

Rutgers University  
Graduate School of Education  
Learning and Teaching 253:536  
**English Structure  
and Phonology**

**Instructor:** Ariana Mangual Figueroa  
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**Meeting Time:** Thursdays, 4:50-7:30 pm  
**Location:** Murray Hall, Room 115  
**Office Hours:** Thursdays, 2:00-4:00 pm  
and by appointment

***Course Description:***

This course aims to further students' understanding of the English language while providing them with opportunities to consider how they would teach English to others. The course has three objectives: (1) to develop a deeper understanding of English grammar and gain practice teaching it to others, (2) to conduct a study of English phonology and understand its relationship to reading comprehension, (3) to become familiar with approaches to teaching English phonics and grammar in U.S. public schools.

***Course Assignments:***

Students are expected to read all assignments and fully engage in class discussions—these are ongoing components of the course.<sup>1</sup> Attendance at every session is mandatory; absences must be discussed with the professor and more than one absence will affect a students' grade. In addition, course assignments include: (1) student-led grammar instruction, (2) midterm, and (3) final.

Student-led grammar instruction: Each week a student will teach the class a different aspect of English grammar.

Due date: TBD during the first course meeting.

Midterm: Students will write a 6-8 page paper integrating their study of the English language and their examination of current trends in phonics instruction. Students will also write a one-paragraph self-assessment (to be specified as the date approaches).

Due date: uploaded to Sakai by 12:00pm on March 14<sup>th</sup>.

Final: Students will write a ten-page paper that focuses on one aspect of English grammar or phonology and reviews recommended pedagogical approaches for teaching English to English Language Learners (to be specified as the date approaches).

Due date: uploaded to Sakai by 12:00pm on May 9<sup>th</sup>.

***Course Texts:***

Byrd, P. and Benson, B. (2001). Applied English Grammar. MA: Heinle, Cengage Learning.

Dean, Deborah (2008). Bringing Grammar to Life. Delaware: International Reading Association.

Eldredge, J. Lloyd (2005). Teaching Decoding: Why and how. (2nd edition). New Jersey: Pearson.

Yule, G. (2010). The Study of Language (4th edition). Cambridge: Cambridge University Press.

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<sup>1</sup> The scheduled readings and in-class discussion topics are subject to change as the course progresses.

**Course Outline:**

<b>Date</b>	<b>Reading Assignments Due</b>	<b>Course Assignment Due Dates</b>
January 20 <sup>th</sup>		
January 27 <sup>th</sup>	Yule Chs 1 & 2	- Student-led grammar instruction
February 3 <sup>rd</sup>	Yule Ch 3 Eldredge Ch 1	- Student-led grammar instruction
February 10 <sup>th</sup>	Yule Ch 4 Eldredge Ch 2	- Student-led grammar instruction
February 17 <sup>th</sup>	Yule Ch 5 Eldredge Chs 3 & 4	- Student-led grammar instruction
February 24 <sup>th</sup>	Yule Ch 6 Eldredge Ch 5	- Student-led grammar instruction
March 3 <sup>rd</sup>	Yule Ch 7 Dean Ch 1	- Student-led grammar instruction
March 10 <sup>th</sup>	Yule Ch 8 Dean Ch 2	- Student-led grammar instruction - Midterm Paper due March 14 <sup>th</sup>
<i>Spring Break</i>		
March 24 <sup>th</sup>	Yule Ch 16 Eldredge Ch 6 Dean Ch 3	- Student-led grammar instruction
March 31 <sup>st</sup>	Yule Ch 9 Eldredge Ch 7 Dean Ch 4	- Student-led grammar instruction
April 7 <sup>th</sup>	Yule Ch 10 Eldredge Ch 8	- Student-led grammar instruction
April 14 <sup>th</sup>	Yule Ch 11 Eldredge Ch 9	- Student-led grammar instruction
April 21 <sup>st</sup>	Yule Ch 17 Eldredge Ch 10 Dean Ch 5	- Student-led grammar instruction
April 28 <sup>th</sup>	Yule Chs 18 & 19	- Student-led grammar instruction
May 5 <sup>th</sup>	Yule Ch 20 Eldredge Ch 11	- Student-led grammar instruction - Final Paper due May 9 <sup>th</sup>

**Grading:**

Ongoing Coursework	Informed Engagement (reading, participation, group work)	20
Course Assignments	Student-led grammar instruction	30
	Midterm	20
	Final	30

## **Academic Integrity at Rutgers University**

**The following definition of academic integrity can be found at:**

<http://academicintegrity.rutgers.edu/>

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

The faculty shares the responsibility for educating students about the importance and principles of academic integrity. Individual faculty members <sup>2</sup> For purposes of the Academic Integrity Policy, the term faculty member includes not only tenured, tenure-track, and nontenure-track faculty members, but also part-time lecturers, TAs, staff members, and administrators who are serving as the instructor of record in a course; i.e., the instructor responsible for assigning final course grades. are also responsible for informing students of the particular expectations regarding academic integrity within individual courses, including permissible limits of student collaboration and, where relevant, acceptable citation format. Finally, all members of the faculty should report all violations of academic integrity they encounter.

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred.

For more information on academic integrity, including multimedia presentations on plagiarism and its consequences, visit

<http://academicintegrity.rutgers.edu/multimedia.shtml>

**Week One**—January 20<sup>th</sup>  
Introduction

**Week Two**—January 27<sup>th</sup>

**Assignment Due**—

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 1
  - Chapter 2
- Student-led grammar instruction

**Week Three**—February 3<sup>rd</sup>

**Assignment Due**—

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 3
- Eldredge, J. Lloyd (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.
  - Chapter 1
- Student-led grammar instruction

**Week Four**— February 10<sup>th</sup>

**Assignment Due**—

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 4
- Eldredge, J. Lloyd (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.
  - Chapter 2
- Student-led grammar instruction

### **Week Five—February 17<sup>th</sup>**

#### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 5
- Eldredge, J. Lloyd (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.
  - Chapter 3
  - Chapter 4
- Student-led grammar instruction

### **Week Six—February 24<sup>th</sup>**

#### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 6
- Eldredge, J. Lloyd (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.
  - Chapter 5
- Student-led grammar instruction

### **Week Seven—March 3<sup>rd</sup>**

#### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 7
- Dean, Deborah (2008). *Bringing Grammar to Life*. Delaware: International Reading Association.
  - Chapter 1
- Student-led grammar instruction

## **Week Eight—March 10<sup>th</sup>**

### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 8
- Dean, Deborah (2008). *Bringing Grammar to Life*. Delaware: International Reading Association.
  - Chapter 2
- Student-led grammar instruction

## **Spring Break**

- Midterm Paper due March 14<sup>th</sup>

## **Week Nine—March 24<sup>th</sup>**

### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 16
- Eldredge, J. Lloyd (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.
  - Chapter 6
- Dean, Deborah (2008). *Bringing Grammar to Life*. Delaware: International Reading Association.
  - Chapter 3
- Student-led grammar instruction

## **Week Ten—March 31<sup>st</sup>**

### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 9
- Eldredge, J. Lloyd (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.
  - Chapter 7
- Dean, Deborah (2008). *Bringing Grammar to Life*. Delaware: International Reading Association.
  - Chapter 4
- Student-led grammar instruction

## **Week Eleven—April 7<sup>th</sup>**

### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 10
- Eldredge, J. Lloyd (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.
  - Chapter 8
- Student-led grammar instruction

## **Week Twelve—April 14<sup>th</sup>**

### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 11
- Eldredge, J. Lloyd (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.
  - Chapter 9
- Student-led grammar instruction

### **Week Thirteen—April 21<sup>st</sup>**

#### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 17
- Eldredge, J. Lloyd (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.
  - Chapter 10
- Dean, Deborah (2008). *Bringing Grammar to Life*. Delaware: International Reading Association.
  - Chapter 5
- Student-led grammar instruction

### **Week Fourteen—April 28<sup>th</sup>**

#### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 18
  - Chapter 19
- Student-led grammar instruction

### **Week Fifteen—May 5<sup>th</sup>**

#### **Assignment Due—**

- Yule, G. (2010). *The Study of Language* (4th edition). Cambridge: Cambridge University Press.
  - Chapter 20
- Eldredge, J. Lloyd (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.
  - Chapter 11
- Student-led grammar instruction
- Final Paper due May 9<sup>th</sup>