

**LING 5304: Pedagogical Grammar of English**  
Spring 2013

**Instructor:** Jeffrey Witzel

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

**Section information:** LING 5304 Section 001

**Time and place of class meetings:** M 5:30PM – 8:20PM, PH 307

**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 with due dates:**

Teaching Materials Demonstrations: during weeks 4-16, depending on the topic you choose  
Presentations/Demo Lessons: during weeks 5-16, depending on the topic you choose  
Article Reports/Lesson Plans: during weeks 5-16, depending on the topic you choose  
There will also be 12 short homework assignments. (See schedule below.)  
There will also be weekly blog posts. (See schedule below.)

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

## Grading policy

Your course grade will be determined as follows:

Course Engagement	10%
Blog Posts	10%
Teaching Materials Demonstrations	15%
Homework Assignments	15%
Presentations/Demo Lessons	25%
Article Reports/Lesson Plans	25%

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.***

Blog Posts: You will write weekly blog posts (on the Blackboard Discussion Board) in preparation for class discussion. In these blog posts, you will be asked to discuss teaching implications/applications related to the structural properties of interest. These blog posts will be due by noon on the day of class (Monday).

Teaching Materials Demonstrations: You will give three demonstrations of teaching materials that would be useful for grammar instruction. These will be held each week from Week 4 (2/4) until Week 16 (4/29). They will be relatively informal presentations (~10 minutes; ~5 minutes for discussion) in which you introduce materials that relate to the structural property of interest for the week. In these presentations, you should show your classmates the materials you have discovered (distributing copies if possible) and discuss some of the ways they might be used to help students (at certain levels of proficiency) learn the structure of interest. A sign-up sheet for these presentations will be posted online.

Homework Assignments: You will complete 12 short homework assignments for this class. In these assignments, you will review topics covered in the textbook and during class discussion. Homework will be ***due on the Thursday after class (see the dates listed below) by midnight (at/before 11:59pm).***

Presentations/Demo Lessons: You will give three presentations/demo lessons during the semester. These will be held each week from Week 5 (2/11) until Week 16 (4/29) (see the schedule below for exact dates). A sign-up sheet for these presentations/demo lessons will be posted online.

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 20-minute presentation (15 minutes for the presentation; 5 minutes for discussion) on this article using PowerPoint slides and/or a handout. You should ***email me the pdf of your article at least 10 days prior to your presentation for approval.*** The article will be uploaded onto the course Blackboard site so that the entire class can access it. After your presentation, you should also upload your PowerPoint slides and/or a handout (for assessment and so that they can be made available to your classmates).

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 a 20-minute segment of this lesson to teach. This segment should include activities for your “students” (your classmates) to participate in, not just lecture. Before beginning this demo lesson, you will be expected to explain your goals for the lesson as well as relevant contextual information, e.g., target student proficiency level, learning context (ESL, EFL, ESP, EAP), etc. (~5 minutes). After the lesson, you will be expected to explain how the activities/components of the demo lesson match its goals as well as to address questions and comments from your classmates (~5 minutes).

***Before your demo lesson, you should email me a sketch of your lesson plan and briefly describe the portion of the lesson that you intend to demonstrate. This information should be sent to me no later than the Friday before your demo lesson.***

***During the semester, you can do either two presentations and one demo lesson or two demo lessons and one presentation. Note also that you cannot do more than one teaching materials demonstration, presentation, or demo lesson per class.***

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, including a brief discussion of its pedagogical implications. These reports should be ***no longer than three pages (double spaced)***. A sample article summary will be provided.

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 the day after the corresponding presentation/ demo lesson (see the dates listed below) by midnight.***

***\*\* 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 (GB = *The Grammar Book*)**

		Topic	Readings / <b>Assignments</b>
Week 1	14-Jan	Intro / Syllabus	
Week 2	21-Jan	<b>MLK DAY</b>	
Week 3	28-Jan	Grammar Terms / Teaching Grammar	GB Ch. 1-2 <b>Blog #1</b>
Week 4	4-Feb	The Lexicon	GB Ch. 3 <b>Blog #2 / HW #1 (2-7)</b>
Week 5	11-Feb	Articles	GB Ch. 15 <b>Blog #3 / HW #2 (2-14)</b>
Week 6	18-Feb	Phrase Structure	GB Ch. 5-6 <b>Blog #4 / HW #3 (2-21)</b>
Week 7	25-Feb	Copula and Subject-Verb Agreement	GB Ch. 4 <b>Blog #5 / HW #4 (2-28)</b>

Week 8	4-Mar	Tense-Aspect-Modality	GB Ch. 7-8 <b>Blog #6 / HW #5 (3-7)</b>
Week 9	11-Mar	<b>SPRING BREAK</b>	
Week 10	18-Mar	Prepositions and Phrasal Verbs	GB Ch. 21-22 <b>Blog #7 / HW #6 (3-21)</b>
Week 11	25-Mar	Reference and Possession	GB Ch. 16 <b>Blog #8 / HW #7 (3-28)</b>
Week 12	1-Apr	Passive Sentences / Indirect Objects	GB Ch. 18-19 <b>Blog #9 / HW #8 (4-4)</b>
Week 13	8-Apr	Question Forms	GB Ch. 11-13 <b>Blog #10 / HW #9 (4-11)</b>
Week 14	15-Apr	Complementation	GB Ch. 31-32 <b>Blog #11 / HW #10 (4-18)</b>
Week 15	22-Apr	Relative Clauses	GB Ch. 28-29 <b>Blog #12 / HW #11 (4-25)</b>
Week 16	29-Apr	Adverbials and Conditionals	GB Ch. 25-27 <b>Blog #13 / HW #12 (5-2)</b>

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. --JDW*

### **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. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

**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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) 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.

**Student Support Services:** UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**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 shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**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 class 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. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**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)