

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

## **Pedagogical English Grammar**

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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:**

**Reflective Journals (10%):** You are asked to write 400 - 800 words in a reflective journal, which will be checked every two weeks over the course of the term. You are free to write about any grammar- or pedagogy-related topic. For those having difficulty getting started, a list of suggested topics will be provided.

**Peer Teaching Group Presentation (25%):** Working with a partner, you will present material from a section of the textbook. 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 (20%):** 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 (4 x 5% each; 20% total):** Each of the first four class meetings will begin with a short quiz based on the readings and homework required to that point. The quizzes will be short, and weighted toward more recent material but material that people have had difficulty with 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	Assignments
May 28th	Chs. 1-6	Quiz on chs. 1-6
July 30th	Chs. 7-8; 10-14; 18	Quiz on chs. 1-8; 10-14; 18
August 27th	Chs. 15-17; 19; 21-23; 25	Quiz on chs. 1-8, 10-19; 21-23; 25;  Topic for group presentation chosen
September 3rd	Chs. 28-31	Quiz on chs. 1-8; 10-19; 21-23; 25; 28-31;  Lesson Plan due
September 10th		Cumulative Final Exam;  Peer Teaching Group Presentation (Grammar Jamboree!)

**Reflective Journal Due Dates:**

I will check and respond to the journals on the Thursday following the due date.

Entry 1: Wednesday, May 17th (**NB:** This is BEFORE the first class meeting).

Entry 2: Wednesday, May 31st

Entry 3: Wednesday, June 14th

Entry 4: Wednesday, June 28th

Entry 5: Wednesday, July 12th

Entry 6: Wednesday, July 26th

Entry 7: Wednesday, August 23rd

Entry 8: Wednesday, September 6th

## Homework Schedule

Homework is assigned, and will be checked, 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 45% 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 schedule detailing which exercises you are expected to do for each chapter, plus a suggested deadline for doing them:

Chapter	Exercises to Do	Due Date
1	None	
2	1 - 6, 9	May 5th (for Quiz 1)
3	1 - 5, 7	May 5th (for Quiz 1)
4	1 - 9	May 12th (for Quiz 1)
5	1, 3-5	May 19th (for Quiz 1)
6	1, 3-6, 8	May 26th (for Quiz 1)
7	1-2, 4-5, 8-10	June 2nd (for Quiz 2)
8	1-6	June 9th (for Quiz 2)
10	1, 3-6	June 16th (for Quiz 2)
11	1, 3-5, 8	June 23rd (for Quiz 2)
12	1, 3, 7	June 30th (for Quiz 2)
13	1, 3, 5, 7-8	July 7th (for Quiz 2)
14	1-5	July 14th (for Quiz 2)
18	1, 3-4, 6	July 21st (for Quiz 2)
15	1-6	July 28th (for Quiz 3)
16	1-2, 5, 8	July 28th (for Quiz 3)
17	1-4	August 4th (for Quiz 3)
19	1, 3-5, 8	August 4th (for Quiz 3)
21	1-4	August 11th (for Quiz 3)
22	1, 3-4, 6	August 11th (for Quiz 3)
23	1-2, 4-6	August 18th (for Quiz 3)
25	1-5	August 18th (for Quiz 3)
28	1, 3-4	August 25th (for Quiz 4)

Chapter	Exercises to Do	Due Date
29	1, 3-5	August 25th (for Quiz 4)
30	1-3, 5, 7	September 1st (for Quiz 4)
31	1, 3-4, 6-7, 9	September 1st (for Quiz 4)