

Pedagogical Issues in English Structure
LING 5310 CRN 17249
Course Syllabus, Fall 2020
Department of Languages and Linguistics, UTEP

COURSE INFORMATION

Days: Tuesday & Thursday **Time:** 3:00-4:20 PM
Location: Online: Blackboard & Blackboard Collaborate Ultra
Final Exam: December 10
Course meets August 24-Dec 3

INSTRUCTOR INFORMATION

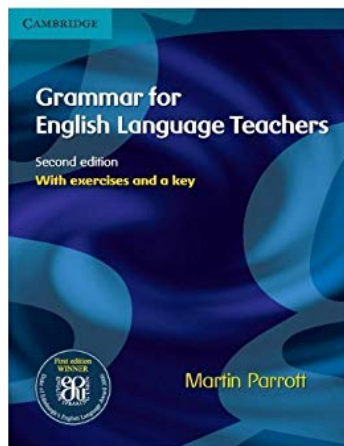
Instructor: Dr. Sabrina Mossman
Office: Online—Blackboard Collaborate Ultra
Email: samossman@utep.edu
Office Hours: TR 4:30 and by appointment—Office hours will take place on Blackboard Collaborate Ultra. Instructions for office hours will be provided on Blackboard.

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) current 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



Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If these do not work or for other problems, contact the Utep help desk. Helpdesk@utep.edu

You will need to have or have access to a computer/laptop, a scanner or camera, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe, and something that allows you to view mp4 videos. You will also need to download Respondus Lockdown Browser—instructions for downloading will be provided on Blackboard. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

Course Evaluation

Grammar activity & presentation	15 points
Short Assignments	25 points
<i>Reading response</i>	<i>5 points</i>
<i>Grammar log</i>	<i>5 points</i>
<i>Lesson 1</i>	<i>5 points</i>
<i>Lesson 2</i>	<i>5 points</i>
<i>Lesson 3</i>	<i>5 points</i>
Weekly Activities	15 points (1 per week)
“Midterm” exam	15 points
Final exam	15 points
Final project	15 points

Grammar Activity & Presentation (15 points)

You will present a grammar teaching lesson to the class. Your lesson should cover the assigned linguistic target, it 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.

Short Assignments (25 points)

Each of the following assignments are worth 5 points. Specific details on the assignments will be provided on Blackboard.

- Response to Week 2 reading (Ellis 2006) --Read the article and respond to the questions on the discussion board.
- Grammar log--at least 5 entries to be posted on Blackboard over the course of the semester as well as 3 replies to other students.

- Lesson 1: Task-based grammar lesson

Create a Task-based lesson for teaching the simple past tense. Assume you have already introduced the topic to your students the day before, and are using the task to reinforce the concept. Additional information will be provided “in class” and on Blackboard.

- Lesson 2: Inductive Grammar Lesson

Create an inductive grammar lesson to teach one of the grammar topics provided by your instructor. Assume you are introducing the topic to your students for the first time. Additional information will be provided “in class” and on Blackboard.

- Lesson 3: Content/theme-based Grammar Lesson

Create a theme-based grammar lesson to teach one of the grammar topics provided by your instructor. Assume you are introducing the topic to your students for the first time. Additional information will be provided “in class” and on Blackboard.

Weekly Activities (15 points):

You will have grammar practice activities every week to reinforce your knowledge of the English grammar you are preparing to teach. Some of these will take place during synchronous class meetings and some will take place at home. Some will be done individually and some will be done with a partner. Instructions and materials for the activities will be provided on Blackboard.

“Midterm” Exam (15 points):

This exam will assess your knowledge of the grammar of English verbs. It will cover tense, aspect, modals, and multi-word verbs. It will include closed response format questions (T/F, multiple-choice, connecting items in columns). The exam will be delivered on Blackboard. Respondus Lockdown Browser is required.

Final Exam (15 points):

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. The exam will be delivered on Blackboard. Respondus Lockdown Browser is required.

Final Project (15 points):

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. Detailed instructions for this assignment will be provided on Blackboard.

Grading System

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

A	Excellent	Grades are calculated as follows:
B	Good	A= 90-100 points
C	Average	B= 80-89 points
D	Below average but passing	C= 70-79 points
F	Failure	D= 60-69 points
		F= 0-59 points

Deadlines and Late work

If you have looked at the calendar you may be wondering, what's up with these multiple deadlines? Although it may seem confusing, it is actually beneficial.

1. **The due date/day you are supposed to do it:** At the top of the calendar you have a list of due dates for Major and Minor graded assignments. The major assignment due dates are set in stone. For the minor assignments, these dates are the dates you are supposed to do them, and these due dates fit in with how the class is planned and organized, BUT you have some flexibility (See 2 below).

2. **Sunday deadlines:** For all the assignments mentioned above, you have until Sunday of that week to submit them. This is because I know you all have different schedules and it can be helpful for you if there is flexibility during the week. So even though the 'due date' is the preferred time to do it, you can do it any time during the week as long as you submit it by the end of that week.

3. **Monday @ noon grace period:** So a third deadline? Why? The deadline is Sunday, but in reality, I will not see anything you submit on Sunday until the next day anyway. So as long as it is there when I open it up (Monday @ noon) it's fine. HOWEVER: Do not consider this your deadline! This is only in case of emergency! You should be submitting your work earlier in the week—Sunday night at the latest. If I see you are consistently submitting your work on Monday morning, I will ask to meet with you to discuss time management, and if it comes to it, I will remove the grace period.

No late work will be accepted. The flexibility that is built in this class should suffice.

Instructional Approach



The course is divided into two concept areas. One deals with English grammar itself. Material for this part of the course will cover the English grammar system from the smallest unit of meaning (morpheme) to the sentence level. The rest of the course will cover the best ways to teach grammar to second language learners of English.



Every week you will have readings and practice activities to help you gain a command of the structure of English. The readings and activities are the same readings you would do at home in a face-to-face class. Many of the readings are accompanied with a PowerPoint presentation to guide you through them. The PowerPoint may also contains questions for you to answer to make sure you engage with the material and to help you remember it.



Lecture PowerPoints contain the lectures I would be giving you in class if we were meeting face-to-face. The PowerPoints are a mix of video, audio, and reading. I embed the lecture videos and audio in the ppts so you can control the pace, and I use this combination of formats so you have a variety of ways of receiving information.



In a face-to-face class, you would be asked to interact with one another and share and reflect on topics related to grammar and teaching grammar. In order to ensure that you have a similar experience in this online class, you will engage in partner and group work both during synchronous class meetings and asynchronously. These are designed to give you hands-on experience, and they are generally practical and fun.

Course Policies and Requirements

- Because this is an online class, the regular rules for attendance are modified. We will have bi-weekly class meetings for hands-on activities and presentations. Absences due to medical reasons or emergencies will need to

be adequately documented. Attendance is not graded, but it is considered in the case of borderline grades.

- 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.
- 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.

Alternative Means of Submitting Work in Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

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.

Housekeeping Rules

- The instructional activities of this course will be conducted entirely on Blackboard, which you have now accessed. You will find all the information and materials for the course on Blackboard, as well as course announcements, which are constantly updated. Students are required to check in on Blackboard daily.
- In addition, students may receive e-mail messages (reminders, queries, etc.) at their address of record and are responsible for monitoring and responding to these.
- To take this online course it is necessary to have reliable internet connectivity and a webcam. Stable Internet connectivity is required for taking online exams.

Requirements and hints for effective learning



Managing your time:

We're all very busy people, so it's crucial that we get organized and use our time efficiently. This is especially important in an online course.

Many students underestimate the amount of time they need to spend on an online course. The course is designed to require the combined equivalent of the time you would spend in class plus the time you would spend studying and completing assignments outside of class.

Another mistake some students make is to think that they can skip few days and then make up ground by concentrated study. This is not a good idea as the work will snowball and you will find it difficult to catch up.

There is a certain amount of weekly flexibility for the class, but don't wait until the end of the week to do everything. Spread out the work over the course of the week. Waiting until the end is risky because if something goes wrong, you will not have time to complete the work. Late work will not be accepted.

Most learning activities will be carried out in an asynchronous ("anywhere, anytime") mode, though we will have some synchronous meetings. Still, LING 5310 is a not a self-paced course, which means that all students will be required to keep on schedule with assignments and participatory activities. Make sure you check the calendar frequently so you know what assignments are coming up.



Being successful in an online course:

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

Ask questions. Periodically throughout the course you will be required to ask questions. But you don't have to wait for that! You can, and should, ask questions at any time. The HELP blog is the forum for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message.

Reach out to others: Offer a fact, article, link or other item that can help others learn something you can share. This is especially helpful on the grammar log.

Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually be subject to disciplinary action, as well.

Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

Stay focused: Stay on topic to increase the efficiency of your learning.



Communicating effectively online:

When we converse, we expect other people to observe certain rules of behavior. The same is true online. Here are a few pointers to help you communicate more effectively.

- Clearly summarize the contents of your message in the subject line of your e-mail AND your discussion board and blog postings.
- Avoid using all capital letters. USING ALL CAPS MAKES IT LOOK LIKE YOU'RE SHOUTING! IT'S ALSO MORE DIFFICULT TO READ.
- Avoid using sarcasm in your postings and e-mail messages. Sarcasm does not translate well in the online world, and you are liable to start a words war.



Communicating effectively with your professors:

In a recent course I received an email from a student that began as follows:

Mossman,

Hiya! I was about to check Blackboard and...

To avoid this in the future, I am including a link to some excellent guidelines on how to be professional when you send an email to any of your professors. (Hint: Addressing your professor by their last name with no title, and using “Hiya” as a greeting are not appropriate.)

<https://www.math.uh.edu/~tomforde/Email-Etiquette.html>

Please review the NETIQUETTE GUIDE provided on Blackboard. You will be expected to follow these guidelines throughout the course.

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.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(classes with on-campus meetings) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
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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.