

LING 5304: Pedagogical Grammar of English
Spring 2012

Instructor: Jeffrey Witzel

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Office hours: W 4:00PM-5:00PM, or by appointment

Section information: LING 5304 Section 001

Time and place of class meetings: W 5:30PM – 8:20PM, TH 218

Description of course content: This course is a study of English sentence structure. Topics will include article use, phrase structure, verb tense, agreement, pronouns, question forms, and embedded (relative and subordinate) clauses. We will focus on the second-language (L2) acquisition and processing of these structures as well as on ways that they can be addressed during ES/FL 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 ES/FL grammar;
- 4) create, evaluate, and modify classroom materials for ES/FL grammar instruction;
- 5) create and implement lesson plans focused on ES/FL grammar instruction;
- 6) read and critique research articles related to the acquisition, processing, and instruction of L2 English grammar.

Requirements: LING 5300 (*Linguistics Analysis*) is a prerequisite for this class.

Required textbooks and other course materials: The textbook listed below is necessary for this course. You will be required to complete regular readings and homework from this book. It can be purchased online as well as at 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 necessary for this course, you can expect that ***more than one (unexcused) absence 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 from each week from Week 4 (2/8) until Week 15 (4/25) (see the schedule below for exact dates). 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). You should ***email me the pdf of your article at least 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.)

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 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 (double spaced).*** A sample article summary will be provided. (*You should also upload your slides/handout for your presentation.*)

For demo lessons, you should provide a complete lesson plan. This lesson plan should include information on 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*.

**** Late assignments will only be accepted if you contact me in advance of the deadline and let me know why you need an extension. ****

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

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

		Topic	Readings / Assignments
Week 1	18-Jan	Intro / Syllabus	
Week 2	25-Jan	Grammar Terms / Teaching Grammar	GB Ch. 1-2
Week 3	1-Feb	The Lexicon	GB Ch. 3 HW Assignment #1
Week 4	8-Feb	Articles	GB Ch. 15 HW Assignment #2
Week 5	15-Feb	Phrase Structure	GB Ch. 5-6 HW Assignment #3
Week 6	22-Feb	Copula and Subject-Verb Agreement	GB Ch. 4 HW Assignment #4
Week 7	29-Feb	Tense-Aspect-Modality	GB Ch. 7-8 HW Assignment #5
Week 8	7-Mar	Prepositions and Phrasal Verbs	GB Ch. 21-22 HW Assignment #6
Week 9	14-Mar	SPRING BREAK	
Week 10	21-Mar	Reference and Possession	GB Ch. 16 HW Assignment #7
Week 11	28-Mar	Passive Sentences / Indirect Objects	GB Ch. 18-19 HW Assignment #8
Week 12	4-Apr	Question Forms	GB Ch. 11-13 HW Assignment #9
Week 13	11-Apr	Complementation	GB Ch. 31-32 HW Assignment #10
Week 14	18-Apr	Relative Clauses	GB Ch. 28-29 HW Assignment #11
Week 15	25-Apr	Adverbials and Conditionals	GB Ch. 25-27 HW Assignment #12
Week 16	2-May	Review	

University / Departmental Policies and Other Information

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 Office of Financial Aid and Scholarships 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 integrity: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form, including but 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" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

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 as laid out for faculty (<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.

Electronic communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

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

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