

Fall 2025: M,W,F | Period 5 (11:45 AM - 12:35 PM)
113 Mattherly

Instructor: Paula Golombek, PhD
pgolombek@ufl.edu
(352) 294-7459
Office Hours: M 1:15-2:45; W 2:30-4:00, In person or zoom
Office Location: Turlington 4131 F
Zoom link: <https://ufl.zoom.us/j/7110585882>

Course Description

In this course, we will explore the following important questions: *Imagine! You are in Seoul or Malaga and your supervisor tells you that you have to teach the difference between the -of genitive and the -s genitive... What does that even mean? What do you do?*

This course will enable you to respond to explain this as an informed, albeit still learning, speaker and teacher of English. This course will also enable you to question and explain how meaning, variation, and prestige matter in grammar learning and use.

Course Objectives

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

- Explain orally and visually the form, meaning, and use of various grammatical constructions in English
- Explain how meaning, variation, and prestige matter in grammar use
- Create activities for ESL/EFL learners that meet your instructional objectives
- Feel better than okay about teaching grammar

Course Learning Activities

We will engage in the following activities to help us reach these objectives:

1) Grammar Practice (50 points total)

You'll do 7 (6 worth 6 pts each and 1 worth 8 pts) grammar practice exercises that 1) will help you apply your understanding of grammar, and 2) will enable you to do activities that an ESL student might do. This will give you practice learning about and identifying the grammar challenges of students with whom you might work. More information can be found on Canvas.

2) Tutoring Grammar Assignment (100 points total)

What better way to learn about grammar (content knowledge) and learn about teaching grammar (pedagogical content knowledge) than to work with a tutee. This multi-part assignment takes you through assessing student grammar, preparing instructional content, tutoring your tutee, and reflecting on the experience while it is going on and after it is done. Specific details and instructions can be found on Canvas.

- **Diagnostic**—graded per rubric (5 points)
- **Tutor**—graded as Completed/Not Completed (57 points)
- **Post-tutoring Session Reflections on Discussion Board**—graded as Completed/Not Completed 4 post-tutoring responses @ 2 points each=8 points)
- **'What I learned' Post-Tutoring Reflection**—graded by rubric (30 points)

3) Becoming/Being a Grammar Teacher (150 points)

You may have done a teaching simulation in another course, but this assignment supports you to teach grammar to English language learners in a “real” setting. Visiting Scholars (and sometimes partner and families) come to UF to enhance their professional development (these are the students who attend our workshop for the TSL Internship). We will offer casual conversation group sessions at the Language Lab (Turlington Hall) one time per week in which you will get to learn about the scholars’ proficiency levels, abilities, interests, and needs. From this, with my assistance, you (and a partner) will determine an instructional focus. You will create a lesson plan to teach to the group, teach it, and then reflect on your experience teaching.

- **English Conversation Group**—participation graded as Completed/Not Completed (40 points)
- **Lesson Plans**—graded by rubric (50 points)
- **Teaching**—teaching graded as Completed/Not Completed (40 points) with feedback
- **Tiny Talk (post teaching debriefing)**-(20 points)

Grading

Course Assignments and Grading

Assignment	Points
Grammar exercises	50
Tutoring Assignment	100
Being/Becoming	150

Points add up to 300 and divided by 3 to get grade. See below for UF grading.

Grading Scale

100—93	A	76—73	C
92—90	A-	72—70	C-
89—87	B+	69—67	D+
86—83	B	66—63	D
82—80	B-	62—60	D-
79—77	C+	59—0	E

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

Course Textbook

We will use chapters from various books and articles. All required readings can be found on Canvas. We will watch several teaching videos—links will be provided.

Some Additional Resources

- Cowan, R. (2008) *The Teacher's Grammar of English: A Course Book and Reference Guide*. Cambridge: Cambridge University Press.
- Firsten, R. (2002). *The ELT Grammar Book*. Alta Publisher.
- Folse, K. (2016). *Keys to Teaching Grammar to English Language Learners: A Practical Handbook* (2nd Ed.). Michigan University Press.
- Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The Grammar Book* (3rd Ed.). Heinle Cengage Learning.
- Nassaji, H. & Fotos, S. (2011). *Teaching Grammar in Second Language Classrooms*. Routledge.
- Parrot, M. (2010). *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/) or <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.

What you need to do to develop as a student, teacher, and person in this course

Complete the Readings

What you read will provide a foundation for what we will do in class activities. This may be new info for some of you, so you may need to spend more time with the readings. Come with questions! Having a strong understanding of the grammar concepts will not only help you do well in the course activities but will make you that annoying friend who corrects people when they use 'who' instead of 'whom'.

Watch the Lectures/Videos

There are some lectures online which are designed to explain the concepts introduced in the readings by presenting the content in a slightly different manner. They also provide exemplars for how to construct visual representations/explanations of grammar.

Let's *Think Together*--Attend and Actively Participate in Class (Classroom attendance policy)

Class attendance is essential for your success in this course. You are allowed to take three 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 Attendance Policies](#). For an absence to be excused, you should provide documentation, such as a doctor's note, within **two weeks after the absence**. Sometimes students fall into an *absence hole* and rather than reaching out to me, they dig deeper. This breaks my heart! If you keep in communication with me, there should be no problems. If you fall ill or have an emergency, please let me know. **I am extremely responsive if you are having some difficulties.**

I always say "everything I do has an instructional reason"—nothing is a throwaway or empty activity in my classes. Come to class **on time, prepared, and ready to think together**. Just a warning—students are sometimes surprised that I ask them to explain why they think something and don't just say "good answer". This is part of my way of developing what I call your 'teacherly thinking'. I come to the classroom thinking that every single one of you is capable AND capable of doing more. This will feel intimidating at first, especially because teaching is not a "natural" act, something you are born knowing how to do. You will surprise yourself as you develop your abilities to articulate your ideas about teaching and analyze teaching materials.

I appreciate that some people do not like to participate in whole class discussions. In fact, I will ask you about this on the first day. We do, however, engage in numerous partner and small group activities in class which support your learning; participating in these activities will be central to your growth. You will thus be expected to participate in pair/small group activities. Try to learn your classmates' names, especially the people around you.

We are a learning community so be respectful (no texting unless family emergency) or web surfing. I know some of you like to take notes on your computer. That's okay, but please be aware of the value of writing notes out! <https://www.ascd.org/el/articles/the-magic-of-writing-stuff-down>

Submit Work on Time

Late assignments will be penalized (10% of the grade deducted for each day late). BUT I will give you extensions without penalty if you let me know **ahead of time** (for example, sickness, religious holidays, emergencies).

Check Canvas Regularly

Canvas (<https://elearning.ufl.edu/>) will be our main online platform for the course. It will be the main way that I communicate with you outside of class. You are welcome to contact me via Canvas or my UF email (pgolombek@ufl.edu). I send out Announcements and reminders about upcoming assignments regularly, so make sure to set up your Canvas notifications.

Communicate with me

I am genuinely eager to get to know you as people/students. Your success matters to me. If you are unsure about expectations, need feedback, have to miss class, etc. PLEASE reach out to me. You can email me, Canvas message me, see me during office hours (zoom or in person), touch base after class. I tend to have a rapid response time when students reach out.

Request a Letter of Recommendation

Many students ask me to write letters of recommendation each year for teaching programs, Fulbright, graduate school, and jobs. I take this seriously. This means that how you engage with the material in this class and with me has an impact on whether I feel as though I can write a solid letter (participation, attendance, and performance all matter). Please note that you are required to fill out a Release of Consent form by the university: [Release for Letter of Recommendation \(Links to an external site.\)](#)

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.

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	9-5	FRIDAY: Instructional ideas for teaching prepositions Watch this video for class: https://www.youtube.com/watch?v=iu-ORdFmv90 Look at the diagram on p. 417 of the chapter you read. Be prepared to discuss/create a way to explain at, in, on for the following: at UF, in the Hub, on the corner of University and 13th AND at 3:00, in September, on September 3rd	
	Assignment	<u>GRAMMAR PRACTICE 2: Do activities 1,2, 3 on p. 420 of the reading.</u>	GP 2 due on 9-5
Week 3	Focus	PHRASAL VERBS	
		What is a phrasal verb? What makes them challenging for English learners? How are phrasal verbs typically taught? Are there more effective ways? What might Cognitive Linguistics add to our understandings?	
	9-8 9-10 9-12	<u>MONDAY:</u> Read pp 12-34 of the reading A cognitive linguistic approach to phrasal verbs.pdf Watch the lecture on teaching phrasal verbs. <u>WEDNESDAY:</u> Activity using SCOBAs and conceptual metaphor to understand the ideas behind this approach and how to teach it. <u>FRIDAY:</u> Activity with GP 3	
	Assignment	Using the motivations for UP or DOWN (only one!), try to create a visual representation of each of the "Additional Senses" (there are 3) AND include a phrasal verb that embodies each sense used in a sentence (3 phrasal verbs used in one sentence a piece).	GP 3-bring to class on 9-12
Week 4	Focus	Mediating students' utterances	

		What is an error? Should I correct errors? How should I correct errors? Why is mediation a better approach than correction? What is self monitoring? Self correcting?	
	9-15 9-17 9-19	<u>MONDAY:</u> Read: Correcting students https://www.edweek.org/teaching-learning/opinion-response-effective-strategies-for-ell-error-correction/2016/04 Lecture and activity on error correction, self monitoring, self correction Be sure you have read the tutoring assignment. <u>WEDNESDAY:</u> Activity I call "Talk Support" as something to do with your tutee and future students!Talk Support for grammar.pptx <u>FRIDAY:</u> Fluency lines <u>Fluency Lines.pptx</u> DO YOU HAVE SOMEONE TO TUTOR? Tutoring Assignment explained	
	Assignment		
Week 5	Focus	Aspect	
		What is aspect? How does aspect play out in English? How does a Cognitive Linguistics approach support our understanding of tense/aspect better than the traditional “rules of thumb” and exceptions? How do I explain and visually support my students’ understanding of aspect so they can express their position?	
	9-22 9-24	<u>MONDAY:</u> Read Cognitive Grammar and Tense and Aspect pp. 11-23 https://ufl.instructure.com/courses/541057/files/98536661?wrap=1 This may be challenging so my suggestion is to create a visual to characterize what she is saying as you read. I will provide some visual support in class. <u>WEDNESDAY:</u> Read pp. 23-29 of same chapter.	

	9-26	FRIDAY: Bring GP 4 to class as we will do an activity with it.	
	Assignment	GP 4 on Canvas Start tutoring and posting?	GP 4 Bring to class On 9-26
Week 6	Focus	Tense	
		What is tense? How many tenses does English have? How do tense and aspect work together? How does a Cognitive Linguistics approach support our understanding of tense/aspect better than the traditional “rules of thumb” and exceptions?	
	9-29 10-1 10-3	<u>MONDAY:</u> Read pp. 29-40 on tense <u>WEDNESDAY:</u> Read 40-50 FRIDAY: Turn in GP 5	
	Assignment	GP 5 on Canvas Start tutoring and posting?	GP 5 due 10-3
Week 7	Focus	Modals and Modality	
		What is a modal? What is modality? What kinds of meaning do modals express? How do people traditionally teach modals? How does a Cognitive Linguistics approach support our understanding of modals? How do I explain and visually support my students’ understanding of modals so they can express their stance, politeness, etc.?	3680 English conversation group will begin this week
	10-6 10-8 10-10	<u>MONDAY:</u> Read the chapter on Canvas. Lecture/activity to follow. <u>WEDNESDAY:</u> Read pp. 30-39 about CL approach to modals on Canvas. Activity to follow. <u>FRIDAY:</u> Grammar activity	
	Assignment	Tutoring continues	GP 6 due on 10-10

Week 8	Focus	Modal Verbs and Future “tense”	
		If there isn’t a future tense in English, how do we express the future? What is the role of modals from a Cognitive Linguistics perspective? How do we explain this to students?	
	10-13 10-15 10-17	<u>MONDAY: Class activities</u> <u>WEDNESDAY: Class activities</u> <u>FRIDAY: GP 7 due</u>	
	Assignment	Tutoring continues	3680 Tutee diagnostic due 10-17 if possible
Week 9	Focus	Articles and Count/Non-Count Nouns	
		What kinds of nouns are there? What does it mean if a noun is count or non-count? How does this inform article usage? What is a definite article? Indefinite article? Zero article? Null article? How do I support student understanding of nouns and articles?	
	10-20 10-22 10-24	<u>MONDAY:</u> Read the chapter on Count/Non-Count nouns and Articles. Lecture and activity to follow. Read this chapter LIN 3680 Count and Non Count Nouns.pdf And this chapterLIN 3680 Articles.pdf <u>WEDNESDAY:</u> Zombie Apocalypse <u>FRIDAY:</u> Bring your tutoring concerns and/or materials into class. For example, if you're unsure what you're doing, we'll generate some ideas. If you have some materials and want feedback, bring them.	
	Assignment	Tutoring continues GP 8 due	GP 7 due
Week 10	Focus	Workshop week to prepare for teaching	

	10-27 10-29 10-31	We will do a lot of thinking and working together to prepare you to teach!	
		Each day you will be bringing ideas, materials, and questions to work through your lesson together with your classmates and me. More details as we approach this week!	
	Assignment	Keep tutoring and posting	3680 LP due if teaching next week
Week 11	Focus	Articles in Discourse	
	11-3 11-5 11-7	<u>MONDAY:</u> Article activity using Brown Quadrant and Miller Article Flow Chart <u>WEDNESDAY:</u> Teaching articles activity <u>FRIDAY:</u> Activity	
	Assignment	How's your tutoring and posting going?	3680 Teaching assignment for some and tiny talk 3680 LP due if teaching next week 5741 Annotated Biblio and first draft due
Week 12	Focus	Partitives, Collectives, and Quantifiers	
		What are the different determiners and ways we have in English to say something about (approximate) quantities of nouns? What are partitives, collectives, and quantifiers? How can I support student understanding?	
	11-10 11-12 11-14	<u>MONDAY:</u> Lecture on determiners and activity <u>WEDNESDAY:</u> Lecture on determiners and activity <u>FRIDAY:</u> Activity with SOME and ANY.	

	Assignment	Keep tutoring!	3680 Teaching assignment for some and tiny talk 3680 LP due if teaching next week
Week 13	Focus	Grammar Choice—What topic would you like to address?	
		I've selected topics that I know English learners are concerned about/want to learn about. What would you like to learn about that we haven't covered?	
	11-17 11-19 11-21	Activities will introduce students to whatever grammar topic they'd like me to introduce	
	Assignment	Finishing up tutoring?	3680 Teaching assignment for some and tiny talk
Week 14	Focus	Rest and Relaxation	
	11-24 to 11-28	<i>Thanksgiving holiday: No Classes</i>	
	Assignment	Wrap up your tutoring soon. If you can't, talk to me!	
Week 15	Focus	Professional/Personal Development	
		It's essential to leave class having a clearly defined sense of what you have learned and how you have developed.	
	12-1 12-3	MONDAY AND WEDNESDAY What have I learned? How have I grown as a teacher? Grammar knowledge re-assessment	3680 Tutoring Reflection Due Dec 3 5741 Curriculum Unit Due Dec 3
			5741 Dec 11 Literature Review due