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Description of Action:

<u>Susan Guss - Lederman</u>		<u>2/17/97</u>
Proposal Sponsor		Date of Submission
<u>Mary Pinkerton</u>	<u>Languages + Literature</u>	<u>2/17/97</u>
Chair of Sponsoring Department	Department	Approval Date
<u>Debra Rubin</u>		<u>2-27-97</u>
Chair, College Curriculum Committee		Approval Date
<u>[Signature]</u>	<u>LES</u>	<u>3-5-97</u>
Dean of College	College	Approval Date
For Undergraduate Actions:		
If a course is to be considered as a Diversity option:		
_____	<input type="checkbox"/> Recommended	_____
Chair, Diversity Comm.	<input type="checkbox"/> Not Recommended	Date
If a course is to be considered as a General Education option:		
_____	<input type="checkbox"/> Recommended	_____
Chair, General Education Comm.	<input type="checkbox"/> Not Recommended	Date
<u>[Signature]</u>	<input type="checkbox"/> Received for Recording	<u>3/21/97</u>
Chair, University Curriculum Committee	<input checked="" type="checkbox"/> Approved	Date
	<input type="checkbox"/> Not Approved	
<u>[Signature]</u>	<input type="checkbox"/> Received for Recording	<u>5/6/97</u>
Chair, Faculty Senate	<input checked="" type="checkbox"/> Approved	Date
	<input type="checkbox"/> Not Approved	
For Graduate Actions:		
<u>[Signature]</u>	<input type="checkbox"/> Received for Recording	<u>4/10/97</u>
Graduate Council	<input checked="" type="checkbox"/> Approved	Date
	<input type="checkbox"/> Not Approved	
<u>[Signature]</u>		<u>5/12/97</u>
Provost and Vice Chancellor		Date Received
Record of Other Academic Units Consulted		
Academic Units	Signature	Date
		*Action
*Indicate Approve, No Contest, Disapprove (continue on back as needed).		

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Description of Action:

<u>Susan Huss - Lederer</u>		<u>2/17/97</u>
Proposal Sponsor		Date of Submission
<u>Mary Pinkerton</u>	<u>Language + Literature</u>	<u>2/17/97</u>
Chair of Sponsoring Department	Department	Approval Date
<u>Debra Rubin</u>		<u>2-20-97</u>
Chair, College Curriculum Committee		Approval Date
<u>[Signature]</u>	<u>LES</u>	<u>3-5-97</u>
Dean of College	College	Approval Date

For Undergraduate Actions:

If a course is to be considered as a Diversity option:

Chair, Diversity Comm. Recommended Not Recommended _____ Date _____

If a course is to be considered as a General Education option:

Chair, General Education Comm. Recommended Not Recommended _____ Date _____

[Signature] Received for Recording Approved 3/2/97
 Chair, University Curriculum Committee Not Approved Date _____

[Signature] Received for Recording Approved 5/6/97
 Chair, Faculty Senate Not Approved Date _____

For Graduate Actions:

[Signature] Received for Recording Approved 4/10/97
 Graduate Council Not Approved Date _____

[Signature] 5/12/97
 Provost and Vice Chancellor Date Received _____

Record of Other Academic Units Consulted

Academic Units	Signature	Date	*Action

*Indicate Approve, No Contest, Disapprove (continue on back as needed).

**CURRICULUM PROPOSAL FORM #3
UNIVERSITY OF WISCONSIN-WHITEWATER**

NEW COURSE

Course Number: 688 - 320 / 520

Effective Term: FALL 1997

Cross Listed No.: /

Course Title: The Spoken Language and Discourse Analysis

15 Character Abbreviation S P O K E N L A N G U A G E

25 Character Abbreviation S P O K E N L A N G U A G E A N D D I S C O U R S E

Sponsor(s): Susan Huss-Lederman and Mary Pinkerton

Department(s): Languages and Literatures

College(s): Letters and Sciences

Other Programs Affected: Master's in C & I

Check if the course is to meet any of the following requirements:	Contact hours/credits
<input type="checkbox"/> Writing requirement	Total lecture hours <u>48</u>
<input type="checkbox"/> Diversity requirement	Total lab hours <u> </u>
<input type="checkbox"/> General Education, area: <u> </u>	Total contact hours <u>48</u>
<input type="checkbox"/> Computer requirement	Number of credits <u>3</u>
Is the course required in:	Is the course repeatable: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<input type="checkbox"/> Major/Emphasis <u> </u>	No. of times in Major <u> </u> and No. of credits <u> </u>
<input checked="" type="checkbox"/> Minor/Emphasis <u>ESL</u>	No. of times in Degree <u> </u> and No. of credits <u> </u>
<input type="checkbox"/> Other <u> </u>	

Attach the following:

- I. Course Justification
- II. Relationship to program assessment objectives
- III. Budgetary impact
- IV. Course description
- V. Requisites
- VI. If dual listed, graduate level requirements (see "Graduate Level Requirements in Dual-Listed Courses" in "Other" section of Handbook)
- VII. Tentative course syllabus
- VIII. Bibliography

specifically with regard to the following:

- developing skills in language analysis essential for the teaching of ESL;
- gaining an understanding of sociocultural variables of language use;
- evaluating effectiveness of listening and pronunciation teaching techniques and materials.

Using primarily an applied sociolinguistic framework, students will examine pedagogical concerns in the teaching of:

- a. listening comprehension
- b. speech production

To this end, students will practice using the tools necessary in the examination of language in social contexts and in bringing such language to the second language learning situation. Specific objectives are listed in *Section IV: Course Description*.

All students, both graduate and undergraduate, are required to achieve the objectives explained above. Graduate students are required to complete a special project to be written in APA style. This is explained specifically in *Section VI: Graduate Level Requirements*, which is determined in consultation with the instructor. For example, if a graduate student is interested in examining materials for teaching pronunciation in an ESL, s/he will read professional literature concerned with this interest, examine materials and resources for language teaching, and work with international students on campus, using these techniques. The final report will elaborate the approach to teaching and discuss results obtained.

III. Budgetary Impact

Course is to be taught by existing faculty as part of the regular Department rotation. Library acquisitions are accomplished through currently available funding. Campus instructional resource units are adequate to handle demands of the course, including classroom space.

IV. Course Description

In The Spoken Language & Discourse Analysis, students will develop working knowledge of contemporary issues in the teaching of oral communication (speaking and listening skills) to learners of ESL. Linguistic principles studied are also pertinent for those teaching foreign languages.

V. Requisites

Undergraduate prerequisites include:

680-101 and 680-102

- the role of learner strategy training and learning style awareness
- the design of ESL classroom activities and materials

based on the knowledge of the structure of spoken discourse, to examine approaches to teaching pronunciation, with an emphasis on the role of stress and intonation.

Required Course Texts: This is a special studies course; therefore, students must purchase the following books at the UWW Bookstore:

Dalton, Christiane and Barbara Seidlhofer. 1994. Pronunciation. Oxford: Oxford University Press.

Mendelsohn, David J. 1994. Learning to Listen. San Diego: Dominie Press.

In addition to these textbooks, there are a few materials on reserve at Andersen library which students will be expected to photocopy and read in preparation for homework assignments and class discussion.

You will also need to purchase a new audiocassette for taping discourse. Information about this will be discussed in class.

Course Schedule: The course is structured into three blocks, as listed below. Please note that students are expected to have read assignments for the class date listed. The schedule is subject to change, but we will always discuss changes in advance.

Block 1: Gathering & Analyzing Spoken Data:

Setting the Stage. Once we have transcribed your tapes, bring the transcript and tape to class throughout the block and as directed in other blocks.

Jan. 22 - Orientation to the class & sample discourse analysis.
Handout on transcription conventions.

Jan. 27 - Students come to class with audiotape.
Transcribing spoken data.

Speech Acts/Grice's Maxims

Jan. 29 - Reading Assignment: Frake, Charles O. 1964 How to ask for a drink in Subanon. In Giglioli, Pier Paolo. Language and social context: selected readings. Harmondsworth, Penguin, 1972.

This book is on reserve in Andersen Library. Call No.: P41 .G54

Feb. 3 - Reading Assignment: Grice, H.P. 1975. Logic and conversation. Syntax and semantics,

Mar. 12 - Huss-Lederman will be in Orlando at AAAL and TESOL. Students will meet and examine an instructional videotape, applying Mendelsohn's criteria. Your write-up will be graded. Information forthcoming.

Mar. 17 - Discussion: Being a good listener requires use of non-linguistic cues. Reading assignment: chapters 5 & 6.

Mar. 19 - Continued work with chapters 5 & 6.

Mar. 24 - Spring break

Mar. 26 - Spring break

Block 3: Pronunciation Awareness: Dalton and Seidlhofer text.

Note: We will have a few announced in-class quizzes during this block. I will bring in pronunciation materials for you to examine during this block.

Mar. 31 - Preliminaries. Reading assignment: Chapters 1 & 2.

Apr. 2 - Connected Speech. Reading assignment: Chapter 3.

Apr. 7 - Stress. Reading assignment: Chapter 4.

Apr. 9 - Intonation. Reading assignment: Chapter 5.

Apr. 14 - Focus on intonation. Reading assignment: Chapter 7.

Apr. 16 - Continued work on intonation.

Apr. 21 - Focus on stress. Reading assignment: Chapter 8.

Apr. 23 - Continued work on stress.

Apr. 28 - Focus on connected speech: Chapter 9

Apr. 30 - Focus on sounds: Chapter 10

May 5 - Continued focus on sounds.

May 7 - Continued focus on sounds.

May 16 - Mandatory final class meeting: 7:45-9:45 a.m. Final project due.

*Brown, Gillian and George Yule. 1983a. *Teaching the spoken language: An approach based on the analysis of conversational English*. Cambridge: Cambridge University Press.

_____ 1983b. *Discourse analysis*. Cambridge: Cambridge University Press.

Buck, Gary. 1995. How to become a good listening *teacher*. *A guide for the teaching of second language listening*, ed by David J. Mendelsohn and Joan Rubin, 113-131. San Diego: Dominic Press.

College coursework in English for the limited English proficient student. 1991. Washington, DC: National Clearinghouse for Bilingual Education. *Department-owned videotape*.

*Cummins, Jim. 1994. Knowledge, power, and identity in teaching English as a second language. *Educating second language children*, ed, by Fred Genesee, 33-58. Cambridge: Cambridge University Press.

Dalton, Christiane and Barbara Seidlhofer. 1994. *Pronunciation*. Oxford: Oxford University Press.

*Davis, Paul and Mario Rinvulcri. 1988. *Dictation: New methods, new possibilities*. Cambridge: Cambridge University Press.

*Frake, Charles O. 1964. How to ask for a drink in Subanon. *American anthropologist*. 66.6.127-32. Reprinted in: Giglioli, Pier Paolo, ed. 1972. *Language and social context*. Harmondsworth: Penguin.

‡Gilbert, Judy. 1993. *Clear speech (2nd ed)*. Cambridge: Cambridge University Press.

Gilbert, Judy. 1995. Pronunciation practice as an aid to listening *comprehension*. *A guide for the teaching of second language listening*, ed by David J. Mendelsohn and Joan Rubin, 97-112. San Diego: Dominic Press.

Grice, H. P. 1975. Logic and conversation. *Syntax and semantics, Vol. 3, Speech acts*, ed. by Peter Cole and Jerry L. Morgan, 41-58. New York: Academic Press.

*Gumperz, John, 1982. *Discourse strategies*. Cambridge: Cambridge University Press.

* _____ 1990. The conversational analysis of interethnic communication. *Developing communicative competence in a second language*, ed. by Robin Scarcella, Elaine S. Andersen and Stephen D. Krashen, 223-238. New York: Newbury House.

*Halliday, M. A. K. 1978. *Language as social semiotic: the social interpretation of language and meaning*. Baltimore: University Park Press.

1994 *TeleTESOL Conference Packet, including videotape and audiotape*. Alexandria, VA: TESOL, Inc. *Department-owned resource*.

_____. (ed.). 1994b. *Pronunciation pedagogy and theory: New views, new directions*. Alexandria, VA: TESOL. *Department-owned resource*.

*Nunan, David and Lindsay Miller (eds.). 1995. *New ways in teaching listening*. Alexandria, VA: TESOL.

*Palmer, Adrian and Theodore Rodgers. 1990. *Back and forth*. New York: Prentice Hall.

*Pérez, Bertha. 1996. Instructional conversations as opportunities for English language acquisition for culturally and linguistically diverse students. *Language arts*. 73.173-181.

*Pica, Teresa. 1994. Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? *Language learning*. 44.3.493-527.

‡Prator, Clifford, and Betty Wallace Robinett. 1985. *Manual of American English pronunciation* (4th ed.). New York: Harcourt Brace.

‡Roberts, Celia, Evelyn Davies, and Tom Jupp. 1992. *Language and discrimination*. New York: Longman.

Rost, Michael. 1990. *Listening in language learning*. New York: Longman.

*_____ 1991. *Listening in action*. New York: Prentice Hall Regents.

Saville-Troike, Muriel. 1982. *The ethnography of communication*. Oxford: Basil Blackwell.

Searle, John R. 1975. A taxonomy of illocutionary acts. In Gunderson, Keith (ed.). *Minnesota studies in the philosophy of science, Vol VII, Language, mind and knowledge*. Minneapolis: University of Minnesota Press. 344-369.

‡Stempleski, Susan and Barry Tomalin. 1990. *Video in action: Recipes for using video in the language classroom*. New York: Prentice Hall Regents.

*Tannen, Deborah. 1996. Researching gender-related patterns in classroom discourse. *TESOL quarterly*. 30.2.341-344.

_____. 1984. *Conversational style: Analyzing talk among friends*. Norwood, NJ: Ablex.

*Tovares, Joseph and Linda Cuellar. 1992. *Spanish-speakers and bilingualism*. Princeton, NJ: