

Fall 2024: T | Periods 2-3 (8:30 AM - 10:25 AM) and R | Period 3 (9:35 AM - 10:25 AM)

Matherly 0015

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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:

1) Grammar Practice (40 points total)

You'll do four grammar practice exercises that 1) will help you apply your understanding of grammar, and 2) will enable you to do activities that an ESL student might do. This will give you practice learning about and identifying the grammar challenges of students with whom you might work. More information can be found on Canvas.

2) Tutoring Grammar Assignment (110 points total)

What better way to learn about grammar (content knowledge) and learn about teaching grammar (pedagogical content knowledge) than to work with a tutee. This multi-part assignment takes you through assessing student grammar, preparing instructional content, tutoring your tutee, and reflecting

on the experience while it is going on and after it is done. Specific details and instructions can be found on Canvas.

- **Diagnostic**—graded per rubric (15 points)
- **Tutor**—graded as Completed/Not Completed (50 points)
- **Post-tutoring Session Reflections on Discussion Board**—grade as Completed/Not Completed 5 post-tutoring responses @ 3 points each=15 points)
- **'What I learned' Reflection**—grade by rubric (30 points)

3) Grammar Jamboree! Yihaw (50 points)

AKA Conceptualizing and Explaining Grammar Assignment

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 to your classmates in a round robin bonanza of fun. You can do this assignment with a partner if you'd like. Specific details and instructions can be found on Canvas.

4) Grammar Unit (100 points)

You will create a five hour grammar unit as a final project.

Points add up to 300 and divided by 3 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			
Tutoring Assignment	110				
Grammar Jamboree	50				
Lesson Plan	100				

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

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 concepts will not only help you do well in the course activities but will make you that annoying friend who corrects people when they use 'who' instead of 'whom'.

Watch the Lectures/Videos

There are some course lectures online which are designed to explain the concepts introduced in the readings by presenting the content in a slightly different manner. They

also provide exemplars for how to construct visual representations/explanations of grammar..

Attend and Actively Participate in Class AKA Be prepared to think together!

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**. Just a warning—students are sometimes surprised that I ask them to explain why they think something and don’t just say “good answer”. This is part of my way of developing what I call your ‘teacherly thinking’. I come to the classroom thinking that every single one of you is capable AND capable of doing more. This will feel intimidating at first, especially because teaching is not a “natural” act, something you are born knowing how to do. You will surprise yourself as you develop your abilities to articulate your ideas about teaching and analyze teaching materials.

We are a learning community so be respectful (no texting unless family emergency) or web surfing. I know some of you like to take notes on your computer. That’s okay, but please be aware of the value of writing notes out! <https://www.ascd.org/el/articles/the-magic-of-writing-stuff-down>

Class attendance is essential for your success in this course. I did not have an attendance policy for years, but an experience with one student has unfortunately changed this for you and me. You are allowed to take three unexcused absences. Each unexcused absence beyond that may lower your final course grade by one level (e.g. from A to A-). Excused absences should be consistent with [UF Attendance Policies](#). For an absence to be excused, you should provide documentation, such as a doctor’s note, within **two weeks after the absence**. Sometimes students fall into an *absence hole* and rather than reaching out to me, they dig deeper. This breaks my heart! If you keep in communication with me, there should be no problems. If you fall ill or have an emergency, please let me know. **I am extremely responsive if you are having some difficulties.**

I appreciate that some people do not like to participate in whole class discussions. In fact, I will ask you about this on the first day. We do, however, engage in numerous partner and small group activities in class which support your learning; participating in these activities will be central to your growth. You will thus be expected to participate in these pair/small group activities. Try to learn your classmates’ names, especially the people around you.

IF YOU ARE DIAGNOSED WITH COVID or are ill, PLEASE DO NOT COME TO CLASS AND INFORM ME ASAP. YOU CAN WATCH THE VOICETHREADS AND I WILL GIVE YOU THE WORK THAT YOU HAVE MISSED IN THE CLASS ACTIVITIES IF YOU WANT. I AM MORE THAN HAPPY TO MEET WITH YOU ON ZOOM TO CLARIFY.

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 (10% of the grade deducted 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."

Use of Artificial Intelligence (such as ChatGPT) to write any material submitted for this course is prohibited. Because this course is about YOU developing YOUR ability to express certain grammatical concepts in a teacherly way, I see ChatGPT as interfering with your ability to explain concepts in ways that demonstrate your understanding AND in a way that your students will understand.

Take Care of Yourself

We are living 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. Don't be surprised if I reach out to see how I could support you.

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.

Request a Letter of Recommendation

Many students ask me to write letters of recommendation each year for teaching programs, Fulbright, graduate school, and jobs. I take this seriously. This means that how you engage with the material in this class and with me has an impact on whether or not I feel as though I can write a solid letter (participation, attendance, and performance all matter). Please note that you are required to fill out a Release of Consent form by the university: [Release for Letter of Recommendation \(Links to an external site.\)](#)

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.

Week / Dates	Focus	Assignment Due Dates
Week 1	<p>Welcome to LIN 3680? So, what are we going to do?</p> <p>Intro to course and syllabus</p> <p>Grammar Pre-assessment</p> <p>Intro to COIL Virtual Exchange</p>	
	<p>Readings & Videos for NEXT week</p> <p>Tuesday:</p> <p>Read: Chs. 1 & 2 TEG These two chapters are both available on CANVAS in Module 2</p> <p>Watch:</p> <p>1. Golombek lecture (approx 30 minutes) on parts of speech https://ufl.voicethread.com/share/18275982/</p> <p>Links to an external site.</p> <p>2. Crash Course Linguistics Syntax Crash Course Linguistics 4 supports the material from Chapter 2 https://www.youtube.com/watch?v=n1zpnN-6pZQ&t=458s</p>	

		<p>3. These are the powerpoints I will use in class</p> <p>What makes up sentences.pptx</p> <p>Thursday:</p> <p>Read: Chapter 3 on The Presents (reading found in Module 2 readings), especially pp.</p> <p>Read: Chapter 16 of TEG, especially pages 350-358; 362-364 (on aspect, simple present, and present progressive)</p> <p>Videos:</p> <p>Watch: Golombek tense/aspect lecture https://ufl.voicethread.com/share/18300180/ (approximately 30 minutes)</p>	
	Assignment	Due on Aug. 27th. GP 1: Exercises 2.1-2.8 in our textbook TEG Bring hard copy to class or submit on Canvas	
Week 2	Focus	Tense/Aspect: Simple Present & Present Progressive	
Aug. 27		Parts of Speech Activity Grammar concepts pair activity	GP 1 Due
Aug. 29		Go over grammar homework	

<p>Readings for NEXT week</p>	<p>Tuesday: Read: Read this chapter from the ELT Grammar book ELT Grammar Book Chapter 3 the Presents.pdf</p> <ul style="list-style-type: none"> • • Read Chapter 16 of The Teacher's Grammar of English (TGE), especially pages 350-358 and 362-364. These pages explain tense/aspect and present simple present and present progressive. • Read/watch this powerpoint: Watch PRESENT PROGRESSIVE (AKA CONTINUOUS) AND PRESENT SIMPLE. Eli Hinkel on Tenses in English • Links to an external site. <p>This powerpoint presentation gives you an interesting example of how a timeline could be used with your students. It has all the tenses, but since we are focusing on 2 of the PRESENT tenses right now, you will only need to read through Simple Present and Present Progressive (unless you find it so compelling that you can't stop yourself!). You will see in class that I think POWEPOINTS are an essential tool when helping students understand tense/aspect!</p> <ul style="list-style-type: none"> • I'm going to use this powerpoint in class. Simple Present and Present Progressive.ppt <p>For Tuesday, watch Golombek tense/aspect lecture https://ufl.voicethread.com/share/18300180/</p> <p>Thursday: Watch: The 3 instructional videos from youtube in Module 3 and prepare answers to the following. Bring your ideas/answers to class on Thursday.</p> <ul style="list-style-type: none"> • The simple present is NOT actually that simple. Why do I make that statement? • Would you start with simple present OR present progressive? • As you watch the videos, be prepared to identify 3 takeaways from the videos (things you incorporate in your teaching/things you could not). • Note how people use color to highlight (or not highlight) form. What is the value of highlighting? • How can these present tense forms be integrated to practice using negation and questions? <p>Do the DISCUSSION BOARD POST ON CANVAS IN RESPONSE TO THE BOLDED PROMPT ABOVE.</p>	
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	Assignment	Post response on DB about three takeaway and come prepared to discuss your answer in class to the video and questions for Tuesday. GP 2 is due 9/5. Either bring hard copy or upload to Canvas	
Week 3	Focus	Tense/Aspect: Simple Present and Present Progressive	
Sept. 3 5		Short lecture on the Presents Activities with timelines Partner work and then whole class discussion on videos	GP #2 due 9/5
	Readings for NEXT week Videos	Tuesday: Read: TGE Chapter 16, especially 358-360; 364-365; 369-370; 373 (simple past, past progressive, past perfect, past perfect progressive) Read: TGE pages 386-388 for problems that ESL students have with the past and ideas for teaching Watch: Golombek lecture on The Pasts https://ufl.voicethread.com/share/18338272/ Watch: This review voicethread I made for PAST TENSE/ASPECTS It has the sentences we will diagram in class. Please try to diagram them at home and come prepared for class https://ufl.voicethread.com/share/18433775/	
	Assignment	GP 3 is due on September 12 Do Cultural Values Worksheet with your VE Partner over the next week.	
Week 4	Focus	The Pasts	
Sept. 10 12		Past tense activities Time line activity-be ready to put on board to share! Go over homework	GP#3 due 9/12
	Readings for NEXT week Video	Tuesday: Read: Correcting students https://www.edweek.org/teaching-learning/opinion-response-effective-strategies-for-ell-error-correction/2016/04 Read again: Anything from last week that is unclear Read: Chapter 3 of TEG Watch: This voicethread about eliciting corrections from students, and the last page has something for you to do for Tuesday!	

		https://ufl.voicethread.com/myvoice/thread/18434417/116983272/109044955 Thursday: Read and Watch again anything you need	
	Assignment	GP#4 is due on the 21st	
Week 5	Focus	Mediating Student Mistakes	
Sept. 17		Mediating versus Correcting? Why? How? Talk Support Activity	GP 4 due 9/17
19		Introduction to Tutoring Assignment: Do you need a tutee? See Canvas Assignments Introduction to Lesson Planning	
	Required Readings for NEXT week Videos:	Tuesday: Read: Chapter 8 TEG Watch: My Voicethread on Prepositions https://voicethread.com/share/18478171/ Watch: School House Rock. Did you listen to School House Rock when you were kids? This video might make my video easier to understand :-) https://www.youtube.com/watch?v=avC53wsZiJA	
	Assignment	Be thinking about a grammar topic you would like to create a lesson plan for for the VE assignment. I can be a topic we have covered, we will be covering, or none of the topics we are covering. It could also be something that interests you to connect with the Grammar Jamboree! In fact, this would be the BEST way to approach this.	
Week 6	Focus	Prepositions	
Sept. 24		Prepositions and Play Doh Activity Instructional ideas for teaching prepositions	
26		Lesson Planning Preparaton for VE Activity	
	Readings and Videos for NEXT week Videos	Tuesday: Read: Chapter 9 TEG Preposition meaning in phrasal verbs Phrasal Verbs preposition meaning.pptx Phrasal verb text –FYI to use with your tutee? Cambridge Phrasal Verbs In Use McCarthy.pdf	

		<p>Watch: My voicethread lecture on Phrasal Verbs</p> <p>Thursday:</p> <p>Watch: My voicethread lecture on Teaching Phrasal Verbs</p> <p>You could try this with your tutee!</p>	
	Assignment	Tutoring! And posting on DB! AND tutoring diagnostic	
Week 7	Focus	Phrasal Verbs	
Oct. 1		Tutoring check in Phrasal Verb Activity	
Oct. 3		Teaching Phrasal Verbs Activity	
	Readings and Videos for NEXT week	<p>Tuesday: Read: Chapter 14 of TEG</p> <p>Watch: My voicethread on modal verbs: https://ufl.voicethread.com/share/18630804/</p> <p>Thursday:</p> <p>Watch: My voicethread on how to teach requests: https://voicethread.com/share/18663860/</p> <p>You could try this with your tutee!</p>	
	Assignment	Keep tutoring and posting on DB!	
Week 8	Focus	Modal Verbs and Modality	
Oct. 8		Modals and cognitive linguistics lecture and activity	
Oct. 10		Teaching modals through speech acts (doing stuff with language)	Tutoring Diagnostic Due
	Readings And Videos for NEXT week	There is nothing to read or do for class next week. Rather, really focus on your tutoring!	
		<p>Keep tutoring and posting!</p> <p>Because we will be working on preparing your content for the Grammar Jamboree (Conceptualizing and Explaining Grammar Assignment), you should identify what your grammar focus will be. It is preferable that you teach a new topic, something we haven't covered. Some ideas for topics that can be engaging for students include the following: ordering of adjectives; genitives (whether some thing gets an 's or 'of'); difference between some and any; passive and active voice. You should WORK WITH A PARTNER ON THIS ASSIGNMENT. I will ask you next week Thursday to identify your topic and partner (or lack of partner if you're a maverick).</p>	

Week 9	Focus	More Modals and the Future	
Oct. 15		Modals used to talk about the future	
Oct. 17		Topic for Grammar Jamboree? To Partner or Not?	
	Readings for NEXT week	Ch 11 TGE Here are the resources I'll be using and you can use with tutees, etc. 1. Refer to this handout for future teaching: articles_handout.docx 2. POWERPOINTS! count and non count nouns.pptx 3. Articles for class.ppt	
	Assignment		
Week 10	Focus	Articles and Count/Non-Count Nouns	
Oct. 22		Intro to Articles and Why they are a Challenge	
Oct. 24		Count/Non-Count Nouns Intro Activity	
	Readings	Optional helpful reads: And this is a helpful read: Most ESL students have trouble with the articles.pdf	
	Video:	Powerpoints from voicethread Articles in discourse.pptx https://ufl.voicethread.com/myvoice/thread/18812277/119353617	
	Assignment	Keep tutoring and posting	
Week 11	Focus	Articles in Discourse	
Oct. 29 & Oct. 31		Article activity using Brown Quadrant and Miller Article Flow Chart	
		Teaching articles activity	
	Readings and Video	TBA	
	Assignment	How's your tutoring and posting going?	
Week 12	Focus	Grammar Choice—What topic would you like to address?	

Nov. 5		Activities will introduce students to whatever grammar topic they'd like me to introduce	
Nov. 7			
	Readings and Video for NEXT week	No readings or videos	
	Assignment	Keep tutoring! Be sure you have met with me about your grammar jamboree topic!	
Week 13	Focus	Working Together: Preparing Grammar Jamboree and Reflection on Exploring Lesson Planning Across Cultures	
Nov. 12		Grammar Jamboree Workshop	
Nov. 14		Virtual Exchange Reflection Activity	
	Required readings		
	Assignment	Finishing up tutoring?	
Week 14	Focus	Grammar Jamboree!	
Nov. 19		Grammar Jamboree Event	Grammar Jamboree Due: You'll do one of these days
21		Grammar Jamboree Event and Wrap Up	
	Readings and Video	None	
	Assignment	Wrap up your tutoring soon. If you can't, talk to me!	
Week 15	Focus	Rest and Relaxation	
Nov. 26		<i>Thanksgiving holiday: No Classes</i>	
Nov. 28			
	Readings and Video for NEXT week	None	
	Assignment	That final lesson plan!	
Week 16	Focus	Professional/Personal Development	
Dec. 3		LAST CLASS-What have I learned? How have I grown as a teacher? Grammar knowledge re-assessment	Final tutoring reflection due
Dec. 8			Curriculum unit Due

