

Course Information

Fall 2023: T | Periods 2-3 (8:30 AM - 10:25 AM) and R | Period 3 (9:35 AM - 10:25 AM)

Matherly 0005

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Office Hours: TBA
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Zoom link:

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 a situation like this as an informed, albeit still learning, speaker and teacher of English.

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
- 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 five 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 (70 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 reflective

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 (20 points)
- **Post-tutoring Session Reflections on Discussion Board**—grade as Completed/Not Completed (7 post-tutoring responses @ 2 points each=14 points)
- **'What I learned' Reflection**—grade by rubric (21 points)

3) 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 do this assignment with a partner if you'd like. Specific details and instructions can be found on Canvas.

4) Grammar Lesson Plan (30 points)

You will create a lesson plan (separate from your partner if you did this with a partner) to accompany your Grammar Jamboree content.

Points add up to 200 and divided by 2 to get grade. See below for UF grading.

Grading

Course Assignments and Grading		82—80	B-	62—60	D-
Assignment	Points	79—77	C+	59—0	E
Grammar exercises	50	https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx .			
Tutoring Assignment	70				
Grammar Jamboree	50				
Lesson Plan	30				

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

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* (2nd 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* (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.

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!

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.

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 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

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 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	Welcome to LIN 3680? So, what are we going to do?	
Aug. 24		In Class Pre-Assessment Parts of Speech Self-Introduction Activity	
	Readings & Videos	Tuesday: Read: Chs. 1 & 2 TEG	

	for NEXT week	<p>Watch: IF you are unclear what parts of speech means, Golombek lecture (approx 30 minutes) on parts of speech https://ufl.voicethread.com/share/18275982/</p> <p>Thursday:</p> <p>Read: Chapter 3 on The Presents (reading found in Module 2 readings), especially pp.</p> <p>Read: Chapter 16 of TEG, especially pages 350-358; 362-364 (on aspect, simple present, and present progressive)</p> <p>Videos:</p> <p>Watch: Golombek tense/aspect lecture https://ufl.voicethread.com/share/18300180/ (approximately 30 minutes)</p>	
	Assignment	Due on Aug. 29th. GP 1: Exercises 2.1-2.8 in our textbook TEG	
Week 2	Focus	Tense/Aspect: Simple Present & Present Progressive	
Aug. 29		Parts of Speech Check-in Intro to Tense/Aspect	GP#1 DUE 8/29
Aug. 31		Intro to the Presents	
	Readings and Videos for NEXT week	<p>Tuesday:</p> <p>Read: Chapter 3 on The Presents (reading found in Module 2 readings)</p> <p>Read: Chapter 16 of TEG, pp. 367-369; 371-373; and 383-386 (present perfect and present perfect progressive)</p> <p>Thursday:</p> <p>Watch: The instructional videos from youtube and prepare answers to the following. Bring your ideas/answers to class on Thursday.</p> <ul style="list-style-type: none"> • The simple present is NOT actually that simple. Why do I make that statement? • Would you start with simple present OR present 	

		<p>progressive?</p> <ul style="list-style-type: none"> As you watch the videos, be prepared to identify 3 takeaways from the videos (things you incorporate in your teaching/things you could not). Note how people use color to highlight (or not highlight) form. What is the value of highlighting? How can these present tense forms be integrated to practice using negation and questions? 	
	Assignment	Come prepared to discuss your answer in class to the video and questions	
Week 3	Focus	Tense/Aspect: Present Perfect & Present Perfect	
Sept. 5		Video Discussion Activity in class	
7		Instructional Activity Activity	GP #2 due 8/7
	Readings and videos for NEXT week	<p>Tuesday: Read: TGE Chapter 16, especially 358-360; 364-365; 369-370; 373 (simple past, past progressive, past perfect, past perfect progressive) Read: TGE pages 386-388 for problems that ESL students have with the past and ideas for teaching Watch: Golombek lecture on The Pasts https://ufl.voicethread.com/share/18338272/</p> <p>Thursday: Nothing to read or watch for Thursday since you have a GP due!</p>	
	Assignment	GP 2 is due on September 7th	
Week 4	Focus	The Pasts	
Sept. 12		Past tense activities	
14		Time line activity-be ready to put on board to share!	GP#3 due 8/14
	Readings for NEXT week	<p>Tuesday: Read: Correcting students https://www.edweek.org/teaching-learning/opinion-response-effective-strategies-for-ell-error-correction/2016/04</p>	
	Video		

		<p><u>Read again:</u> Anything from last week that is unclear</p> <p><u>Watch:</u> This review voicethread I made for PAST TENSE/ASPECTS https://ufl.voicethread.com/share/18433775/</p> <p><u>Read:</u> Chapter 3 of TEG</p> <p><u>Watch:</u> This voicethread about eliciting corrections from students, and the last page has something for you to do for Tuesday!</p> <p>https://ufl.voicethread.com/myvoice/thread/18434417/16983272/109044955</p> <p><u>Thursday:</u></p> <p><u>Read and Watch</u> again anything you need</p>	
	Assignment	GP#4 is due on the 21st	
Week 5	Focus	Mediating Student Mistakes	
Sept. 19		Mediating versus Correcting? Why? How? Wrap-up of Past Tense	
21		Talk Support Activity Introduction to Tutoring Assignment: Do you need a tutee?	GP#4 Due
	Required Readings for NEXT week	<p><u>Tuesday:</u></p> <p><u>Read:</u> Chapter 8 TEG</p> <p><u>Watch:</u> My Voicethread on Prepositions https://voicethread.com/share/18478171/</p> <p><u>Watch:</u> School House Rock. Did you listen to School House Rock when you were kids? This video might make my video easier to understand :-)</p> <p>https://www.youtube.com/watch?v=avC53wsZiJA</p>	
	Videos:		
	Assignment	GP #5 Choose ONE of the following and be prepared to share with your mates on the 28th! Be sure to identify who your target students are: age, proficiency level,	

		<p>where you're teaching. Try to imagine what students would do and what language they might actually produce! I've given some ideas, but number 4 says use your imagination!</p> <p>1. Maps are a great way for students to use spatial prepositions. What kind of map would you use with your students (something from a book, something you created) and what kind of activity could you have students do to use prepositions with the map? What would your prompt to them sound like? Can you imagine what you would like them to "produce" in terms of prepositions?</p> <p>2. Describing habits/schedules/routines could be a way to bring together prepositions and simple present. Could you imagine such an activity? What would the prompts to them sound like? Can you imagine what you would like them to "produce" in terms of prepositions?</p> <p>3. How could you use the at, on, in triangle from the voicethread with your students for either time or place or both? What would the prompts to them sound like? Can you imagine what you would like them to "produce" in terms of prepositions?</p> <p>4. Do you have an idea that doesn't overlap with any of the three above? Again, explain. What would the prompts to them sound like? Can you imagine what you would like them to "produce" in terms of prepositions?</p>	
Week 6	Focus	Prepositions	
Sept. 26 28		<p>Prepositions and Play Doh Acvity</p> <p>Your instructional ideas for prepositions—you'll be sharing GP 5 with your mates.</p>	GP#5 Due
	Readings and Videos for NEXT week	<p><u>Tuesday:</u></p> <p><u>Read:</u> Chapter 9 TEG</p> <p><u>Watch:</u> My voicethread lecture on Phrasal Verbs</p> <p><u>Thursday:</u></p>	

		<p>Watch: My voicethread lecture on Teaching Phrasal Verbs</p> <p>You could try this with your tutee!</p>	
	Assignment	Tutoring! And posting on DB!	
Week 7	Focus	Phrasal Verbs	
Oct. 3		Tutoring check in Phrasal Verb Activity	
5		Teaching Phrasal Verbs Activity	
	Readings and Videos for NEXT week	<p>Tuesday: Read: Chapter 14 of TEG</p> <p>Watch: My voicethread on phrasal verbs: https://ufl.voicethread.com/share/18630804/</p> <p>Thursday:</p> <p>Watch: My voicethread on how to teach requests: https://voicethread.com/share/18663860/</p> <p>You could try this with your tutee!</p>	
	Assignment	Keep tutoring and posting on DB!	
Week 8	Focus	Modal Verbs and Modality	
Oct. 10		Modals are hard!!	
Oct. 12		Teaching modals through speech acts (doing stuff with language)	
	Readings And Videos for NEXT week	There is nothing to read or do for class next week. Rather, really focus on your tutoring!	
		<p>Keep tutoring and posting!</p> <p>Because we will be working in class in two weeks on preparing your content for the Grammar Jamboree (Conceptualizing and Explaining Grammar</p>	

		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; genetives (whether some thing gets an 's or 'of'); difference between some and any; passive and active voice. YOU CAN WORK WITH A PARTNER ON THIS ASSIGNMENT! I will ask you next week Thursday to identify topic and whether you are working alone or in pairs.	
Week 9	Focus	More Modals and the Future	
Oct. 17		Modals used to talk about the future	
Oct. 19		Topic for Grammar Jamboree? To Partner or Not?	
	Readings and Videos for NEXT week	None! You have a lot to be doing between tutoring and the Grammar Jamboree	
	Assignment	You should come to class next week with a draft of what you will be doing so you can get feedback. This need not be a complete draft but you must have something to share!	
Week 10	Focus	Grammar Jamboree Workshop Count/Non-Count Nouns	
Oct. 24		Workshop your project with others and me	
Oct. 26		Count/Non-Count Nouns Intro Activity	
	Readings and Videos for NEXT week	<u>Tuesday:</u> <u>Read:</u> Chapter 11 of TEG	

	Assignment	Keep tutoring and posting	
Week 11	Focus	Articles	
Oct. 31 & Nov. 2			
	Readings and Video for NEXT week	<p>Tuesday: Read: Most ESL Students Have Trouble with Articles in Module 12 Readings Watch: My voicethread on articles in discourse</p> <p>https://ufl.voicethread.com/share/18812277/</p>	
	Assignment	How's your tutoring and posting going?	
Week 12	Focus	Articles in Discourse	
Nov. 7		Article activity using Brown Quadrant and Miller Article Flow Chart	
Nov. 9		Debriefing on teaching articles	
	Readings and Video for NEXT week	No readings or videos	
	Assignment	Be sure you have met with me about your grammar jamboree teaching!	
Week 13	Focus	Grammar Jamboree!	
Nov. 14		Grammar Jamboree Event	Grammar Jamboree Due: You'll do one of these days
Nov. 16		Grammar Jamboree Event and Wrap Up	
	Required readings		
	Assignment	Tutoring going okay?	

Week 14	Focus	Grammar Fun Before Break	
Nov. 21		Grammar Escape Room Activity	
23		Holiday-No Class	
	Readings and Video for NEXT week	TBA depending on your choice	
	Assignment	Wrap up your tutoring soon. If you can't, talk to me!	
Week 15	Focus	YOUR CHOICE—We'll take a vote earlier in semester to identify what you're hankering for	
Nov. 28			Tutoring Reflection Due Nov. 28th
Nov. 30			
	Readings and Video for NEXT week	There are none!	
	Assignment	That final lesson plan!	
Week 16	Focus		
Dec. 5		LAST CLASS-What have I learned? How have I grown as a teacher?	
Dec. 11			Grammar Lesson Plan Due Dec. 11th (that's a Monday)

