
Spring 2014

T 11:45-1:40 & R 12:50-1:40, Anderson 0019

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Purpose of This Course

In this course we will study current grammar structures from a pedagogical standpoint. Our focus will not be limited to the “correct” (prescriptive) use of grammar, but will examine it in terms of form, meaning, and use (descriptive). The overall aim of this course is to help you develop the knowledge and resources needed to explain and teach grammar in a meaningful and appropriate way. Throughout this course you will examine your own beliefs and understanding of grammar and become aware of the impact this has on classroom practices.

Course Objectives

Successful completion of the course activities will enable you to:

1. Describe and differentiate between grammar used both prescriptively and descriptively.
2. Use appropriate metalanguage to explain grammar rules and common uses in ways that learners can comprehend.
3. Interpret grammar from an instructional perspective and critique practical instructional activities.
4. Detect the complex social, cultural, political, and institutional factors that affect understandings, conceptions of, and responses to grammar.
5. Integrate knowledge of prescriptive and descriptive usage to create instructional materials and assessments.

Required Textbooks

The ELT Grammar Book: A Teacher-Friendly Reference Guide, Richard Firsten w/ Patricia Killian (2002), San Francisco: Alta Book Center

Additional materials will be made available on eLearning

Course Homepage

Materials, assignments, and grades will be accessible through Canvas on the UF eLearning website (<http://lss.at.ufl.edu>). If you encounter any issues while using this site, you can contact the UF Computing Help Desk (<http://helpdesk.ufl.edu/>) and/or your instructor.

Course Requirements and Grading

Homework – 15%

You will submit 5 written homework assignments based on the readings and class discussions. Specific instructions and questions will be available on the course site at least one week prior to the due date.

Exploring Grammar – 15%

You will complete 5 real-life research based homework assignments which will help you examine how grammar is being used around you in both spoken and written language. Each exercise will require something slightly different; specific details can be found on the course site and will be explained in class.

Instructional Presentation – 25%

You will work in small groups to “teach” your classmates a chosen grammar point. The assignment involves several steps, including creating a poster to serve as a visual aid, explaining the grammar point to your classmates as you would to an ESL/EFL class, and submitting an individual reflection paper. More details about this assignment are available on the course site and examples will be given in class.

Final Project: Grammar Teaching Resources – 25%

You will collect and analyze 5 different authentic texts (pictures, articles, cartoons, advertisements, sitcom excerpts, etc.) that illustrate a particular grammatical concept that could be developed into an instructional activity or unit. These materials must be real, that means not altered for a textbook and not designed specifically for instructional purposes. These can be submitted all at once or at different times over the semester.

Exams – 20%

You will have 2 exams (mid-term and final). These tests will assess your understanding of the grammatical concepts covered in class, your understanding of grammar in use, and your ability to explain inappropriate uses, as well as methods of teaching grammar. The dates of the tests are listed on the schedule at the end of this document.

The following grading scale will be used for this course:

100-94 = A	86.9-84 = B	76.9-74 = C	66.9-64 = D
93.9-90 = A-	83.9-80 = B-	73.9-70 = C-	63.9-60 = D-
89.9-87 = B+	79.9-77 = C+	69.9-67 = D+	59.9-0 = F

Extra Credit!

You can earn up to a 5% bonus if you volunteer as a “conversation partner” with someone who is currently learning English. An easy way to do this is through the UF English Language Institute, but you are welcome to find a partner through other sources with my approval. These are informal, friendly meetings, and you should not instruct or tutor your partner unless they request it. Requirements to receive full or partial credit are posted on the course site.

Attendance Policy

Attendance in this course is extremely important because the majority of our time in class will focus on discussion and group activities. However, I understand that you may not be able to attend every class. You will be allowed 3 absences without any penalty or excuse needed. After that, every unexcused absence will lower your final grade by 5%.

If you miss a class you are still responsible for any assignments due that day and any information covered. If you are not able to attend class on a test day or on your scheduled grammar presentation date you must contact me by phone or email prior to class time to discuss the possibility of a make-up.

For more information on the official UF attendance policy, go to <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Classroom Etiquette

I expect all students to conduct themselves in a respectful and appropriate manner at all times during class. You are welcome to use your laptop, tablet, and/or smartphone to enhance your learning experience, but it is not acceptable to use these devices for social purposes or anything otherwise unrelated to class.

Accommodations

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Academic Integrity

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

Course Schedule

On the following page, you will find the schedule of all planned activities and due dates for the class. As we go through the semester, these plans may need to change due to unforeseen events or to enhance the class learning opportunity. If there is ever a discrepancy between this schedule and the schedule on the course site, the online schedule should be followed.

If you have any questions or concerns regarding this or any other information contained in this syllabus, please do not hesitate to contact me.

Tentative Course Schedule

Date	Day	Content/Topic	Assignments & Readings
1/6	T	Introduction to class	
1/8	R	Metalanguage	
1/13	T	Metalanguage & Vocabulary	
1/15	R	Verb Tense & Aspect	TGB Ch. 7 (on Canvas)
1/20	T	The Presents	Text Chapter 3 (p. 26-49)
1/22	R	The Presents	HW1 Due
1/27	T	The Pasts	Explore 1 Due / Text Chapter 4 (p. 50-70)
1/29	R	The Pasts	
2/3	T	The Futures	HW2 Due / Text Chapter 5 (p. 71-89)
2/5	R	Modals	Text Chapter 8 (p. 128-157)
2/10	T	Modals	Text Chapter 12 (p. 224-242) / TGB Ch. 8 (on Canvas)
2/12	R	Modals	HW3 Due / Explore 2 Due
2/17	T	Prepositions	Text Chapter 9 (p.158-188)
2/19	R	Articles	Text Chapter 2 (p. 11-25)
2/24	T	Phrasal Verbs	Text Chapter 17 (p. 369-390)
2/26	R	Mid-Term Exam	HW4 Due
3/3B	T	<i>No Class – Spring Break</i>	
3/5B	R	<i>No Class – Spring Break</i>	
3/10	T	Language Teaching Theories	Explore 3 Due / Celce-Murcia 1991
3/12	R	Lesson Planning	Jansen 2007 (on Canvas)
3/17	T	Lesson Planning	
3/19	R	Assessment	Assessment (on Canvas)
3/24	T	Assessment	
3/26	R	Group Work Day	HW5 Due
3/31	T	Share and Critique Plans	
4/2	R	Group Work Day	Explore 4 Due
4/7	T	Presentations	
4/9	R	Presentations	
4/14	T	Presentations	
4/16	R	Where English is Going	Text Chapter 22 (p. 501-508)
4/21	T	Wrap-up & Discussion	Explore 5 Due
4/22	R	Final Exam	
4/29	W	<i>No In-Class Exam</i>	Final Project due

Note: the dates listed for readings are when you are expected to have **completed the reading, not when you should begin it.*

**This is a tentative schedule and is subject to change due to class progress and unexpected emergencies. Any changes will be announced in class and posted on Canvas.*