

**Pedagogical Issues in English Structure**  
**LING 5310 CRN 17030**  
Course Syllabus, Fall 2022  
Department of Languages and Linguistics, UTEP

**COURSE INFORMATION**

**Days:** Tuesday

**Time:** 6:00-8:50 PM

**Location:** LART 206

Course meets August 22-Dec 1

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Sabrina Mossman

**Office:** LART 214

**Email:** samossman@utep.edu

**Office Hours:** T W R 5:00-5:50 pm and by appointment

Appointments can be made for face-to-face meetings or Zoom meetings.

**Course Description**

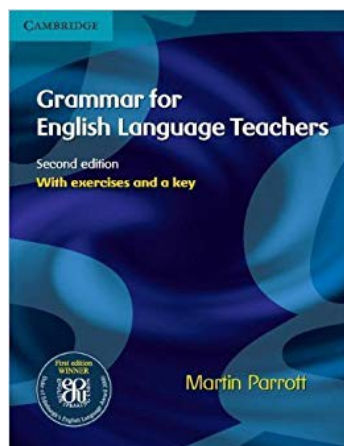
This course provides a comprehensive description of English grammar for prospective teachers of English as a Second or Foreign Language (ESL/EFL). The goal is for you to develop a working knowledge of the structure of English and an ability to apply this knowledge to the practice of teaching grammar. The course 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. 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*. 2<sup>nd</sup> edition. Cambridge University Press.

ISBN-13: 978-0521712040

ISBN-10: 0521712041



## **COVID-19 PRECAUTION STATEMENT**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

### **Technology Requirements**

Much of the 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](mailto: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 topic presentation	10 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>10 points</i>
Quizzes	20 points
Class Research Project	15 points
Teaching Project	15 points
Attendance and Classwork	15 points

### **Grammar Topic Presentation (10 points)**

You and a partner will give a presentation on one of the topics provided. Your presentation should have two parts. First, you will give a thorough explanation of the topic, demonstrating that you have an exhaustive command of the topic. Next, you will present a teaching activity for teaching this topic to ESL learners. See Blackboard for additional details.

### **Short Assignments (25 points)**

Each of the following assignments are worth 5 points, except Lesson 2 which is worth 10 points. Specific details on the assignments will be provided on Blackboard.

- Reading Response (Ellis 2006) --Read the article and respond to the questions as directed. (5 points)
- 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. (The 5 points are for the 5 initial posts.) (5 points)
- Lesson 1: Task-based grammar lesson  
Create a Task-based lesson for teaching comparatives and superlatives. 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. (5 points)
- Lesson 2: 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. (10 points)

### **Weekly Activities (15 points):**

You will have grammar practice activities most weeks to reinforce your knowledge of the English grammar you are preparing to teach. Some of these will take place during class 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 weekly activities will be provided on Blackboard.

### **Quizzes (20 points)**

There will be 4 quizzes in the course. Quizzes will assess your own knowledge and understanding of the grammar topics covered in the course.

### **Class Research Project (15 points)**

Together, the class will carry out an investigation of the impact the sequencing of explicit and implicit instruction may have on students' learning of a particular grammar form. Activities related to this project will take place throughout the entire course. Specific details related to this project will be provided on Blackboard and in class.

### **Teaching Project (15 points):**

You will design and create a lesson for an existing ESOL class that has a focus on grammar. Your lesson should be theme-based and contain the different elements covered in class. The lessons created by all the students should fit together cohesively so that they could be used together in a single course. Specific details related to this project will be provided on Blackboard and in class.

### **Grading System**

Grades are calculated as follows:

A= 90-100 points

B= 80-89 points

C= 70-79 points

D= 60-69 points

F= 0-59 points

Keep in mind that for Linguistics students, a C is the minimum passing grade for graduate courses.

### **Course Policies and Requirements**

- Attendance will be counted as part of your Weekly Activity grade. It is also 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. If you do so, I will likely ask you to resubmit on Blackboard once the issue is resolved.

### **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**

- Many of the instructional activities of this course will be conducted on Blackboard, which you have now accessed. You will find important 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.
- Stable internet connectivity is required for taking at-home online quizzes and/or exams. In the event you do not have access to a stable connection, you may take the exam at the UTEP library.

### **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**

Here is a real example of an inappropriate email opening from a student.

Mossman,

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

To help you write appropriate emails, 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>

### **ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities

in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

### **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.

## **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.

**Important Note**: The syllabus provides a general plan for the course. Typically it

remains unchanged. However, modifications may be necessary and may be implemented as a result of students' needs, course development, and "classroom" life in general.