

EDUC 4683 N2: Linguistics for Teachers

[Dashboard](#) / [Courses](#) / [EDUC 4683 N2 Home](#) / [EDUC 4683](#) / [Syllabus](#)

Syllabus

Course Overview

This course introduces students to the study of linguistics, and investigates why it would be relevant to the teaching of English as a second language. Students will be introduced to the fundamentals of the sound system in English (phonetics and phonology), the way that meaningful units in the language combine to form words (morphology), the sentence system (syntax), the elements of grammar that are relevant in the ESL classroom (pedagogical grammar), the role of language in society (sociolinguistics), and the use of language in communicative situations (discourse analysis). Prospective teachers will be made aware of the pedagogical implications of the structural and social aspects of language.

Instructor

Hi, I'm Stephen Whelan and I am your instructor for the EDUC 4683: Linguistics for Teachers course. Please note, first of all, that there will not be any changes to the course itself at this time.

Here's a little information about me: After completing a Bachelor of Arts, I began teaching in Korea, a long time ago. I went on to teach in Colombia, Kuwait, Poland and Qatar for about 15 years. During that time, I was able to do a Bachelor of Education and a Master of Applied Linguistics. After returning to Canada, I completed the CELTA and gained a Standard Three Permanent certificate from TESL Canada. I taught Composition for International Students at Acadia and I have been teaching at isans for the past four years.

I am very happy to be your instructor for this course. I would like to thank Susanne for all her help. Please note that since I am working from home, I would appreciate being contacted by email. I will get back to you as soon as I can. I hope you enjoy the course!

Stephen

Contact Information:

Open Acadia
Acadia University
Wolfville, Nova Scotia
CANADA B4P 2R6

E-mail: stephen.whelan@acadiau.ca

Course Materials

Required Text

Yule, G. (2014). The Study of Language (5th ed.) Cambridge: Cambridge University Press, ISBN: 978-1-107-65817-2

Buy this textbook as an [ebook](#).

See the [student handbook](#) for ordering information.

Recommended Reading

- Curzan, A. & Adams, M. (2006). How English Works. New York: Pearson Longman
- Fromkin, V., Rodman, R. (2006). An Introduction to Language (6th ed.) Texas: Harcourt Brace College Publishers
- Parker, F. & Riley, K. (2005). Linguistics for Non-Linguists (4th ed.) Boston: Pearson Allyn and Bacon

See the [student handbook](#) for ordering information.

To access Library Articles and Journals from off-campus use [VPN](#) web service link for direct access.

Evaluation

Class Participation (Quizzes)	20%
Class Participation (Forums)	10%
Module Assignments	30%
Final Assessment	40%

Quizzes

You will be expected to complete ALL quizzes in this course. You will find the quizzes at the end of Modules 2, 3, 4, 5, 6, 7, 8, and 9. By completing all of the quizzes, you will receive a grade that will make up the 20% Class Participation (Quizzes) score.

Forums

You will be expected to contribute to ALL forums in this course. Notice that forums can be found in each module. You will also be required to respond to the post of at least two other students. By completing all forums, you will receive a grade that will make up the 10% Class Participation (Forums) score.

Assignments

The assignments are delivered to the instructor via assignment drop-boxes. Please remember to put your name, student number, course number, and assignment number on the assignment and keep a copy in the event the original is lost.

Note: the files must be readable by Excel 2003 or Word 2003.

Overview of Major Assignments and Final Assessment:

First Major Assignment	answer three of five questions on phonetics and phonology	upload to ACORN as a word document – up to 300 word-limit where applicable
Second Major Assignment	answer three questions on morphology, grammar and syntax	upload to ACORN as a word document – word limit not applicable
Third Major Assignment	answer two questions on discourse analysis and sociolinguistics	upload to ACORN as a word document – up to 300 and 500 word limit
Final Assessment	answer six of twelve questions on all modules of the course	THIS IS NOT A PROCTORED EXAM - upload to ACORN as a word document – up to 300 word limit where applicable

Course Schedule

Click to download the suggested schedule for this course: [EDUC 4683 N2 - Suggested Schedule](#)

Print out this schedule and fill in your start date to use the recommended timeline to plan out when you will do readings and assignments. This is a tool to help you plan and time manage this course. If you get off-track, make sure to revisit your schedule and re-evaluate the dates you've set for yourself.

You have 6 months to complete this course. You may set your own schedule, but if you intend to complete the course in less than 3 months, you should let me know so that we can arrange a schedule.

Please do not leave all of your course work until a few weeks before your completion date. Although I will make every effort to accommodate your schedule within reason, I need time to grade assignments and mark exams.

Quick Overview: Recommended Schedule

Week 1	Module 1 - Introduction to Linguistics
Week 2	Module 2 - Phonetics
Week 3	Module 3 - Phonology
Week 4	Module 4 - Morphology 1
Week 5	Module 5 - Morphology 2
Week 6	Module 6 - Syntax
Week 7	Module 7 - Pedagogical Grammar
Week 8	Module 8 - Discourse Analysis
Week 9	Module 9 - Sociolinguistics

Student Handbook

You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in the [handbook](#), contact:

Open Acadia

38 Crowell Drive (Willett House)

Wolfville, NS B4P 2R6

Phone: 902-585-1434 or 1-800-565-6568

Fax: 902-585-1068

Email: openacadia@acadiau.ca

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

[Click here to return to the Module](#)

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Jump to...

[Suggested Schedule for EDUC 4683 N2 ▶](#)