

**Fall 2019:** MWF 11:45-12:35 (Anderson 13)  
**Instructor:** James Garner, PhD  
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Office Hours: MWF, 9:35-10:25 (Turlington 4016) and by appointment

**Course Description:** In this course, we will explore the following two questions:

“How do we use grammar to make meaning in context?”

“How can we help English language learners acquire communicative grammatical competence?”

In doing so, we will develop a deeper understanding of English grammar as well as different strategies for helping ESL/EFL learners acquire grammatical competence in English.

**Course Objectives:** By the end of the course, you will be able to:

- Explain the form, meaning, and use of a wide variety of frequent grammatical constructions in English
- Analyze the use of grammatical constructions across a range of discourse types
- Utilize strategies for helping ESL/EFL learners acquire grammatical competence in English

**Course Learning Tasks:** In order to accomplish these objectives, we will complete the following tasks:

**Daily Homefun Tasks (15%):** In order to prepare you for in-class grammar discussion and analyses, you will complete daily homefun tasks. These tasks will often require you to list or define terms from the readings or complete small grammar exercises. Each completed daily homefun task is worth 1 point. The percentage of completed tasks will be applied to 15 points towards your final grade. These tasks are due at the beginning of every class. If you miss class, e-mail me a scanned copy or picture of the completed assignment sheet within 24 hours after the missed class to receive credit.

**Grammar Reflections (10%):** In order to help you develop a deeper understanding of grammar teaching, you will write two 500-750 word reflections. In the first (5%), written at the beginning of the semester, you will reflect on your experiences learning grammar in your second language, focusing on both your struggles and successes. In the second (5%), you will reflect on your experiences in the course and how they relate to your future endeavors as an English as a Second Language Teacher. Specific details and instructions for each reflection will be posted in Canvas at least a week prior to the deadline.

**Small Grammar Analyses (25%):** In order to give you practice analyzing the use of the grammatical constructions we will cover in the course, you will complete 5 graded small grammar analyses. These analyses will require you to analyze grammatical constructions in use according to the ideas discussed in the course readings and in class. Specific details and instructions for each analysis will be posted in Canvas at least a week prior to the deadline.

**Grammar Analysis Paper (10%):** In order to give you practice conducting research on grammar in use, you will complete a short grammar analysis paper in which you select a grammatical construction and analyze its use in

an authentic text or corpus of your choosing. Specific details and instructions will be posted in Canvas at least a month prior to the deadline.

**Grammar for Teaching Tasks (20%):** In order to prepare you for helping ESL/EFL students acquire English grammar, you will complete three graded grammar for teaching tasks. The first (5%) will require you to find an authentic text and create a grammar activity based on that text that helps learners discover the target grammatical construction. The second (5%) will require you to choose a grammatical construction and create two activities designed to provide learners practice in using that construction. The third grammar for teaching task (10%) will require you to analyze grammatical errors produced by learners and provide comprehensible feedback. Specific details and instructions for each task will be posted in Canvas at least one week prior to the deadline.

**Grammar Teaching Presentation (20%):** In order to deepen your understanding how to teach grammar, you and a group of classmates will create a presentation (10%) on strategies for teaching a specific grammar construction. In addition, you will create a 1-2 page handout (5%) for your classmates that includes important information from your presentation. Lastly, you will write a commentary (5%) on another group's presentation, summarizing and discussing some of the key ideas from it. Specific details and instructions for this project will be posted in Canvas at least a month prior to the deadline.

### Grading

Course Assignments and Grading		Grading Scale			
Assignment	% of Grade	100—93	A	76—73	C
Daily Homefun Tasks	15%	92—90	A-	72—70	C-
Grammar Reflections (2 X 05%)	10%	89—87	B+	69—67	D+
Grammar Analyses (5 X 05%)	25%	86—83	B	66—63	D
Grammar for Teaching	20%	82—80	B-	62—60	D-
Grammar Teaching Presentation	20%	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:

Biber, D., Conrad, S., and Leech, G. (2002). *Longman student grammar of spoken and written English*. Essex, UK: Longman. (ISBN-13: 978-0-582-23726-1)

Additional readings will be uploaded to Canvas.

**Additional Resources:** In addition to the course textbook and assigned readings, there are several books on Course Reserve in the library that will be helpful:

Cowan, R. (2008) *The Teacher's Grammar of English: A Course Book and Reference Guide*. Cambridge: Cambridge University Press.

- de Oliveira, L. & Schleppegrell, M. (2015). *Focus on Grammar and Meaning*. Oxford: Oxford University Press.
- Folse, K. (2016). *Keys to Teaching Grammar to English Language Learners: A Practical Handbook* (2<sup>nd</sup> Ed.). Ann Arbor, MI: Michigan University Press.
- Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The Grammar Book* (3<sup>rd</sup> Ed.). Boston, MA: Heinle Cengage Learning.
- Nassaji, H. & Fotos, S. (2011). *Teaching Grammar in Second Language Classrooms*. New York: Routledge.
- Parrot, M. (2010). *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.
- Yule, G. (1998). *Explaining English Grammar*. Oxford: Oxford University Press.

### Course Policies

**Attendance:** Class attendance is mandatory. Attendance will be recorded using a sign-in sheet distributed at the beginning of every class. If you arrive at class after signatures have been collected, it is your responsibility to sign in after class (you will be marked as late).

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 policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>). Additionally, students must provide documentation (e.g. doctor's note) within two weeks after the absence for an absence to be excused.

**Classroom Etiquette:** You are expected to come prepared and ready to engage in class activities and discussions. This includes arriving on time, bringing all required materials, completing all readings and reading tasks beforehand, remaining engaged (e.g. not sleeping, not on social media), and staying for the entirety of the class (packing up early is the same as leaving class early). Two lates or early departures is worth one absence.

**Canvas:** Canvas (<https://elearning.ufl.edu/>) will be our primary communication channel when not in class. All class resources (e.g. additional readings, PPTs, worksheets, handouts) will be stored in Canvas. Assignments will be submitted to Canvas unless otherwise stated. Feedback on assignments will also be submitted via Canvas. For these reasons, make sure you know how to upload assignments, view feedback on those uploads, and receive notifications and announcements. Additionally, checking the Canvas homepage regularly will be essential for success in this course.

**Late work:** Late work is not accepted except in the event of verifiable extenuating circumstances. An extenuating circumstance is an event beyond your control, such as an accident or emergent medical condition. Verifiable means that supporting documents will be required.

**E-mail and Zoom:** If you need to contact me outside of class or office hours, send an email. If I do not respond within 24 hours (weekends excluded), please email me again. Please feel free to email with any questions that you have about the course or constructive feedback. Additionally, if you need to meet with me to discuss any issues related to the class but are unable to come during a time that I am on campus, we may set up a meeting via Zoom Conferencing.

**Accommodation:** Students with disabilities 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 the instructor when requesting accommodation. Please follow this procedure as early as possible in the semester.

**U Matter, We Care:** If you or a friend is 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.

**Academic honesty:** UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

**Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### 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.

Week	Dates	Topic	Readings	Assignment
1	8/21	Introduction		
	8/23	Discourse-based Grammar	BCL, Ch. 1	
2	8/26	Parts of Speech	BCL, Ch. 2	
	8/28	Phrases	BCL, Ch. 3.1-3.3	
	8/30	Clauses	BCL, Ch. 3.5	
3	9/2	<b>No Class</b>		
	9/4	Grammar Teaching – Overview	Larsen-Freeman, 2014	
	9/6	Grammar Teaching – Overview	Richards & Reppen, 2016	SGA #1
4	9/9	Types of Nouns	BCL, Ch. 4.1-4.4	
	9/11	Determiners	BCL, Ch. 4.5-4.7	
	9/13	Articles	CM & LF, Ch. 15	Reflection #1
5	9/16	Pronouns	BCL, Ch. 4.12-4.16	
	9/18	Noun Premodification	BCL, Ch. 9.1-9.6	
	9/20	<b>No Class</b>		
6	9/23	Adjectives	BCL, Ch. 7.1-7.3; 7.6-7.9	
	9/25	Relative Clauses	BCL, Ch. 9.7-9.8	
	9/27	Noun Postmodification	BCL, Ch. 9.9-9.12	

7	9/30	Grammar Teaching – Discovery	Ellis, 2016	
	10/2	Grammar Teaching – Discovery		
	10/4	<b>No Class - Homecoming</b>		
8	10/7	Types of Verbs	BCL, Ch. 5.1-5.3; 5.7	SGA #2
	10/9	Phrasal Verbs	BCL, Ch. 5.8-5.12	
	10/11	Tense-Aspect	BCL, Ch. 6.1-6.5	
9	10/14	Tense-Aspect	CM & LF, Ch. 7	Discovery Activity
	10/16	Modal Verbs	BCL, Ch. 6.9-6.13	
	10/18	Modal Verbs	CM & LF, Ch. 8	
10	10/21	Passive Voice	BCL, Ch. 6.6-6.8	
	10/23	Grammar Teaching – Practice	Ur, 2016	
	10/25	Grammar Teaching – Practice		SGA #3
11	10/28	Adverbials	BCL, Ch. 11.1-11.12	
	10/30	Adverbials	BCL, Ch. 11.13-11.19	
	11/1	Prepositions	CM & LF, Ch. 21	
12	11/4	Prepositions		Practice Activity
	11/6	Grammar Teaching – Error Correction	Ur, 2012	
	11/8	Grammar Teaching – Error Correction		
13	11/11	<b>No Class</b>		
	11/13	Complement Clauses ( <i>that; wh</i> )	BCL, 10.1—10.8	SGA #4
	11/15	Complement Clauses ( <i>NF</i> )	BCL, 10.12—.15; 10.20-.21	
14	11/18	Complement Clauses ( <i>teaching</i> )		Error Correction
	11/20	Grammar Teaching Presentation		
	11/22	Grammar Teaching Presentation		
15	11/25	Grammar Teaching Presentation		SGA #5
	11/27	<b>No Class – Thanksgiving</b>		
	11/29	<b>No Class – Thanksgiving</b>		
16	12/2	Grammar Teaching Presentation		Commentary
	12/4	Wrap-Up		Reflection #2
Exam Week	12/10	<b>Grammar Analysis Paper Due</b>		