

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. 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 Poster Presentation (20%): Students 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 about that aspect grammar. The goal is not to produce a lesson plan for your students.

Lesson/Activity Plan (20%): Students will create a lesson/activity 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.

Pedagogical Grammar Response Journal (21%): Students will keep a journal responding on regular basis to questions about teaching and learning grammar. Four (4) of these journal entries will cover your response to chapters in the textbook that you have read independently. Each entry should be at least 200 words.

Chapter Quizzes (14%): As the reading schedule shows, each week, students are expected to read 1 or 2 chapters of the textbook. For each chapter (or pair of chapters), students will complete a short online quiz on the contents of the chapter. The purpose of this activity is to motivate people to keep up on the reading. It also will inform me of areas that students are having difficulty with so we can discuss those in class meetings.

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.

Class Meetings, Readings, and Quiz Schedule

April 8: First Class Meeting

April 15: Ch. 1, 2

April 22: Ch. 3

April 29: Ch. 4

May 6: Ch. 5

May 13: Ch. 6

May 20: Second Class Meeting

May 27: Ch. 7

June 3: Ch. 8

June 10: Ch. 9

June 17: Third Class Meeting

June 24: Ch. 15

July 1: Ch. 19

July 8: Ch. 21, 22

July 15: Fourth Class Meeting

July 22: Ch. 27

July 29: Ch. 28, 29

August 5: Ch. 31, 32

August 12: Holiday

August 19: Fifth Class Meeting