

Fall 2013

T 11:45–1:40pm and R 12:50–1:40pm, Matherly 103

Prof. Stefanie Wulff

Office hours: T 1:15–3:15pm or by appointment (Turlington 4015)

swulff@ufl.edu

Phone: 352–294–7455

Course Description: In this class, we will familiarize ourselves with the basic terminology and key concepts of English grammar so that we acquire the meta–language to talk about grammatical phenomena competently. You will also be introduced to task–based teaching (TBT) as one way to develop grammar lessons for *Teaching English as a Second Language* (TESOL) contexts.

Course Objectives: By the end of this course you will have acquired the ability to competently describe and explain the phenomena of basic English grammar. You will also have obtained detailed knowledge of task–based teaching, and you will have acquired competence in creating task sequences, lesson plans, and syllabi for *TESOL* contexts by applying your knowledge of TBT.

Course Credit Requirements and Grading

Homework Assignments	30%
Grammar Class Practice	25%
Literature Review	15%
Final Project	30%

Attendance and Participation: Attendance is mandatory. You are allowed to miss up to three hours of class time without any excuse. Each further unexcused absence will lower your grade by one level (e.g. from an A to A–).

Homework Assignments: You will submit four written homework assignments (each counting as 7.5% towards your final grade) over the course of the semester. The homework assignments are brief written exercises in which you design tasks and task sequences on given grammar topics adopting the TBT–framework. The homework assignments are due on the due dates listed on the schedule below as hard copies in class before class starts. Late submissions will not be accepted.

Grammar Class Practice: As a member of a group, you will develop a 30–minute instructional unit on a specific grammar point. You will teach this instructional unit to your peers in class. The instructional unit should be based on TBT principles. Your group members will assess your performance in writing using a feedback sheet provided by Prof. Wulff. Your peers’ assessments will count as 10% towards your final grade; Prof. Wulff’s independent assessment of your performance will count as 15% towards your final grade.

Literature Review: You will submit a literature review of at least 6 published scientific articles pertaining to one specific aspect of English grammar. At least 3 of these articles you select to discuss should specifically focus on the teaching of this grammatical phenomenon. The review should comprise between 6–10 pages (double–spaced, 12–point font, 1–inch margins throughout). Literature reviews are **due on 3 October** as hard copies in class before class begins. Late submissions will not be accepted.

Final Project: As your final project, you will develop a 5–hour instructional unit on the aspect of English grammar that you selected to work on also for your literature review, and it be based on TBT principles. The write–up you submit should meet the following criteria:

- (i) Using the template structure you will be introduced to at the beginning of the semester, describe the instructional unit in as much detail as possible (that is, at the level of individual tasks and their sequencing). Supplement (or at least provide web links, references, etc.) any materials featured in your instructional unit.
- (ii) In a second part of the write–up, reflect on why you chose to structure the unit the way you did, drawing as much as possible from a critical assessment of the pedagogy–focused part of the literature review you submitted earlier in the semester.

The write–up of the instructional unit should be between 10 and 20 pages (double–spaced, 12–point font, 1–inch margins throughout), not including teaching materials supplements. At least 5 pages should be devoted to the reflection outlined under (ii). The final project write–ups are **due on 3 December** as hard copies in class before class starts. Late submissions will not be accepted.

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

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

For information on current UF grading policies for assigning grade points, please go to <<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>>.

Extra Credit / Make–Up Exams

There are no extra credit opportunities in this course. If you have three or more excused absences, please contact me to discuss the possibility of a make–up exam or equivalent. You cannot make up for unexcused absences.

Classroom Etiquette

Please turn off cellular phones during class. Please make every effort to arrive to class on time. Being more than 7 minutes late to the start of the course will count as an absence on each third occasion of such tardiness.

Required Materials

There is one required text book for this class: Celce–Murcia, M. and D. Larsen–Freeman. 1999. *The grammar book*. MA: Heinle & Heinle. All other course materials are available online (http://www.clas.ufl.edu/users/swulff/teaching/Lin3680_5741.html) or in class.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information, please go to <<http://www.dso.ufl.edu/drc/>>.

Academic Integrity

The UF Honor Code, which all students are required to abide by, reads:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. 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.” For more information on the UF Honor Code, please go to: <<http://www.dso.ufl.edu/sccr/honorcode.php>>.

Course Schedule

Date	Day	Content
8/22	R	Introduction to Class
8/27	T	Parts of Speech I/Introduction to Task –based Teaching
8/29	R	Task –based Teaching: Task Sequences
9/3	T	Parts of Speech II (Modal Auxiliaries) & III (Phrasal Verbs)
9/5	R	Task –based Teaching: Developing Units Homework 1 Due
9/10	T	Complementation Patterns I
9/12	R	Task –based Teaching: Focus on Form
9/17	T	Complementation Patterns II
9/19	R	Task –based Teaching: Using Written Texts Homework 2 Due
9/24	T	Tense & Aspect I
9/26	R	Grammar Class Practice : Articles
10/1	T	Tense and Aspect II Review for Midterm
10/3	R	No Class (Undergraduate Section Midterm Exam) Literature Review Due
10/8	T	Using Corpora for Language Teaching I
10/10	R	Grammar Class Practice: Modal Verbs
10/15	T	Using Corpora for Language Teaching II
10/17	R	Grammar Class Practice: Prepositions Homework 3 Due
10/22	T	Passive Constructions
10/24	R	Grammar Class Practice: Complementation Patterns
10/29	T	Logical Connectors
10/31	R	No Class (Steffi Away) Homework 4 Due
11/5	T	Adverbial Clauses
11/7	R	Grammar Class Practice: Tense & Aspect
11/12	T	Relative Clauses
11/14	R	Grammar Class Practice: Passive Constructions
11/19	T	Analyzing Learner Data I
11/21	R	Grammar Class Practice: Relative Clauses
11/26	T	Analyzing Learner Data II
11/28	R	No Class (Thanksgiving)
12/3	T	Review for Final Exam (for Final Exam Undergraduate Section) Course Evaluation Final Project Due
12/5	R	No Class (Reading Day)