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 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. It’s disrespectful. 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 (15 pts)
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.

4) Grammar Unit (20%)
You will develop a highly contextualized, discourse-based curriculum unit in which you design five hours of cohesive instruction based on a specific grammar focus.

Grading:

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>100-95</td>
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<tr>
<td>A-</td>
<td>94.9-91</td>
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<tr>
<td>B+</td>
<td>90.9-87</td>
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<td>B</td>
<td>86.9-82</td>
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<td>B-</td>
<td>81.9-78</td>
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<td>D</td>
<td>65.9-60</td>
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<td>E</td>
<td>59.9-0</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).

ATTENDANCE POLICY: I take attendance every class, but I do not have an attendance policy. Because classroom activity drives this course (as opposed to lecture or information you can gather from books), being in class is essential to your educational experience. If you miss class, you miss out on your educational experience, on learning opportunities. If you miss class often, you are making your own bed. Connected to this, if you do not attend class regularly or do not participate in class activities, please do not ask me for a recommendation.

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)

View the entire UF honor code at [http://www.dso.ufl.edu/scr/honorcodes/honorcode.php](http://www.dso.ufl.edu/scr/honorcodes/honorcode.php)

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. UF’s 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 3680
Changes may occur for instructional reasons

<table>
<thead>
<tr>
<th>Week One</th>
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<tr>
<td>January 7</td>
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Readings for Monday: [http://tesl-ej.org/ej42/a3.html](http://tesl-ej.org/ej42/a3.html) or online under Files Folio.sample.howard (online under Files)

**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.htm](http://www.elihinkel.org/tips/tenses.htm)

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**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) Our textbook

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**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

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**Week Four**

January 26  The Past Tense
January 28  Past Tense

**Homework 2 due**

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**Week Five**

February 2  Tense /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

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**Week Six**

February 9  Prepositions
February 11  **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
February 25  **Explain** Explaining Grammar Assignment

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

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

Week Thirteen
March 30  Determiners/Articles
April 1  Articles

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

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

**Week Fifteen**

April 13      Focus Structures
April 15      Focus Structures

**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**