



Please Note: This *Class Syllabus* is an important step in updating the format of our distance classes. If for any reason the *Class Syllabus* does not match the print *Course Guide* or online class information, the *Class Syllabus* shall be taken as correct.

CLASS SYLLABUS

COURSE TITLE:	The Structure of English for Language Teaching		
COURSE CODE:	TESL 333	TERM:	2017-2018, Fall Term 1
COURSE CREDITS:	3.0	DELIVERY:	Online
COURSE SECTION:	W01	START DATE:	September 6, 2017
		END DATE:	December 7, 2017

Note: No print guide is provided for this course. If you require a print copy, you will be responsible for printing the course material that is provided within Blackboard. The course content will be available to you for one year from the start date of the course.

Course Description

The official course description and prerequisites are in the U of S Course and Program Catalogue available at <http://www.usask.ca/calendar/coursecat/>

Course Learning Outcomes

By the end of this class, students should be able to:

1. describe the key properties and features of language.
2. apply these properties and features to support development of linguistic aspects of communicative competence among English language learners.
3. identify the linguistic components of language
4. assess errors made by English language students and
5. provide possible instructional strategies to improve accuracy of English language use.

Course Overview

This course begins with an introduction to the components of language. After the introduction, you will learn about the eight parts of speech in sentence-level grammar. In Module 9, we will discuss the phonological system of English beginning with individual sounds and ending with connected speech. The final module of this course will look at strategies that you can use to teach grammar and phonology.

Your Instructor

Your instructor will contact you at the start of term. The instructors for this course are:

Laurie Anderson

E-mail: laurie.anderson@usask.ca

Telephone: 306-931-6853 (home)

Preferred method of contact: Email

Office Hours Sundays 7:00 - 9:00 pm (SK time)

Profile

I became involved in the CERTESL program in the 1990s when I wrote the TESL 35 course and began supervising the practicum course. Since that time, I taught adult ESL and then later high school ESL students. My current role is as an EAL consultant for Saskatoon Public Schools. I work in our Newcomer Student Centre and provide language assessments for new EAL students.

OR

Shauna Tilbury

Email: shauna.tilbury@usask.ca

Telephone: 306-373-9530 (home)

Preferred method of contact: Email; I'm happy to talk on the phone but probably need some advance warning in case I'm not available when you call.

Office Hours Between 7:00 pm - 9:00 pm most days (SK time)

Profile

I have been working in the field of second languages for over 20 years in a variety of Canadian contexts as a volunteer, teacher, consultant and program coordinator. I enjoy learning, teaching and collaborating for the purpose of promoting additional languages, home language maintenance and language revitalization. My current professional role is Coordinator, English as an Additional Language with Saskatoon Public Schools. I enjoy living in Saskatoon with my husband and two daughters.

Required Resources

Readings/Textbooks

1. Avery, P. and S. Ehrlich, eds. (1992) Teaching American English Pronunciation. Oxford University Press. ISBN: 978-0-19-432815-9
2. Parrott, Martin. (2010) Grammar for English Language Teachers. Cambridge University Press. ISBN: 978-0-521-71204-0

Textbooks are available from the University of Saskatchewan Bookstore:

<http://www.usask.ca/bookstore/>

Other Required Materials

Electronic Resources

www.boundless.com (Psychology, Writing sections)

See *Class Schedule* and/or *Course Learning Material* in Blackboard for direct links to readings.

Mobile Access

Blackboard Mobile Learn™ is an app that is available on many devices including iOS® and Android™ for those occasional times when you may want mobile access. It is still recommended that you use a laptop or desktop computer for the majority of your online studies.

Downloads

Some downloads may require Adobe Reader. To install this software, click this link and follow the download and installation instructions: <http://get.adobe.com/reader>

Class Schedule

October 9, 2017 – Thanksgiving, University closed

November 11, 2017 – Remembrance Day

November 13, 2017 – University closed in lieu of Remembrance Day

November 13 – 18, 2017 – Midterm Break

Week	Module	Readings	Evaluation Due Date
1 Sept. 6-9	Module 1: Components of Language	<p>Boundless Introduction to Language Source: Boundless. "Introduction to Language." Boundless Psychology Boundless. https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/language-10/introduction-to-language-60/introduction-to-language-233-12768/</p> <p>Boundless The Structure of Language (skip the section Phonemes) Boundless. "The Structure of Language." Boundless Psychology Boundless. https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/language-10/introduction-to-language-60/the-structure-of-language-234-12769/</p> <p>Skim Overview of the Revised CLB in the Canadian Language Benchmarks Support Kit http://www.language.ca/documents/CLB_Sup</p>	

Week	Module	Readings	Evaluation Due Date
		<p>port Kit Website 1.pdf</p> <p>Skim A Guide to Using the Common Framework of Reference (CFR) Common Framework of Reference (CFR) EAL Writing Rubrics and Student Exemplars: Grades 1-8 http://publications.gov.sk.ca/documents/11/82902-CFR%20Writing%20Rubrics%20&%20Exemplars%20Gr%201-8%20-%20June%202014.pdf</p> <p>Skim A Guide to Using the Common Framework of Reference (CFR) Common Framework of Reference (CFR) EAL Writing Rubrics and Student Exemplars: Grades 9-12 http://publications.gov.sk.ca/documents/11/82903-CFR%20Writing%20Rubrics%20&%20Exemplars%20Gr%209-12%20-%20June%202014.pdf</p>	
<p>2 Sept. 10-16</p>	<p>Module 2: Sentence Structure</p>	<p>Overview of English Grammar: Parts of Speech (Boundless).https://www.boundless.com/writing/textbooks/boundless-writing-textbook/overview-of-english-grammar-parts-of-speech-250/introduction-to-english-grammar-and-mechanics-286/</p>	
<p>3 Sept. 17-23</p>	<p>Module 3: Nouns, Articles, and Qualifiers</p>	<p>Boundless. "Nouns as Subjects and Objects." Boundless Writing Boundless. https://www.boundless.com/writing/textbooks/boundless-writing-textbook/overview-of-english-grammar-parts-of-speech-250/nouns-289/nouns-as-subjects-and-objects-154-757/</p> <p>Parrott (2010), Articles and Quantifiers, pp. 25-50 [Textbook]</p> <p>CBL Support Kit pp.52-53 http://en.copian.ca/library/learning/cclb/clb_support_kit_sect_1_part_1_2_3/clb_support_kit_sect_1_part_1_2_3.pdf</p> <p>Other parts of this document are required reading for module 12.</p>	
<p>4</p>	<p>Module 4: Pronouns</p>	<p>Introduction to Pronouns (Boundless) https://www.boundless.com/writing/textbooks</p>	<p>Assignment #1 Due</p>

Week	Module	Readings	Evaluation Due Date
Sept. 24-30		<p>/boundless-writing-textbook/overview-of-english-grammar-parts-of-speech-250/pronouns-290/introduction-to-pronouns-156-4457/</p> <p>Coelho, E., & Rivers, D. (2004). Elements of English Grammar. In <i>Adding English: A Guide to Teaching in Multilingual Classrooms</i>, (pp. 69-72) [PDF in Blackboard]</p>	October 6
5 Oct. 1-7	Module 5: Verbs: Tense, Aspect, Mood	<p>Verbs (Boundless) https://www.boundless.com/writing/textbooks/boundless-writing-textbook/overview-of-english-grammar-parts-of-speech-250/verbs-291/</p> <p>Past Simple/Present Perfect Lesson Plan https://educators.brainpop.com/lesson-plan/3-3-2-past-simplepresent-perfect-lesson-plan/</p> <p>Italian Verb Conjugation https://www.rocketlanguages.com/italian/grammar/italian-verb-conjugation</p>	
6 Oct. 8-14 Thanksgiving October 9 th	Module 6: Modals, Gerunds & Infinitives	<p>Parrott (2010), <i>Modal verbs</i>, pp. 152-169. [Textbook]</p> <p>Parrott (2010), <i>Infinitive and –ing forms of verbs</i>, pp. 170-187. [Textbook]</p>	
7 Oct. 15-21	Module 7: Adjectives & Adverbs	<p>Parrott (2010), <i>Adjectives</i>, pp. 51-60. [Textbook]</p> <p>Parrott (2010), <i>Adverbs</i>, pp. 61-78. [Textbook]</p> <p>Parrott (2010), <i>Comparatives and superlatives</i>, pp. 79-93. [Textbook]</p>	
8 Oct. 22-28	Module 8: Conjunctions & Prepositions	<p>Boundless Introduction to Language Source: Boundless. "Introduction to Language." Boundless Conjunctions Boundless, https://www.boundless.com/writing/textbooks/boundless-writing-textbook/overview-of-english-grammar-parts-of-speech-250/conjunctions-293/conjunctions-coordination-correlation-conjunction-and-subordination-130-10365/</p>	

Week	Module	Readings	Evaluation Due Date
		Parrott (2010) Prepositions, pp. 94-105 [Textbook] Folse, K. S. (2016). Keys to teaching grammar to English language learners: A practical handbook. Ann Arbor: University of Michigan Press, pp. 420-423 [PDF in Blackboard]	
9 Oct. 29 - Nov. 4	Module 9: Sounds of English	Avery and Ehrlich Introduction. [Textbook] Avery and Ehrlich Chapter 1 Spelling and pronunciation. [Textbook] Avery and Ehrlich Chapter 2 Individual sounds of English. [Textbook]	Assignment #2 Due Date – November 3
10 Nov. 05-11	Module 10: Word Stress	Avery and Ehrlich Chapter 3 English sounds in context. [Textbook] Avery and Ehrlich Chapter 5 Word stress and vowel reduction. [Textbook]	
11 Nov. 12-18	MID-TERM BREAK		
12 Nov. 19-25	Module 11: Connected Speech	Avery and Ehrlich Chapter 6 Connected speech.) [Textbook]	
13 Nov. 26- Dec.2	Module 12: Teaching Strategies	CLB Support Kit pages 43-70 http://en.copian.ca/library/learning/cclb/clb_support_kit_sect_1_part_1_2_3/clb_support_kit_sect_1_part_1_2_3.pdf	Assignment #3 Due Date – December 1
	FINAL EXAM PERIOD	Invigilated	December 8 – 22, 2017 (Exact Date TBA)

Note: If for any reason the Class Syllabus Reading List does not match the Module Reading List, the Class Syllabus shall be taken as correct.

Grading Scheme

Assignment #1	20%
Assignment #2	20%
Assignment #3	20%
Final Exam	40%
Total	100%

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>

Evaluation Components

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at <http://distanceeducation.usask.ca/support/writing-centre.php>

Assignment 1: Modules 1 - 4

Value: See Grading Scheme

Due Date: See Class Schedule

Purpose: To help you consolidate the information about grammar that you have learned in Modules 2-4.

Description: Now that you have studied some grammatical structures, you should be able to identify errors that language learners make in these areas. In addition, you should be able to describe the errors using the terminology from Modules 1 to 4.

Assignment 2: Modules 5-8

Value: See Grading Scheme

Due Date: See Class Schedule

Purpose: To help you consolidate the information about grammar that you have learned in Modules 5-8.

Description: Now that you have studied some grammatical structures, you should be able to identify errors that language learners make in these areas. In addition, you should be able to describe the errors using the terminology from Modules 5 to 8.

Assignment 3: Modules 9-12

Value: See Grading Scheme

Due Date: See Class Schedule

Purpose: To help you consolidate the information about grammar that you have learned in Modules 9-12.

Description: To help you consolidate the information about phonology that you have learned in Modules 9-12.

Final Exam

Value: See Grading Scheme

Date: The date and time of your final exam will be listed in your PAWS Exam Schedule.

Length: 3 hours

Purpose: The final examination will test you on basic, factual information covered in each module. It also tests your ability to apply what you have learned by solving problems and creating or describing applicable grammar and pronunciation teaching activities.

Description: The exam is an invigilated, closed-book examination (**NOTE: The final examination is not online.**) No electronic devices are allowed.

You will be required to know the TESL 333.3 course guide's version of the International Phonetic Alphabet (IPA) from memory for the final exam.

The date and time of your final exam will be listed in your PAWS Exam Schedule.

Your final exam will be in Saskatoon **UNLESS** you reside more than 110 KM from Saskatoon. For those students that reside more than 110 KM from Saskatoon you will need to complete the *Application for Final Examination* form (<https://students.usask.ca/academics/exams.php#Distanceclasses>).

Submitting Assignments

Assignments will be handed in using the Assignments folder in your Blackboard Course.

Additional Information

Students must pass all of the assignments and the final examination in order to pass this course.

- Plagiarism is a serious offense. If you use resources (books, discussions with teachers, etc.), you must cite your sources in APA format. Failure to do so is plagiarism (see the following "Integrity Defined" section).
- You should do the assignments for this class on your own, not in groups. Students whose assignments have obviously been copied from others will be required to redo the assignment.

- Your instructor may deduct marks if you do not follow the instructions. If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.
- If you want your final assignment graded and returned to you before you write the final examination for this course, be sure to submit it by the due date listed on your Class Schedule.
- Your instructor will accept late assignments only if a student has requested an extension. Assignments that arrive after the exam date will not be accepted except in cases of severe illness or a death in the family.

Students with Disabilities

If you have a diagnosed disability (learning, medical, physical, or mental health), you must register with Disability Services for Students (DSS) in order to access DSS programs and supports. <http://www.students.usask.ca/disability/> or 306-966-7273 or dss@usask.ca.

For DSS exam accommodations please ensure that you fill out the DSS Exam Accommodation form within the applicable deadlines.

(<https://students.usask.ca/health/dss/accommodations.php#ExamAccommodations>).

Integrity Defined (from the Office of the University Secretary)

“Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.” (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php>) and Non-Academic Conduct (<http://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php>).

Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at <http://www.usask.ca/copyright/>

Protocol for Community Contacts

Note: If you intend to work within the community to meet the course requirements (e.g., observations and interviews), please refer to the *Protocol for Working with the ELT Community and Observations Across CERTEsl* posted on the CERTEsl website at certesl.usask.ca

The protocol document outlines proper procedure and behavior when you contact an ESL delivery agency and want to teach or observe in classrooms or work with or interview a teacher. Be sure to read this protocol document carefully and follow the suggestions in it. If you do not follow the protocol, the ESL delivery agency may refuse to let you into a classroom to observe or do an assignment, and the teacher may refuse to do an interview with you. It's **very**

important that you follow this protocol so that we maintain our good relationships with these various organizations.

The *Protocol Handbook* also includes a section titled “Contact with Learners.” This section deals with the cultural awareness and sensitivity that are required on your part when you are working with learners.

Observations Across CERTESL

Students in the CERTESL program are required to complete, document and report on a total of 10 hours of classroom observations before permission to register in TESL 42 (Supervised Practicum) or TESL 43 (Professional Project) will be granted. You will be required to submit a signature sheet totaling the 10 hours of observations, plus notes on each session you observe. The documents should be submitted to the CERTESL Program Assistants. This is to ensure that you have opportunities to observe how teachers apply language teaching theory in their classroom teaching and to experience the actual dynamics of the classroom in preparation for your practicum or project. During the practicum, you will have additional opportunities to observe teachers and peers.

You will find instructions for Observation Across CERTESL and forms that you will use to document and report on your observations in the document *Protocol for Working with the ELT Community and Observations Across CERTESL*. Available electronically at certesl.usask.ca/

Language Proficiency Requirements

You have met the University of Saskatchewan requirements for entrance to CERTESL or the PDCEAL. However, as an English teacher, you are expected to be an excellent language model for your students. Therefore, your command of the English language is very important.

CERTESL has always required students to have a high standard of language skills, and we feel it is important to clearly lay out those standards to you. The English proficiency standards that we use to mark your assignments and examinations in CERTESL are based on an English language proficiency test, CanTEST, which is used for admission to several Canadian universities. The same standards of English proficiency must be demonstrated by PDCEAL students taking this course.

Written assignments in CERTESL are marked for content, presentation, and organization, as well as for mechanics. At this stage of your training, the level of your language on assignments must meet and should exceed the standard of 4.5 on the writing section of the CanTEST. General descriptions of the CanTEST bands are online at <http://cantest.uottawa.ca/en/score-interpretation-requirements-and-reporting>

You must be familiar with these bands, regardless of whether you are a native or non-native speaker, so make sure that you read this online content carefully. If you are unsure about the interpretation of the score, contact the Academic Coordinator or your instructor.

You will also be assessed on your speaking proficiency during the practicum (TESL 42). By the time you are ready for TESL 42, you will be expected to demonstrate abilities at the Band 5 level in all skill areas – listening, reading, writing and speaking. If your instructor feels that your language skills are below the expected levels, she or he will inform you and will provide suggestions for improvement. You will be required to meet this level in order to pass the course. If you are a non-native speaker of the English language, you will also be required to

demonstrate this level when you apply for TESL Canada certification or TESL Ontario accreditation if you want either of these professional recognitions after completing CERTESL.

Regardless of whether you are a native or non-native speaker of English, if you have very serious weaknesses, your instructor may refer you to the DEU Writing Centre (visit Distanceeducation.usask.ca/support/writing-centre.php) for assistance. Please take such a recommendation seriously. If you cannot use English effectively, you will not be able to provide the kind of language modeling your students need and deserve. If you are concerned about your ability to write correct English, don't wait for an instructor recommendation; contact the Writing Centre before you submit your first assignment.

If you have questions or concerns with the standards, please contact Shannon Storey, Academic Coordinator of CERTESL, at (306) 966-2085 or shannon.storey@usask.ca

Acknowledgements

Class Author(s)

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Instructional Design and Class Development

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