

**LING 5304: Pedagogical Grammar of English
Spring 2015**

Instructor: Jeffrey Witzel

Office Number: Hammond Hall 129

Office Telephone Number: (817) 272-5333

Email Address: jeffrey.witzel@uta.edu

Faculty Profile: <https://www.uta.edu/profiles/jeffrey-witzel>

Office Hours: Thursday 4-5PM or by appointment

Section Information: LING 5304 Section 001

Time and Place of Class Meetings: Thursday 5:30PM - 8:20PM, TH20

Teaching Assistant: Juyoung Lee (ju-young.lee@mavs.uta.edu)

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: Students who successfully complete this class should be able to do the following:

- 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 ES/FL grammar instruction;
- 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 Textbook and Other Required 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.

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

Descriptions of Major Assignments and Examinations:

- Short Homework Assignments (12). See schedule below.
- Teaching Materials Demonstrations (4): during weeks 4-16, depending on the topic you choose
- Demo Lessons (2): during weeks 4-16, depending on the topic you choose
- Lesson Plans (2): due 1 week after each of your demo lessons
- Feedback Blog Entries: should be uploaded no later than the Monday after classes with demo lessons and/or teaching materials demonstrations
- Article Presentation (1): during weeks 4-16, depending on the topic you choose

Written assignments should be submitted to the course Blackboard site (as .pdf or .doc files).

Grading: Your grade on each component of the class will be determined on the basis of the percentage of points earned to points possible: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, 59-0% = F. Your final grade will be determined in the same fashion but taking into account the weightings listed below:

Course Engagement	10%
Short Homework Assignments	15%
Teaching Materials Demonstrations	20%
Demo Lessons / Lesson Plans	30%
Feedback Blog Posts	15%
Article Presentation	10%

Course Engagement. Please attend all classes (and show up on time) and participate in class discussion/activities. You will lose participation points if you are late or absent from class.

Short 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 before class on dates listed below**.

Teaching Materials Demonstrations. You will give four (4) demonstrations of teaching materials that would be useful for grammar instruction. These will be held each week from Week 4 (2/12) until Week 16 (5/7). 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 on Blackboard.

Demo Lessons. You will conduct two (2) demo lessons during the semester, in separate weeks. 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 ~15-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 briefly explain your goals for the lesson and relevant contextual information, e.g., target student proficiency level, learning context (ESL, EFL, ESP, EAP), etc. After the lesson, you will be expected to briefly discuss how the activities/components of the demo lesson match its goals and then address questions/comments from your classmates. Before your demo lesson, you should email me a sketch of your lesson plan and describe the portion of the lesson that you intend to demonstrate. This information should be sent to me no later than the Monday before your demo lesson. A sign-up sheet for these presentations will be posted on Blackboard.

Lesson Plans. You will submit two (2) lesson plans during the semester. They will be fully fleshed-out versions of the lesson plans on which your demo lessons were based. They 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 another instructor to easily reconstruct the class. The lesson plan will be due one week after the associated demo lesson. This should give you enough time to integrate feedback from me and your classmates.

Feedback Blog Posts. You will post feedback on each of your classmates' demo lessons on Blackboard. You can structure this feedback in any way that you think would be useful, but you might consider including information on (i) what you liked most about the lesson (i.e., what you might consider adopting in your own teaching) and (ii) what you might change if you were teaching this lesson (i.e., what you would do to make this lesson even more effective). Please try to upload your feedback soon after the demo lesson (and no later than the Monday after it is delivered) so that your classmate can integrate it into the lesson plan that he/she will submit. On weeks in which we also have teaching materials demonstrations, you should also comment briefly on which materials seemed most interesting to you and how you might consider adapting them for one of your classes.

Article Presentation. 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 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. 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). . A sign-up sheet for these presentations will be posted on Blackboard.

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

Projected Course Schedule (GB = *The Grammar Book*)

Topic			Readings / Assignments
Week 1	22-Jan	Intro / Syllabus	
Week 2	29-Jan	Grammar Terms / Teaching Grammar	GB Ch. 1-2
Week 3	5-Feb	The Lexicon	GB Ch. 3
Week 4	12-Feb	Articles	GB Ch. 15 <i>HW #1 due</i>
Week 5	19-Feb	Phrase Structure	GB Ch. 5-6 <i>HW #2 due</i>
Week 6	26-Feb	Copula and Subject-Verb Agreement	GB Ch. 4 <i>HW #3 due</i>
Week 7	5-Mar	Tense-Aspect-Modality	GB Ch. 7-8 <i>HW #4 due</i>

Week 8 12-Mar **SPRING BREAK**

Week 9	19-Mar	Prepositions and Phrasal Verbs	GB Ch. 21-22 HW #5 due
Week 10	26-Mar	Reference and Possession	GB Ch. 16 HW #6 due
Week 11	2-Apr	Passive Sentences / Indirect Objects	GB Ch. 18-19 HW #7 due
Week 12	9-Apr	Question Forms	GB Ch. 11, 13 HW #8 due
Week 13	16-Apr	Complementation	GB Ch. 31-32 HW #9 due
Week 14	23-Apr	Relative Clauses	GB Ch. 28-29 HW #10 due
Week 15	30-Apr	Conditionals	GB Ch. 27 HW #11 due
Week 16	7-May	Conjunctions and Adverbials	GB Ch. 24-26 HW #12 due

Other important dates: 2/4 – Census Day; 2/19-20 – UTASCILT; 4/3 – last day to drop classes

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 class. –Jeffrey Witzel.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the attendance policy described in the Grading section above.

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://wwwb.uta.edu/aao/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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses 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.

UT Arlington faculty members 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.

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 an online 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.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

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, or view the information at www.uta.edu/resources.

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.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.