

Fall 2015

MWF 12:50-1:40, Anderson 0032

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Purpose of This Course

In this course we will study the grammar of current English from the viewpoint of modern linguistics as it applies to English language pedagogy. 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, use, 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 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://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/>) 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.

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!

Grammar Teaching Demo – 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: Instructional Unit – 20%

As a final project, you will develop a 5-6 hour instructional unit for an ESL/EFL context of your choice based on authentic materials. You will collect and analyze at least 5 different authentic “texts” (books excerpts, poems, pictures, articles, cartoons, advertisements, sitcom clips, etc.) that illustrate a particular grammatical concept and then create an instructional unit utilizing them. The goal of this project is to demonstrate your knowledge of grammar metalanguage, teaching methods, and lesson planning and assessment learned during the course. A detailed explanation of this project and examples can be found on Canvas.

Exams – 15%

You will have 2 exams (mid-term and final). 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 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.

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

Below 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.

Tentative Course Schedule

Date	Day	Content/Topic	Assignments & Readings Due
8/24	M	Introduction to class	
8/26	W	What do you know?	Pre-Tests p. 4-15 & Needs Analysis [on Canvas]
8/28	F	Language Teaching Theory Basics	Canvas Reading 1 & 2
8/31	M	Approaches to ELL Grammar	Read p. 16-30
9/2	W	Prescriptive vs. Descriptive	Read p. 31-39
9/4	F	Metalinguage & Parts of Speech	Pre-Test p. 40-41
9/7	M	<i>No Class – Labor Day</i>	
9/9	W	Parts of Speech	Read p. 42-62
9/11	F	Sentence Structure	Read p. 64-73
9/14	M	Intro to Verbs	Read p. 74-83
9/16	W	Key 1	Read p. 90-99
9/18	F	Key 2	Homework 1 Due
9/21	M	Key 2	Read p. 100-113
9/23	W	Key 3	
9/25	F	<i>No Class – Christine Out</i>	
9/28	M	Key 3	Read p. 114-137
9/30	W	Key 4	Homework 2 Due
10/2	F	Key 4	Read p. 138-153
10/5	M	Key 6	
10/7	W	Key 6	Read p. 161-178
10/9	F	Key 5	Read p.152-160
10/12	M	Key 7	
10/14	W	Key 7	Read p. 179-184
10/16	F	Review	Homework 3 Due
10/19	M	Mid-Term Exam	
10/21	W	Exam Discussion/Key 12	
10/23	F	Key 12	Read p. 224-231
10/26	M	Key 12	

10/28	W	Key 11	Read p. 210-223
10/30	F	Key 11	
11/2	M	Key 10	Read p. 201-209
11/4	W	Info & Planning Day for Teaching Demo Grouping	
11/6	F	<i>No Class – Homecoming</i>	
11/9	M	Lesson Plans & Assessment	Homework 4 Due / Canvas Reading 3
11/11	W	<i>No Class – Veteran’s Day</i>	
11/13	F	Lesson Plans & Assessment	Canvas Reading 4
11/16	M	Lesson Plans & Assessment	
11/18	W	Teaching Demos	Homework 5 Due
11/20	F	Teaching Demos	
11/23	M	Teaching Demos	
11/25	W	<i>No Class – Thanksgiving Break</i>	
11/27	F	<i>No Class – Thanksgiving Break</i>	
11/30	M	Hot Seat Questions	Teaching Demo Reflections Due Read & Answer Hot Seat Questions posted on Canvas
12/2	W	Hot Seat Question Challenge	Read p. 263-286
12/4	F	Where English is Going	
12/7	M	Action Research Project Discussion	Action Research Project Portfolio Due
12/9	W	Final Exam	
12/16	W	<i>Office Hours 9:00-12:00</i>	Final Project due at noon

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.*