

LING 5304: PEDAGOGICAL GRAMMAR OF ENGLISH

Fall 2018

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Office Hours: Monday 4:00-5:00pm (or by appointment)

Section Information: LING 5304-001

Time and Place of Class Meetings: Monday 5:30-8:20pm, Trimble Hall 101

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

- 1) identify a wide range of the structural properties of English;
- 2) use knowledge related to the acquisition and processing of these structures to inform ES/FL grammar instruction;
- 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.

Required Textbooks and Other Course Materials: The textbook listed below is necessary for this course. Most weeks, you will complete a textbook reading in preparation for class discussion and activities. You will also have regular short assignments, which will often be based on exercises in this book. It is available for purchase online as well as in the campus bookstore. There is also a reserve copy available in the UTA library.

Larsen-Freeman, D., & Celce-Murcia, M. (2015). *The grammar book: Form, meaning, and use for English language teachers* (3rd Edition). Boston: National Geographic Learning.
ISBN# 9781111351861

Additional materials will be posted on the Blackboard site (<https://elearn.uta.edu/webapps/login/>) for the course. You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, assignments, and grades as well as feedback blog posts.

Descriptions of Major Assignments:

- Short Homework Assignments (10): See the schedule below.
- Demo Lessons (2): during weeks 4-15, depending on the topic you choose
- Lesson Plans (2): due 1 week after each of your demo lessons
- Feedback Blog Entries: uploaded no later than the Wednesday after classes with demo lessons
- Tutoring Reflections: uploaded no later than the Friday after each tutoring session (during weeks 10-15)

Short Homework Assignments. You will complete 10 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.

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 Wednesday 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. Please note the changes you made to your lesson plan based on this feedback when you submit your final version (in the comment box on the submission page).

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 Wednesday after it is delivered) so that your classmate can integrate it into the lesson plan that he/she will submit.

Article Presentation. In lieu of one of your demo lessons/lesson plans, you can present on 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. Please schedule these presentations using the demo lesson sign-up sheet.

Grammar Tutoring / Tutoring Reflections: We will be partnering with the English Language Institute (ELI) at UTA for a "grammar tutors" program in weeks 9-15 (10/22-12/3) of the term. In this program, you will be paired with one or two ELI students. In week 9 (10/22), you will meet with your tutee to find out more about them and their learning needs. In weeks 10-15 (10/29-12/3), you will then meet with your tutees for the first hour of class. During each of these sessions, you will provide targeted grammar instruction and practice opportunities for your students. After each session, you should reflect briefly (250-500 words) on your experience (e.g., what worked; what didn't work; how you might scale the materials/activities you used up for a larger class; what you noticed during the session that might provide the basis for materials/activities/instruction in future tutoring sessions, etc.) in a Blackboard blog post.

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 below:

Short Homework Assignments	15%
Demo Lessons / Lesson Plans	40% (20% each)
Feedback Blog Posts	15%
Grammar Tutoring / Tutoring Reflections	30%

Students are expected to keep track of their performance throughout the semester and to seek guidance from available sources (including the TAs and the instructor) if their performance drops below satisfactory levels.

Late Submission of Assignments: Assignments are due on the day listed on the schedule, and no later, unless you make arrangements with the instructor prior to the due date. Late assignments may be accepted (at the instructor's discretion) but with a grade penalty. These assignments are unlikely to be returned to you in a timely manner, and they will not receive the same amount of feedback as an assignment handed in on time.

Attendance Policy: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. *In this class, attendance is required. Points will be deducted from your final grade for each unexcused absence.* While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Active Shooter/Threat Resources: Information on what to do in the event of an active shooter/threat, please see the following website: <https://police.uta.edu/crime-prevention/active-shooter-resources.php>.

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish

student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: For semester-long courses, 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 <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

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

Course Schedule

Date	Topic	Reading	Assignment
27-Aug	Intro / Grammar Terms		
3-Sep	NO CLASS - LABOR DAY		
10-Sep	Teaching Grammar / Lexicogrammar	GB 1-3	
17-Sep	Articles	GB 15	
24-Sep	Phrase Structure / Subject-Verb Agreement	GB 4-6	HW1 due
1-Oct	Tense-Aspect-Modality	GB 7-8	HW2 due
8-Oct	Prepositions and Phrasal Verbs	GB 21-22	HW3 due
15-Oct	Reference and Possession	GB 16	HW4 due
22-Oct	Passive Sentences / Indirect Objects	GB 18-19	HW5 due; grammar tutoring
29-Oct	Question Forms	GB 11, 13	HW6 due; grammar tutoring
5-Nov	Complementation	GB 31-32	HW7 due; grammar tutoring
12-Nov	Relative Clauses	GB 28-29	HW8 due; grammar tutoring
19-Nov	Catch-Up Day		HW9 due; grammar tutoring
26-Nov	Conditionals	GB 27	grammar tutoring
3-Dec	Adverbials and Logical Connectors	GB 25-26	HW10 due; grammar tutoring

Other important dates:

Census Date: 9/7

Last day to drop: 11/2

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.