

Fall 2016

T 4th period (10:40-11:30), R 4th-5th period (10:40-12:35); Anderson 0019

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Purpose of This Course

This course is designed to facilitate a deeper understanding of current English grammar from the viewpoint of modern linguistics as it applies to English language pedagogy. Throughout this course you will examine your own beliefs about, use of, and understanding of grammar. While we will be learning about “correct,” or prescriptive uses of grammar, we will also focus on how grammar is used in various contextualized situations, known as descriptive grammar, as well as consider methods of grammar instruction.

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; therefore, you will find this course most useful if you plan to teach English language in the future.

***Be aware that this is a combined course, and that means that many of your classmates are undergraduate students. However, as grad students you will be expected to perform at a higher level and complete additional requirements beyond the students in the undergrad section of the course. If you have any questions or concerns, please speak with me as soon as possible.

Course Objectives

Successful completion of the course activities will enable you to:

- Describe and differentiate between grammar used both prescriptively and descriptively.
- Use appropriate metalanguage to explain grammar rules and common uses in ways that both native and non-native English speakers can comprehend.
- Interpret grammar from an instructional perspective and critique practical instructional activities.
- Detect the complex social, cultural, political, and institutional factors that affect understandings, conceptions of, and responses to grammar.
- 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 or linked on eLearning

eLearning

Materials, assignments, and grades will be accessible through Canvas on the UF eLearning website (<http://elearning.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 – 25%

You will submit 4 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.

Grammar Teaching in Practice – 25%

You will work in small groups to develop and teach a grammar point in both our class and in an ELI classroom to ELLs. The assignment involves several steps, including creating a lesson sequence, visual aid and materials, explaining/mock teaching the grammar point to your classmates as you would to an ESL/EFL class, teaching the lesson to an actual ESL 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 as the presentation dates near.

Literature Review – 15%

You will submit a literature review of at least 6 published academic articles pertaining to one specific aspect of English grammar. The review should be between 6-10 pages in length and include proper citations in APA format. More specific details and examples are available on Canvas. You can (and should) submit a draft for review up to 1 week before the due date, November 22. No late papers will be accepted.

Final Project: Grammar 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 grammatical 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.

Quizzes – 10%

You will have 4 quizzes during the semester intended to 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. Quizzes will be short and will focus on groups of specific units covered in class. The dates of the assessments are listed on the schedule at the end of this document. There will be no make-ups quizzes given without advance approval.

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 much 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 became 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
8/23	T	Introduction to class	
8/25	R	Grammar Teaching Theory and Methods	Canvas Reading 1 & Text p. 2-9; 16-39
8/30	T	Parts of Speech	Text p. 40-63
9/1	R	Sentence Structure & Metalanguage	Canvas Reading 2 & Text p. 64-73
9/6	T	Tense & Aspect	Canvas Reading 2 & Text p. 74-85
9/8	R	Tense & Aspect	Text p. 90-113
9/13	T	Tense & Aspect	Text p. 114-151
9/15	R	Quiz 1 Grammar Lesson Structures	Canvas Reading 3 & 4
9/20	T	Textbook Teaching	Homework 1 Due
9/22	R	Modal Auxiliaries	Canvas Reading 5 & Text p. 224-231
9/27	T	Nouns & Articles	Text p. 152-160; 179-184
9/29	R	Noun Clauses	Canvas Reading 6
10/4	T	Quantifiers	Canvas Reading 7
10/6	R	Quiz 2 Using Corpora 1	
10/11	T	Prepositions	Text p. 161-178 Homework 2 Due
10/13	R	Prepositions	Canvas Reading 8
10/18	T	Phrasal Verbs	Text p. 210-223
10/20	R	Quiz 3 Adverbial & Relative Clauses	Canvas Reading 9 & Text p. 193-200
10/25	T	Clauses 2	Homework 3 Due
10/27	R	Using Corpora 2	
11/1	T	Verbals	Text p. 201-209
11/3	R	Lesson Planning	Canvas Reading 10
11/8	T	Assessment	Canvas Reading 11

11/10	R	Quiz 4 Prepare for Teaching Project	
11/15	T	Grammar Teaching Projects 1-3	Homework 4 Due
11/17	R	Grammar Teaching Projects 4-9	
11/22	T	Grammar Teaching Projects 10-12	Literature Review Due
11/24	R	<i>No Class – Thanksgiving Break</i>	
11/29	T	Teaching Project Discussion	
12/1	R	Where English is Going	
12/6	T	Review and Final Class	
12/8	R	<i>No Class – Reading Day</i>	<i>Office Hours TBA</i>
12/14	W	Final Project Due @ noon	<i>Office Hours 10:00-12:00</i>

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.*