

## ENG 435/535 **Linguistics, Literature, and TESOL** (Spring, 2016)

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Class meetings: T & R 1:00 – 2:40 p.m.

Office location: L&L 403H  
Classroom: Farrell 212  
Office hours: T & R 3:00-4:30 p.m. & by appt.

### **Required Texts**

Li, Charles X. (2016). Readings for ENG 435/535 Linguistics, Literature, and TESOL. Central Washington University: Wildcat Bookstore Custom Publishing.

### **Course Description**

This course is primarily concerned with three concentrations: (1) How is language used in literature? (2) How can the use of language in literature be generalized? (3) How can the generalized patterns of literary language and linguistics be incorporated into the L2 English classroom?

Throughout this course, we will vacillate among these three concentrations instead of addressing one after another. As such, we will blend and examine the following major topics: What are language, linguistics, and literature? How are they related? In what aspects has modern linguistics contributed to the shaping of modern literary criticism? Which kinds of linguistic forms can be adapted to which kinds of literary forms and in what ways? How can literary elements be taught in the ESL/EFL setting to facilitate acquisition of the structure of the English language and promote communicative skills of listening, speaking, reading, and writing in L2 English?

### **Course Requirements**

- 1. Classroom Protocols:** Regular attendance, timely completion of readings and assignments, active participation in class discussions and activities, and efficient individual work and effective corroborations among class members.
- 2. Quizzes/tests:** There will be several pop quizzes/tests on various topics to evaluate your understanding of them (your lowest score will be dumped).
- 3. Discussion Leaders:** Each class member will choose two topics from the course pack and lead class discussions on the day for which the chosen topic is assigned.
- 4. Weekly Readings and Bi-weekly Mini-themes:** As you are finishing weekly reading assignments, choose some literary and/or linguistic notion from them, such as accentual-syllabic verse, metrical variation, figures of speech, personification, symbolism, parallelism, irony, character development, structuralism, deconstruction, lexical competence, prose style, syntactic embedment, post-structuralism, and many more, and write a biweekly mini-theme of about 600 words (*about 500 words by ENG 435 students*), using at least two references (APA style), that examines your chosen notion.

ENG 535 students: You will have a chance to write four mini-themes, two of which should address literary and/or linguistic notions and two of which discussions of innovative ways of applying the chosen notions to developing teaching material that nurtures L2 English learners' specific literacy or linguistic skills or enriches their general knowledge base.

ENG 435 students: You are required to write three mini-themes, and you may opt for topics of your own interest that focus on literary and linguistics only unless you are interested in creating a mini-theme on an idea of developing a particular type of English L2 teaching material.

Although you are free to choose your own topics, the topic for your first mini-theme for both 435 and 535 students is mandatory: *What is literature?*

These bi-weekly mini-themes are due on Thursdays, starting on April 7 and ending on May 19. The choice of a notion and its application is strictly up to you as long as the notion is from the readings assigned for that week when a mini-theme is due.

**5. Oral Reports and Class Discussions:** On those Thursdays when your mini-themes are due, you will be giving somewhat *detailed* oral reports on your mini-themes. If one is not ready for the report, he or she will simply lose the credit. Due to this tightly staggered schedule, as shown in a separate handout, no make-up reports are accommodated. Class discussion will emerge from comments that other students and I make initially and from these oral reports.

**6. Seminar Papers:** ENG 535 students will complete a seminar paper of about 12 pages long that explores contributive and innovative ways of integrating aspects of literary language and linguistics into the L2 English classroom, while ENG 435 students will complete a seminar paper of about 8 pages long focusing on a topic that may or may not connect linguistics and/or literature to TESOL. Below are recommended but not mandatory topics:

Teaching and learning one of the following aspects through poetry, prose, and/or drama: *listening processes; speaking skills; pushed input; pushed output; phonological processes; metrical phonology; semantic prosody; intensive or extensive reading; discourse analysis; vocabulary building; multi-word units; pragmatics; stylistic phonology; stylistic syntax; advanced grammar; the sound patterns of English syntax; the argumentative or narrative writing process; creative writing; a critical strategy for reading literature, (e.g. the Reader-Response strategies); the linguistics-literature interface; the linguistics-literature-TESOL interface; second language learning strategies; the second language learning process; input enhancement; output enhancement; a length approach to L2 production; or a topic that is not listed but you are interested in exploring (in that case, discuss with me for agreement).*

The list could be longer, and any topic could be renamed or made narrower. For example, the topic of *speaking skills* may be renamed “Enhancing L2 English Speech Rhythm through learning Metered Verse;” the topic of *extensive reading* may focus on either L2 English speed reading or vocabulary acquisition; the topic of *a critical strategy* may be related with psycholinguistic processing of literary syntax or metrical phonology, with cultural studies, with biographical studies, with historical studies, with mythological studies, etc.; the topic of *phonological processes* may be related with regional and social variation in literature; the topic of *discourse analysis* may be connected to a dozen other aspects—speech acts, turn taking, code switching, lexical cohesion, parallelism, cooperative principles, text and context, even bilingualism, and more; the topic of *multi-word units* clearly have everything to do with idioms, figurative expressions, literary sequences (such as *high water*), formulaic structures; the topic of

*stylistic syntax* can't be separated from multi-aspects of literary language (e.g., embedding depth of clauses, recursiveness, non-finite verb phrases, extended distance between head words in subjects and predicates, syntactic inversions, to name just a few).

Whatever topic you choose, it should share one focus: how to use the rich sources of linguistics, literature, TESOL to enhance input for and output by ESL/EFL learners, to promote the L2 English acquisition process, or, in other words, how to link linguistics and literature with L2 English language teaching and learning.

To complete your seminar paper successfully, you will also need to: (1) conduct library research for additional references (no fewer than eight citations for ENG 535 students and no fewer than six citations for ENG 435 students); (2) determine appropriate proficiency levels of ESL/EFL learners that your paper addresses (I recommend you target at intermediate-high or advanced learners); (3) It is entirely up to you to decide whether you will collect original ESL/EFL data or not for a qualitative and/or quantitative study, and (4) scrupulously follow the APA documentation style.

**7. Oral Presentations:** You will report mini-themes with either handouts or power point, but you are expected to present your seminar paper using power point.

### **Course Outcomes**

By the end of the course, the students will be able to: (1) Distinguish linguistic form from literary form and characterize their complementary nature; (2) Describe linguistic approaches to the language of literature (poetry, prose, and drama) in some meaningful ways; (3) Conduct linguistic analysis of literary texts; (4) Apply knowledge of linguistics and literature to the field of TESOL or areas of own interest.

### **Assessment Instruments**

- Several pop quizzes and tests (lowest score discarded): a total of 34%.
- Mini-themes: a total of 24% (6% each for ENG 535 students; 8% each for 435 students).
- Oral mini-theme reports: 4% (1% each for 535 students; 1.3% each for 435 students).
- Seminar paper: 30%.
- Seminar paper presentation: 4%
- Discussion leadership (handouts or power point required): 4%

### **TENTATIVE COURSE SCHEDULE**

Notes: 1. This schedule is subject to minor adjustments if needed; 2. Weekly readings may be expanded or reduced, contingent upon time constraints; 3. Reading items with a red asterisk "\*" sign are for you to choose to lead class discussions; 4. Topics with a blue superscripted "+" sign are not in the course pack but may be added; 5. Literary texts are in italics.

#### **1<sup>st</sup> wk: March 29 (T), 31 (R)**

--Hello!

--Part I.1 Language, Linguistics, and Literary Analysis (course pack pp.1-10; original text pp.1-19)

#### **2<sup>nd</sup> wk: April 5 (T), 7 (R)**

--Part I.1 Language, Linguistics, and Literary Analysis (10-18; 19-34)

--Part I.2 Phonology and Literature: Notes on Meter (19-29; 71-90) (April 7)\*

**3<sup>rd</sup> wk: April 12 (T), 14 (R)**

--Part I.2 Iambic Pentameter (31-39; 164-180) (April 12)\*

--Part I.2 Chaucer: Folk Poet or Littérateur? (41-52; 153-175) (April 14) \*

--Linguistic form and literary form (time permitting)+

~Literary texts to discuss:

(1) Part IV.1 *Shall I compare thee to a summer's day?* (231; 1010)

(2) Part IV.1 *I wandered lonely as a cloud* (233; 1354)

(3) *That time of year you mayst in me behold* (time permitting)+

**4<sup>th</sup> wk: April 19 (T), 21 (R)**

--Part I.3 Morphemes and Words (53-57; 87-94) (4/19)\*

--Part I.4 Syntax and Literature (59-64; 167-177)

--Part III.4 Using Stylistics to Teach Literature to Non-Native Speakers  
(133-140; 95-108) (4/21)\*

~Literary texts to discuss:

(1) Part IV.2 *The Sun Also Rises: Chapter 10* (241-247; 90-102)

(2) *Clause Structure and Prose Style in Hemingway* (time permitting)+

(3) Part III.11: *The Tree of Knowledge* (179-184; 142-153)

**5<sup>th</sup> wk: April 26 (T), 28 (R)**

--Part III.1 Chants, Music, and Poetry (107-114; 198-212)\* (4/26)

--Part III.2 Storytelling, Role Play, and Drama (115-124; 213-231)\* (4/28)

--Part III.5 Tree or Three? An Elementary Pronunciation Course: Unit 1 /s/ sun  
(141-143; 1-3)

--Part III.6 Ship or Sheep? An Intermediate Pronunciation Course: Unit 1 /i:/  
sheep (145-148; 3-6)

--Part III.12 *Chapter 2 Thank you, Ma'm* (185-191; 15-26)

**6<sup>th</sup> wk: May 3 (T), 5 (R)**

--Part III.7 Listening: Unit 12 Fashion in the Twenty-first Century (149-156; 89- 96)

--Part III.8 Speaking: Unit 5 Do you Like the Internet? (157-159; 13-15)

--Part III.3 Learning & Teaching How a Poem Means (125-132; 117-131) (5/3)\*

--Part I.5 Measuring Lexical Style and Competence (65-72; 584-599) (5/5)\*

~Literary texts to discuss:

(1) Part IV.1 *After Making Love We Hear Footsteps* (235; 1040 )

(2) Part IV.2 *The House on Mango Street* (249; 290-291)

(3) Part IV.2 *Barn Burning* (251-257; 498-511) (time permitting)+

**7<sup>th</sup> wk: May 10 (T), 12 (R)**

--Part II.1 Modernity and Postmodernism: Structuralism (73-83; 96-116) (5/10)\*

--Deconstruction Theory: From Structuralism to Poststructuralism (83-95)  
116-141) (time permitting)+

~Literary Texts to discuss:

(1) Part IV.2 *The Story of an Hour* (239; 15-16)

--Part II.2 Critical Strategies for Reading Literature (formalist, biographical, psychological, historical, gender, mythological, reader-response, deconstructionist) (97-106; 2084-2102) (will cover some of them) (5/12)\*

**8<sup>th</sup> wk: May 17 (T), 19 (R) (SOURCE Days: 5/18-19)**

- Part III.14 Stage by Stage: Using Drama in the Second Language Classroom: Chapter 1 Fluency and the Role of Drama in Language Classes (203-213; 1-20 ) (May 17)\*
- Part III.15 Stage by Stage: Using Drama in the Second Language Classroom: Chapter 2 Developing Fluency and Getting Students on their Feet (213-229; 21-53) (May 19)\*
- part IV.3 Plays: *Sure Thing* (259-262; 1254-1261)
- Part IV.3 Plays: *A Doll House: Act III* (263-271; 1747-1762) (time permitting)<sup>+</sup>

**9<sup>th</sup> wk: May 24 (T), 26 (R)**

- Part III.13 Teaching Vocabulary: Strategies and Techniques: Chapter 1 The Big Picture (193-201; 1-16)
- Part III.9 Vocabulary: A House versus Home (161-163; 132-136)
- Part III.10 Reading and Writing: South of the Slot (165-177; 1-24)

**10<sup>th</sup> wk: May 31, June 2 (R)**

- Exploring a data-based approach to teaching L2 English syntactic complements
- Exploring a length approach to promote L2 English production

**11<sup>th</sup> wk: June 8 (W): 2:00-4:00 p.m.**

- Seminar paper due
- Power-point presentation of seminar paper