

Pedagogical English Grammar Fall/Winter 2014-15

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Course Description:

This course provides an overview of the structure of the grammatical system of English, providing students with a common vocabulary for describing grammatical forms and their functions, and practice in recognizing them in use. The course will also present and invite reflections on techniques for teaching grammar effectively.

The course is organized into online and face-to-face components. First, students will read material from the course text (Depraetere & Langford's *Advanced English Grammar*) and complete exercises based on the reading on a weekly basis. These exercises will be submitted online and checked against an answer key. Student answers that differ from the key will be used as a basis for discussion, which may be carried out online and in face-to-face sessions. The five face-to-face sessions will be organized in the following way: The first meeting will provide an introduction and overview of the course, as well as review material and exercises from Ch. 1 of the course text. The following three meetings will include discussion of exercises completed up to that point but will also include a workshop component looking at the teaching of grammar points covered up to that point in the course text using materials from Japanese schools. This will provide an opportunity for exploring different ways of teaching grammar in order to promote greater learning. The final meeting will be divided between the administration of a final exam based on the reading material and exercises done in the course and student presentations providing an overview of a selected grammar point and how they would approach teaching it.

Course Objectives:

- Students will master vocabulary for describing grammatical phenomena of English;
- Students will demonstrate the ability to identify and distinguish grammatical phenomena of English;
- Students will explore different techniques for teaching English grammar, including how to adapt materials to support these techniques.

Course Textbook:

Depraetere, I., & Langford, C. (2012). *Advanced English grammar: A linguistic approach*. London: Bloomsbury. (Henceforth, D&L)

Schedule

(Note: I will be using Sunday dates to mark the progress of the schedule. Work scheduled under a given date is due by that date)

Prior to First Meeting:

Read D&L, ch. 1

Complete and submit exercises for D&L, ch. 1 (due Oct 10th)

Oct 12: First Meeting

Course overview

Review of material and exercises from D&L, ch. 1

Oct 19:

Read D&L, ch. 2, sections 1 & 2 (pp. 20 - 31)

Complete and submit D&L ch. 2 exercises 1 - 3 (pp. 262 - 263)

Oct 26:

Read D&L, ch. 2, section 3 (pp. 31 - 41)

Complete and submit D&L ch. 2 exercises 4 - 9 (pp. 263 - 266)

Nov 2:

Read D&L, ch. 2, section 4 (pp. 41 - 59)

Complete and submit D&L ch. 2, exercises 10 - 17 (pp. 266 - 270)

Nov 9:

Read D&L, ch. 2, sections 5&6 (pp. 59 - 76)

Complete and submit D&L ch. 2, exercises 20, 22, 23 (pp. 271 - 273); Do exercises 18, 19, 21 independently and save for discussion at a face-to-face session.

Nov 16:

Read D&L, ch. 3, sections 1 & 2 (pp. 77 - 90)

Complete and submit D&L ch. 3, exercises 1 - 8 (pp. 273 - 278)

Nov 23: JALT WEEK -- Take a break!

Nov 30:

Read D&L, ch. 3, section 3 (pp. 90 - 119)

Complete and submit D&L ch. 3, exercises 9 - 19 (pp. 278 - 284)

Dec 7:

Read D&L, ch. 3, section 4 (pp. 119 - 129)

Complete and submit D&L ch. 3, exercises 20 - 24 (pp. 284 - 286)

Dec 14:

Read D&L, ch. 3, sections 5 & 6 (pp. 130 -135)

Complete and submit D&L ch. 3, exercises 25 - 26 (pp. 286 - 287)

Dec 21: Second Class Meeting

Review of problematic material from D&L chs. 1 - 3

Workshop on teaching material from D&L chs. 1 - 3

Dec 28: Holiday -- Take a break!

Jan 4: More Holiday -- Take a break!

Jan 11:

Read D&L, ch. 4, sections 1 & 2 (pp. 136 - 152)

Complete and submit D&L ch. 4, exercises 1 - 8 (pp. 287 - 293)

Jan 18: Third Class Meeting

Read D&L, ch. 4, sections 3 & 4 (pp. 152 - 193)

Complete and submit D&L ch. 4, exercises 9 - 25 (pp. 293 - 304)

Review of problematic material from D&L, ch. 4

Workshop on teaching material from D&L, ch. 4

Jan 25:

Read D&L, ch. 5, section 1 - 3 (pp. 194 - 201)

Feb 1:

Read D&L, ch. 5, sections 4 - 5 (pp. 201 - 228)

Complete and submit D&L ch. 5, exercises 1 - 15 (pp. 304 - 312)

Feb 8: Fourth Class Meeting

Read D&L, ch. 5, sections 6 - 9 (pp. 228 - 237)

Complete and submit D&L ch. 5, exercises 16 - 22 (pp. 313 - 317)

Review of problematic material from D&L, ch. 5

Workshop on teaching material from D&L, ch. 5

Feb 15:

Review of material from D&L, chs. 1 -3

Feb 22:

Review of material from D&L, chs. 4 - 5

Mar 1: Fifth Class Meeting

Final Exam

Student Presentations

Course Requirements:

- Weekly exercises: 30% (15 weeks X 2%/week)

The weekly exercises are meant to reinforce both the concepts presented in the readings as well as the language used to talk about them. These are graded simply as done or not done. If you submit the exercises each week, you will receive full credit for having done them, regardless as to whether or not there are errors. Any errors or disagreements about answers should be the basis of discussion online and in class.

- Discussion and Workshop Participation: 20%

I have scheduled time for discussion of issues that arise in the exercises in 3 of the 5 class meetings. I have also scheduled some online discussion hours, especially in the first half of the class, when we do not meet so frequently, for the same purpose.

Participation in these sessions -- raising questions, presenting justifications for analyses, and generally helping us all come to a better understanding of grammar -- is essential. Participation is also an essential component of the workshop sessions that are scheduled in three of the class meetings.

- Final exam: 25%

The final exam will be open book (so bring your book!). The questions presented in the exam will sample the material covered in the book, using problems matched to (and in some cases, drawn from) the exercises in D&L. This is a good reason to complete the earlier assignments and to participate in the discussions of problems that arise in the exercises. The exam will only be able to sample from all the material covered, and the focus will be on major points, rather than on more minor details.

- Presentation: 25%

In the final class meeting, each student will be expected to prepare and present a poster about a particular aspect of grammar that they have investigated in more detail than is presented in D&L. The presentation should include definition of the grammar point (what is it?), description of its form, meaning and use (function), and a focus on it as a teaching problem, including approaches to how it might be effectively taught.