EDFS 674 Linguistics for ESOL Teachers  
College of Charleston Syllabus  
Spring Semester 2011

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Class Hours/Location: College of Charleston, North Campus 10 hrs;  
Online 35 hrs

Credit 3 Graduate Hours

Text * Selected Articles

Course Description
EDFS 674 Linguistics for ESOL Teachers is intended to provide prospective and  
practicing teachers of English as a second or foreign language a broad  
understanding of the grammar of English and a foundation in general linguistics.  
The aim is to dispel certain myths about language and to discuss various other  
aspects, including What is language? and What is grammar? Topics of study  
concern speech sounds (phonetics), how sounds form patterns (phonology), how  
words are formed (morphology), and how words are put together (syntax) as well  
as some facets of semantics (what words, phrases, and sentences mean). A basic  
understanding of the scientific study of human language is interwoven with  
examples of English grammar. Linguistics for ESOL Teachers provides a  
theoretical basis for selecting language teaching strategies. Differences in  
descriptive and prescriptive grammars and their roles in ESOL/EFL instruction are  
explored. Participants develop skills in linguistic analysis through exploring  
traditional, transformational, case, and discourse perspectives. Attention is also  
given to social aspects of language including regional dialects and accents, first  
and second language acquisition, and language change. Participants actively apply  
linguistic knowledge in exercises and strengthen those skills through observations  
of language in their daily lives. All participants will do an investigative mini-  
research project within the scope of their teaching circumstances. A primary focus  
is on structures that frequently occur in ESOL/EFL instruction. Additional  
structures are investigated and reported as research projects.
**Course Objectives**
Objectives are coordinated with the following teaching and learning standards which are in full here and related to specific objectives in this section.

**Standard I** Evidence theoretical and practical understanding of the ways learners develop.

**Standard II** Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.

**Standard III** Evidence a variety of strategies that optimize student learning.

**Standard IV** Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.

**Standard V** Communicate effectively with students, parents, colleagues, and the community.

**Standard VI** Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

**Standard VII** Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

Upon successful completion of EDFS 674, students **should** be able to:

- describe the differences between descriptive grammar and prescriptive grammar; [Standards II, V, VII]

- utilize grammatical structures in a variety of oral and written contexts (discourse analysis), and suggest ways in which this discourse grammar can be taught in the second language classroom; [Standards I, II, III, IV, V, VI, VII]

- compare grammars of spoken and written English and suggest methods for utilizing functional grammar in English literacy development; [Standards III, IV, V, VI]

- describe principles of phonemics and phonology as they relate to language acquisition; [Standard I, III, VI]
• describe the principles of English morphology as they relate to second language acquisition;  
[Standards I, III, V, VI]

• analyze aspects of oral and written English syntax relative to ESOL/EFL instruction;  
[Standards I, II, IV, V, VII]

• determine possible points of phonological, morphological, and syntactic interference between English and other languages; and  
[Standards III, V, VII]

• discuss differences between Standard American English, oral and written, and other Englishes using appropriate grammatical and linguistic terms.  
[Standard II, IV, V]

Course Requirements/Activities
EDFS 674 is a learner-centered course based on the premise that the best learning is active learner-centered, learned-enjoyed, shared learning, celebrated learning. Collaboration is encouraged and assignments support that goal. The course format of onsite and online learning encourages collaboration as well. All students are expected to attend their respective on-site classes and commit an additional 35 hours to online activities. It is estimated that one-three hours will be required for each of the core course online hours to satisfactorily complete course requirements. During the semester to reflect learning experiences and activities, participants will compile a portfolio containing:

• double-entry reflections for 20 Module Readings readings (200 points);

• calendar postings (an ‘aha’; a question I have; another thing I want to say; a question I have) for Modules, 20 total (100 points);

• activities for 20 Modules (200 points);

• classroom-based mini-research projects (200 points), presented at final session;

• short paper (check research topic with instructor) (200) points; and

• final exam (100 points).
**Course Evaluation**
A portfolio can earn 1000 points and the points will be converted to the U. of Charleston grading scale (e.g. 930-1000 = A; B+ = 880-920; B = 830-870; C+ = 780-820; C = 740-770 (C is the lowest passing grade for graduate courses). Additional information on College of Charleston web site (cofc.edu).

**Course Itinerary**

<table>
<thead>
<tr>
<th>Date /Location</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan 15 C of C North Campus (9:00 - 2:30)</td>
<td>Course Orientation Module 1 Grammar of Spoken/Written English</td>
</tr>
<tr>
<td>Jan 20 Online</td>
<td>Module 2 The Sounds of English</td>
</tr>
<tr>
<td>Jan 26 Online</td>
<td>Module 3 From Sound to Meaning</td>
</tr>
<tr>
<td>Feb 1 Online</td>
<td>Module 4 The Ps of English: Phonemes, Phonetics, Phonology, and Phonics</td>
</tr>
<tr>
<td>Feb 4 Online</td>
<td>Module 5 Morphs: Roots, Prefixes, Infixes, Suffixes, Reduplication</td>
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<tr>
<td>Feb 8 Online</td>
<td>Module 6 What is a Word and How Do You Know?</td>
</tr>
<tr>
<td>Feb 11 Online</td>
<td>Module 7 English Through the Senses</td>
</tr>
<tr>
<td>Feb 15 Online</td>
<td>Module 8 Syntax: Connecting the Words, Creating Patterns</td>
</tr>
<tr>
<td>Feb 18 Online</td>
<td>Module 9 Discourse: Exploring the Glue that Binds</td>
</tr>
<tr>
<td>Feb 22 Online</td>
<td>Module 10 Word and Phrase Grammar</td>
</tr>
<tr>
<td><strong>Feb 25 Online</strong></td>
<td>Module 11 Clause Grammar, Lexical Bundles, and T-Units</td>
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<tr>
<td></td>
<td><strong>Transmit short paper electronically</strong></td>
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Mar 1 Online     Module 12 Verbs: Functions and Classes
Mar 4 Online     Module 13 Variation in the Verb Phrase
Mar 5 - 13       Spring Break
Mar 15 Online    Module 14 Adjectives and Adverbs
Mar 18 Online    Module 15 Form/Function of Compliment Clauses
Mar 22 Online    Module 16 Synonyms, Antonyms, Homonyms
Mar 25 Online    Module 17 Semantics and Shades of Meaning
Mar 29 Online    Module 18 Word Order and Related Syntactic Choices
Apr 1 Online     Module 19 Lexical Expression in Speech and Writing: Idioms, Connotation, Denotation, and Nonverbal Messages
April 6 Online   Module 20 The Grammar of Conversation and Dialects
April 30 C of C  Course evaluations
North Campus     Mini-research projects presentations
Sharing ‘aha’ moments from Calendar postings
Final exam

Format of Modules: Opening; Lecture; Reading; Word study; Closing; Activity; and Resources (FYI materials)

* Selected Articles

EDFS 674 Linguistics for ESOL Teachers List of Readings
Readings for EDFS 686 are available in pdf format, within the Modules, on your CD Rom disk. Module 6, Module 7, Module 9, Module 18, and Module 19 are also in pages format within the Pages folders. ALL materials in pdf format are in the PDF folders.

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>What is linguistics?</td>
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Format for Module Reading (c) selections

1. Write one sentence from the Reading (c) exactly.

2. Write your ‘thinking’ about the sentence you chose. The focus is reflection, not length.

Format for Module calendar entries--3 items

1. an ‘aha’ (anything from the Module OR a linguistic noticing from life)

2. a question I have (‘no question today’ not an option---rationale is that asking students to pose questions is a strategy for developing higher order thinking skills as well as encouraging more engagement with the curriculum)

3. another thing I want to say--open to anything in or about the Module