

Minnesota State University Moorhead

TESL 456: Written Discourse Structures

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites:

This course requires the following prerequisite
TESL 451 - English Structures

Corequisites: None

MnTC Goals: None

In-depth study of the writing system of English as well as methods and strategies for teaching reading and writing. Covers the alphabet and its relation to the oral language, the teaching of early literacy, developmental literacy, and advanced writing skills. Delves into the structure of written discourse above the sentence, including such features as logical connectors, focusing structures, transitions, and rhetorical devices.

B. COURSE EFFECTIVE DATES: 01/10/2011 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Written language as distinct from oral language
2. Review of Phonemes and their correlations with alphabet letters
3. Theories of instruction in written language: phonics, whole language, & balanced literacy
4. Planning lessons in decoding and spelling
5. Issues and factors in comprehension of written texts: genres, strategies, skills
6. Planning lessons in comprehending written texts
7. Issues and factors in producing written text: physical & mental acts, syntax
8. Issues beyond the sentence: logical connectors, focusing structures
9. Planning lessons in producing written text

D. LEARNING OUTCOMES (General)

1. Understand the differences between language and literacy and the relationship between oral and written forms.
2. Understand and describe the nature of the English alphabet and common approaches to teaching reading and spelling, including the phonics approach and the whole language approach.
3. Understand how to help learners develop reading skills beyond basic decoding skills including fluency development and comprehension of written texts.
4. Develop the skills to help ESL students improve the accuracy and fluency of their written expression.
5. Develop skills to analyze discourse in English and to identify specific areas of difficulty within the discourse for ELLs.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted