

**SYLLABUS****CIED 5543: Structures of American English****Old Main 327 Tuesday 5:15-8:05 p.m.****University of Arkansas College of Education and Health Professions****Department of Curriculum and Instruction**

Instructor: Freddie A. Bowles
Office: 312 PEAH
Office Hours: Tuesdays / Thursdays 8:00-11:00 or by appointment
Phone: 479-575-3035
E-Mail: fbowles@uark.edu

- I. Program Affiliation:** Curriculum and Instruction M.Ed. TESOL
Course Number and Title: CIED 5543: Structures of American English
Course Description: This course provides an introduction to the grammars of English, including (but not restricted to traditional, structural, and transformational-generative [universal grammar]). It includes approaches to the teaching of all types of grammars.
Prerequisites: Admission to Graduate School and Program
Required Texts: Cowan, R. (2008). *The Teacher's Grammar of English: A Course Book and Reference Guide*. New York, NY: Cambridge University Press.
- II. Relationship to Knowledge Base:** The Master of Education in Teaching English to Speakers of Other Languages (TESOL) is designed to prepare individuals in the United States and abroad to teach English to students whose first language is not English. Graduates are also prepared to create and implement curriculum and appropriate assessments for English as a second or foreign language (ESL).
- III. Goal:** The purpose of this course is prepare you to become a teacher of English as a foreign or second language by exploring your own knowledge of English grammar and your beliefs about learning and teaching English grammar, by teaching you how to plan and prepare standards-based lessons for teaching English grammar, how to assess learner's acquisition of English grammar, and how to find and use appropriate resources for teaching and learning English grammar. We will also examine the place and purpose of Pedagogical Grammar (PG) in the L2 classroom and consider the relationship between the language of PG from the text and the language used by speakers and writers to communicate in the language.
- IV. Competencies:** Upon completion of this course students will:
- Demonstrate knowledge of theoretical issues in Pedagogical Grammar

- Demonstrate ability and creativity in planning and sequencing appropriate lessons for student learning
- Demonstrate ability to select appropriate materials and tasks
- Demonstrate awareness of and ability to address unexpected problems and situations in learning and teaching English grammar
- Understand the ESL/EFL standards for teaching adults and for teaching K-12

V. Content:

- Form, Meaning, and Use of Grammar Topics
- Student Problems in Learning English Grammar
- Suggestions for Teaching
- Research in Pedagogical Grammar
- Planning and Implementing Instruction
- Assessing Learners

VI. Assignments, Evaluations, Due Dates:

Assng. Name	Evaluation Points	Due Date
Reflection Paper	25	9-2
3 EDOKS	25 x 3 = 75	9-16 / 10-21 / 11-25
2 Observation Reports	50 x 2 = 100	10-14 / 12-2
Mid-Term	100	11-13
Mini-Lesson	50	11-4 / 11-11 / 11-18
Participation (Chapter presentations / questions)	50	As scheduled
Final Paper	100	12-9
Total Points	500	

VII. Course Requirements:

Students are expected

- to attend every class well-prepared for discussion and participation,
- to be on-time,
- to be respectful of the learning environment, and
- to communicate with the professor as needed.

VIII. Grading Scale:

A = 100-90
 B = 89-80
 C = 79-70
 D = 69-60
 F = below 60

IX. Academic Honesty:

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/> . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

X. Accommodations:

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, ARKU 104, and on the web at: <http://cea.uark.edu/> .

The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

XI. Attendance Policy and Late Work Policy:

Attendance—you have to be present to win!

All assignments are due in class on the due date unless otherwise required.

Failure to meet this requirement results in a zero for that assignment unless previous arrangements have been made with me. No late work is accepted (you can arrange to turn assignments in early).

*** Incompletes will not be given this semester due to departmental recommendations.

Attendance is strongly encouraged.

XII. Inclement Weather Procedure: Academic Policy Series 1858.10

Classes will be cancelled if the University closes. For detailed information, go to <http://provost.uark.edu/185810.pdf>

XIII. Syllabus Changes: The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will post both notification and nature of the change(s) on the course bulletin board.

XIV. Course Resources

- A. Mullins Library
- B. Internet
- C. Professor's Library

XV. Research Base

Texts:

ACTFL. (2002). *ACTFL performance guidelines for K-12 learners task force*. Alexandria, VA: ACTFL.

ACTFL. (2006). *Standards for foreign language learning in the 21st century*. Alexandria, VA: ACTFL.

- ACTFL. (2010). *The keys to assessing language performance*. Alexandria, VA: ACTFL.
- Bauer, L. (2007). *The linguistic student's handbook*. Oxford, UK: Oxford University Press.
- Brown, J. D. (1988). *Understanding research in second language learning: A teacher's guide to statistics and research design*. Cambridge, UK: Cambridge University Press.
- Celce-Murcia, M., & Larsen-Freeman, D. (1983). *The grammar book: An ESL/EFL teacher's course*. Boston, MA: Heinle & Heinle.
- Cook, G. (2003). *Applied linguistics*. Oxford, UK: Oxford University Press.
- Hadley, A. O. (2001). *Teaching language in context*, 3rd ed. Boston: Heinle & Heinle Publishers.
- Lightbown, P.M., & Spada, N. (2006). *How languages are learned*, 3rd ed. Oxford, UK: Oxford University Press.
- Moulton, W.G. (1966). *A linguistic guide to language learning*. New York: The Modern Language Association of America.
- Rivers, W. M. (1981). *Teaching foreign-language skills*. Chicago: University of Chicago Press.
- Shrum, J.L., & Glisan, E.W. (2005). *Teacher's handbook: Contextualized language instruction*, 3rd ed. Boston, MA: Thomson/Heinle.
- TESOL. (2006). *PreK-12 English language proficiency standards*. Alexandria, VA: TESOL.

Journals:

Foreign Language Annals
 The Modern Language Journal
 Hispania
 The French Review
 Canadian Modern Language Review
 Le français dans le monde
 The German Quarterly
 Unterrichtspraxis
 English Language Teaching
 The TESOL Quarterly
 Classical Journal
 Language Learning and Technology
 Journal for Second and Foreign Language Educators
 Language Learning Journal
 Applied Linguistics
 Studies in Second Language Acquisition
 The ACTFL Foreign Language Education Series (Yearbooks 1985-)

Language is the blood of the soul into which thoughts run and out of which they grow.

~Oliver Wendell Holmes