

**Applied English Grammar
Section 26G0
Fall 2018**

Instructor

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Class Times and Location

MWF (7), 1:55 – 2:45 Anderson 32

Course Description

This course focuses on helping you a deeper understanding of English grammar as it relates to English language pedagogy. Specifically, we will examine the major features of English grammar, focusing on their form, meaning, and use. We will also develop the skills necessary to analyze English grammar in use in authentic language and describe the results of these analyses to experts as well as ESL/EFL students. In addition, we will also discuss different techniques and strategies for grammar instructions in ESL/EFL settings. The ultimate goal of all of this work is to help you develop the knowledge base and skills needed to effectively teach grammar to ESL/EFL students.

Course Objectives

By successfully completing this course, you will be able to:

1. Describe English grammar structures, their meanings, and uses across a variety of contexts
2. Use grammatical metalanguage to explain grammatical structures
3. Provide comprehensible descriptions of grammatical structures to ESL/EFL students
4. Utilize different techniques for teaching grammar in the ESL/EFL classroom

Required Textbooks

We will be using two textbooks in this course:

Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The Grammar Book: Form, Meaning, and Use for English Language Teachers* (3rd Edition). Boston: National Geographic Learning.
Hinkel, E. (Ed.) (2016). *Teaching English Grammar to Speakers of Other Languages*. New York: Routledge.

Course Website on Canvas

Canvas will be our primary communication channel when not in class. Use your Gatorlink to login to <elearning.ufl.edu>. All class resources (e.g. additional readings, PPTs, worksheets, handouts) will be stored in Canvas. Your final literature review will be submitted through Canvas, along with several other assignments. When assignments are submitted via Canvas, assignment feedback will also be provided through Canvas. If you are not familiar with using Canvas, please consult the tutorial at <guides.instructure.com/m/4212>.

Please make sure you know how to upload assignments, view feedback on those uploads, and receive notifications and announcements. You can configure your notification preferences to receive e-mail alerts by going to *Account* → *Notifications* and setting preferences to ASAP for announcements, notifications, and assignments. Checking the Canvas homepage regularly will be essential for success in this course. If there is every a discrepancy between the tentative course schedule provided below and the online Canvas schedule, please follow the schedule posted on Canvas.

Course Requirements

Homework (30%): In addition to small, ungraded homework assignments that are assigned throughout the course, you will complete 5 graded homework tasks based on readings and class discussions. These tasks will give you the opportunity to practice the analytical skills you learn in the course as well as gain insight into the use of certain grammatical features in authentic language use.

Quizzes (20%): In order to assess your understanding of the grammatical concepts covered in class as well as your grammar analysis skills, you will have 4 quizzes during the course. Each quiz will cover specific topics we will cover the 2-4 weeks prior to the quiz. The tasks included in the quizzes will mirror those that you completed for homework and during in-class activities.

Literature Review (30%): The literature review is an opportunity for you to explore a specific topic in relation to ESL/EFL grammar instruction. Specifically, you will 10-15 page literature review in which you analyze, synthesize, and evaluate the research done on a specific grammatical feature of your choice. This review should include at least 10 sources that (1) describe the feature's form and meaning, (2) analyze its use in authentic contexts, (3) examine its acquisition by ESL/EFL, including possible difficulties learners may have, and (4) investigate possible pedagogical techniques aimed at improving their acquisition. By November 19, you should submit a rough outline of your literature review and references page to the instructor.

Grammar Teaching Demonstrations (20%): This assignment will give you the chance to practice teaching grammar to ESL/EFL students. In order to accomplish this, you will design and demonstrate a 15-20 minute grammar lesson about a specific grammatical feature (your choice) to ESL/EFL students. The lesson should include some form of explanation of the feature (its form, meaning, and possibly use) as well as some kind of task in which students practice using the feature (the order of these, however, is up to you). These tasks can come from course readings or other resources in the library. You can also create activities from scratch. You should **not** use activities/lessons already created and taken from the Internet. During this demonstration, you will be the classroom teachers, while your classmates will assume the role of English language learners in your class. This project consists of four components:

- 1) E-mailing me a rough outline of your activity or meeting with me to receive feedback on your activity at least two days before teaching
- 2) Uploading final activity materials to Canvas before teaching
- 3) Teaching the lesson to the class
- 4) Receive feedback from your instructor and classmates and discuss that feedback

Attendance and Participation

Because class meetings will include a mix of teacher-led lectures, in-class activities, discussions of course readings, and teaching demonstrations, class attendance is not only mandatory, but vital for your success in this course. You are expected to attend all class meetings on time, with readings and any homework assignments completed in advance. You are expected to stay for the entirety of the class and remain engaged

until the end of class (packing up early is the same as leaving class early). You are also expected to bring your course textbook and other required daily readings to class each day.

However, I understand that life can interfere with course work and you might have to miss class, arrive late, or leave early. For this reason, you are allowed to take three unexcused absences or six lates/early departures. 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 policies (catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). The purpose of this policy is to incentivize attendance and ensure that the course runs smoothly for the sake of all students enrolled.

Please notify the instructor via e-mail as soon as possible if you know you will be absent, late, or have to leave class early.

Other Policies

Late work: All graded homework assignments are due at the beginning of class on the due date (if they are to be turned in by hand) or by 11:59 pm on the due date (if they are to be submitted via Canvas). Late work is not accepted. Only when verifiable extenuating circumstances can be demonstrated prior to the due date will extended due dates be considered. An extenuating circumstance is an event beyond your control, such as an accident or emergent medical condition. Verifiable means that supporting documents will be required.

E-mail and Skype: If you need to contact me outside of class or office hours, send an email. If I do not respond within 24 hours, please email me again. Please feel free to email with any questions that you have about the course or constructive feedback. Additionally, if you need to meet with me to discuss any issues related to the class but are unable to come during a time that I am on campus, we may set up a meeting via Skype.

Cell Phones, Laptops, and other Electronics: Despite our best efforts, cell phones, laptops, and other electronic devices can cause major distractions in class. Therefore, please set your cell phones to silent and place them in a backpack or purse. Laptops and tablets may be used as long as they are used for class purposes only.

Accommodation: Students with disabilities requesting accommodations should first register with the Disability Resource Center <<https://drc.dso.ufl.edu/>>. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Please follow this procedure as early as possible in the semester.

Academic honesty: Students are held accountable to the UF Honor Code:
<<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>>.

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	Topic	Readings	Assignments
1	8/22	Introduction to Course		
	8/24	Introduction to Grammar	LF & CM, Ch. 1	
2	8/27	Grammar Teaching Overview	Larsen-Freeman, 2014	
	8/29	Parts of Speech	LF & CM, Ch. 2	
	8/31	Phrases and Clauses	LF & CM, Ch. 2	
3	9/3	no class – holiday		
	9/5	Lexicogrammar	TGB, Ch. 3	
	9/7	Phrasal Verbs	TGB, Ch. 22	
4	9/10	Discourse and Grammar	Hinkel, Ch. 1	Homework #1

	9/12	Sentence Structure	TGB, Ch. 5	
	9/14	Sentence Structure	TGB, Ch. 4, 6	
5	9/17	Quiz 1		
	9/19	Tense-Aspect & Modals	TGB, Ch. 7	
	9/21	no class – teacher at conference		
	9/24	Tense-Aspect & Modals	TGB, Ch. 7; Ch. 8	
6	9/26	Tense-Aspect & Modals	TGB, Ch. 8	
	9/28	Tense-Aspect & Modals	TGB, Ch. 9	
	10/1	Passive	TGB, Ch. 18	Homework #2
7	10/3	Negation	TGB, Ch. 10	
	10/5	Quiz 2		
	10/8	Questions	TGB, Ch. 11 & 13	
8	10/10	Imperatives	TGB, Ch. 12	
	10/12	no class – homecoming		
	10/15	Articles	TGB, Ch. 15	Homework #3
9	10/17	Part, Collect, & Quant	TGB, Ch. 17	
	10/19	Adjectives	TGB, Ch. 20	
	10/22	Quiz 3		
10	10/24	Prepositions	TGB, Ch. 21	
	10/26	Adverbials	TGB, Ch. 25	
	10/29	Relative Clauses	TGB, Ch. 28	
11	10/31	Relative Clauses	TGB, Ch. 29	
	11/2	Complement Clauses	TGB, Ch. 31	
	11/5	Complement Clauses	TGB, Ch. 32	Homework #4
12	11/7	Grammar Teaching – Review	Hinkel, Ch. 8	
	11/9	Quiz 4		
	11/12	no class – holiday		
13	11/14	Grammar and the Corpus	Hinkel, Ch. 3	
	11/16	Grammar Practice	Hinkel, Ch. 6	
	11/19	Consciousness Raising	Hinkel, Ch. 7	Lit Review Outline
14	11/21	no class – holiday		
	11/23	no class – holiday		
	11/26	Grammar Constructions	Hinkel, Ch. 9	
15	11/28	Advanced Grammar	Hinkel, Ch. 10	
	11/30	Grammar Microteachings		Homework #5
	12/3	Grammar Microteachings		
16	12/5	Grammar Microteachings		
	E.W.	12/10	Literature Review Due by 11:59 pm (on Canvas)	