<b>Homework:</b> Textbook Review Activity
	Thur., Dec. 3	Discourse: Conversations & Presentations	<i>(Student Presentation Recording)</i>	<b>Homework:</b> Learning Presentation Analysis Activity
15	Tue., Dec. 8	Course Review & Evaluation		<b>Reflection Paper 9:</b> What were your biggest challenges responding to the learner presentation recording? How can you improve your responses to learner presentations in the future?
	Thur., Dec. 10	Review for the Final Exam		<b>Reflection Paper 10:</b> Looking back over the semester what are the most important things you learned about the English language? What areas of the language do you think will be the biggest challenges for you when teaching and responding to learners?
<b>Finals</b>	<b>Dec. 15</b>	<b>Final Exam</b>		