

## **EDUC 3220 Structure of the English language for teaching**

**Fall 2015**

### Instructor

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**Office Hours: MWF 12:00-2:00; and by appointment**

### Course Objectives

This course explores the nuances of morphology, grammar, and semantics in English. Various approaches to the English language are covered, but the emphasis is on the practical implications for effective teaching.

### Program Outcomes

This course addresses the following program outcomes:

1. It is one of four courses required by the state of Louisiana Department of Education for an ESL endorsement. This area is a critical shortage area identified by Tulane's Teacher Preparation and Certification Program. ESL is also an area of shortage in local school systems.
2. It contributes to the Peace Corps Prep initiative which recommends at least three ESL courses. It is also preparation for Fulbright English Teaching Assistantships and the Center for Public Service's nascent pathways to service initiative.
3. For anyone completing this four-course series, the Louisiana Department of Education would present a certificate.

### Learning outcomes

Consider issues of meaning and relevance in decomposing and analyzing English.

Identify, evaluate, and use a variety of research strategies to understand English as it is used in academic and social contexts.

Gather and evaluate instructional and technological resources that support students' English development.

### Honor Code

This link will take you to the Newcomb-Tulane Code of Academic

Conduct: <http://college.tulane.edu/code.htm>. All students must take responsibility for studying this code and adhering to it. We will devote some time in class to it. Our purpose, in these discussions, will be not only to teach you how to avoid plagiarism and how to cite sources, but to initiate you into the contemporary discussion of intellectual property and the nuanced dynamics

between individuality, authorship, and what's sometimes called intertextuality, so that you can make informed and thoughtful choices about your writing for the rest of your university career and later in life.

Also observe the academic conduct rules, including those about computer use and cell phones. <http://tulane.edu/studentaffairs/upload/02Academic.pdf>

### Attendance policies

Students must come to class, participate in class activities, and sustain positive, productive membership in the classroom community. Thus, attendance, as well as punctual arrival and participation are absolutely essential; moreover, computers may only be used with instructor permission, cell phones must be silenced, and text-messaging and emailing are strictly forbidden, for these disruptions, as with tardiness, can be counted as absences.

When a student absence results from serious illness, injury or a critical personal problem, that student must notify the instructor and arrange to complete any missed work in a timely fashion. Students are allowed, over the course of the semester, to miss the equivalent of one week of class without penalty. Thereafter, students will lose one-third of their final grade for every unexcused absence from class. Once a student has accumulated the equivalent of three weeks of unexcused absences, he or she has automatically failed the class.

In order to enforce the attendance policy, the instructor will document the dates of every student's unexcused absences and file an "Absence Report Form" for any of their students who accumulate four, unexcused absences. These forms are sent to the student and the student's dean (the instructor retains the third copy). If the student's attendance problem results in his or her failing the course, the instructor should file a second "Absence Report Form" recommending that the student be withdrawn from the course with an F.

### **Required texts:**

Larson, D. Teaching Language: From Grammar to Grammmaring. (2003). New York: Heinle ELT.

Henceforth GR

Klammer, T., M. Schulz, and A. Volpe. Analyzing English Grammar: 4<sup>th</sup> ed. (2004). New York: Pearson. Henceforth AE

### **Also required of all candidates:**

-Email address and access to the Internet (required) to access Blackboard <http://blackboard.tulane.edu>

### **Reading list and additional resources:**

New Ways in Teaching Grammar. TESOL

Payne, T. Understanding English Grammar: A linguistic introduction. Cambridge: Cambridge University Press.

## Exam and Class Schedule

Week 1: GR Ch 1 Defining Language, AE Lessons  
Week 2: GR Ch 2 Challenging Conceptions of Grammar, AE Lessons  
Week 3: GR Ch 3 The dynamics, AE Lessons  
Week 4: GR Ch 4 The three dimensions, AE Lessons  
Week 5: GR Ch 5 Rules and reasons, AE Lessons  
Week 6: GR Ch 6 Grammar of choice, AE Lessons  
Week 7: GR Ch 7 Grammar of discourse, AE Lessons  
Week 8: GR Ch 8 Learning Grammar, AE Lessons  
Week 9: GR Ch 9 Output, AE Lessons  
Week 10: GR Ch 10 Feedback, AE Lessons  
Week 11: GR Ch 11 Teaching Grammmaring, AE Lessons  
Week 12: AE Lessons  
Week 13: AE Lessons  
Week 14: AE Lessons  
Week 15: AE Lessons

## Assignments

10% Lead a Discussion group one week on Grammmaring

10% Interview with a different speaker on a grammar point. (See field experience below)

30% Teach two parts of Analyzing English Grammar

20% Critique two lessons of your peers

10% Midterm

20% Final Exam:

Homework assignments: You are expected to complete the reading each before each class and be prepared to discuss. You will be asked to present and lead the discussion one of the cases each week.

### **Field experience:**

Students are required to complete a one-hour interview with a speaker of another language to discuss a grammar point in a non-English language or in a dialect of English.

## Links to state and program criteria

### **Structure of the English language**

**A study of the distinctive sound patterns and grammatical systems of American English**

The mission of Tulane's Teacher Preparation and Certification Program is to develop graduates who:

Core Principle 1-Demonstrate a professional commitment as educational leaders;

Core Principle 2-Apply a rigorous academic foundation using informed practice, information technology, and the ability to think creatively and reflectively;

Core Principle 3-Exemplify sensitivity to all facets of diversity;

Core Principle 4-Lead with integrity ensuring that high levels of achievement can be a reality for all learners.

**Essential questions:**

1.What is English?

2.How can English be categorized and analyzed?

3.How does it change?

4.How can I design and implement meaningful learning experiences using a construction of English?

**Alignment of Course Objectives with Standards and Assessments**

**Course objectives and course assessment with essential questions and TPCP core principles**

**The teacher candidate will:**

Consider issues of meaning and relevance in decomposing and analyzing English. EQ 1, EQ 2, CP 2, CP 3

Identify, evaluate, and use a variety of research strategies to understand English as it is used in academic and social contexts. EQ 3, CP 2, CP 5

Gather and evaluate instructional and technological resources that support students' English development. EQ 3, EQ 4, CP 3, CP5,