

Course Information

Fall 2021: Mondays and Wednesdays 9:35-10:25; 101 Anderson Hall
Friday lectures/tasks online at your convenience

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Office Hours: Tuesdays, Wednesdays, Thursdays 11-12
Office Location: Turlington 4131 F
Zoom link:

Course Description

In this course, we will explore the following important questions:

Imagine! You are in Seoul or Malaga and your supervisor tells you that you have to teach the difference between the -of genitive and the -s genitive...

What does that even mean? What do you do?

This course will enable you to respond to a situation like this as an informed, albeit still learning, speaker and teacher of English.

Course Objectives

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

- Explain orally and visually the form, meaning, and use of various grammatical constructions in English
- Create activities for ESL/EFL learners that meet your instructional objectives
- Feel better than okay about teaching grammar

Course Learning Activities

We will engage in the following activities to help us reach these objectives:

Grammar Exercises (40 points total)

You'll do 3 grammar exercises that a teacher might do when working with students. This will give you practice learning about and identifying the grammar challenges of students with whom you might work. These happen in the first month of so of the semester to prepare you for the other course learning activities. More information can be found on Canvas.

- **GE 1 Identifying grammar challenges for your target language group (10 points)**
- **GE 2 Identifying grammar errors (15 points)**
- **GE 3 Responding to grammar errors (15 points)**

Literature Review (80 points total)

In order to learn more about a particular topic connected with grammar, you will write a literature review of at least ten articles on a topic of your choosing. This assignment requires you to summarize the key issues and to evaluate critically the theoretical and pedagogical factors involved. We will do this paper over a period of time so that we can experience “the writing process”, including teacher feedback. You will need to have a topic selected by October 1st. A rough draft will be due in November. The final literature review will be due December 17th.

Conceptualizing and Explaining Grammar Assignment (60 points)

How do you construct visual explanations of grammar and then explain that grammar concept to a student? You’ll have an opportunity to create a visual explanation of a grammar point of your choosing and then explain it in a student-friendly manner. We’ll do this on Voicethread or an appropriate platform of your choosing so you can be prepared to go online if conditions require it. You can do this assignment with a partner if you’d like and for your tutee or an imaginary target class of your choice. Specific details and instructions can be found on Canvas.

Grammar Lesson Plan (20 points)

You will create a lesson plan (2 if working with a partner) to accompany your Voicethread content.

Points add up to 200 and divided by 2 to get grade. See below for UF grading.

Grading

Course Assignments and Grading		82—80	B-	62—60	D-
Assignment	Points	79—77	C+	59—0	E
Grammar exercises	40	https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx .			
Literature Review	80				
Conceptualizing Grammar	60				
Lesson Plan	20				

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

Course Textbook

We will primarily be using the following textbook in this course:

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

Additional readings will be uploaded to Canvas. We will watch a number of teaching videos—links will be provided.

Additional Resources

FYI

De Capua, A. (2017). *Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers* (2nd Ed.). Springer.

de Oliveira, L. & Schleppegrell, M. (2015). *Focus on Grammar and Meaning*. Oxford University Press.

Firsten, R. (2002). *The ELT Grammar Book*. Alta Publisher.

Folse, K. (2016). *Keys to Teaching Grammar to English Language Learners: A Practical Handbook* (2nd Ed.). Michigan University Press.

Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The Grammar Book* (3rd Ed.). Heinle Cengage Learning.

Nassaji, H. & Fotos, S. (2011). *Teaching Grammar in Second Language Classrooms*. Routledge.

Parrot, M. (2010). *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.

What you need to do in this course to develop as a student, teacher, person

Stay Aware/Comply With Covid Policies on Campus

Campus Briefs are being sent regularly. Here is the latest:

Effective immediately, in light of new guidance from the Centers for Disease Control and Prevention, we expect everyone to wear a mask at all times when inside any UF facility, even if you are vaccinated. This includes our students, faculty, staff, vendors and visitors. Recent studies and guidance from the CDC state that both unvaccinated and vaccinated individuals can transmit the current COVID-19 variant to unvaccinated persons.

Complete the Readings

What you read will provide a foundation for what we will do in class activities. This may be new info for some of you, so you may need to spend more time with the readings. Come with questions! Having a strong understanding of the grammar will not only help you do well in the course activities, but will help you as a student, writer, future teacher, communicator.

Watch the Lectures/Videos

Course lectures are designed to explain the concepts introduced in the readings by presenting the content in a slightly different manner. They also provide additional practice with the grammatical structures that will be covered in the course, as well as reflection prompts to help you critique how grammar is presented and explained. You are expected to complete these practice activities and reflection questions before class as we will go over them in class.

Attend and Actively Participate in Class

Class attendance is essential for your success in this course. Though I will take attendance, I don't have an attendance policy because I think you're all adults. However, you won't learn (as) much if you don't participate in class activities. I always say "everything I do has an instructional reason"—nothing is a throwaway or empty activity in my classes. Come to class **on time, prepared, and ready to think together**. We are a learning community so be respectful (no texting unless family emergency) or web surfing. Try to learn your classmates' names, especially the people around you. If you fall ill or have an emergency, please let me know.

Submit Work on Time

Deadlines are part of life, and the deadlines in this course were set to help build your knowledge and abilities throughout the semester to help you be successful in the class assignments. Late assignments will be penalized (small penalty of 10% of the grade for each day it is late). BUT I will give you extensions without penalty if you let me know **ahead of time** (for example, sickness, religious holidays, emergencies). If you tell me after the fact, your work will be penalized.

Check Canvas Regularly

Canvas (<https://elearning.ufl.edu/>) will be our main online platform for the course. It will be the main way that I communicate with you outside of class. You are welcome to contact me via Canvas or my UF email (pgolombek@ufl.edu). I send out Announcements and reminders about upcoming assignments fairly regularly, so make sure to set up your Canvas notifications.

Communicate

I am genuinely eager to get to know you as people/students. Your success matters to me. If you are unsure about expectations, need feedback, have to miss class, etc. PLEASE reach

out to me. You can email me, Canvas message me, see me during office hours (zoom or in person), touch base after class. I tend to have a rapid response time when students reach out. I will ask the class for some feedback at times to get a sense of how things are going.

According to Florida House Bill 233, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. Please see Canvas for details about when you are allowed to record the class.

Be a good citizen of our learning community

Do your own work unless working with a partner as specified in certain activities. Follow the University of Florida, you are bound by The Honor Code [Student Responsibilities < University of Florida \(ufl.edu\)](#). Of course not cheating is part of the Honor Code, but it also specifies a number of behaviors that are in violation of this code and the possible sanctions. I take this part seriously in my work: “Only in an atmosphere of equality and respect can all members of the university community grow.”.

Take Care of Yourself

We are in challenging times. If you feel overly challenged, please contact the Counseling and Wellness Center <https://counseling.ufl.edu/> 352-392-1575. If you are having difficulty setting something up at the CWC or see a friend in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Request Accommodations if Needed

Any student with differing abilities/needs who is 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 me as the instructor when requesting accommodation. Please do this as early as possible in the semester. If you need any help, let me know.

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.