

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Pedagogical English Grammar Spring/Summer 2016

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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.

Classroom Format:

Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Schedule

During Spring/Summer Terms, this course is taught as an intensive course. I recommend purchasing the text early in the term and beginning to read well in advance of the first class meeting in order to be prepared. A reading guide for each chapter of

Yule will be supplied, indicating what needs to be understood from the text. In some cases, relevant information that goes beyond the text will be added.

1st Meeting: August 3 (Wednesday, 10:00 - 17:00):

Quiz content: Yule, chs. 1 & 2 (Introduction; Articles)

Class Content:

Quiz & Review

Course Overview

Teaching Textbook Grammar: Problems and Discussion

Sources for Learning More about Grammar

Getting Started on Your Paper

Reflection

2nd Meeting: August 6 (Saturday, 10:00 - 17:00):

Quiz content: Yule, Chs. 3 & 4 (Tense & Aspect; Modals)

Class Content:

Quiz and Review: Tense & Aspect; Modals

Teaching Textbook Grammar: Problems and Discussion

Help with Papers/Reflection

3rd Meeting: August 10 (Wednesday, 10:00 - 17:00):

Quiz content: Yule, Chs. 5 & 6 (Conditionals; Prepositions & Particles)

Class Content:

Quiz and Review: Conditionals; Prepositions & Particles

Teaching Textbook Grammar: Problems and Discussion

Help with Papers/Reflection

4th Meeting, August 17 (Wednesday, 10:00 - 17:00):

Quiz content: Yule, Chs. 7 & 8 (Indirect Objects; Infinitives & Gerunds)

Class content:

Quiz and Review: Indirect Objects; Infinitives & Gerunds

Recycling Workshop

Help with Papers/Reflection

5th Meeting, September 11 (Sunday, 10:00 - 17:00):

Quiz content: Yule, Chs. 9 & 10 (Relative Clauses; Direct & Indirect Speech)

Class content:

Student Presentations

Quiz and Review: Relative Clauses; Direct & Indirect Speech

Wrapping Up: Some Grammar Issues beyond Yule

Help with Papers/Reflection

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.

For Spring/Summer term, because many students will not be teaching at the same time as taking the course, the paper may focus on a plan of action for teaching a particular grammar point that they will encounter in the term ahead.

- Presentation: 25%

In the final class meeting, each student will be expected to prepare and present a poster about a particular aspect of grammar relevant to their teaching situation that they have investigated in more detail than is presented in Yule. 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 (what is difficult for students to learn about this element of grammar), including approaches to how it might be effectively taught.