

Spring 2014

T 11:45-1:40 and R 12:50-1:40, Anderson 0013

Christine Voigt

Office Hours: M, W, R 11:30-12:30 or by appointment (Norman 312)

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Purpose of This Course

In this course we will study current grammar from a pedagogical standpoint. Our focus will not be limited to the “correct” or prescriptive use of grammar, but will examine it in terms of form, meaning, and use. 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 in various ESL/EFL situations. 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 represent grammar both prescriptively and descriptively.
2. Use appropriate metalanguage to explain grammar in ways that learners would comprehend.
3. Understand grammar from an instructional perspective and develop instructional activities.
4. Become sensitive to the complex social, cultural, political, and institutional factors that affect understandings, conceptions of, and responses to grammar.
5. Become aware of “spoken grammar” and its impact on teaching.

Required Textbooks

The Grammar Book: An ESL/EFL Teacher’s Course (2nd Edition), Celce-Murcia & Larson-Freeman (1999), Boston: Heinle & Heinle

Additional materials will be made available on Sakai (<http://lss.at.ufl.edu>)

Course Requirements and Grading

Homework Assignments – 30%

You will submit five homework assignments worth 6% each. These will be written assignments based on the readings and class discussions. Specific instructions and questions will be posted on Sakai at least one week prior to the due date.

Explaining Grammar Presentation – 10%

You will work in small groups to explain a 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 and examples will be given in class.

Literature Review – 15%

You will submit a literature review of at least 6 published academic articles pertaining to one specific point of grammar or grammar pedagogy. The review should be between 6-10 pages in length and include proper citations in APA format. It is due by the start of class on April 1. More specific details and examples are available on Sakai.

Grammar Tests – 20%

You will have 2 grammar tests worth 10% each. 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. The dates of the tests are listed on the schedule below.

Grammar Unit – 25%

As a final project, you will develop a 5-6 hour instructional unit for an ESL/EFL context of your choice. You will select and analyze a piece of spoken or written discourse to be used as the basis for your unit. More information about the assignment will be given in class and examples will be available on Sakai.

Your total score determines your final grade on this grading scale:

100-93 = A	86.9-83 = B	76.9-73 = C	66.9-63 = D
92.9-90 = A-	82.9-80 = B-	72.9-70 = C-	62.9-60 = D-
89.9-87 = B+	79.9-77 = C+	69.9-67 = D+	59.9-0 = E

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>.

Tentative Course Schedule

Date	Day	Content/Topic	Assignments
1/7	T	Introduction to class	
1/9	R	Approaches to grammar teaching	
1/14	T	Grammatical Metalanguage	<i>Read Chapters 1-2 (p 1-28)</i>
1/16	R	Metalanguage	
1/21	T	Lexicon	<i>Read Chapter 3 (p 29-52)</i>
1/23	R	Lexicon	HW1 Due
1/28	T	Subject-Verb Agreement	<i>Read Chapter 4 (p 53-78)</i>
1/30	R	S-V Agreement	
2/4	T	Phrase Structure	<i>Read Chapter 5-6 (p 79-108)</i>
2/6	R	Structure	HW2 Due
2/11	T	Tense and Aspect	<i>Read Chapter 7 (p 109-136)</i>
2/13	R	Tense/Aspect	
2/18	T	Modals	<i>Read Chapter 8 (p 137-160)</i>
2/20	R	Modals	HW3 Due
2/25	T	Modals	
2/27	R	Grammar Test 1	
3/4	T	No Class – Spring Break	
3/6	R	No Class – Spring Break	
3/11	T	Grammar in Discourse	<i>Read Chapter 9 (p 161-182)</i>
3/13	R	Grammar in Discourse	
3/18	T	Grammar in Discourse	
3/20	R	Articles	<i>Read Chapter 15 (p 271-296)</i>
3/25	T	Articles	HW4 Due
3/27	R	Lesson Planning	<i>Reading on Sakai (TBA)</i>
4/1	T	Lesson Planning Work on Explaining Grammar / Grammar Unit	Literature Review Due
4/3	R	Prepositions	<i>Read Chapter 21 (p 401-424)</i>
4/8	T	Prepositions	HW5 Due
4/10	R	Explaining Grammar Session 1	
4/15	T	Explaining Grammar Session 2	
4/17	R	Explaining Grammar Session 3	
4/22	T	Last day of class - Course wrap up Grammar Test 2	
5/1	R	No in-class exam	Grammar Unit Due @ noon

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. If you have any questions or concerns regarding this, please do not hesitate to contact me.