

Syllabus

I. COURSE DESCRIPTION

This course focuses on the phonological and morphological systems of the English language. It is primarily a theoretical course to enable the ESL/EFL teacher to understand and explain the English language, but also a practical course to assist the teacher to prepare pronunciation and vocabulary lessons.

II. COURSE OBJECTIVES

At the end of the term, the student should be able to do the following:

- understand and describe the lexical system of the English language;
- understand and describe the sound system of English, i.e., individual sounds, stress, focus and intonation;
- prepare tasks to teach pronunciation and vocabulary.

III. REQUIRED TEXTBOOKS AND NOTES

Avery, Peter, and Susan Ehrlich. *Teaching American English Pronunciation*. Oxford: Oxford University Press, 1992.

Tiessen, Gail. *Class notes: Applied Linguistics I*.

IV. CLASS SCHEDULE

Week	Topic	Textbook Chapter Read	Labs, Exams, Assignments	Class Presentations
1	Introduction to Applied Linguistics			
2	Overview & Introduction to Morphology Word Formation Word Classes: Parts of Speech Word Creation		Lab 1	MOR #14
3	Meaning of a Word: Sense Relations, Metaphor, Collocation Mental Lexicon		Lab 2	MOR #2 MOR #13 MOR #12 MOR #8
4	Selecting, Organizing and Teaching Vocabulary Convey, Check and Consolidate		Lab 3	MOR #3 MOR #4 MOR #10 MOR #6 MOR #16
5	THANKSGIVING BREAK			
6	Introduction to Phonology Overview of English Sound System Suprasegmentals: Word Stress	Intro, 1 & 5	<i>Take-Home Morphology Exam</i> Lab 4	PHO #1 PHO #11 PHO #2

7	Rhythm and Sentence Stress	6	Vocabulary Lesson	PHO #9 PHO #12
8	Intonation and Discourse		Lab 5	PHO #15 PHO #13 PHO #16
9	Suprasegmental Wrap up	11		
10	Positional Variation The English Consonant System	3 (39-47) & 2 (11-26)	Lab 6	
11	The English Vowel System	2 (28-35)		PHO #3
12	Teaching Vowels Talking Canadian		Lab 7	PHO #4 PHO #5 PHO #8
13	Segmental Wrap-up Challenges of Specific Language Groups	7 & 8	Lab 8	PHO #6
14	Teaching Pronunciation Final Review	9, 13-16	Pronunciation Lesson	
15	FINAL EXAMS – NO CLASSES		<i>Take-Home Phonology Exam due at the end of the scheduled exam period</i>	

V. REQUIREMENTS AND GRADING

1. Attendance & Participation	10%
2. Weekly Reading & TESOL Lab Reports (8 assignments)	40%
3. Classroom Linguistic Task Presentations & Reflections	10%
4. Vocabulary Lesson	10%
5. Pronunciation Lesson	10%
6. Examinations	20%
Morphology	10%
Phonology	10%

VI. ASSIGNMENT REQUIREMENTS AND CRITERIA:

1. Attendance & Participation: Attendance and active participation are important in class and in labs.
 2. Readings and TESOL Lab reports:
Reading assignments should be read *before* the class and/or lab in which they are discussed.
 - a. Form a lab group (3 or 4 members) for cooperative learning. Schedule a 2-hour lab session to meet once a week throughout the semester. Work on the lab tasks *as a group* (*Do NOT collate individual work and submit*). Submit a written report of the tasks on the assigned day in the class schedule. (One report per group.)
See Appendix A of this syllabus for tasks.
 3. Classroom Linguistic Task Presentations & Reflections
 - a. Sign up for a class task presentation.
 - b. Prepare the materials.
 - c. Lead the class in the task. This should not take more than 10 minutes of class time.
 - d. Write a reflection paper to be submitted in the next class to the instructor.
You should address questions of your preparedness, your presentation, your classroom management and the usefulness of the task as an illustration of task-based language focus.
- 4&5. Lesson Plans: Prepare two lesson plans.
- 1) One lesson on vocabulary (morphology).
 - 2) One lesson on some aspect of pronunciation (phonology),

Each lesson plan is to include the following elements:

- *A description of the students for whom the lesson is prepared (whether real or fictitious): Their ethnic background, level of competence (CLB level), and language goals*
 - *Specific objectives for lesson (e.g. "At the end of this lesson, the learners will be able to")*
 - *A relevant theme*
 - *Bibliography of at least 3 sources (e.g. class texts, ESL course books)*
- Note: Your lesson plan should be clear enough and complete enough that someone else could present it from the materials you hand in. You must include all materials, (visuals, tapes, worksheets, etc) to be used in the lesson.*

4. One lesson on vocabulary (morphology)
Choose a newspaper, magazine, or online article you might use in a class.
 - a. Select 10 vocabulary words from the article that help the learner to grasp the article and/or the theme or topic of the lesson.
 - b. Prepare a series of tasks to:
 - i. introduce the theme or topic to which the article/vocabulary is relevant
 - ii. convey the meaning of the vocabulary
 - ii. check the meaning of the vocabulary
 - iii. consolidate the meaning of the vocabulary
5. One lesson on some aspect of pronunciation (phonology)
Prepare tasks for:
 - i. listening discrimination
 - ii. presentation of the target pronunciation
 - iii. practice
 - iv. communicative use

Choose one of the following objectives for your learners:

- to use word stress to distinguish between nouns and verbs.
- to use rising-falling or rising question intonation appropriately.
- to use prominence (nuclear stress) for information focus.
- to reduce unstressed syllables and function words to produce English rhythm.
- to use correct word stress with suffixes.
- to distinguish between tense and lax vowels in speech.
- to pronounce /b/, /v/, /f/ and /w/.
- to pronounce the grammatical endings of 'ed' or 's' correctly.

6. Examinations:

- a. Morphology [a take-home exam]
- b. Phonology [a take-home exam]

VII. POLICIES

Percentage to Letter-Grade Breakdown

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	-60
A	94-96	B	84-84	C	74-76	D	64-66		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		

Late Assignments: Assignments must be handed in by 4:30pm on the due date listed in the syllabus unless otherwise specified. If you must hand in an assignment late, submit a letter explaining the reason for the lateness and any documentation you may have for the delay. I will decide if any deductions will be taken off at that time. 5% will be taken off for every day an assignment is late. Once I have handed back labs, I will no longer receive late submissions. Once I have handed back lesson plans, if your lesson plan has not been handed in at that point, at best you will receive a pass grade.

Attendance Policy: How the content of this course is presented is as important as the actual content. Therefore, if you are absent for more than 5 days you will receive an automatic failure in the course. To discourage lateness, 3 late arrivals will count as one absence.

Academic Honesty: I have the expectation that every assignment is done with scholastic integrity and honesty. Assignments that are plagiarized (i.e. work that is not the students' own work) will be given a grade of zero.

Information and Communication Technologies in the Classroom: Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or iPods is never appropriate in the classroom, and use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. Unlike some other post-secondary institutions, Providence has not yet found it necessary to ban these from the classroom, or prevent wireless internet access in classrooms. Only judicious use of them will keep it that way.