LIN 5741 Applied English Grammar

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Office Hours: M 10:30-12:30; W 12:30-1:30

Course Description: This course is based on the concept of pedagogical grammar in which we will explore English grammar in terms of form, meaning, and use, or how we use grammar to achieve certain goals within specific sociocultural contexts. This course enables students to develop a knowledge base about grammar, an ability to reason through grammatical constructions, and, thus, to explain grammatical constructions/meanings so that learners can understand and use grammar for their own purposes. You will not learn everything there is to know about grammar, but you will learn how to explain some grammatical concepts and how to find and use resources to help you explain what you don’t know. This is BOTH a grammar class and a class to learn how to teach grammar. This course also focuses on creating instructional materials, so a strong desire to teach is beneficial.

Course Objectives: Throughout the semester, students will engage in a range of theoretical, pedagogical, and reflective activities that will enable them to:

1) Understand their own beliefs and knowledge about grammar and grammar teaching and become aware of the impact of such knowledge and beliefs on their classroom practices.
2) Describe and represent grammar at three different levels: morphology; syntax; and discourse.
3) Develop and use metalanguage to describe their knowledge and reasoning about grammar.
4) Understand grammar from an instructional perspective and develop contextualized instructional activities.
5) Become sensitive to the complex social, cultural, political, and institutional factors that affect understandings, conceptions of, and responses to grammar.
6) Develop an understanding of “spoken grammar” and craft beneficial instructional materials.

Required Textbooks:

Course Requirements: You are expected to read all assigned readings and to participate in class activities in a thoughtful manner. All written assignments should be handed in on time. Late assignments will not be accepted. Please do not have a tardiness problem. It interferes with everyone’s learning. Computers are allowed for learning purposes.

Course Requirements: You are expected to read all assigned readings and to participate in class activities in a thoughtful and respectful manner. All written assignments should be handed in on time. Late assignments will not be accepted. Please do not have a tardiness problem. It interferes with everyone’s learning processes. NO texting or wearing ear buds during class. Computers are allowed for learning purposes. You will be able to tally your points so you can keep track of your grade.

1) Homework: Grammar Exercises (35 pts)
Throughout the semester, you will do 4 grammar-based homeworks. These exercises are intended to enhance your understanding and ability to explain grammar in order to help your students be able to use the structures of English. The first one will be worth 5 pts, and the other three will be worth 10.

2) **Tests (30 pts)**

There will be two tests. Each will be worth 15 points. The first will focus on tense/aspect. The second will depend on what we have covered at that point.

3) **Explaining Grammar Assignment (15pts)**

This assignment is designed to provide you with an opportunity to explain a grammar point. The assignment involves several steps: You will a) create a poster to explain a specific grammar point; b) explain your grammar to your classmates in small groups (and receive feedback from your classmates) in a poster session; and c) write a final reflection paper due within 48 hours of presentation.

-OR

**Literature Review (15 pts)**

In order to learn more about a particular topic connected with grammar, you will write a literature review of at least ten articles on a topic of your choosing. This assignment requires you to summarize the key issues and to evaluate critically the theoretical and pedagogical factors involved. If you would like to have teacher feedback, you can schedule a writing conference with me. An outline/bibliography will be due March 18th. Papers will be submitted via turnitin.com. The literature review is due before the grammar unit because you may want to develop your grammar unit on the basis of your finding in the lit review.

4) **Grammar Unit (20 pts)**

You will develop a highly contextualized, discourse-based grammar unit in which you design five hours of cohesive instruction based on a grammar focus.

**ATTENDANCE POLICY**: As graduate students, you’re expected to be in class. If you have a health or personal issue and cannot attend class, please inform me ahead of time.

**Grading:**

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<td>A</td>
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For information on current UF grading policies for assigning grade points, please go to: [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)

**Academic Integrity**: The University of Florida defines academic dishonesty as including, but is not limited to, cheating, plagiarizing, fabricating of information, or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who engage in academic dishonesty will be penalized and may risk failure of this course. For more information see [http://www.registrar.ufl.edu/catalog/policies/students.html#honesty](http://www.registrar.ufl.edu/catalog/policies/students.html#honesty)
Be aware that by turning in your paper on turnitin.com, plagiarism is easily detected.

**Disability Access Statement:** The University of Florida is in compliance with the provisions of **Americans with Disabilities Act.** If you anticipate needing special accommodations as a result of a disability, please see me ASAP. The University of Florida policy related to accommodations for students with disabilities reads as follows:

“Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

Students who believe they may qualify for accommodations should contact the Dean of Students Office: [http://www.dso.ufl.edu/drc/current.php](http://www.dso.ufl.edu/drc/current.php) (001 Building 0020 (Reid Hall); 392-8565).

**Tentative Schedule for LIN 5741**

**Changes may occur for instructional reasons**

**Week One**

January 7  
Introduction to class and review of syllabus

**Readings for Monday:** [http://tesl-ej.org/ej42/a3.html](http://tesl-ej.org/ej42/a3.html)

Folio.sample.howard (online)

**Readings for Wednesday:** Chapter 3, The Presents (online)

Chapter 7 of The Grammar Book, Celce-Murcia and Larsen-Freeman (online), especially

109-114 simple present; 116-117 present perfect, present progressive; 118 present

perfect progressive; 124 simple present versus present progressive; 124 present perfect

versus present perfect progressive; 124-125 present perfect versus simple past

Also, check out this website! [http://www.elihinkel.org/tips/tenses.html](http://www.elihinkel.org/tips/tenses.html)

**Week Two**

January 12  
Present Tense

January 14  
Present Tense

**Readings for Monday:** NONE

**Readings for Wednesday:** Chapter 16, The Teacher’s Grammar of English (TTGE)

**Week Three**

January 19  
NO CLASS MLK Day

January 21  
**Homework 1 Due – BRING HARDCOPY to CLASS**

**Readings for Monday:** Chapter 7, The Grammar Book (online), especially sections on past tense;

Optional reading: Chapter 4, The Pasts

**Week Four**

January 26  
The Past Tense

January 28  
Past Tense

**Homework 2 due**
**Week Five**
February 2  Tense and Aspect Wrap UP

February 4  **Test 1 on Present and Past Tense/Aspect**

   **Reading for Monday:** Chapter 8, Prepositions; look at this website: [http://www.elihinkel.org/tips/prepositions.htm](http://www.elihinkel.org/tips/prepositions.htm)

   **Reading for Wednesday:** Lindstromberg on Sakai
   Metaphorical Meaning of Prepositions

**Week Six**
February 9  Prepositions

February 11  Prepositions

   **Reading for Monday:** Materials on *lesson planning* on Sakai

**Week Seven**
February 16  Prepositions

February 18  **Homework # 3 Due**

   Prepositions
   Lesson Planning

   **Reading for Thursday:** Chapter 14, Modals
   Modals of obligation task:

**Week Eight**
February 23  Modals

   **Explain** Explaining Grammar Assignment

February 25  Modals

**Week Nine**
March 2-4  **NO CLASSES Spring Break**

**Week Ten**
March 9  Modals

March 11  Modals

   **Homework #4 Due**

**Week Eleven**
March 16  **Explaining Grammar Poster Session**
March 18  
**Explaining Grammar Poster Session**  
**OR Outline/Bibliography of Literature**  
**Review Due**

**Readings for Wednesday:** Chapters 10, Determiners and Chapter 11, Articles

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**Week Twelve**
March 23  
**Test 2**
March 25  
**Determiners**  
**Reading for Monday and Wednesday: TBA**

**Week Thirteen**
March 30  
Determiners/Articles
April 1  
**Articles**

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**Week Fourteen**
April 6  
**Articles**  
**Homework #4 Due**
April 8  
**Make up day**

**Readings for Monday:** Chapter 22 Focus Structures

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**Week Fifteen**
April 13  
**Focus Structures**
April 15  
**Focus Structures**  
**Final Literature Review Due**

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**Week Sixteen**
April 20  
**Grammar Unit Workshop**  
**Topic for Grammar Unit due**
April 22  
**LAST DAY OF CLASS- Course wrap up**

**Grammar Unit Due April 27th**