

**Fall 2024:** T | Periods 2-3 (8:30 AM - 10:25 AM) and R | Period 3 (9:35 AM - 10:25 AM)

Matherly 0015

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Zoom link:

PLEASE FOLLOW THE CANVAS WEBSITE WHICH PROVIDES ALL IMPORTANT INFORMATION, DAILY SCHEDULE, ASSIGNMENTS, READINGS, POWERPOINTS, LECTURES, AND DUE DATES

## 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 (40 points total)

You'll do four 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 (110 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 (15 points)
- **Tutor**—graded as Completed/Not Completed (50 points)
- **Post-tutoring Session Reflections on Discussion Board**—grade as Completed/Not Completed 5 post-tutoring responses @ 3 points each=15 points)
- **'What I learned' Reflection**—grade by rubric (30 points)

### 3) Exploring Lesson Planning Across Cultures (100 points)

Our class has been selected for a Virtual Exchange with Central America (COIL), and you will be working with a partner, a student in Costa Rica preparing to become English teachers in Costa Rica (they will be doing their practicum) to explore the how and why behind lesson planning in different cultural and educational contexts. This activity will have **4 major parts**, but the professor from CR and I will be preparing you with some ice breaker activities to help you learn about our partner in CR. The major parts include the following: 1) create a lesson plan by yourself for 1 day of instruction; 2) analyze your partner's lesson plan according to a series of questions by yourself; 3) virtually discuss your analysis with your partner about your lesson plan and their lesson plan; and 4) reflect on the experience to explain what you have learned about lesson planning across cultures, as well as intercultural communication through virtual exchange. Parts 1 and 4 will be graded by rubric (see XXX). Parts 2 and 3 will not be graded, but these parts are crucial to your learning through this assignment.

### 4) Grammar Jamboree! Yihaw (50 points)

#### AKA Conceptualizing and Explaining Grammar Assignment

How do you construct visual explanations of grammar and then explain that grammar concept to a student? You'll have an opportunity to create a visual explanation of a grammar point of your choosing and then explain it in a student-friendly manner to your classmates in a round robin bonanza of fun. You can use the grammar point from Course Learning Activity 3 if you want. Specific details and instructions can be found on Canvas.

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

## Grading

### Course Assignments and Grading

Assignment	Points
Grammar exercises	40
Tutoring Assignment	110
Exploring Lesson Planning	100
Grammar Jamboree	50

### 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 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.

Additional readings will be uploaded to Canvas. We will watch a number of teaching videos—links will be provided.

## Additional Resources

FYI

De Capua, A. (2017). *Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers* (2<sup>nd</sup> Ed.). Springer.

de Oliveira, L. & Schleppegrell, M. (2015). *Focus on Grammar and Meaning*. Oxford 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* (2<sup>nd</sup> Ed.). Michigan University Press.

Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The Grammar Book* (3<sup>rd</sup> 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.

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

## 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 course 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..

## Attend and Actively Participate in Class AKA Be prepared to think together! (Classroom attendance policy)

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.

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>

Class attendance is essential for your success in this course. I did not have an attendance policy for years, but an experience with one student has unfortunately changed this for you and me. 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 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 these pair/small group activities. Try to learn your classmates’ names, especially the people around you.

IF YOU ARE DIAGNOSED WITH COVID or are ill, PLEASE DO NOT COME TO CLASS AND INFORM ME ASAP. YOU CAN WATCH THE VOICETHREADS AND I WILL GIVE YOU THE

WORK THAT YOU HAVE MISSED IN THE CLASS ACTIVITIES IF YOU WANT. I AM MORE THAN HAPPY TO MEET WITH YOU ON ZOOM TO CLARIFY.

## Submit Work on Time

Deadlines are part of life, and the deadlines in this course were set to help build your knowledge and abilities throughout the semester to help you be successful in the class assignments. Late assignments will be penalized (10% of the grade deducted for each day it is late). BUT I will give you extensions without penalty if you let me know **ahead of time** (for example, sickness, religious holidays, emergencies). If you tell me after the fact, your work will be penalized. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

## 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](mailto:pgolombek@ufl.edu)). I send out Announcements and reminders about upcoming assignments fairly regularly, so make sure to set up your Canvas notifications.

## Communicate

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. I will ask the class for some feedback at times to get a sense of how things are going.

According to Florida House Bill 233, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. Please see Canvas for details about when you are allowed to record the class.

## Be a good citizen of our learning community (Honesty policy)

Do your own work unless working with a partner as specified in certain activities. Follow the University of Florida, you are bound by The Honor Code [Student Responsibilities < University of Florida \(ufl.edu\)](#). Of course not cheating is part of the Honor Code, but it also specifies a number of behaviors that are in violation of this code and the possible sanctions. I take this part seriously in my work: "Only in an atmosphere of equality and respect can all members of the university community grow."

*Use of Artificial Intelligence (such as ChatGPT) to write any material submitted for this course is prohibited.* Because this course is about YOU developing YOUR ability to express certain

grammatical concepts in a teacherly way, I see ChatGPT as interfering with your ability to explain concepts in ways that demonstrate your understanding AND in a way that your students will understand.

## Take Care of Yourself

We are living in challenging times. If you feel overly challenged, please contact the Counseling and Wellness Center <https://counseling.ufl.edu/> 352-392-1575. If you are having difficulty setting something up at the CWC or see a friend in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student. Don't be surprised if I reach out to see how I could support you.

## Request Accommodations if Needed

Any student with differing abilities/needs who is 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 me as the instructor when requesting accommodation. Please do this as early as possible in the semester. If you need any help, let me know.

## 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 or not 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 \(Links to an external site.\)](#)

## 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.

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Week / Dates			Assignment Due Dates
Week 1	Focus	<p>Welcome to LIN 3680? So, what are we going to do?</p> <p>Intro to course and syllabus</p> <p>Grammar Pre-assessment</p> <p>Intro to COIL Virtual Exchange</p>	
	<p>Readings &amp; Videos for NEXT week</p>	<p><b>Tuesday:</b></p> <p><b>Read:</b> Chs. 1 &amp; 2 TEG These two chapters are both available on CANVAS in Module 2</p> <p><b>Watch:</b></p> <p>1. Golombek lecture (approx 30 minutes) on parts of speech <a href="https://ufl.voicethread.com/share/18275982/">https://ufl.voicethread.com/share/18275982/</a></p> <p><a href="#">Links to an external site.</a></p> <p>2. Crash Course Linguistics Syntax Crash Course Linguistics 4 supports the material from Chapter 2  <a href="https://www.youtube.com/watch?v=n1zpnN-6pZQ&amp;t=458s">https://www.youtube.com/watch?v=n1zpnN-6pZQ&amp;t=458s</a></p> <p>3. These are the powerpoints I will use in class  <a href="#">What makes up sentences.pptx</a></p> <p><b>Thursday:</b></p> <p><b>Read:</b> Chapter 3 on The Presents (reading found in Module 2 readings), especially pp.</p> <p><b>Read:</b> Chapter 16 of TEG, especially pages 350-358; 362-364 (on aspect, simple present, and present progressive)</p> <p><b>Videos:</b></p> <p><b>Watch:</b> Golombek tense/aspect lecture <a href="https://ufl.voicethread.com/share/18300180/">https://ufl.voicethread.com/share/18300180/</a> (approximately 30 minutes)</p>	
	Assignment	Due on Aug. 27 <sup>th</sup> . GP 1: Exercises 2.1-2.8 in our textbook TEG	



		Bring hard copy to class or submit on Canvas	
Week 2	Focus	Tense/Aspect: Simple Present & Present Progressive	
Aug. 27		Parts of Speech Activity Grammar concepts pair activity	GP 1 Due
Aug. 29		Go over grammar homework	
	Readings for NEXT week	<p><b>Tuesday:</b></p> <p><b>Read:</b> Read this chapter from the ELT Grammar book <a href="#">ELT Grammar Book Chapter 3 the Presents.pdf</a></p> <ul style="list-style-type: none"> <li>• Read Chapter 16 of The Teacher's Grammar of English (TGE), especially pages 350-358 and 362-364. These pages explain tense/aspect and present simple present and present progressive.</li> <li>• Read/watch this powerpoint: Watch PRESENT PROGRESSIVE (AKA CONTINUOUS) AND PRESENT SIMPLE. <a href="#">Eli HInkel on Tenses in English</a></li> <li>• <a href="#">Links to an external site.</a></li> </ul> <p>This powerpoint presentation gives you an interesting example of how a timeline could be used with your students. It has all the tenses, but since we are focusing on 2 of the PRESENT tenses right now, you will only need to read through Simple Present and Present Progressive (unless you find it so compelling that you can't stop yourself!). You will see in class that I think POWEPOINTS are an essential tool when helping students understand tense/aspect!</p> <ul style="list-style-type: none"> <li>• I'm going to use this powerpoint in class. <a href="#">Simple Present and Present Progressive.ppt</a></li> </ul>	
	Videos	<p><b>For Tuesday,</b> watch Golombek tense/aspect lecture <a href="https://ufl.voicethread.com/share/18300180/">https://ufl.voicethread.com/share/18300180/</a></p>	

		<p><b>Thursday:</b></p> <p><b>Watch:</b> The 3 instructional videos from youtube in Module 3 and prepare answers to the following. Bring your ideas/answers to class on Thursday.</p> <ul style="list-style-type: none"> <li>• The simple present is NOT actually that simple. Why do I make that statement?</li> <li>• Would you start with simple present OR present progressive?</li> <li>• <b>As you watch the videos, be prepared to identify 3 takeaways from the videos (things you incorporate in your teaching/things you could not).</b></li> <li>• Note how people use color to highlight (or not highlight) form. What is the value of highlighting?</li> <li>• How can these present tense forms be integrated to practice using negation and questions?</li> </ul> <p>Do the DISCUSSION BOARD POST ON CANVAS IN RESPONSE TO THE BOLDED PROMPT ABOVE.</p>	
	<b>Assignment</b>	<p><b>Post response on DB about three takeaway and come prepared to discuss your answer in class to the video and questions for Tuesday.</b></p> <p><b>GP 2 is due 9/5. Either bring hard copy or upload to Canvas</b></p>	
<b>Week 3</b>	<b>Focus</b>	<b>Tense/Aspect: Simple Present and Present Progressive</b>	
Sept. 3  5		<p>Short lecture on the Presents</p> <p>Activities with timelines</p> <p>Partner work and then whole class discussion on videos</p>	<b>GP #2 due 9/5</b>

	<p><b>Readings for NEXT week</b></p> <p><b>Videos</b></p>	<p><b>Tuesday:</b></p> <p><b>Read:</b> TGE Chapter 16, especially 358-360; 364-365; 369-370; 373 (simple past, past progressive, past perfect, past perfect progressive)</p> <p><b>Read:</b> TGE pages 386-388 for problems that ESL students have with the past and ideas for teaching</p> <p><b>Watch:</b> Golombek lecture on The Pasts <a href="https://ufl.voicethread.com/share/18338272/">https://ufl.voicethread.com/share/18338272/</a></p> <p><b>Watch:</b> This review voicethread I made for PAST TENSE/ASPECTS It has the sentences we will diagram in class. Please try to diagram them at home and come prepared for class  <a href="https://ufl.voicethread.com/share/18433775/">https://ufl.voicethread.com/share/18433775/</a></p>	
	<b>Assignment</b>	<p><b>GP 3 is due on September 12</b></p> <p><b>Do Cultural Values Worksheet with your VE Partner over the next week.</b></p>	
<b>Week 4</b>	<b>Focus</b>	<b>The Pasts</b>	
Sept. 10		Past tense activities	
		Time line activity-be ready to put on board to share!	
12		Go over homework	<b>GP#3 due 9/12</b>
	<p><b>Readings for NEXT week</b></p> <p><b>Video</b></p>	<p><b>Tuesday:</b></p> <p><b>Read:</b> Correcting students <a href="https://www.edweek.org/teaching-learning/opinion-response-effective-strategies-for-ell-error-correction/2016/04">https://www.edweek.org/teaching-learning/opinion-response-effective-strategies-for-ell-error-correction/2016/04</a></p> <p><b>Read again:</b> Anything from last week that is unclear</p> <p><b>Read:</b> Chapter 3 of TEG</p> <p><b>Watch:</b> This voicethread about eliciting corrections from students, and the last page has something for you to do for Tuesday!  <a href="https://ufl.voicethread.com/myvoice/thread/18434417/116983272/109044955">https://ufl.voicethread.com/myvoice/thread/18434417/116983272/109044955</a></p> <p><b>Thursday:</b></p> <p><b>Read and Watch</b> again anything you need</p>	

	<b>Assignment</b>	<b>GP#4 is due on the 21st</b>	
<b>Week 5</b>	<b>Focus</b>	<b>Mediating Student Mistakes</b>	
Sept. 17  19		Mediating versus Correcting? Why? How? Talk Support Activity  Introduction to Tutoring Assignment: Do you need a tutee? See Canvas Assignments Introduction to Lesson Planning	<b>GP 4 due 9/17</b>
	<b>Required Readings for NEXT week</b>  <b>Videos:</b>	<b>Tuesday:</b>  <b>Read:</b> Chapter 8 TEG  <b>Watch:</b> My Voicethread on Prepositions <a href="https://voicethread.com/share/18478171/">https://voicethread.com/share/18478171/</a>  <b>Watch:</b> School House Rock. Did you listen to School House Rock when you were kids? This video might make my video easier to understand :-)  <a href="https://www.youtube.com/watch?v=avC53wsZiJA">https://www.youtube.com/watch?v=avC53wsZiJA</a>	
	<b>Assignment</b>	Be thinking about a grammar topic you would like to create a lesson plan for for the VE assignment. I can be a topic we have covered, we will be covering, or none of the topics we are covering. It could also be something that interests you to connect with the Grammar Jamboree! In fact, this would be the BEST way to approach this.	
<b>Week 6</b>	<b>Focus</b>	<b>Prepositions</b>	
Sept. 24  26		Prepositions and Play Doh Activity Instructional ideas for teaching prepositions  Lesson Planning Preparaton for VE Activity	
	<b>Readings and Videos for NEXT week</b>	<b>Tuesday:</b>  <b>Read:</b> Chapter 9 TEG  Preposition meaning in phrasal verbs <a href="#">Phrasal Verbs preposition meaning.pptx</a>	

	<b>Videos</b>	<p>Phrasal verb text –FYI to use with your tutee?</p> <p><a href="#">Cambridge Phrasal Verbs In Use McCarthy.pdf</a></p> <p><b>Watch:</b> My voicethread lecture on <a href="#">Phrasal Verbs</a></p> <p><b>Thursday:</b></p> <p><b>Watch:</b> My voicethread lecture on <a href="#">Teaching Phrasal Verbs</a></p> <p>You could try this with your tutee!</p>	
	<b>Assignment</b>	Tutoring! And posting on DB! AND tutoring diagnostic	
<b>Week 7</b>	<b>Focus</b>	<b>Phrasal Verbs</b>	
Oct. 1		Tutoring check in Phrasal Verb Activity	
Oct. 3		Teaching Phrasal Verbs Activity	
	<b>Readings and Videos for NEXT week</b>	<p><b>Tuesday:</b></p> <p><b>Read:</b> Chapter 14 of TEG</p> <p><b>Watch:</b> My voicethread on modal verbs: <a href="https://ufl.voicethread.com/share/18630804/">https://ufl.voicethread.com/share/18630804/</a></p> <p><b>Thursday:</b></p> <p><b>Watch:</b> My voicethread on how to teach requests: <a href="https://voicethread.com/share/18663860/">https://voicethread.com/share/18663860/</a></p> <p>You could try this with your tutee!</p>	
	<b>Assignment</b>	Keep tutoring and posting on DB!	
<b>Week 8</b>	<b>Focus</b>	<b>Modal Verbs and Modality</b>	

Oct. 8		Modals and cognitive linguistics lecture and activity	
Oct. 10		Teaching modals through speech acts (doing stuff with language)	<b>Tutoring Diagnostic Due</b>
	<b>Readings And Videos for NEXT week</b>	There is nothing to read or do for class next week. Rather, really focus on your tutoring!	
		Keep tutoring and posting!  Because we will be working on preparing your content for the Grammar Jamboree (Conceptualizing and Explaining Grammar Assignment), you should identify what your grammar focus will be. It is preferable that you teach a new topic, something we haven't covered. Some ideas for topics that can be engaging for students include the following: ordering of adjectives; genitives (whether some thing gets an 's or 'of'); difference between some and any; passive and active voice. You should WORK WITH A PARTNER ON THIS ASSIGNMENT. I will ask you next week Thursday to identify your topic and partner (or lack of partner if you're a maverick).	
<b>Week 9</b>	<b>Focus</b>	<b>More Modals and the Future</b>	
Oct. 15		Modals used to talk about the future	
Oct. 17		Topic for Grammar Jamboree? To Partner or Not?	
	<b>Readings for NEXT week</b>	Ch 11 TGE  Here are the resources I'll be using and you can use with tutees, etc.  1. Refer to this handout for future teaching: <a href="#">articles_handout.docx</a> 2. POWERPOINTS! <a href="#">count and non count nouns.pptx</a> 3. <a href="#">Articles_for_class.ppt</a>	

	Assignment		
<b>Week 10</b>	<b>Focus</b>	<b>Articles and Count/Non-Count Nouns</b>	
Oct. 22		Intro to Articles and Why they are a Challenge	
Oct. 24		Count/Non-Count Nouns Intro Activity	
	<b>Readings</b>	Optional helpful reads:  And this is a helpful read: <a href="#">Most ESL students have trouble with the articles.pdf</a>  Powerpoints from voicethread  <a href="#">Articles in discourse.pptx</a>	
	<b>Video:</b>	<a href="https://ufl.voicethread.com/myvoice/thread/18812277/119353617">https://ufl.voicethread.com/myvoice/thread/18812277/119353617</a>	
	<b>Assignment</b>	Keep tutoring and posting	
<b>Week 11</b>	<b>Focus</b>	<b>Articles in Discourse</b>	
Oct. 29 &		Article activity using Brown Quadrant and Miller Article Flow Chart	
Oct. 31		Teaching articles activity	
	<b>Readings and Video</b>	TBA	
	<b>Assignment</b>	How's your tutoring and posting going?	
<b>Week 12</b>	<b>Focus</b>	<b>Grammar Choice—What topic would you like to address?</b>	
Nov. 5		Activities will introduce students to whatever grammar topic they'd like me to introduce	
Nov. 7			

	<b>Readings and Video for NEXT week</b>	No readings or videos	
	<b>Assignment</b>	Keep tutoring! Be sure you have met with me about your grammar jamboree topic!	
<b>Week 13</b>	<b>Focus</b>	<b>Working Together: Preparing Grammar Jamboree and Reflection on Exploring Lesson Planning Across Cultures</b>	
Nov. 12		Grammar Jamboree Workshop	
Nov. 14		Virtual Exchange Reflection Activity	
	<b>Required readings</b>		
	<b>Assignment</b>	Finishing up tutoring?	
<b>Week 14</b>	<b>Focus</b>	<b>Grammar Jamboree!</b>	
Nov. 19		Grammar Jamboree Event	<b>Grammar Jamboree Due: You'll do one of these days</b>
21		Grammar Jamboree Event and Wrap Up	
	<b>Readings and Video</b>	None	
	<b>Assignment</b>	Wrap up your tutoring soon. If you can't, talk to me!	
<b>Week 15</b>	<b>Focus</b>	<b>Rest and Relaxation</b>	
Nov. 26		<i>Thanksgiving holiday: No Classes</i>	
Nov. 28			
	<b>Readings and Video</b>	None	



	<b>for NEXT week</b>		
	<b>Assignment</b>	That final lesson plan!	
<b>Week 16</b>	<b>Focus</b>	Professional/Personal Development	
Dec. 3		<b>LAST CLASS-What have I learned? How have I grown as a teacher?</b> <b>Grammar knowledge re-assessment</b>	<b>Final tutoring reflection due</b>