

Structure of English for Language Professionals
LING 3314 – CRN: 28442
Course Syllabus, Spring 2020
Department of Languages and Linguistics, UTEP

COURSE INFORMATION

Days: Monday & Wednesday

Time: 3:00-4:20 PM

Course meets January 21-May 7

Location: M LART 209 / W LART 403

Final Exam: Monday, May 11th 1:00 pm – 3:45 pm

INSTRUCTOR INFORMATION

Instructor: Dr. Sabrina Mossman

Office: LART 214

Email: samossman@utep.edu

Phone: (915) 747-6320

Office Hours: MW 4:30-5:50 by appointment

Course Description

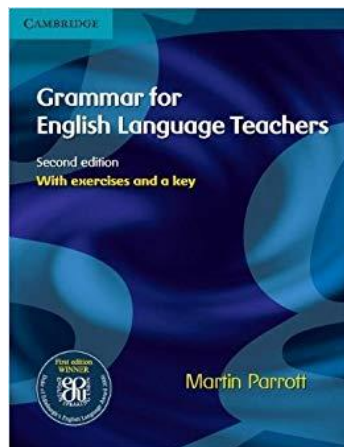
This course is a basic introduction to English grammar for prospective teachers of English as a Second or Foreign Language. The goal is for you to develop a working knowledge of the structure of English and an ability to apply this knowledge to the practice of teaching grammar. The course will also include aspects of grammar teaching such as (a) different approaches to teaching grammar, (b) grammar lesson plan development, (c) evaluating and using grammar textbooks, and (d) common learner errors and how to address them.

Required Textbook

Parrott, M. (2010). *Grammar for English language teachers*. 2nd edition. Cambridge University Press.

ISBN-13: 978-0521712040

ISBN-10: 0521712041



Course Evaluation

Quizzes (6—1 dropped)	30%
Grammar Lesson (1)	25%
Student Presentation	20%
Final Exam (1)	<u>25%</u>
	100%

Quizzes

There will be 6 quizzes, one almost every other Monday at the beginning of class covering the material from the previous weeks. The lowest quiz grade will be dropped. There will be no make-up quizzes.

Student Presentation: Peer Teaching Demonstration

In groups of three, you will present a grammar teaching lesson to the class. The linguistic target of the lesson should be verbs, but it can be any area that has been covered in class (tense, aspect, phrasal verbs etc.). The lesson should follow a Focus on Form approach and it should include two of the four skills—one receptive (listening or reading) and one productive (writing or speaking). Additional information will be provided in class and on Blackboard.

Final Project

You will choose an **authentic** oral or written text (e.g., a song, a magazine article, a restaurant menu, a TV ad, a *You Tube* video) and develop a grammar lesson around it. Your lesson should include a combination of all four skills (listening, speaking, reading, and writing). It should follow a Focus on Form approach, and it should include at least one “task.” Any of the topics covered in class can be the grammar target.

Final Exam

There will be a comprehensive final exam. It will include closed response format questions (T/F, multiple-choice, connecting items in columns) as well as open-ended questions. Both grammar and teaching topics will be covered.

Grading System

As stated in the UTEP catalog, grades for undergraduate courses are given according to the following system:

A	Excellent
B	Good
C	Average
D	Below average but passing
F	Failure

Grades are calculated as follows:

A=	90-100%
B=	80-89%
C=	70-79%
D=	60-69%
F=	0-59%

Course Policies and Requirements

- Attendance. Students must attend all class sessions. Absences due to medical reasons or emergencies will need to be adequately documented. When more than 3 unexcused absences occur, the instructor may drop a student from the class or lower the course grade by one letter grade. Attendance will also be considered in cases of borderline final grades (89.6% for example). If absent, students are responsible for learning about any materials, assignments, notices, or any other information given or covered in class.
- Students who will be absent while representing the University in officially recognized University activities must notify the Dean of Students, who will issue a letter of excuse for the professor. Absences during exams may result in a failing grade (with a score of zero).
- Participants are expected to learn not only from readings and projects but also from class interaction, formal and informal discussions, and class presentations.
- Participants should read all assigned readings carefully before each class and be prepared to participate in class discussions.
- Students should be prepared to accommodate the necessary study time in their schedule to read, review, write, and study the material, as well as to work on assignments and course projects.
- All assignments and projects should be completed before class on the day when they are due. No late assignments are accepted (unless permission is given in advance, and this is a one-time only concession). No make-up exams will be permitted.
- Project reports and other written assignments should be typed (preferably with 1.5 spacing and font Times New Roman 12). You will be asked to provide / post an electronic copy of your reports/papers.
- Students should make sure they have access to the course's Blackboard shell in order to receive class announcements, access class materials, post papers and reports, etc.

Course Evaluation

Student evaluations provide important feedback to the instructor and they are essential for measuring teaching effectiveness in the profession. Chairs and Deans see course evaluations every year in reviewing faculty performance, and committees at all levels of the university rely on evaluations in making decisions. Before the last class session, you will be asked to complete University Course Evaluation Forms. Informal mid-term formative evaluations may be conducted by the instructor.

Instructional Accommodations Due to Disability

In accordance with University policy, a student who needs special accommodations because of a documented sensory and/or learning disability (even if temporary) should contact the Center for Accommodations and Support Services (CASS), located in the East Union Bldg, Rm 106 (747-5148; cass@utep.edu). After contacting CASS, please notify the instructor at the beginning of the semester to ensure provision of approved accommodations.

Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is subject to disciplinary action, according to university regulations. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, submission of any work or materials attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

Note: The syllabus provides a general plan for the course; modifications may be necessary and may be implemented as a result of administrative, academic, or pedagogical needs and demands.

***Important Note: The syllabus provides a general plan for the course; modifications are often necessary and may be implemented as a result of students' needs, course development, and classroom life in general.**