**Spring 2019:** MWF 1:55-2:45 (Anderson 19)
**Instructor:** James Garner, PhD
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Office Hours: MWF, 10:00-11:00 (Turlington 4016) and by appointment

**Teaching Assistant:** Samantha Creel
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Office Hours: Tuesdays, 11:45-12:35; Wednesdays, 3:00-3:50 (Turlington TBA)

**Course Description:** In this course, we will explore the following two 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
- Analyze the use of grammatical constructions across a range of discourse types
- 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:

**Daily Reading Tasks (10%)**: In order to prepare you for in-class grammar discussion and analyses, you will complete daily reading assignments. These assignments will often include tasks such as listing and defining terms from the readings. Each completed daily reading assignment is worth 1 point. The percentage of completed assignments will be applied to 10 points towards your final grade. These assignments are due at the beginning of every class. If you miss class, e-mail me a scanned copy or picture of the completed assignment sheet within 24 hours after the missed class to receive credit.

**Small Grammar Analyses (30%):** In order to give you practice analyzing the use of the grammatical constructions we will cover in the course, you will complete 4 graded small grammar analyses. These analyses will require you to analyze grammatical constructions in use according to the ideas discussed in the course readings and in class. Specific details and instructions for each analysis will be posted in Canvas at least a week prior to the deadline.

**Grammar Analysis Paper (10%):** In order to give you practice conducting research on grammar in use, you will complete a short grammar analysis paper in which you select a grammatical construction and analyze its use in an authentic text or corpus of your choosing. Specific details and instructions will be posted in Canvas at least a month prior to the deadline.

**Grammar for Teaching Tasks (20%):** In order to prepare you for helping ESL/EFL students acquire English grammar, you will complete two graded grammar teaching tasks. The first (10%) will require you to find an authentic text and create a grammar lesson based on that text. This activity should involve activities that (1) help learners discover the target grammatical construction and (2) provide practice in using that construction. The second grammar teaching task (10%) will require you to analyze grammatical errors produced by learners and provide comprehensible feedback to the learners. Specific details and instructions for each task will be posted in Canvas at least two weeks prior to the deadline.

**Grammar Teaching Project (30%):** In order to deepen your understanding of a specific grammatical construction and ways to help learners acquire it, you and a group of classmates will research a specific grammar construction in more detail and give a presentation to the class (10%) and write a paper (20%) in which you explain the grammar construction and some strategies for teaching it. Specific details and instructions for this project will be posted in Canvas prior to the deadline.

**Grading**

| Course Assignments and Grading | | | Grading Scale | | | |
|---|---|---|---|---|---|---|
| **Assignment** | **Percentage of Grade** | | 100—93 | A | 76—73 | C |
| Daily Reading Tasks | 10% | | 92—90 | A- | 72—70 | C- |
| Grammar Analyses | 30% | | 89—87 | B+ | 69—67 | D+ |
| Grammar Analysis Paper | 10% | | 86—83 | B | 66—63 | D |
| Grammar for Teaching | 20% | | 82—80 | B- | 62—60 | D- |
| Grammar Teaching Project | 30% | | 79—77 | C+ | 59—0 | E |

**Course Textbooks:** We will primarily be using the following textbooks in this course:

Biber, D., Conrad, S., and Leech, G. (2002). Longman student grammar of spoken and written English. Essex, UK: Longman. (ISBN-13: 978-0-582-23726-1)

Conrad, S., Biber, D., and Leech, G. (2002). Longman student grammar of spoken and written English workbook. Essex, UK: Longman. (ISBN-13: 978-0-582-53942-6)

Additional readings will be uploaded to Canvas.

**Course Policies**

**Attendance:** Because class meetings will include a mix of teacher-led lectures, in-class activities, discussions of course readings, and presentations, class attendance is not only mandatory, but vital for your success in this course. You are expected to attend all class meetings on time, with readings and reading tasks completed in advance. You are expected to stay for the entirety of the class and remain engaged until the end of class (packing up early is the same as leaving class early). You are also expected to bring your course textbook and other required daily readings to class each day.

However, I understand that life can interfere with course work and you might have to miss class, arrive late, or leave early. For this reason, you are allowed to take four unexcused absences. Each unexcused absence beyond that may lower your final course grade by one level (e.g. from A to A-). Excused absences should be consistent with UF policies (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

**Canvas:** Canvas will be our primary communication channel when not in class. Use your Gatorlink to login to <elearning.ufl.edu>. All class resources (e.g. additional readings, PPTs, worksheets, handouts) will be stored in 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. Additionally, checking the Canvas homepage regularly will be essential for success in this course. If there is every a discrepancy between the tentative course schedule provided below and the online Canvas schedule, please follow the schedule posted on Canvas.

**Late work:** Late work is not accepted except in the event of verifiable extenuating circumstances. An extenuating circumstance is an event beyond your control, such as an accident or emergent medical condition. Verifiable means that supporting documents will be required.

**E-mail and Skype:** If you need to contact me outside of class or office hours, send an email. If I do not respond within 24 hours, please email me again. Please feel free to email with any questions that you have about the course or constructive feedback. Additionally, if you need to meet with me to discuss any issues related to the class but are unable to come during a time that I am on campus, we may set up a meeting via Skype.

**Accommodation:** 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.

**Academic honesty:** Students are held accountable to the UF Honor Code: (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

**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 | Assignment |
|------|-------|-------|----------|------------|
| 1 | 1/7 | Introduction | | |
| | 1/9 | Discourse-based Grammar | BCL, Chapter 1 | |
| | 1/11 | Corpus-based Grammar | BCL, Chapter 1 | |
| 2 | 1/14 | Words | BCL, Chapter 2 | |
| | 1/16 | Words | BCL, Chapter 2 | |
| | 1/18 | Phrases | BCL, Chapter 3 | |
| 3 | 1/21 | **No Class** | | |
| | 1/23 | Clauses | BCL, Chapter 3 | |

| | 1/25 | Clauses | BCL, Chapter 3/8 | |
|---|---|---|---|---|
| **4** | 1/28 | Noun Phrases (Types of Nouns) | BCL, Chapter 4 | |
| | 1/30 | Noun Phrases (Determiners) | BCL, Chapter 4 | |
| | 2/1 | Noun Phrases (Pronouns) | BCL, Chapter 4 | SGA #1 (Unit 1) |
| **5** | 2/4 | Noun Phrases (Premodification) | BCL, Chapter 9 | |
| | 2/6 | Noun Phrases (Postmodification) | BCL, Chapter 9 | |
| | 2/8 | Noun Phrases (Modification) | BCL, Chapter 9 | |
| **6** | 2/11 | Verbs | BCL, Chapter 5 | |
| | 2/13 | Verbs | BCL, Chapter 5 | |
| | 2/15 | Verbs | BCL, Chapter 5 | SGA #2 (Unit 2) |
| **7** | 2/18 | Verbs | BCL, Chapter 5 | |
| | 2/20 | Verb Phrase | BCL, Chapter 6 | |
| | 2/22 | Verb Phrase | BCL, Chapter 6 | |
| **8** | 2/25 | Verb Phrase | BCL, Chapter 6 | SGA #3 (Unit 3) |
| | 2/27 | Verb Phrase | BCL, Chapter 6 | |
| | 3/1 | Verb Phrase | BCL, Chapter 6 | |
| **9** | 3/4 | **Spring Break** | | |
| | 3/6 | **Spring Break** | | |
| | 3/8 | **Spring Break** | | |
| **10** | 3/11 | **No Class - Teacher at Conference*** | | |
| | 3/13 | Adverbials | BCL, Chapter 11 | |
| | 3/15 | Adverbials | BCL, Chapter 11 | SGA #4 (Unit 4) |
| **11** | 3/18 | Complement clauses (NP) | BCL, Chapter 9 | |
| | 3/20 | Complement clauses (VP) | BCL, Chapter 10 | |
| | 3/22 | Complement clauses (VP) | BCL, Chapter 10 | |
| **12** | 3/25 | Complement clauses (JP) | BCL, Chapter 10 | |
| | 3/27 | Complement clauses (All) | BCL, Chapter 10 | GAP |
| | 3/29 | Grammar Teaching - Overview | | |
| **13** | 4/1 | Grammar Teaching - Discovering | Ellis, 2016 | |
| | 4/3 | Grammar Teaching - Discovering | | |
| | 4/5 | Grammar Teaching - Practicing | Ur, 2016 | |
| **14** | 4/8 | Grammar Teaching - Practicing | | |
| | 4/10 | Grammar Teaching - Error Correction | | |
| | 4/12 | Grammar Teaching - Error Correction | | GT #1 - Text for Teach |
| **15** | 4/15 | Grammar Teaching Presentation | | |
| | 4/17 | Grammar Teaching Presentation | | |
| | 4/19 | Grammar Teaching Presentation | | GT #2 - Feedback |
| **16** | 4/22 | Grammar Teaching Presentation | | |
| | 4/24 | Wrap-Up | | |
| | 4/30 | **FINAL PAPER DUE** | | |