

LING 5304: Pedagogical Grammar of English
Spring 2011

Instructor(s): Jeffrey Witzel

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Office Hours: W 3:00PM-5:00PM (or by appointment)

Section Information: LING 5304 Section 001

Time and Place of Class Meetings: MW 7:00PM – 8:20PM, Trimble Hall 218

Description of Course Content: This course is a study of English sentence structure. Topics will include phrase structure, agreement, coreference, question forms, and relative (and other subordinate) clauses. The course will focus on the second-language (L2) acquisition and processing of these structures as well as on the ways that they can be addressed during EFL/ESL grammar instruction.

Student Learning Outcomes

After successfully completing this course, students should be able to:

- 1) understand a wide range of the structural properties of English;
- 2) understand how these structural properties are processed and acquired in L2 English;
- 3) identify and apply different methodologies in the teaching of ESL/EFL grammar;
- 4) create, evaluate, and modify classroom materials for ESL/EFL grammar instruction;
- 5) create and implement lesson plans focused on ESL/EFL grammar instruction;
- 6) read and critique research articles related to the acquisition, processing, and instruction of L2 English grammar.

Requirements: LING 5300 (*Linguistics Analysis*) and LING 5301 (*Teaching English as a Second or Foreign Language*) are prerequisites for this class.

Required Textbooks and Other Course Materials: The textbook listed below is necessary for this course. You will regularly be required to complete readings and homework from this book. It is available online as well as in the campus bookstore. Additional readings will be provided on the course Blackboard site (login at <https://elearn.uta.edu/webapps/login/>). You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, readings, and assignments.

Required text:

Celce-Murcia, M., Larsen-Freeman, D. (1999). *The Grammar Book*. Boston: Heinle & Heinle.
ISBN# 0838447252

Descriptions of major assignments and examinations with due dates:

Presentations/Demo Lessons: during weeks 4-15, depending on the topic
Article Reports/Lesson Plans: during weeks 4-15, depending on the topic
There will also be 12 short homework assignments. See the schedule below for due dates.
(See below for detailed descriptions of these assignments.)

**** All written assignments should be submitted to the course Blackboard site. ****

Grading Policy

Your course grade will be determined as follows:

Course engagement	10%
Homework assignments	30%
Presentations/Demo Lessons	30%
Article Reports/Lesson Plans	30%

Course engagement: Course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. Because regular attendance is a necessity for this course, you can expect that ***more than two (unexcused) absences will negatively affect your grade.***

Homework assignments: You will complete 12 short homework assignments for this class. In these assignments, you will review topics we have dealt with in class and/or answer questions related to assigned readings in preparation for class discussion. Homework will be ***due before class on the due dates listed in the course schedule below.***

Presentations/Demo Lessons: You will give three presentations/demo lessons during the semester. These will be held on the Wednesday class of each week, from 2/9 until 4/29 (see the schedule below for exact dates). Three presentations/demo lessons will be held during each of these classes. A sign-up sheet will be posted on the Blackboard site for this class. Please send me your preferences for presentation/demo lesson dates as soon as possible.

Presentations: For these presentations, you will select a research article related to the acquisition, processing, and/or teaching of the structural property of interest for the week and deliver a 15-minute summary of this article (using PowerPoint slides and/or a handout). The complete reference for your article (and preferably its pdf as well) should be emailed to me ***one week prior to your presentation*** for approval. (The article will be uploaded onto the course Blackboard site so that the entire class can access it.) A sample presentation will be done in class on 2/2.

Demo lessons: These lessons should relate to the topic/structural property of interest for the week. You should plan a one-hour lesson, clearly motivating each component, and then choose one 15-minute segment of this lesson to teach. This segment should include activities for your “students” (your classmates) to participate in, not just lecture.

During the semester, you can do either ***two presentations and one demo lesson*** or ***two demo lessons and one presentation***

Article Reports/Lesson Plans: Each of your presentations/demo lessons will also act as the basis for a short writing assignment.

For presentations, you should submit an article report that includes the following information: (a) the complete bibliographical reference (in APA format), (b) the general question(s) examined in the article, (c) the specific research questions/hypotheses, (d) a summary of the methodological details (e.g., # of subjects, sample materials, tasks, etc.), (e) a summary of the findings (including a discussion of what these findings mean with respect to the research questions), and (f) your comments/critique. These reports should be ***no longer than three pages***. A sample article summary will be provided.

For demo lessons, you should provide a complete lesson plan. This lesson plan should include the target student population, the class objective(s), a chronologically ordered description of each component/activity, evaluation procedures, and class materials (e.g, PowerPoint slides, handouts,

worksheets, etc.). These lesson plans will vary in length, but *should contain enough detail for an instructor to easily reconstruct the class*.

Article reports/lesson plans will be *due before class on the day of the corresponding presentation/demo lesson*.

Attendance Policy: See the *Course engagement* section above.

Schedule (subject to change; “GB” = *The Grammar Book*)

		Topic	Readings / <i>Assignments</i>
Week 1	19-Jan	Intro / Syllabus	
Week 2a	24-Jan	Grammar Terms / Teaching Grammar	GB Ch. 1&2
Week 2b	26-Jan	Grammar Terms / Teaching Grammar	GB Ch. 1&2
Week 3a	31-Jan	The Lexicon	GB Ch. 3 <i>HW Assignment #1</i>
Week 3b	2-Feb	The Lexicon <i>Sample Presentation</i>	GB Ch. 3
Week 4a	7-Feb	Articles	GB Ch. 15 <i>HW Assignment #2</i>
Week 4b	9-Feb	Articles <i>Presentations/Demo Lessons</i>	GB Ch. 15
Week 5a	14-Feb	Phrase Structure	GB Ch. 5&6 <i>HW Assignment #3</i>
Week 5b	16-Feb	Phrase Structure <i>Presentations/Demo Lessons</i>	GB Ch. 5&6
Week 6a	21-Feb	Copula and Subject-Verb Agreement	GB Ch. 4 <i>HW Assignment #4</i>
Week 6b	23-Feb	Copula and Subject-Verb Agreement <i>Presentations/Demo Lessons</i>	GB Ch. 4
Week 7a	28-Feb	Tense-Aspect-Modality	GB Ch. 7-9 <i>HW Assignment #5</i>
Week 7b	2-Mar	Tense-Aspect-Modality <i>Presentations/Demo Lessons</i>	GB Ch. 7-9
Week 8a	7-Mar	Prepositions and Phrasal Verbs	GB Ch. 21&22 <i>HW Assignment #6</i>
Week 8b	9-Mar	Prepositions and Phrasal Verbs <i>Presentations/Demo Lessons</i>	GB Ch. 21&22
	14-Mar	<i>Spring Break</i>	
	16-Mar	<i>Spring Break</i>	

Week 10a	21-Mar	Reference and Possession	GB Ch. 16 HW Assignment #7
Week 10b	23-Mar	Reference and Possession <i>Presentations/Demo Lessons</i>	GB Ch. 16
Week 11a	28-Mar	Passive Sentences / Indirect Objects	GB Ch. 18&19 HW Assignment #8
Week 11b	30-Mar	Passive Sentences / Indirect Objects <i>Presentations/Demo Lessons</i>	GB Ch. 18&19
Week 12a	4-Apr	Question Forms	GB Ch. 11&13 HW Assignment #9
Week 12b	6-Apr	Question Forms <i>Presentations/Demo Lessons</i>	GB Ch. 11&13
Week 13a	11-Apr	Complementation	GB Ch. 31&32 HW Assignment #10
Week 13b	13-Apr	Complementation <i>Presentations/Demo Lessons</i>	GB Ch. 31&32
Week 14a	18-Apr	Relative Clauses	GB Ch. 28&29 HW Assignment #11
Week 14b	20-Apr	Relative Clauses <i>Presentations/Demo Lessons</i>	GB Ch. 28&29
Week 15a	25-Apr	Adverbials and Conditionals	GB Ch. 25&27 HW Assignment #12
Week 15b	27-Apr	Adverbials and Conditionals <i>Presentations/Demo Lessons</i>	GB Ch. 25&27
Week 16a	2-May	Review	
Week 16b	4-May	Review	

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with

Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

Academic Dishonesty: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.

According to the UT System Regents' Rules and Regulations, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

Student Support Services Available: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

Librarian to Contact: Jody Bailey (jbailey@uta.edu)

Auditors: The Department of Linguistics and TESOL has a "no audit" policy, with one exception. With instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL degree program may be able to audit a course. Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.