

Grammar Pedagogy (Eng 543-501)
Summer 2007
5/31/08-7/12/08
Peck Hall 3306 and Online

I. Course Description:

This course focuses on the importance of grammar instruction as an integral part of language teaching and learning. The course combines theoretical discussion about various aspects of grammar with skills-based learning aimed at pedagogical practice. A significant component of this course includes a consideration of how to prepare lessons for teaching grammar to learners of different ages, proficiency levels and needs.

II. Objectives:

Two main overarching objectives of the course are (1) to solidify your understanding of the grammatical metalanguage surrounding English grammar, and (2) to use this metalanguage to inform your teaching of English grammar, especially those aspects of grammar that are found to be problematic for second language learners. Specifically,

- (1) You will explore the rationale and techniques for teaching grammar as a language skill.
- (2) You will gain a better understanding of the relationship between grammatical theory and grammar teaching.
- (3) You will learn how to design activities and materials for teaching grammar within a given context (and in a manner integrated with other language skills).
- (4) You will develop and refine your own theoretical positions regarding the teaching of grammar to second language learners.
- (5) You will have the opportunity to develop in greater depth, and demonstrate in part, an original pedagogical unit appropriate for use with a target group of second language learners.

III. Required Textbooks and Other Course Materials:

- (1) *New Perspectives on Grammar Teaching in Second Language Classrooms*
 Editors: Eli Hinkel and Sandra Fotos. Lawrence Erlbaum Associates, 2002. ISBN 0-8058-3955-0.
- (2) *The Grammar Book: An ESL/EFL Teacher's Course*. Authors: Celce-Murcia, M. and D. Larsen-Freeman (1999). Heinle & Heinle. Second Edition ISBN 0-8384-4725-2.
- (3) There will be several course articles in addition to these readings: Some of these will be handed out the first day of class, other may be viewed on Blackboard.

IV. Instructor Information/Office Hours:

Instructor:	Larry LaFond, Ph.D.
Office Location:	Peck Hall, 3205
Office Phone:	(618) 650-2060
Home Phone:	(618) 667-2043
Email	llafond@siue.edu
Office Hours:	Monday-Friday 9:00 a.m.-4:30 p.m.

V. Instructional Procedures and Policies:

(1) Web Access and Use:

We will actively use our **Blackboard** (Bb) course site (login at bb.siu.edu) for website links, homework assignments, additional course materials, study guides, discussion boards, online test review, the reporting of grades, etc. You will not be able to pass this course without being or becoming a proficient user of Bb.

Please note that Bb may not work properly with certain Internet browsers or web servers. If you are having trouble connecting, you may obtain assistance at the Faculty Technology Center.

The Faculty Technology Center also provides Bb workshops and Bb support for Southern Illinois University Edwardsville students. For general information, training schedules or to make an appointment, please contact the Faculty Technology Center by phone at 618-650-5697 or email at ftc_help@siue.edu.

(2) Readings and Participation

This course will involve a lot of reading and writing, and some independent research, all of which must be done in a very compressed time period of a summer term. In addition to the assigned readings for each week, you will need to develop your own pedagogical project.

We have face-to-face class meetings only at the very beginning and end of the semester. In between, each week of ENG 543 will follow a very specific format; there will be specific deadlines that are not flexible. We will be reading material from our textbooks and from our Blackboard site, as well as additional materials. As part of your weekly assignment, you will be expected to be an active participant in discussions of these readings with the other students in the class, and to facilitate this we will use the Discussion Board function of Bb.

In general, you will be given a discussion question by one of your colleagues each week, and you will be required to enter into the discussion by 7 p.m. (CST) on Wednesday, with your final comments on that thread due by 7 p.m. (CST) on Saturday. These postings constitute the major portion of your grade for the course. If you miss or are late on *any* of them, it may affect your grade. Guidelines and a grading rubric for postings will be posted on Bb under Course Materials.

It is important to note that 500-level graduate coursework has some very specific kinds of characteristics. I expect to see evidence of the following in your discussions:

- Independent thinking, self-direction, and efforts that lead towards synthesizing theory and practice in ways that propose new and innovative solutions;
- Demonstration of increased self-awareness as a TESL practitioner, not just as a novice;
- Increased facility with obtaining and understanding current primary scholarship within the TESL discipline;
- Ability to communicate effectively using widely accepted conventions of English, including growing expertise in the use of grammatical metalanguage and ESL terminology.

At least once during the semester you will play a special role as either as either discussion question “moderator” or a discussion “closer.” Moderators are asked to create a well formulated prompt to get the discussion of the material started for the week. Closers must post shortly after the final due date of the question and pull together, summarize and synthesize responses.

Well-formulated discussion prompts will stimulate critical thinking through a thoughtful and reflective discussion; they may also disseminate information, share ideas and, in general, provide a connection among course participants. All of our postings will help create a student-centered and highly interactive learning community and since this is where most of the learning in this course will take place, participation in these discussions is worth more points than anything else.

(3) Pedagogical Project

During the course of the semester, you will have the opportunity to develop an original pedagogical unit for focused instruction on a particular grammatical issue (e.g., subordinating and coordinating conjunctions, conditional sentences, relative clauses, communicating focus and emphasis, etc.). Your project will be targeted at a group of second language learners of your choosing. During our final face-to-face session, you will be asked to select a portion of a teaching segment from your unit and teach it to the class. The segment that you select should be brief, around 5 minutes, with an additional 5 minutes used to discuss the theory informing your instructional sequence. More detailed instructions regarding the pedagogical project will be found on our Blackboard site.

(4) Plagiarism

Plagiarism is using another person's ideas or words without properly crediting that person. In the academic world, plagiarism is stealing, or worse, and the penalties for it can become serious, such as an automatic 'F' for the course. You can use either any legitimate documentation style (e.g., MLA, LSA, APA) for papers in this course, just be sure that you understand the system you pick and use it properly. If you are in doubt about whether you should credit a particular reference, document it. It can be quite easy to spot text which has been plagiarized, so just don't do it! The University's plagiarism policy may be found at <http://www.siu.edu/POLICIES/1i6.html>

(5) Testing

There will be a final exam covering our reading material and class discussions. There will be an online review session, using Bb's virtual classroom, several days before the test.

(6) Special Needs

Students needing special academic accommodations and who have documented disabilities should make an appointment to discuss these accommodations. Students with disabilities are also encouraged to visit the SIUE Disability Support Services office located in Rendleman Hall, room 1218.

VI. Grading Policies

Discussion board postings and level of engagement with course material	60%	150 points possible
Final Exam	20%	50 points possible
Pedagogical Project and Presentation	20%	50 points possible
Total:	100%	250 points possible

The final grade will be based on the following total percentages:

91–100%	A (Exemplary work in all areas identified in assignment instructions)
81-90%	B (Good work in most areas, but some lack of attention to detail is present)
71-80%	C (Standard work, but needs improvement in numerous areas)
61-70%	D (Substandard work, needing improvement in all areas)
0-60%	E (Entirely fails to meet the standards of university work)
A course grade of "I" (incomplete) will be given only if you have completed nearly all the work required for a class and are prevented from finishing the class due to a serious medical emergency. Any incomplete grade must be completed by the end of the next semester following the course, or the grade will be changed to an "F".	

VIII. General schedule of readings and activities:

NP = *New Perspectives on Grammar Teaching in SL Classrooms* GB=*The Grammar Book*

Bb = *Blackboard* course site

DB = Discussion Board posting

Date	Themes	Reading	Due Dates
May 31	Intro to course procedures; Grammar pedagogy	Review Syllabus and Bb site	At SIUE – from 11:00 a.m.-1:00 p.m.
June 4	Grammatical Metalanguage	GB 1 & 2	Bb homepages due
June 7	The Lexicon of English; Approaches to Grammar	GB 3 NP 1 & 2	Discussion 1
June 11	Copula & Subject-Verb Agr.; Grammar of Choice	GB 4 NP 6	Discussion 2
June 14	Phrase Structure Rules; English Passive	GB 5 & 6 NP 12	Discussion 3
June 18	Tense/Aspect System; Accuracy and Fluency	GB 7 NP 3 & 10	Discussion 4
June 21	Modal Auxiliaries and Phrasal Forms; Spoken Grammar	GB 8 NP 4	Discussion 5
June 25	Negation; Grammar in Context	GB 10 NP 5 & 7	Discussion 6
June 28	Imperatives and Questions; Methodological Options	GB 11-13 NP 11	Discussion 7
July 2	Articles and Prepositions; Structure-based Tasks	GB 15 & 21 NP 8	Discussion 8
July 5	Phrasal Verbs; Review of Current Issues	GB 22 Ellis (2006)	Optional Online Review 11:00 a.m.
July 9	Online Test		---
July 12	Final Class and Presentations	Course Evaluations	At SIUE – from 11:00 a.m.-1:00 p.m.

IX. Other resources on English grammar and grammar pedagogy

Byrd, P. 1997. Grammar FROM context. In P. Byrd & J. Reid (eds.) *Grammar in the Composition Classroom* (pp. 54-68). Boston: Heinle & Heinle.

Celce-Murcia, M. 1991. Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly* 25:3, 459-480.

Celce-Murcia, M., ed. 2001. *Teaching English as a Second or Foreign Language*. 3rd Edition. Heinle & Heinle. Part E. Grammar and Vocabulary.

Doughty, C. and Williams, J. 1998. *Focus on Form in Classroom Second Language Acquisition*. New York: Cambridge University Press.

Ellis, R. 1997. *SLA Research and language teaching*. Oxford University Press, pp. 47-75.

Ellis, R. 1998. Teaching and research: Options in grammar teaching. *TESOL Quarterly*, Vol. 32(1), 39-60.

Ellis, R. 2006. Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, Vol. 40, 1, 83-108.

Ellis, N. 1994. *Implicit and explicit learning of languages*. Academic Press.

Ellis, N. & N. Laporte. 1997. Contexts of acquisition. Effects of formal instruction and naturalistic exposure on second language acquisition. In deGroot and Kroll (eds.) *Tutorials in Bilingualism*. Lawrence Erlbaum.

Greenbaum, S. 1991. *An introduction to English grammar*. Longman.

Greenbaum, S. and Quirk, R. 1990. *A student's grammar of the English language*. Longman.

- Hinkel, E. and Fotos, S., eds. 2002. *New Perspectives on Grammar Teaching in Second Language Classrooms*. Lawrence Erlbaum.
- Hurford, F. 1994. *Grammar: A student's guide*. Cambridge University Press.
- Larsen-Freeman, D. 1991. *Teaching language: From grammar to grammaring*. Boston: Heinle & Heinle.
- McKay, S. 1985. *Teaching Grammar: Form, Function and Technique*. New York: Pergamon.
- Odlin, T., ed. 1994. *Perspectives on pedagogical grammar*. Cambridge University Press.
- Pennington, M., ed. 1995. *New ways in teaching grammar*. TESOL.
- Robinson, P. 1997. Generalizability and automaticity of second language learning under implicit, incidental, enhanced, and instructed conditions. *Studies in Second Language Acquisition*, 19:2, 223-247.
- Rutherford, W. 1987. *Second Language Grammar: Learning and teaching*. Longman.
- Schachter, J. 1991. Corrective feedback in historical perspective. *Second Language Research* 7:2,89-102.
- Shaffer, C. 1989. A comparison of inductive and deductive approaches to teaching foreign languages. *Modern Language Journal* 73:4, 395-403.
- Sharwood Smith, M. 1993. Input enhancement in instructed SLA: Theoretical bases. *Studies in Second Language Acquisition*, 15:2, 165-179.
- Terrell, T. 1991. The role of grammar instruction in a communicative approach. *The Modern Language Journal*, 75: 52-63.
- Ur, P. 1996. *A course in language teaching: Practice and theory*. Cambridge University Press.
- Ur, P. 1990. *Grammar Practice activities: A practical guide for teachers*. Cambridge University Press.
- Williams, J. D. 1999. *The Teacher's grammar book*. Lawrence Erlbaum.
- Williams, J. 1995. Focus on form in Communicative Language Teaching: Research findings and the classroom teacher. *TESOL Journal*, 4(4), 12-16.