

Pedagogical Issues in English Structure
LING 5310
Course Syllabus, Fall 2019
Department of Languages and Linguistics, UTEP

COURSE INFORMATION

Days: Monday & Wednesday

Time: 3:00-4:20 PM

Location: Worrell Hall 205

Final Exam: Monday, Dec. 9, 1:00-3:45 PM

Course meets August 26-December 5

INSTRUCTOR INFORMATION

Instructor: Dr. Sabrina Mossman

Office: LA 214

Email: samossman@utep.edu

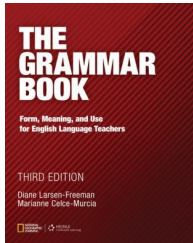
Office Hours: MW 4:45-5:45 or by appointment

TEXTBOOK:

Larsen-Freeman, D. & Celce-Murcia, M. (2015). *The Grammar Book*, 3rd Edition. Boston: Cengage Learning.

ISBN-13: 9781111351861

ISBN-10: 1111351864



I will also assign several other readings about teaching grammar. These will be posted on Blackboard.

You can get the book from the UTEP bookstore and also directly from the publisher at <https://www.cengage.com/shop/ISBN/9781111351861>

Course Description

This course provides a comprehensive description of English grammar for prospective teachers of English as a Second or Foreign Language (ESL/EFL). 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.

Course Evaluation Scale

95% or above	Student met all requirements for the course, performed exceptionally , and exceeded expectations .
90% - 94%	Student met all requirements for the course and performed very well .
80% - 89%	Student met most requirements for the course and performed reasonably well .
75% - 89%	Student met some requirements for the course and performed adequately .
70% - 74%	Student met only a few requirements for the course and performed at a less than satisfactory level.
69% or below	Student did not meet requirements for the course and performed at an unsatisfactory level.

Course Evaluation

Group grammar activity & presentation 15%

CALL grammar activity 10%

Evaluating a grammar textbook lesson 15%

Short Assignments 10%

Final project 20%

Midterm exam 15%

Final exam 15%

Reading assignments

You are expected to do all of the readings assigned for each week and to come to class prepared to discuss them. I will also assign selected exercises from the end of each chapter of *The Grammar Book*. These will not be graded, and you do not need to turn them in (the answers are in the back of the book). However, they will enable you to test your understanding of the material and will help prepare you for exams. I will allow some time at the beginning of each class for a discussion of questions about these exercises. If you have questions, you can either email them to me before class or ask your question in class during the discussion.

Group Grammar Activity Presentation

At some point during the semester, with a group you will prepare and present a short (5-10 minute) communicative grammar teaching activity related to one of the topics/chapters in the textbook that are not assigned readings.

CALL Grammar Activity

You will create a grammar activity for students to do individually in the ESOL lab. This activity should be based on a website containing authentic language—not a website for language teaching.

Evaluating a grammar textbook lesson

I will post on Blackboard some sample lessons from several ESL grammar textbooks. You will need to choose one of these lessons and evaluate it by answering some questions that I will provide.

Final Project

There are two options for this assignment, one with a research focus and one with a teaching focus:

Research focus: Do some research and write a paper on an English grammatical structure. Your paper can be based on either (a) a report on previous studies that have been done on this topic or (b) empirical research on how the form is used by either native English speakers or learners.

Teaching focus: Write a lesson plan for a one-hour ESL/EFL lesson focusing on a grammar point of your choice. In order to receive credit, the lesson plan must be original; that is, it cannot be one that you have done for another class or for any of the other assignments in this class.

Short Assignments

Details on the following short assignments will be given out later in class.

- Response to Week 2 reading (Cullen & Kuo, 2007) (3 points)
- Grammar log (at least 5 entries to be posted on Blackboard any time during the semester as well as 3 replies (4 points).
- Analysis of learner errors in a written text (3 points)

Midterm exam

The midterm will cover grammar concepts that we have discussed in class up to that point. It will be an online exam and will be open book. That is, you will be able to use your textbook, lecture notes, and other class material during the exam. However, you must take the exam alone and not get help from classmates or others. You will also be asked to sign a pledge that you will not reveal the contents of the exam to classmates who have not yet taken it.

Final exam

The final exam will primarily cover grammar concepts that we have discussed in class since the midterm; however, it may also include selected topics from the first part of the semester. It will be an online exam but it will be taken in our classroom. You should bring a laptop to class for the exam. If you do not have one, you can check one out at the UTEP library. Like the midterm, the final exam will be open book.

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. 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 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.
- Written assignments should be typed (preferably with 1.5 spacing and font Times New Roman 12).
- 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.
- This course relies heavily on Blackboard, and students should bring a device to class that will provide access to Blackboard. If you do not have a device, you can check one out from the UTEP library.

Student Evaluations

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.

Students Who May Require Special Accommodations

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.



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.

CALENDAR

WEEK	DATE	Topic/Readings	Assignments
1	M Aug 26	Introduction to the course/syllabus	
	W Aug 28	Larsen-Freeman & Celce-Murcia (2015), Chapters 1-2 Introduction & Grammatical Terminology	
2	M Sep 2	Labor Day—No class	Labor Day—No assignment
	W Sep 4	<p>Issues in teaching grammar Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. TESOL Quarterly 40, 83-107.</p> <p>*Larsen-Freeman, D. (2001). Teaching grammar. In M. Celce-Murcia (Ed.). Teaching English as a Second or Foreign Language (pp. 251-266). Boston: Heinle & Heinle.</p> <p>Cullen, R. & Kuo, I. (2007). Spoken grammar and ELT course materials: A missing link? TESOL Quarterly 41, 361-386.</p>	Chapter 2, Ex. 1, 2 Reading Response due on Blackboard Friday, September 6 by midnight
3	M Sep 9	Phrase structure	

		Larsen-Freeman & Celce-Murcia (2015), Chapter 5	
	W Sep 11	Larsen-Freeman & Celce-Murcia (2015), Chapter 6	Chapter 5, Ex. 1, 3, 5 Chapter 6, Ex. 1, 3
4	M Sep 16	Subject-verb agreement Larsen-Freeman & Celce-Murcia (2015), Chapter 4	
	W Sep 18		Chapter 4, Ex. 1, 2, 5, 8 CALL Activity due
5	M Sep 23	Tense/aspect Larsen-Freeman & Celce-Murcia (2015), Chapter 7	Chapter 7, Ex. 1, 2, 4, 5, 6
	W Sep 25	Topic : Chapter 3 The Lexicon	Presentation—Group 1
6	M Sep 30	Modal auxiliaries Larsen-Freeman & Celce-Murcia (2015) Chapter 8	
	W Oct 2		Chapter 8, Ex. 1, 3, 5, 6
7	M Oct 7	The Tense-Aspect-Modality System in Discourse Larsen-Freeman & Celce-Murcia (2015), Chapter 9	Exercises TBA
	W Oct 9	Topic: Ch. 14 Tag, Alternative, Exclamatory, and Rhetorical Questions	Presentation—Group 6
8	M Oct 14	Nouns and articles Larsen-Freeman & Celce-Murcia (2015), Chapter 15	
	W Oct 16	Topic: Chapter 17 Partitives, collectives, and quantifiers	Chapter 15, Ex. 1, 4, 5, 7 Presentation—Group 5

Wednesday, 10/16 7pm to Friday, 10/18 7 pm		Midterm	
		The midterm exam will be available online from 7:00pm on Wednesday, October 16 until 7:00pm on Friday, October 18. You may log on at any time during this period, but once you have logged on, you will have two hours to complete the exam. The exam is open book, but it must be completed individually. Consulting with classmates constitutes academic dishonesty.	
9	M Oct 21	Negation Larsen-Freeman & Celce-Murcia (2015), Chapter 10	
	W Oct 23		Chapter 10, Ex. 1, 4, 7 Analysis of a grammar textbook lesson due
10	M Oct 28	Questions Larsen-Freeman & Celce-Murcia (2015), Chapters 11 and 13	Chapter 11, Ex. 1, 3, 5
	W Oct 30		Chapter 13, Ex. 1, 3 (You should have 3 Grammar Log posts by now.)
11	M Nov 4	Prepositions and phrasal verbs Larsen-Freeman & Celce-Murcia (2015), Chapters 21 and 22	Ch. 21, Ex. 1, 2, 3, 5
	W Nov 6	Topic: Chapter 20 Adjectives	Ch. 22, Ex. 1, 3, 4 Presentation—Group 4
12	M Nov 11	Conditionals Larsen-Freeman & Celce-Murcia (2015), Chapter 27	
	W Nov 13		Chapter 27, Ex. 1, 3, 4, 5 Analysis of written errors assignment due
13	M Nov 18	Relative clauses Larsen-Freeman & Celce-Murcia (2015), Chapters 28 and 29	
	W Nov 20	Topic: Chapter 24	Ch. 28, Ex. 1, 3, 4 Ch. 29, Ex. 1, 3, 4, 5

		Conjunction	Presentation—Group 2
14	M Nov 25	Complementation Larsen-Freeman & Celce-Murcia (2015), Chapter 31	
	W Nov 27	Topic: Chapter 26 Logical Connectors	Ch. 31, Ex. 1, 3, 5, 9 Presentation—Group 3
15	M Dec 2	Other forms of embedding and complementation Larsen-Freeman & Celce-Murcia (2015), Chapter 32	
	W Dec 4		Ch. 32, Ex.1, 2, 4 All 5 Grammar log entries should be completed by today
Monday, December 9th 1:00 pm – 3:45 pm		FINAL EXAM To take place in our regular classroom	