

Pedagogical English Grammar

Fall/Winter 2015-16

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Course Description:

This course provides an in-depth examination of aspects of the grammatical system of English that are a common part of language courses. The purpose is to help students develop a common vocabulary for talking about grammatical phenomena as well as teaching strategies for dealing with them.

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 Textbooks:

Yule, G. (1998). *Explaining English grammar*. Oxford, UK: Oxford University Press.

Schedule

Prior to the first class meeting, students should read the Introduction and Ch.1 of Yule.

1st Meeting: Oct 13th:

Read Yule, Introduction, Ch. 1

Course Overview

Sentence, clause and phrase types; basic phrase structure grammar

Noun phrase structure: pre-nominal elements (determiners, including articles; adjectival phrases)

2nd Meeting: November 1:

Read Yule, Chs. 2 & 3

Features of the verb: Tense, aspect, voice

3rd Meeting: December 6:

Read Yule, Chs. 4 & 5

Mood: Modals and Conditionals

4th Meeting, January 17:

Read Yule, Chs. 6 & 7

Prepositional phrases

Phrasal verbs

Indirect object constructions

5th Meeting, February 28:

Read Yule, Chs. 8 & 9

Complex Noun Phrases: Relative Clauses

Direct & Indirect Speech

Course Requirements:

- In-class Quizzes: 50% (5 meetings x 10% each)

The in-class quizzes are meant to reinforce both the concepts presented in the readings as well as the language used to talk about them. Students will be asked to define key terms, identify examples of concepts, and discuss sources of problems in grammar use. Students will be able to resubmit corrected exams for improved grades.

- Grammar Teaching Paper: 25%

Each student will write a classroom research paper on an aspect of grammar that they teach. The use of new approaches to teaching grammar is encouraged, with the papers

focusing on the reasons for taking a different approach, its implementation, and an analysis of the results of making this change.

- 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.