

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

Pedagogical English Grammar

Fall/Winter 2017-2018

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Course Description and Objectives:

Pedagogical English Grammar introduces fundamental principles of English grammar in ways that are useful for teachers. The course has two major aims. First, the course aims to provide essential specialist vocabulary regarding grammar so that students can engage with materials about grammar and participate in discussions of grammar with other professionals. Second, the course aims to help students develop diagnostic tools needed in teaching to identify, understand, and address learner errors.

The focus of the course will be on language analysis, not teaching practice. However, where relevant, issues of teaching and learning, including error and feedback, and the role of grammar in language instruction will be addressed.

Textbook:

Larsen-Freeman, D., & Celce-Murcia, M. (2016). *The grammar book: Form, meaning, and use for English language teachers* (3rd ed.). Boston, USA: National Geographic Learning.

The course textbook presents grammar from three perspectives: structural (form), semantic (meaning), and functional (use), and provides comprehensive coverage of grammatical phenomena in English through these perspectives. We will not be able to cover the entire text, and even focus in class meetings will have to sample from wider reading and preparation that students will be asked to do. I hope, though, that through the process of using the book, students will come to see it as a valuable reference tool for dealing with issues in the teaching of grammar.

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Course Requirements:

Peer Teaching Grammar Presentation (25%): You will present material from a section of the textbook not otherwise covered in class. Additional materials may be consulted to reinforce your presentation. The goal of this activity is to allow you to get more out of the textbook. The presentation should be designed to enhance your peers learning, not for your students.

Lesson Plan (25%): You will create a lesson plan on a selected grammar point, using materials of your choice, designed for use with your students. A template for the lesson plan format, along with sample lessons will be provided. You will need to turn in a copy of any materials to be used in the lesson with the lesson plan.

Quizzes (5 x 5% each; 25% total): The 2nd, 3rd and 4th class meetings will begin with a short quiz based on the readings and homework required to that point. In addition, there will be a quiz given outside of class in early January (exact date TBD), as preparation for the final exam. The quizzes will be short, and weighted toward more recent material. But material that people have had difficulty with in previous quizzes will reappear on subsequent quizzes. The quizzes are intended to reinforce the need to keep up with reading and homework. Many items on the quizzes will match the format of homework problems.

Final Exam (25%): The final exam will be cumulative. The format will be modeled after the quizzes, and items that occurred previously on quizzes may reappear on the final exam. However, novel material from anywhere in the course may also appear.

Course Schedule:

There are five scheduled meetings for this course. The table below shows which chapters should be read BEFORE each meeting and what other assignments are due at each meeting. (Separate schedules for reflective journals and homework are listed after this):

Date	Readings Due	Quiz	Assignments
Oct 8th	Chs. 1-3		
Oct 22nd	Chs. 4-6	Chs. 1-6	
Nov 5th	Chs. 7, 8, 18;	Chs. 1-8, 18	Topic for presentation chosen
Nov 26th	Chs. 10-14	Chs. 1-8, 10-14, 18	
Dec 17th	Chs 15-17, 19	Chs. 1-8, 10-19	
Jan 7th	Chs. 21-23, 25	Chs. 1-8, 10-19, 21-23, 25	Lesson Plan due
Jan 21st	Chs. 28-31		Cumulative Final Exam; Peer Teaching Group Presentation (Grammar Jamboree!)

The quizzes due on Dec 17th and Jan 7th are class quizzes and will be given online. The quizzes will be delivered one week earlier (Dec. 10th and Dec. 31st). Students will have the time between delivery and due date to work collectively on the quizzes. Students can submit individual quizzes or collective ones. If a collective test is submitted, all students involved will receive the same grade.

Homework Schedule

Homework is assigned but isn't graded for this course. Why?

Well, the homework will consist of exercises from the textbook, and the answers to all the exercises are in the back of the textbook. You could just copy the answers which makes grading the work pointless.

If doing the work for a grade in that sense is pointless, why should you do it?

Well, the homework is preparation for the quizzes and final exam, which will be based on the homework. And the quizzes and exam do make up 50% of your total grade. So, it may be worthwhile to prepare for them.

Moreover, doing the homework (rather than just copying the answers from the back of the textbook) will help you learn the material. It's another form of practice, and the work of trying to figure out an answer and writing it down helps you master material.

That said, there's a lot of reading in this course, and a lot of homework to be done. And it may not be to anyone's benefit to all of it by themselves and just check their work against the back of the book. So, here's a suggestion:

You should work together on doing the homework. It makes sense to form groups, divide the work, and check each other's work, before comparing with the answers in the book. It will save you time, make things easier, and still support learning. This will be especially important in August when the workload will get a bit heavier. We can spend some time in class before then organizing the work but if you do it yourselves earlier, that's also fine.

Below is a list of which exercises you are expected to do for each chapter. I will set up an online discussion group where we can talk about the exercises for each chapter as you work on them.

Here's another suggestion for how you should approach the homework and the reading together. Before you read any chapter, look at the homework problems first and see what you already know and don't know. This will help you know what to pay attention to when you read. Then, after you've read the chapter, do the homework as best you can and check your answers in the back of the book. If you don't know an answer, this is something you need to review.

Chapter	Exercises to Do
1	None
2	1 - 6, 9
3	1 - 5, 7
4	1 - 9
5	1, 3-5
6	1, 3-6, 8
7	1-2, 4-5, 8-10
8	1-6
10	1, 3-6
11	1, 3-5, 8
12	1, 3, 7
13	1, 3, 5, 7-8
14	1-5
18	1, 3-4, 6
15	1-6
16	1-2, 5, 8
17	1-4
19	1, 3-5, 8
21	1-4
22	1, 3-4, 6
23	1-2, 4-6
25	1-5
28	1, 3-4

Chapter	Exercises to Do
29	1, 3-5
30	1-3, 5, 7
31	1, 3-4, 6-7, 9