

Syllabus for  
**ESL 315/TESL 515—Descriptive Linguistics**  
3.0 Credit Hours  
Fall 2003

*The Mission of the Oral Roberts University School of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

I. COURSE DESCRIPTION

A general introduction to the field of descriptive linguistics, including phonetics, morphology, and syntax, especially as they relate to the second language teacher.

II. COURSE GOALS

The purpose of this course is to introduce the language teacher to the basic tools and analysis techniques of descriptive linguistics. In addition to specific language analysis skills, the learner will gain an understanding of the underlying structure of all languages and gain a degree of objectivity in dealing with language issues.

III. COURSE OBJECTIVES

As a result of successfully completing this course, the student will be able to do the following:

- A. use the common vocabulary of linguistics.
- B. define language and describe its systematic nature.
- C. use phonetic symbols to transcribe speech sounds.
- D. describe the production of speech sounds in the terminology of articulatory phonetics.
- E. analyze a text or utterance in linguistic terms, e.g., morphology, syntax.
- F. relate the semantic knowledge of the native speaker to the needs of the language learner.
- G. discuss the various types of writing systems.
- H. discuss current issues in language, e.g., learning, usage, natural language processing for computers.

IV. TEXTBOOKS

- A. Required Textbook  
O'Grady, W., Dobrovolsky, M., and Aronoff, P. (1997). *Contemporary linguistics* (4<sup>th</sup> ed.). New York: St. Martin's Press.
- B. Optional Textbooks and/or Reading Material  
Readings as assigned by instructor

## V. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

### B. School and/or Department Policies and Procedures

1. Class attendance is a **must** for the student to gain full benefit from his or her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness is handled on an individual basis and requires verification from a doctor.
2. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event, and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student is not permitted to do make-up work nor complete an exam missed.
3. Cheating in any form, including plagiarism, is not tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an "F" for the course. The American Heritage Dictionary defines plagiarism as "to steal and use (the ideas or writings of another) as one's own." In standard academic practice, **this means if a student copies any more than three consecutive words** written or spoken by another, he or she must acknowledge the course of these words by using the proper reference notation as dictated in the *Publication Manual of the American Psychological Association*, 5<sup>th</sup> edition.
4. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void, and may carry a federal penalty.

### C. Course Policies and Procedures

Portfolio Requirements for Graduate Students:

Artifacts identified by the professor, along with appropriate evaluation, must become a part of the graduate student's portfolio required for graduation.

## VI. COURSE CALENDAR

Readings are from Contemporary Linguistics

Session	Topic
1	Introductions and definitions Chapter 1
2	Phonetics: Articulation Chapter 2: sections 1-6

Session	Topic
3	Phonetics: Transcription Chapter 2: section 7, handouts
4	Phonetics: Articulatory Processes Chapter 2: sections 8-10
5	Phonology Chapter 3
6	Phonology, continued Chapter 3
7	Mid term examination
8	Morphology Chapter 4
9	Morphology, continued Chapter 4
10	Syntax Chapter 5
11	Syntax, continued <i>Interfaces</i> : Chapter 6
12	Semantics Chapter 7 Vocabulary exam
13	The Brain and Language Writing Systems Chapters 11, 15
14	Computational Linguistics Chapter 17 Course review
15	Final Examination

## VII. ASSESSMENT SUMMARY

J. Wetterman  
Name of Instructor

TESL 515  
Course No.

Descriptive Linguistics  
Title of Course

Graduate School of Education  
Name of Department

### MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

### GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision Making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

### MAJOR OUTCOMES

Accurately uses research and theory of language acquisition to effectively address the program and instructional needs of ESL students.

Demonstrates a mastery of two varieties of instructional techniques and the communication/interpersonal skills necessary to carry out effective lessons.

Demonstrate a respect for and sensitivity to cultural differences and chooses culturally appropriate strategies for social interaction, instruction, and evaluation.

Integrates Biblical principles into all aspects of his or her professional life.

### COURSE GOALS

Use the common vocabulary of linguistics to define language and describe its systematic nature.

Use phonetic symbols to transcribe speech sounds.

Describe the production of speech sounds in the terminology of articulatory phonetics.

Analyze a text or utterance in linguistics terms, e.g., morphology, syntax.

Relate the semantic knowledge of the native speaker to the needs of the language learner.

Discuss the various types of writing systems.

Discuss current issues in language, e.g., learning, usage, social aspects, natural language processing for computers.

### ASSESSMENT OF COURSE GOALS

#### STIMULI:

Written linguistic analysis of language samples

Project: Contrastive Analysis Examinations

#### CRITERIA:

Clear, correct spoken and written communication

Accuracy and completeness of written assignment