

James Garner

LIN 3680/5741

Modern English Structure/Applied English Grammar

WELCOME TO LIN 3680/5741

Hello students! Welcome to Modern English Structure/Applied English Grammar. In this course, we explore the following important questions:

This course is designed to help you explore the following important 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, students will be able to:

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



James Garner ABOUT YOUR INSTRUCTOR

Dr. James Garner (they/them/their)

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Office Phone: (352) 294-7460

Google Voice (Phone and Text): (352) 519-1570

Twitter: @DrGarner_UF (or #UFEngGram)

See [Communication Plan](#) for Office Hours and Communication Policy.





Course Overview





Learning Tasks





Expectations





☰ James Garner



[Additional Help](#)



James Garner DIVERSITY STATEMENT

It is my firm belief that one of the greatest strengths of humanity is our incredible diversity. The college classroom is one place where this diversity is on display, as people from all backgrounds can come together, share ideas, and learn from one another. It is my intent that my class will be one of those places. It is my goal that students from all diverse backgrounds and perspectives are well-served by the course and have the opportunity to have their voices heard in a safe and respectful manner. To that end, I will include materials and activities designed to create a class culture that is respectful of all students regardless of socioeconomic background, race, ethnicity, gender identity, sexuality, religion (or non-religion), culture, primary language background, physical and intellectual ability, and political ideology.

In my attempts to honor and celebrate diversity in my class, I realize that I may at times be less than perfect. Please do not hesitate to give me feedback or let me know the ways I can improve my teaching to be more effective and inclusive.

For more information and resources related to diversity at the University of Florida, follow the link to the [Office of the Chief Diversity Officer](#).

NETIQUETTE GUIDELINES

For Fall 2020, this course will be conducted fully online. In online courses, it is important follow certain guidelines for communication with your peers and myself. See the [Netiquette Guideslines](#) for an overview of these guidelines. As a student in the course, you are expected to follow these guidelines.



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COURSE OVERVIEW

GOAL OF THE COURSE

This course is designed to prepare you to teach grammar to students who are learning English as a Second Language (ESL). In doing so, you will develop:

- Knowledge of a wide variety of different grammatical structures commonly taught in ESL classrooms
- An understanding of how context can affect the use of different grammatical structures in English
- Skills in providing feedback on ESL students' grammatical errors
- Skills in creating and delivering materials, activities, and lessons for teaching grammar in the ESL classroom

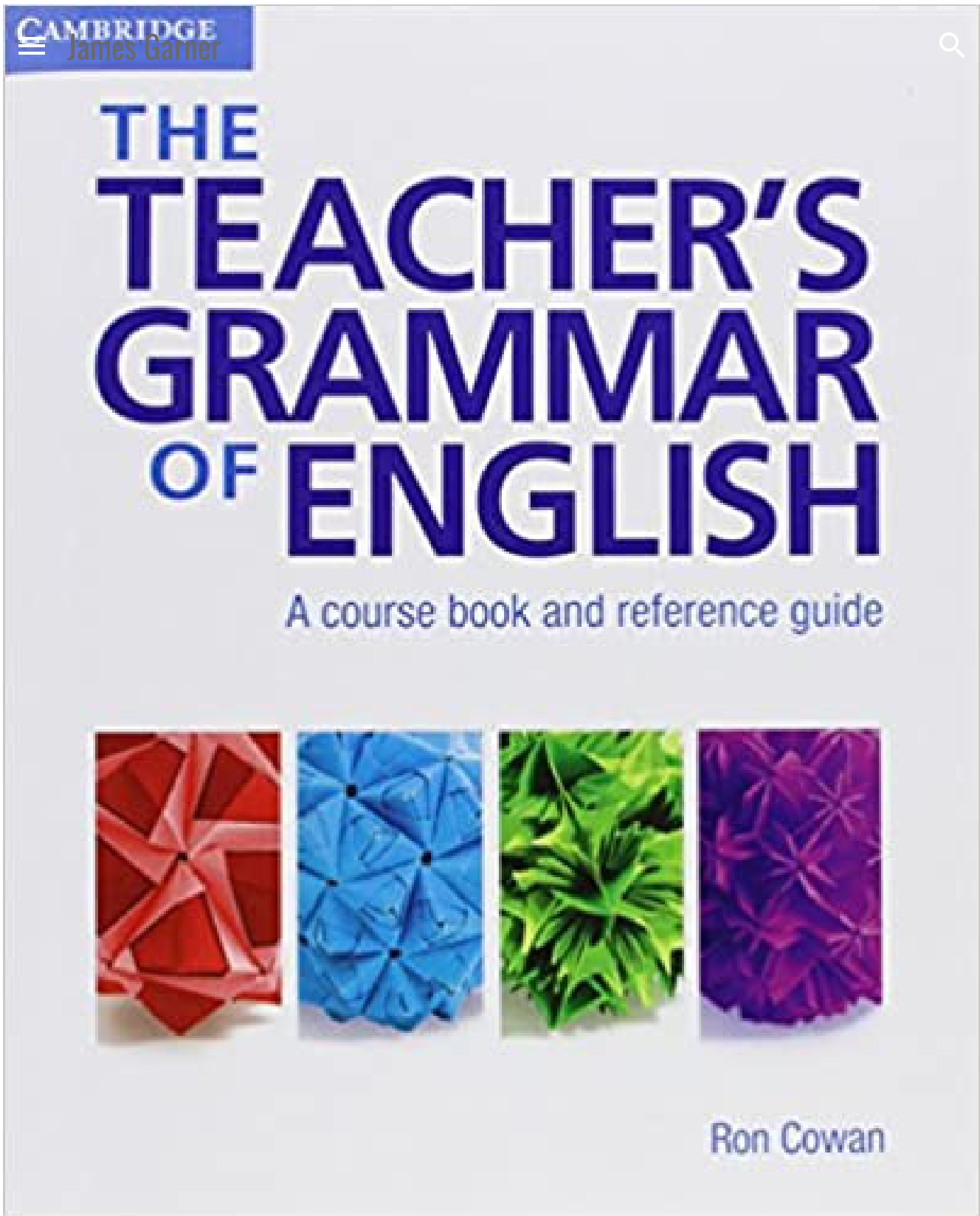


STRUCTURE OF THE COURSE

It is my belief that the best learning occurs in contexts in which students can actively engage with material in a supportive, collaborative environment. To that end, I've set this course up to involve a mix of readings, lectures, group discussions, and hands-on tasks. I expect students to complete the readings and watch the lectures before class. This will help prepare them for class meetings that involve discussions and other hands-on tasks designed to help students engage with the material and develop a deeper knowledge of that material.

My belief in active learning extends to the online learning environment. In the online version of this course, students will still complete readings and watch lectures in order to prepare them for discussions and other active learning tasks. The only difference will be that the discussions and learning tasks will be completed online using Canvas discussion boards and other online learning software (e.g. Google Docs).





James Garner TEXTBOOK

To help us explore the nature of English grammar and how to teach it, we will use the following textbook:

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

ADDITIONAL RESOURCES

In addition, the following books might be helpful as you develop materials and lesson plans. These are available through Course Reserve in the library:

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* (2nd Ed.). Ann Arbor, MI: Michigan University Press.

Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The Grammar Book* (3rd 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 MODULES & SCHEDULES

This course consists of 12 modules, each roughly corresponding to one week in the course. The first two modules cover basic information about the approach to grammar taken in this course and basic concepts and ideas in the teaching of grammar to ESL students. The rest of the modules focus on a wide variety of grammatical structures commonly taught in ESL classrooms and the different strategies for teaching those structures.

1. **Basics of Grammar (Week 1)**
2. **Teaching Grammar (Week 2)**
3. **Phrases and Clauses (Week 3)**
4. **Questions and Negation (Week 4)**
5. **Nonreferentials and Pronouns (Week 5)**
6. **Determiners and Articles (Week 6)**
7. **Relative Clauses (Week 7)**
8. **Multi-word Verbs and Prepositions (Week 8)**
9. **Adjectives and Adverbs (Week 9)**
10. **The Tense-Aspect System (Week 10)**
11. **Modal Verbs and Passive Voice (Week 11)**
12. **Passive Voice (Week 12)**

Starting in Week 13, you will be creating and uploading online grammar lessons as part of your Teaching Demonstration Task. See the [Course Learning Tasks](#) page for more information.

For a detailed schedule of the modules, including assigned readings and course learning tasks, follow the link here ([Fall 2020 Course Schedule](#)).



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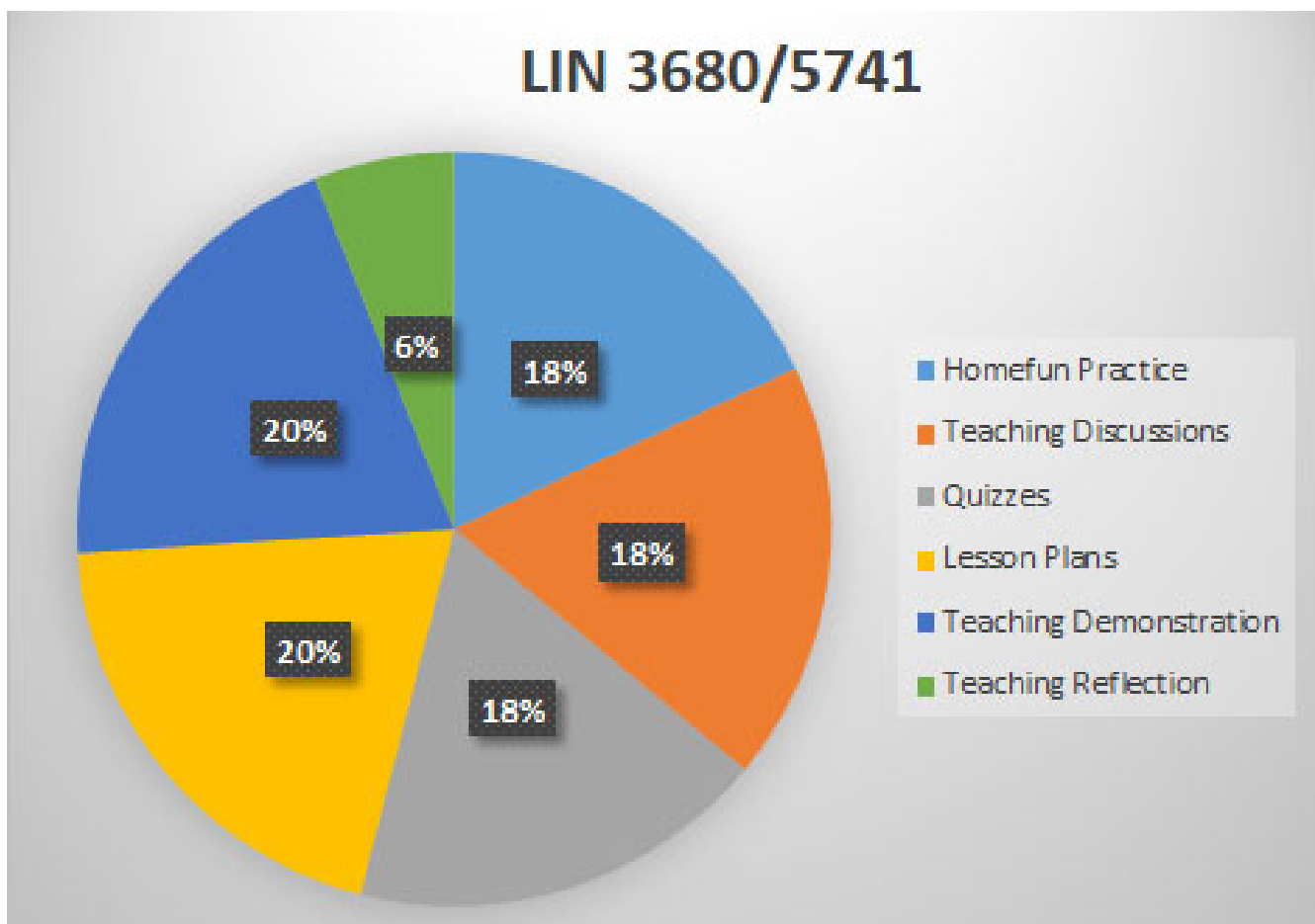
LEARNING TASKS



COURSE LEARNING TASKS

To achieve the objectives of this course, you will complete the following tasks. Each of these are described below.

- Weekly Homefun Practice (12 total)
- Weekly Teaching Discussions (12 total)
- Quizzes (3 total)
- Grammar Lesson Plans (2 total)
- Teaching Demonstration
- Teaching Reflection



James Garner WEEKLY HOMEFUN PRACTICE (15 POINTS EACH; 180 TOTAL)

In order to give you practice analyzing the use of the grammatical constructions covered in the course, you will grammar practice tasks each module. You will submit these tasks to a discussion board in which you will reflect on the tasks and provide feedback to your classmates. These tasks will be due on **Wednesday** each week we cover a new module. More information can be found on Canvas.

WEEKLY TEACHING DISCUSSIONS (15 POINTS EACH; 180 TOTAL)

In order to help you gain a deeper understanding of teaching the different grammatical constructions covered in the course, you will also participate in weekly discussions for each module. These discussions will involve watching or reading grammar lessons and activities and discussing them with your group mates, including replying to classmates posts. Your initial post will be due **Thursday** each week that we cover a new module, while responses to classmates posts will be due **Friday** each week we cover a new module. More information, including detailed instructions for each discussion, can be found on Canvas.

QUIZZES (3 X 60 POINTS; 180 TOTAL)

In order to give you further practice analyzing the use of the grammatical constructions covered in the course, you will take 3 quizzes. These quizzes will require you to analyze grammatical constructions in use according to the ideas discussed in the course readings and in class. You will take them online through Canvas. Dates for the quizzes can be found on the Syllabus page in Canvas.



LESSON PLANS (2 X 100 POINTS; 200 TOTAL)

In order to give you practice creating lessons and materials for ESL grammar teaching, you and your teaching group (to be created in the second week of the course) will create two lesson plans that could be used to teach grammar in the ESL classroom. Each group member will be responsible for one part of the lesson, while the entire group will work together on the lesson plan. Specific details and instructions for each task will be posted in Canvas.

TEACHING DEMONSTRATION (200 POINTS)

In order to give you practice designing and delivering ESL grammar lessons, your group will create an ESL grammar through VoiceThread. Your group will be the classroom teachers, while your classmates will assume the role of English language learners in your class. This assignment will help you gain valuable experience creating and carrying out lessons online. For this assignment, there will be three components:

1. Submitting your lesson plan and materials to me and meeting with me to receive feedback at least three days prior to teaching.
2. Uploading the VoiceThread lesson to Canvas by 8:00 am of the Monday your demonstration is due.
3. Watching your classmate's VoiceThread lessons and providing feedback in the accompanying discussion board.

REFLECTION PAPER (60 POINTS)

In order to help you develop a deeper understanding of grammar teaching, you will write a 500-750 word reflection at the end of the semester. For this, you will reflect on your experiences in the course and how they relate to your future endeavors as an English as a ESL teacher. Specific details and instructions will be posted in Canvas at least a month prior to the deadline.



James Garner	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
82—80	B-	62—60	D-
79—77	C+	59—0	E

GRADING SCALE

This course follows the UF Grading Policy. Click [here](#) for more information.

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EXPECTATIONS

How to Succeed in This Course

EXPECTATIONS FOR STUDENTS

I want every one of my students to succeed at reaching their maximum potential in this course. Below are 10 expectations I have for students so that they can succeed.

1. COMPLETE THE READINGS

Each reading in this course introduces new concepts and terms that will be used heavily in lectures and discussions. Having a strong understanding of these concepts and terms will be crucial to your success on the homework assignments, discussions, and quizzes.



2. WATCH THE LECTURES

Course lectures are designed to expand on the concepts introduced in the readings by explaining them and going into more depth. They also provide additional practice with the grammatical structures that will be covered in the course.

3. ACTIVELY PARTICIPATE IN ONLINE DISCUSSIONS

Group discussions are the place where you can apply the knowledge gained in the readings and lectures with classmates. They also offer you the opportunity to get feedback on your grammar analyses from your classmates. Some of your classmates may understand a structure better than you; sometimes you will understand a structure better than them. In either case, interacting with your classmates will help you gain a deeper and more complete understanding of the material.

The value of discussions, though, depends on how much you put in. Simple reading your classmates' posts and saying, "I agree" will not be enough. The more you collaborate with your classmates, the more you will get out of this. Team work makes the dream work.

You are expected to follow the [Netiquette Guidelines](#) when interacting with classmates on class discussion boards.



4. SUBMIT WORK ON TIME

Time management is one of the most essential skills you need to develop during college. This includes planning your work-life balance so that you can meet all your deadlines. Every assignment in this course has a deadline that you will need to meet. However, I understand that "life happens". Because of this, late work (excluding exams) will be accepted with a small penalty of 10% of the grade for each day it is late. Extensions (without penalty) are possible in the event of circumstances out of your control (e.g. sickness, religious holidays) that you can provide documentation for (e.g. doctor's note). If you miss an quiz, you will need to contact me to set-up a make-up time and provide documentation. Missed quizzes without a documented excuse cannot be made up.

5. CHECK CANVAS REGULARLY

Canvas will be the main platform for the course and our main way of communication. All readings, lectures, and task details are posted there. In addition, I regularly send out Announcements and reminders about upcoming assignments, so make sure to check Canvas regularly and set up your Canvas notifications.



6. COMMUNICATE WITH ME

I cannot stress this enough: if you need to communicate with me, do not hesitate to reach out. I am here to help you succeed and am willing to work with you to make that happen. E-mail me, send me a Canvas message or Google Voice message, visit my office hours, or reach out on Twitter (using #UFEngGram) to get in touch. If I don't respond within 24 hours (except Saturdays), try again. See [Communication Plan](#) for more information about communicating with me.

You are expected to follow the [Netiquette Guidelines](#) when interacting with me via e-mail or other forms of communication.

7. BE HONEST

I expect you to do your own work and follow all rules concerning testing and assignment submission. As a student of the University of Florida, you are bound by [The Honor Code](#). The Honor Code 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 me.



8. PROVIDE FEEDBACK

I always welcome professional and respectful feedback on all parts of my instruction and the course (for guidance on giving professional and respectful feedback, click [here](#)). I take this feedback seriously and use it to improve my teaching and how I set up my courses. You will have multiple attempts to give me anonymous feedback throughout the semester as well as at the end of the semester through Canvas as well as [the Gator Evals system](#). In addition, you are always welcome to message or e-mail me with any additional feedback you may have. You can also see the feedback previous students have given me [here](#).

9. TAKE CARE OF YOURSELF

College can be a challenging time. In addition to studying for multiple courses, you may face a host of social, mental, and physical challenges. It is important that you take care of yourself, both physically and mentally, so that you can not only survive, but thrive. See the [Additional Help](#) page for resources available to you as a UF student.

10. BE PREPARED FOR TECHNOLOGY ISSUES

Technology, for all its benefits, doesn't always work. So, it's important for you to have a Plan B. Save files on your computer as well as Google Drive or Dropbox. Be prepared to submit assignments earlier than the last minutes in order to avoid possible internet issues when submitting assignments. If you're having issues with UF technology (e.g. Canvas), contact the [UF Computing Help Desk](#). Worst comes to worst, contact me and let me know your situation and we can work something out.



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ADDITIONAL HELP

Open search bar

Below are a list of academic, medical, and safety resources that are available to all UF students.

DISABILITY ACCOMMODATIONS

If you require accommodations due to a disability, you need to 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.



UF COMPUTING HELP DESK

If you need assistance resolving technical issues with Canvas or any course materials, contact the UF Computing Help Desk (<http://helpdesk.ufl.edu/>)

VOICETHREAD

For your teaching demonstrations, you will be using VoiceThread. For assistance using VoiceThread, see the VoiceThread support website:

<https://voicethread.com/howto/>

LIBRARY SUPPORT

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If you need help accessing any of the library materials used in the course, contact Library Support (<https://cms.uflib.ufl.edu/ask>)

WRITING STUDIO

Need help working on your writing? Check out the UF Writing Studio (<https://writing.ufl.edu/writing-studio/>)

U MATTER, WE CARE

Your mental health is just as important as your physical health. If you (or a friend) feel in distress, contact U Matter, We Care by e-mail (umatter@ufl.edu), phone (352-392-1575), or by visiting their website (<https://umatter.ufl.edu/>)



James Garner COUNSELING & WELLNESS CENTER

If you feel like you need to talk with someone, either for one time or on an ongoing basis, contact the UF Counseling and Wellness Center (<https://counseling.ufl.edu/>)

CAREER CONNECTIONS CENTER

Wondering about what comes next, post-graduation? Check out the Career Connections Center (<https://career.ufl.edu/>)

STUDENT COMPLAINTS

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If you have complaints or concerns about anything related to your experience at UF, follow these links for the Dean of Students Office (<https://sccr.dso.ufl.edu/>). For UF Online students, click here (<https://distance.ufl.edu/student-complaint-process/>)

HEALTH AND SAFETY

If you are unwell and need to see a doctor, visit the UF Student Health Center (<https://shcc.ufl.edu/>)

If you are on campus and need to report a crime or feel unsafe, contact the UF Police Department (<https://police.ufl.edu/>)



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Open search bar



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COMMUNICATION PLAN

Fall 2020



James Garner STAYING IN TOUCH

The heart of great education is communication. I want you to know that I am here and ready to work with you to achieve your educational goals. There are multiple ways to communicate with me during and after the semester. These include:

- Meetings during office hours or via appointment
- E-mailing or messaging using Canvas
- Calling my office phone number
- Calling or text messaging through Google Voice
- Tweeting using the course hashtag

OFFICE HOURS & VIDEOCONFERENCING

- During the Fall 2020 semester, I hold **office hours** on **Tuesdays and Thursdays from 1:00-3:00 pm EST**. These office hours are conducted through Zoom (link can be found in Canvas).
- I also am willing to meet with you through appointments. These appointments can be made weeks in advance or on very short notice. Generally speaking, I am available Monday through Friday from 9:00 am to 5:00 pm EST. When e-mailing or messaging me on Canvas, to make an appointment, provide me three options for meeting times. I will select the one that best works for me or suggest alternatives.



James Garner E-MAIL, CANVAS, GOOGLE VOICE, & TWITTER

Outside of meetings during office hours and appointments, I offer other ways of getting in touch with me.

- You can e-mail me at my UF e-mail account
- You can message me through the Canvas messaging system
- In addition to my office phone number, I have set up a Google Voice number. This number will allow you to text me any quick questions you have about the course.
- Our course has a Twitter hashtag (#UFEngGram). In addition to using this hashtag to post reminders and updates about the course, I've set this up so that you can ask any quick questions you have about the course.



James Garner COMMUNICATION POLICY

Below are just a few policies I have regarding communication outside of my office hours:

- While I am generally available during the day Monday through Friday, I do have other appointments and professional and personal responsibilities. So, if you know you need to meet with me outside of my office hours, make an appointment as soon as possible so that I can get you on my schedule.
- I try to be speedy with my responses to students and answer e-mails or message within 12 hours. If, however, I have not responded to you within 24 hours, **do not hesitate to follow-up with me. I truly mean that.**
- The exceptions to this "speedy as possible" rule are:
 - I typically turn off my laptop, log out of my e-mail and Twitter, and don't respond to text messages after **8:00 pm EST**. If you send me something after that time, do not expect me to reply until the next morning.
 - I do not check e-mail, Canvas, Twitter, or Google Voice text messages on Saturdays. Saturdays are my time to devote solely to my hobbies and my family. If you message me late Friday night or Saturday, do not expect a response from me until Sunday.

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