

LIN 3680/5741: Modern English Structure/Applied English Grammar

Course Information

Spring 2023: MWF, 9:35-10:25 (Anderson Hall 034)
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Office Hours: MWF, 1:55-2:45, and by appointment
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Course Description

In this course, we will explore the following important questions:

“How do we use grammar to make meaning in context?”

“How can we help English language learners acquire communicative grammatical competence?”

In doing so, we will develop a deeper understanding of English grammar as well as different strategies for helping ESL/EFL learners acquire grammatical competence in English.

Course Objectives

By the end of the course, you will be able to:

- Explain the form, meaning, and use of a wide variety of frequent grammatical constructions in English
- Utilize strategies for helping ESL/EFL learners acquire grammatical competence in English

Course Learning Tasks

In order to accomplish these objectives, we will complete the following tasks:

Homefun Practice (25 points each; 200 points total)

In order to give you practice analyzing the use of the grammatical constructions covered in the course, you will complete homefun grammar practice tasks for 8 of our learning modules. You will submit these tasks to Canvas. They will be graded as **complete/not complete**.

Quizzes (3 x 100 points; 300 total)

In order to give you further practice analyzing the use of the grammatical constructions covered in the course, you will take 3 quizzes. These quizzes will require you to analyze grammatical constructions in use according to the ideas discussed in the course readings and in class. Dates for the quizzes can be found below and on the Syllabus page in Canvas.

Grammar Explanations (2 x 125 points; 250 points total)

In order to help you develop skills in explaining grammar to ESL learners, you will create two grammar explanation mini lectures in VoiceThread. You will create the visual materials (most likely PowerPoint slides), upload them to VoiceThread, and then record your lecture in VoiceThread. More specific details, instructions, and grading rubric can be found on Canvas.

Grammar Curriculum Unit (250 points)

In order to give you practice creating lessons and materials for ESL grammar teaching, you will create a lesson plan (with accompanying materials) that could be used to teach grammar in the ESL classroom. Specific details, instructions, and grading rubric can be found on Canvas.

Grading

| Course Assignments and Grading | | Grading Scale | | | |
|--------------------------------|--------|---------------|----|-----------|----|
| Assignment | Points | | | | |
| Homefun Practice | 200 | 100—92.5 | A | 76.4—72.5 | C |
| Quizzes (3 x 100) | 300 | 92.4—89.5 | A- | 72.4—69.5 | C- |
| Grammar Explanations (2 x 125) | 250 | 89.4—86.5 | B+ | 69.4—66.5 | D+ |
| Curriculum Unit | 250 | 86.4—82.5 | B | 66.4—62.5 | D |
| | | 82.4—79.5 | B- | 62.4—59.5 | D- |
| | | 79.4—76.5 | C+ | 59.4—0 | E |

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Course Textbook

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

We will primarily be using the following textbook in this course:

Cowan, R. (2008) *The Teacher's Grammar of English: A Course Book and Reference Guide*. Cambridge: Cambridge University Press.

The first two chapters we cover in class will be provided as pdfs. After that, you will be required to acquire the textbook.

Additional readings will be uploaded to Canvas.

Additional Resources

In addition to the course textbook and assigned readings, there are several books on Course Reserve in the library that will be helpful:

- de Oliveira, L. & Schleppegrell, M. (2015). *Focus on Grammar and Meaning*. Oxford: Oxford University Press.
- Folse, K. (2016). *Keys to Teaching Grammar to English Language Learners: A Practical Handbook* (2nd Ed.). Ann Arbor, MI: Michigan University Press.
- Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The Grammar Book* (3rd Ed.). Boston, MA: Heinle Cengage Learning.
- Nassaji, H. & Fotos, S. (2011). *Teaching Grammar in Second Language Classrooms*. New York: Routledge.
- Parrot, M. (2010). *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.
- Yule, G. (1998). *Explaining English Grammar*. Oxford: Oxford University Press.

Course Expectations (How to Succeed in this Course)

Complete the Readings and Lectures

Each module in the course will contain readings to complete and accompanying lectures to watch at home. The readings will introduce new concepts and terms, while the lectures will expand on them concepts by explaining them and going into more depth with examples. The lectures will also provide additional practice with the grammatical structures that will be covered in the course. Having a strong understanding of the topics covered in the readings and lectures will be crucial to your success on the homework tasks, class discussions, and quizzes.

Attend and Actively Participate in Class

Class attendance is not only mandatory, but also incredibly essential for your success in this course. Class meetings in this course will be devoted to working through grammar practice and discussions of topics covered in the textbook and lectures. As such, you are expected to come to class on time and ready to engage in class activities and discussions. This includes arriving on time, bringing all required materials, completing all readings and reading tasks beforehand, remaining engaged (e.g. not sleeping, not on social media), and staying for the entirety of the class (packing up early is the same as leaving class early).

Attendance will be recorded at the beginning of class. If you arrive late, it is your responsibility to check in with me. **You are allowed to take three unexcused absences.** Each unexcused absence beyond that will lower your final course grade by one level (e.g. from A to A-). To receive an excused absence, you must provide documentation within **two weeks** after the absence. Excused absences should be consistent with [UF Attendance Policies](#).

Submit Work on Time

Time management is one of the most essential skills you need to develop during college. This includes planning your work-life balance so that you can meet all your deadlines. Every assignment in this course has a deadline that you will need to meet. **Late work (excluding quizzes) will be accepted for up to two days after the due date with a 25% penalty for each day it is late.** Extensions (without penalty) on assignments are possible in the event of circumstances out of your control (e.g. sickness, religious holidays) that you can

provide some form of documentation for (e.g. doctor's note). If you miss a quiz, you will need to contact me to set up a make-up time and provide documentation for an excused absence. Missed quizzes without a documented excuse cannot be made up.

Check Canvas Regularly

Canvas (<https://elearning.ufl.edu/>) will be our primary communication channel when not in class. All class resources (e.g. readings, presentations, worksheets, handouts) will be stored on Canvas. Assignments will be submitted to Canvas unless otherwise stated. Feedback on assignments will also be submitted via Canvas. For these reasons, make sure you know how to upload assignments, view feedback on those uploads, and receive notifications and announcements. Checking your Canvas messages and our Canvas course page regularly will be essential for success in this course.

Communicate with Me

I cannot stress this enough: if you need to communicate with me, do not hesitate to reach out. I am here to help you succeed and am willing to work with you to make that happen. E-mail me, send me a Canvas message, or visit my office hours if you need to get in touch. If I don't respond to your e-mail or Canvas message within 24 hours (except weekends), message me again.

Be Honest

UF students are bound by The Honor Pledge which states *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'"* The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult me.

Provide Feedback

I always welcome professional and respectful feedback on all parts of my instruction and the course (see <https://gatorevals.ua.ufl.edu/students/> for guidance on giving professional and respectful feedback). I take this feedback seriously and use it to improve my teaching and how I set up my courses. You will have multiple attempts to give me anonymous feedback throughout the semester as well as at the end of the semester through Canvas as well as the Gator Evals system. In addition, you are always welcome to message or e-mail me with any additional feedback you may have. For GatorEvals, you will be notified when the evaluation period opens. You will be able to complete evaluations through the email you receive, in our Canvas page, or via <https://ufl.bluera.com/ufl/>. You can also see the feedback previous students have given me [here](#).

Take Care of Yourself

College can be a challenging time. In addition to studying for multiple courses, you may face a host of social, mental, and physical challenges. It is important that you take care of yourself, both physically and mentally, so that you can not only survive, but thrive. If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Request Accommodations if You Need Them

Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Please follow this procedure as early as possible in the semester.

Be Prepared for Technology Issues

Technology, for all its benefits, doesn't always work. So, it's important for you to have a Plan B. Save files on your computer as well as Google Drive or Dropbox. Be prepared to submit assignments earlier than the last minutes in order to avoid possible internet issues when submitting assignments. If you're having issues with UF technology (e.g. Canvas), contact the UF Computing Help Desk (<https://helpdesk.ufl.edu/>). Worst comes to worst, contact me and let me know your situation and we can work something out.

Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.

| Week | Dates | Topic | Readings | Learning Tasks |
|------|-------|---------------------------|---------------|-------------------|
| 1 | 1/13 | Introduction to Course | | |
| | 1/15 | Introduction/Basics | Cowan, Ch. 1 | |
| | 1/17 | Basics of Grammar | Cowan, Ch. 1 | |
| 2 | 1/20 | Holiday – No Class | | |
| | 1/22 | Teaching Grammar | Cowan, Ch. 3 | |
| | 1/24 | Teaching Grammar | Cowan, Ch. 3 | |
| 3 | 1/27 | Phrases and Clauses | Cowan, Ch. 2 | |
| | 1/29 | Phrases and Clauses | Cowan, Ch. 2 | |
| | 1/31 | Phrases and Clauses | Cowan, Ch. 2 | Homefun #1 |
| 4 | 2/3 | Determiners | Cowan, Ch. 10 | |
| | 2/5 | Determiners | Cowan, Ch. 10 | |
| | 2/7 | Articles | Cowan, Ch. 11 | |
| 5 | 2/10 | Articles | Cowan, Ch. 11 | Homefun #2 |
| | 2/12 | Quiz #1 | | |
| | 2/14 | Nonreferentials | Cowan, Ch. 7 | |
| 6 | 2/17 | Nonreferentials | Cowan, Ch. 7 | |
| | 2/19 | Pronouns | Cowan, Ch. 13 | |
| | 2/21 | Pronouns | Cowan, Ch. 13 | Homefun #3 |
| 7 | 2/24 | Prepositions | Cowan, Ch. 8 | |
| | 2/26 | Prepositions | Cowan, Ch. 8 | |
| | 2/28 | Multi-word Verbs | Cowan, Ch. 9 | |
| 8 | 3/3 | Multi-word Verbs | Cowan, Ch. 9 | Homefun #4 |
| | 3/5 | Adjectives | Cowan, Ch. 12 | |
| | 3/7 | Adjectives | Cowan, Ch. 12 | |
| 9 | 3/10 | Adverbs | Cowan, Ch. 12 | |

| | | | | |
|-----------|---------|--|---------------|------------------------|
| | 3/12 | Adverbs | Cowan, Ch. 12 | Homefun #5 |
| | 3/14 | Quiz #2 | | Grammar Explanation #1 |
| 10 | 3/17-21 | Spring Break – No Class | | |
| | 3/24 | Modal Verbs | Cowan, Ch. 14 | |
| 11 | 3/26 | Modal Verbs | Cowan, Ch. 14 | |
| | 3/28 | Modal Verbs | Cowan, Ch. 14 | |
| 12 | 3/31 | Modal Verbs | Cowan, Ch. 14 | Homefun #6 |
| | 4/2 | Tense-Aspect | Cowan, Ch. 16 | |
| | 4/4 | Tense-Aspect | Cowan, Ch. 16 | |
| 13 | 4/7 | Tense-Aspect | Cowan, Ch. 16 | |
| | 4/9 | Tense-Aspect | Cowan, Ch. 16 | Homefun #7 |
| | 4/11 | Passive Voice | Cowan, Ch. 17 | |
| 14 | 4/14 | Passive Voice | Cowan, Ch. 17 | |
| | 4/16 | Passive Voice | Cowan, Ch. 17 | |
| | 4/18 | Passive Voice | Cowan, Ch. 17 | Homefun #8 |
| 15 | 4/21 | Quiz #3 | | |
| | 4/23 | Wrap-up | | Grammar Explanation #2 |
| | 4/25 | Reading Day | | |
| EW | 5/3 | Curriculum Unit Due (4/30 @ 9:30) | | |