

Spring 2016

T 5th-6th period (11:45-1:40) & R 6th period (12:50-1:40), Anderson 0019

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Purpose of This Course

This course is designed to facilitate a deeper understanding of current English grammar as it applies to English language pedagogy. Throughout this course you will examine your own beliefs about, use of, and understanding of grammar. While we will be learning about “correct,” or prescriptive uses of grammar, we will also focus on how grammar is used descriptively and methods of grammar instruction. 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; therefore, you find this course most useful if you plan to teach English language in the future.

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 Textbook

Keys to Teaching Grammar to English Language Learners, Keith Folse (2009), University of Michigan Press

*Additional required and optional materials will be made available on eLearning

eLearning

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

Course Requirements and Grading

Homework – 20%

You will submit 4 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.

Grammar Teaching Resources – 20%

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. More details will follow.

Grammar Teaching Demo (Poster Presentation) – 20%

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 Portfolio: Action Research Projects – 25%

You will complete 10 short real-life research-based homework assignments which will help you examine how grammar is being used around you by native speakers and ELLs in both spoken and written English. Each exercise will require something slightly different, but all of them will provide you with information that you could apply to future lessons and help you explore various authentic grammar research techniques. A list of many possible projects are posted on Canvas and you are able to choose the 10 projects you want to complete. You will submit the completed projects all together as a portfolio, but you should be working on them throughout the semester. Pace yourself!

Exams – 15%

You will have 2 exams during the semester. These tests will assess your prescriptive 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. There will be no make-up exams given, so if you will be unable to attend class on an exam date you must notify the instructor before the exam begins to schedule an approved alternate date/time.

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. If you are currently working with a partner or teaching in some way, speak to me and we can very likely create an alternate Extra Credit assignment for you.

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. We all have different viewpoints, cultural backgrounds, and beliefs, so be aware of this and try to remain open-minded. This includes when interacting with your peers in classroom discussions and group work.
- You are welcome to use your laptop, tablet, and/or smartphone to enhance your learning experience. multi-tasking is a wonderful skill, but if you miss something important because you got distracted texting, tweeting, snapping, or doing anything else unrelated to class, I will not – I repeat – WILL NOT repeat myself. ☺

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. All student work is expected to be original and is subject to plagiarism checking and if there is any question about the work submitted, the necessary appropriate action will be taken. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

Course Schedule

On the next 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 speak to me.

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.*

Tentative Course Schedule

Date	Day	Content/Topic	Assignments & Readings Due
1/5	T	Introduction to class	
1/7	R	Prescriptive & Descriptive	Read p. 16-30 (optional)
1/12	T	Parts of Speech	Read p. 40-63 (optional)
1/14	R	Metalanguage & Vocabulary	Canvas Reading #1 [Context in Grammar] Canvas Reading #2 [Teaching Approaches]
1/19	T	Intro to Verbs	Canvas Reading #3 [TGB Ch. 7] Read p. 74-83 (optional reference)
1/21	R	Intro continued & <i>to be</i>	Read p. 90-99
1/26	T	Present Tense	Read p. 100-113
1/28	R	Present Tense	
2/2	T	Past Tense	Read 114-137
2/4	R	Past Tense	Homework 1 Due
2/9	T	Future Tense	Read p. 138-153
2/11	R	Future Tense	
2/16	T	Articles	Read p. 179-184
2/18	R	Articles	
2/23	T	Review	Homework 2 Due
2/25	R	Mid-Term Exam	
3/1	T	<i>No Class – Spring Break!</i>	
3/3	R	<i>No Class – Spring Break!</i>	
3/8	T	Modals	Read p. 224-231
3/10	R	Modals	Canvas Reading #4 [TGB Ch. 8]
3/15	T	Modals	
3/17	R	Prepositions	Read p. 161-178 / Homework 3 Due
3/22	T	Prepositions	Canvas Reading #5 [Lindstromberg]
3/24	R	Prepositions	Final Date to Submit Grammar Teaching Resources Due
3/29	T	Phrasal Verbs	Read p. 210-223
3/31	R	Phrasal Verbs / Work Day	Homework 4 Due
4/5	T	Poster Presentation Day 1	
4/7	R	Poster Presentation Day 2	
4/12	T	Poster Presentation Day 3	
4/14	R	Review Where English is Going	Canvas Reading #6 [Future English]
4/19	T	Final Exam	
4/26	T	<i>Office Hours 9:00-12:00</i>	Final Portfolio due at noon