

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.

Reflection papers may receive a grade of a check ($\checkmark = 2$ points), check minus ($\checkmark^- = 1.5$ points), or check plus ($\checkmark^+ = 2.5$ points) based on the level of **effort and thoughtfulness** displayed in the paper. Papers that are late, short, or improperly formatted may lose additional points (i.e. $\checkmark^- = 1$ point).

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>
Total	100

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/."

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.

Week	Date	Class Topics	Readings	Other Homework Assignments (All assignments emailed by noon)
1	Tue., Sept. 1	Course Overview & Introductions		
	Thur., Sept. 3	What do you know about the English language?		Reflection Paper 1: 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	Labor Day Holiday Break – No Classes		
	Thur., Sept. 10	Language Families and Indo-European Languages	Milward & Hayes (2012) “Language Families and Indo-European Languages”	
3	Tue., Sept. 15	History of the English Language: Old English & Middle English	Milward & Hayes (2012) “Old English: Outer History” Milward & Hayes (2012) “Middle English: Outer History”	
	Thur., Sept. 17	History of the English Language: Early Modern & Present-Day English	Milward & Hayes (2012) “Early Modern English: Outer History” Milward & Hayes (2012) “Present-Day English: Outer History”	
4	Tue., Sept. 22	World Englishes & Ownership of the Language	Kachru (1992) “Teaching World Englishes” Murray & Christison (2011) “The World of English”	Reflection Paper 2: 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?

Week	Date	Class Topics	Readings	Other Homework Assignments <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	Rampton (1990) "Displacing the 'Native Speaker': Expertise, Affiliation, and Inheritance" Boraie (2013) "Native English- Speaking Teachers and Trainers Still Idealized"	Reflection Paper 3: 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	Scrivener (2011) "The subject matter of ELT"	
	Thur., Oct. 1	Approaching Language Teaching: A Brief Overview of Second Language Teaching Methods	Scrivener (2011) "Methods"	
6	Tue., Oct. 6	Grammar: Basic Terminology & General Approaches to Teaching Grammar	Celce-Murcia & Larsen-Freeman (1999) "Introduction" & "Grammatical Metalanguage"	Reflection Paper 4: 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	Celce-Murcia & Larsen-Freeman (1999) "The Lexicon"	
7	Tue., Oct. 13	Grammar: Teaching Strategies – Focus on Form	ESL Textbook Selections	Homework: Textbook review activity
	Thur., Oct. 15	Grammar: Teaching Strategies – Focus on Meaning	ESL Textbook Selections	Reflection Paper 5: 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	Homework: Analyzing learner grammar activity

Week	Date	Class Topics	Readings	Other Homework Assignments (All assignments emailed by noon)
8 (cont.)	Thur., Oct. 22	Grammar: Responding to Learner Grammar Review for the Mid-term Exam	Student Language Samples	Reflection Paper 6: 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	Mid-term Exam		
	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	Homework: Language Speaking Analysis Activity
	Thur., Nov. 5	Sound System: Connected Speech	Avery & Ehrlich (1992) Chapter 6	Homework: Connected Speech Activity
11	Tue., Nov. 10	Sound System: Teaching Speaking	Avery & Ehrlich (1992) Chapters to be determined ESL Textbook Selections	Homework: 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)	Homework: Analyzing learner speaking activity Reflection Paper 7: 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?

Week	Date	Class Topics	Readings	Other Homework Assignments (All assignments emailed by noon)
12 (cont.)	Thur., Nov. 19	Discourse: Written texts	ESL Textbook Selections	Homework: Textbook Review Activity
13	Tue., Nov. 24	Discourse: Written texts	Student Writing Samples	Homework: Learner Writing Analysis Activity Reflection Paper 8: 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	Thanksgiving Holiday – No class		
14	Tue., Dec. 1	Discourse: Conversations & Presentations	ESL Textbook Selections	Homework: Textbook Review Activity
	Thur., Dec. 3	Discourse: Conversations & Presentations	<i>(Student Presentation Recording)</i>	Homework: Learning Presentation Analysis Activity
15	Tue., Dec. 8	Course Review & Evaluation		Reflection Paper 9: 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		Reflection Paper 10: 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?
Finals	Dec. 15	Final Exam		