

Pedagogical Issues in English Structure
LING 5310 CRN 13694
Course Syllabus, Fall 2023
Department of Latin-US and Linguistics, UTEP

COURSE INFORMATION

Days: Monday

Time: 6:00-8:50 PM

Location: Classroom Building C304

Final Exam: TBA

Course meets August 28-Dec 7

INSTRUCTOR INFORMATION

Instructor: Dr. Sabrina Mossman

Office: Graham Hall 302

Email: samossman@utep.edu

Office Hours: MW 2:00-3:00 pm / Online by appointment—Online Office hours will take place over Zoom. Instructions for online office hours will be provided on Blackboard.

Course Description

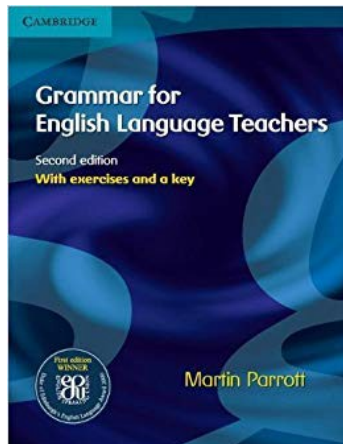
This course provides a comprehensive description of English grammar for prospective teachers of English as a Second or Foreign Language (ESL/EFL). The goal is for you to develop a working knowledge of the structure of English and an ability to apply this knowledge to the practice of teaching grammar.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

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

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	20 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>
Weekly Activities (including mini-presentations)	15 points (1 per week)
Final exam	15 points
Lab Work	15 points
Teaching Unit	20 points
<i>Extra credit</i>	<i>2 points</i>

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 (20 points)

Each of the following assignments are worth 4 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. (The 5 points are for the

5 initial posts.)

- 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: 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 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. Additionally, in certain weeks of the course, students will give a mini-lesson online to practice online teaching. In those weeks class will take place online instead of in person. The number of class meetings that will take place online will depend on the number of students enrolled in the course. Instructions and materials for the weekly activities will be provided on Blackboard.

Final Exam (15 points):

This exam will assess your knowledge of the grammar material covered in the rest of the course. The specific format of the exam will be announced in class. The exam will be delivered on Blackboard.

Teaching Unit (20 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.

Extra Credit (2 points)

There will be opportunities to obtain up to 2 extra credit point for participating in research. Alternative assignments will be available. More information will be provided on Blackboard.

Deadlines

Most assignments are due on the Monday following the week the relevant material is covered. I choose Mondays in order to accommodate both students who prefer to

complete their work during the week and those who need to use the weekend to complete them. This does NOT mean you need to wait until Monday to submit your work.

Grading System

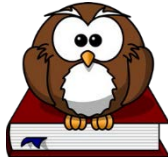
As stated in the UTEP catalog, grades for undergraduate courses are given according to the following system:

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

Grades are calculated as follows:

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

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.

Course Policies and Requirements

- Attendance is counted as part of the weekly assignment grade. If you are absent, you need to complete the in class activities for homework before the next Monday deadline *if possible* (some assignments can only be done in class). If there are no submitted assignments that week, the weekly point will come solely from attendance.
- 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 online 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>

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.

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; modifications are often necessary and may be implemented as a result of students' needs, course development, and "classroom" life in general.