

@San José State University
Linguistics & Language Development
LLD 261, English Structures for Teaching II, Section 1, Fall 2017

Course and Contact Information

Instructor:	Scott Phillabaum
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Office Hours:	MW 1:30-2:30, M 5-5:30, and by appointment
Class Days/Time:	M 6:00-8:45
Classroom:	CL 205
Prerequisites:	Ling 101, Ling 107, LLD 260

Course Format

This course adopts a hybrid classroom delivery format. This means you will attend class lectures and receive materials in class, but that materials will also be provided online via Canvas. You will need access to a computer with Internet access to use these materials to fully participate in classroom activities.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn of any updates.

Course Description

This course introduces students to the semantics, pragmatics, and discourse structures of English as these relate to second language acquisition and second language teaching. It is part of the MA TESOL core.

Learning Outcomes and Course Goals

This course provides an overview of semantics and the major approaches to pragmatics and discourse analysis and introduces students to the analytical tools used to examine written and spoken discourse. Discourse Analysis is characterized by a variety of approaches and a diversity of definitions. While this course discusses a number of these approaches, it emphasizes the analysis of actual, recorded interactions. In addition to lectures and discussions of assigned readings, the class will engage in data sessions designed to provide students with hands-on experience analyzing discourse data. These data sessions will be led and modeled by the instructor. As the semester progresses, students will present data they collect. This data will form the basis for the final project – a lesson plan designed for teaching L2 pragmatics and discourse based on an in depth analysis of actual discourse data.

Upon successful completion of this course, students will:

1. Describe the various approaches to semantics, pragmatics, and discourse analysis and the sorts of data that scholars examine;
2. Talk about the issues and difficulties inherent in transcription;
3. Explain the position of pragmatics and discourse analysis relative to other approaches to the study of language;
4. Collect, transcribe, and analyze discourse data relative to issues discussed in class;
5. Prepare a presentation of data that includes collecting, transcribing, analyzing, and presenting original data;
6. Write a paper that examines original discourse data, places it within the larger framework of discourse studies, and connects that data to second language teaching and learning;
7. Identify specific issues in pragmatics and discourse analysis that have implications for language teaching and learning and explain the nature of those issues;
8. Create classroom teaching materials for a lesson on some aspect of pragmatics or discourse;
9. Display knowledge of the rules and principles governing the structure of English;
10. Relate their knowledge about English phonological, morphological, and syntactic structures to second language learning and teaching.

Required Texts/Readings

1. Wong, J. & Waring, H. (Eds.) (2010). *Conversation Analysis and second language pedagogy*. New York: Routledge.
2. Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

Other Readings

Additional readings available on Canvas.

Recommended Texts

1. Riggenbach, H. (1999). *Discourse analysis in the language classroom: Volume 1, the spoken language*. Ann Arbor, MI: The University of Michigan Press.
2. Tatsuki, D. & Houck, N (2011). *Pragmatics: Teaching natural conversation*. TESOL.
3. Tatsuki, D. & Houck, N (2010). *Pragmatics: Teaching speech acts*. TESOL.

Library Liaison

Toby Matoush, Toby.Matoush@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Detailed descriptions of each assignment can be found on the course website on Canvas.

Transcription Activity (10%)
5 Reading Reflections (2% each=10%)
Teaching Speech Acts Presentation in groups (15%)
Discussion Leading with partner (5%)
Lesson Plan Presentation (5%)
Written Lesson Plan (25%)
2 Take Home Exams (15% each=30%)

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

A 93-100	A- 90-92	B+ 87-89
B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69
D 63-66	D- 60-62	F below 60

Grading information:

- There are NO extra credit or make-up assignments.
- Your grade will be determined solely on your performance on the assignments listed above.
- All assignments are due on the date indicated and late assignments will NOT be accepted.
- In the event that a late assignment is accepted, it will be graded down (A becomes A-, A- becomes B+, et cetera.) for each day that it is late.
- All assignments, unless indicated otherwise, must be typed and submitted in electronic form.
- Each assignment is weighted as described above.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Please arrive to class on time. It distracts the instructor and other students when you arrive late. If you must arrive late, please enter the classroom quietly and with respect for your classmates and your instructor.

I do not allow any cell phone use in class. Please turn off your phone when you arrive to class and store your phone in your purse, backpack, or pocket. Because it is difficult for me to know why a cell phone is in your hand or sitting on your desk, you may not use your phone as a clock or to take notes in my class. There is a clock in the classroom that functions just fine as a timepiece. I will forgive any two transgressions of this policy (they may occur in the same class), after which **you will be asked to leave class for the day for any subsequent transgression.** Repeat offenders will be sent academic discipline for disrupting class.

Should you wish to use a laptop or tablet in class, it will be allowed **on a trial basis** and **only with my prior approval.** I reserve the right to revoke this privilege at any time if I find it distracting to you or to other students. Should you wish to consult research on the impact of using technology for taking notes, please see <http://pss.sagepub.com/content/25/6/1159>.

Because graduate courses demand a much more proactive attitude toward learning than undergraduate courses, you are expected to take responsibility for your own learning, follow instructions closely, adapt your schedule to course demands, search out resources whenever necessary or desirable, and always look ahead toward future work. You should never wait to be told what to do. Of course, I am available for questions and advice at any time.

This is a workshop-style course, not a lecture course. This means that participation in all class activities is mandatory. We will be using lots of group and pair work, as well as whole-class discussion in which everyone is encouraged to speak up. You are asked to adapt to this kind of format

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - Please consult with me before recording any lectures. I will grant oral permission to record the class. I reserve the right to revoke this privilege at any time during the semester.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated

material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

LLD 261 / English Structures for Teaching II, Fall 2017, Course Schedule

Tentative Class Schedule and Assignments (subject to change)

NOTE: Readings and Assignments are to be completed by class time on the date indicated.

DL=Discussion Leading

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 28	Introduction to the course; What is Pragmatics? How is it relevant to language teaching? Pragmatics, Discourse, & Language Teaching <i>Yule 1; Kasper & Rose (2001); Vasquez & Sharpless (2009)</i>
2	Sept 4	NO CLASS – LABOR DAY
3	Sept 11	Transcription – What is it and what are the problems? Value of transcription? <i>Dressler & Kreuz (2002); Transcription Handout & Module; In-class practice Reflection 1</i>
4	Sept 18	Semantics <i>Finegan (2007); More in-class transcription practice DL 1</i>
5	Sept 25	Deixis – language that points; The Cooperative Principle & Crosscultural Differences <i>Yule 2 & 5 DL 2; Reflection 2; Transcription Due</i>
6	Oct 2	Speech Acts: What do our students know? <i>Yule 6; Jiang (2006)</i>
7	Oct 9	Speech Acts (cont.); Politeness in Conversation; <i>Practice speech acts Yule 7 Reflection 3</i>
8	Oct 16	Politeness in Conversation: Problems for Language Learners (cont.); <i>Practice with Politeness in conversation Yule 7, Nakane (2006) DL 3</i>
9	Oct 23	TEACHING SPEECH ACTS – PRESENTATIONS
10	Oct 30	Discourse Markers: Little Words that Mean a lot; Practice with Discourse Markers <i>Hellerman & Vergun (2007); Romero Trillo (2002) DL 4; Take Home 1 (Due online to Canvas on 11/4 by 6 am)</i>
11	Nov 6	Interactional Practices; Conversation Analysis; Turn-taking <i>Yule 8; Wong & Waring 1, 2; Wong & Olsher (2000) DL 5</i>
12	Nov 13	Turn-taking, Basic Sequences <i>Wong & Waring 2, 3 Reflection 4</i>
13	Nov 20	Basic Sequences; Topic Management <i>Wong & Waring 3, 4 DL 6</i>
14	Nov 27	Topic Management, Storytelling <i>Wong & Waring 4</i>
15	Dec 4	Repair Practices <i>Wong & Waring 7 Reflection 5; DL 7</i>
16	Dec 11	PRESENTATION OF LESSON PLANS (Final version due by 12/15 at 6 am)
Final Exam	Dec 18	DUE ONLINE to CANVAS BY 7:30 PM