

LLT 346, Section 001: Pedagogical Grammar

Spring 2019

Mon, Wed, Fri | 9:10-10:00am | Wells Hall A320

Instructor: Karolina Achirri

E-mail: wojcie34@msu.edu

Office: B220 Wells Hall

Office Hours: Mondays 10-11am & Wednesdays 10-11am
or by appointment

Course description: This course is an introduction to basic English grammar and the ways that grammar can be taught effectively to language learners. There is a focus on topics that are relevant to learners of English.

Course objectives:

Students will be able to:

- ✓ Use the concepts and technical vocabulary that are encountered in grammar materials
- ✓ Design effective grammar activities for children, adolescents or adults
- ✓ Evaluate grammar lessons and grammar texts
- ✓ Explain a variety of grammar issues in a way that is comprehensible to language learners
- ✓ Determine the nature of various grammar errors and explain their corrections

Required textbook:

DeCapua, A. (2017). *Grammar for Teachers. A guide to American English for native and non-native speakers*. 2nd ed. Boston: Springer.

You can access this text electronically through the MSU library: lib.msu.edu.

Recommended text:

Biber, D., Conrad, S., & Leech, G. (2002). *Longman student grammar of spoken and written English*. Harlow, England: Pearson.

Other readings (available on D2L under 'Readings'):

- ✓ Cameron, L. (2001). *Teaching languages to young learners*. Chapter 5: Learning grammar.
- ✓ Larsen-Freeman, D. (2014). Teaching grammar. In M. Celce-Murcia, D.M. Brinton, M.A. Snow (Eds.), *Teaching English as a second or foreign language*, 4th ed., pp. 256-270. Boston, MA. National Geographic Learning.

- ✓ Ur, P. (2009). Activities. *Grammar practice activities* (pp. 17-34). Cambridge, UK: Cambridge University Press.
- ✓ Dykes, B. (2007). *Grammar for everyone: Practical tools for learning and teaching grammar*. Camberwell, Victoria: Australia: ACER Press.
- ✓ Haynes, A. (2010). *The complete guide to lesson planning and preparation* (pp. 64-83). New York, NY: Continuum International Publishing.
- ✓ Achirri, K. (2015). *IELTS Examiner's Tips: An academic guide to IELTS Speaking and Writing*. Section: Tenses. Ann Arbor, MI: Chopstick Press.
- ✓ Hill, J., & Flynn, K. (2006). *Classroom instruction that works with English language learners* (pp. 31-35). Alexandria, VA: Association for Supervision and Curriculum Development.
- ✓ McCarthy, M., & O'Keefe, A. (2014). Spoken grammar. In M. Celce-Murcia, D.M. Brinton & M.A. Snow (Eds.), *Teaching English as a second or foreign language*, 4th ed., pp. 271-287. Boston, MA. National Geographic Learning.

Other materials: If you would like more information about English grammar and how to teach it, please ask me during office hours or over email. I can recommend a large number of materials that are available at the MSU library as well as excellent internet resources.

ASSESSMENT AND GRADING

General expectations:

- ✓ Attend classes regularly and participate in all class activities.
- ✓ Do assigned readings before coming to class and contribute to class discussions.
- ✓ Ask questions when there is something that you do not understand. No questions = no answers.
- ✓ Come to my office hours (with prior notification) when you need help or advice.
- ✓ Check your email and our D2L website regularly for assignments, announcements and handouts.

Assessment breakdown:

- ✓ Attendance and participation: 10%
- ✓ Weekly homework: 25%
- ✓ Midterm exam: 15%
- ✓ Grammar activity presentation: 15%
- ✓ Lesson plans and teaching: 20%
- ✓ Final exam: 15%

Course Requirements:

1. **Attendance and participation (10%)**
Students are expected to attend and actively participate in all class meetings. All students are allowed three excused/unexcused missed classes for any reason. After three absences, the participation grade will be docked by 5% per one absence, so you should save these three

absences for emergencies. If you have documentation for valid reasons to miss more than three classes (for religious observances, illness, or major life events, etc.), please inform me right away. If you know that you'd likely be absent on the day your presentation is due, please arrange a switch with one of your classmates. I do not anticipate devoting an extra time in class for a missed presentation.

This is not a course that you can ace by reading through the textbook and posted materials; missing classes WILL impact your understanding of the material and performance.

2. **Weekly Homework (10 x 2.5% = 25%)**

There will be ten homework sheets that you must complete throughout the semester. They will be posted on D2L in advance, and it is your responsibility to print them out, and submit in hard copy format on a due date (see class outline).

3. **Midterm Exam (15%)**

A midterm exam covering the first half of the semester will be given (see class outline). Format will include: matching, multiple-choice, short-answer, gap-filling, error correction, and other questions of similar formats. This exam is open book, i.e. you can use your textbook, notes, previous homework assignment BUT you cannot use your laptop/the Internet. We will have a review session before the exam.

4. **Grammar activity presentation (15%)**

You will develop your own grammar activity targeting one of the topics we covered in class. Topics need to be run by me and approved before submitting the draft (see class outline). This project consists of submitting a draft (5%), presenting it in class (5 minutes) with feedback (10%), and resubmitting its revised version onto D2L (not graded but compulsory). Details will be provided in Week 3.

5. **Lesson plans and teaching (20%)**

You will develop a lesson plan and present it in class (10 minutes). Topics must be run by me and approved ahead of time (see class outline). This project consists of a lesson plan (10%) and its teaching (10%). Participating in your classmates' lessons and providing constructive feedback are a part of the project. Details will be provided in Week 7.

6. **Final Exam (15%)**

A final exam covering the second half of the semester will be given. Format will be similar to the that of your midterm exam. This exam is open book, i.e. you can use your textbook, notes, previous homework assignment BUT you cannot use your laptop/the Internet. We will have a review session before the exam.

Make-up of midterm/final exams will be available ONLY in the case of documented illnesses or emergencies, which fit the University's definition of

such cases. You must contact me within two days of the exam to arrange a make-up, if you qualify.

Grading scale (based on MSU guidelines):

Above/Below	Grade	Description
93%	4.0	Student met all requirements for the course, performed exceptionally, and exceeded expectations.
88% 93%	3.5	Student met all requirements for the course and performed very well.
82% 88%	3.0	Student met most requirements for the course and performed reasonably well.
76% 82%	2.5	Student met some requirements for the course and performed adequately.
70% 76%	2.0	Student met only a few requirements for the course and performed at a less than satisfactory level.
65% 70%	1.5	Student did not meet requirements for the course and performed at an unsatisfactory level.
60% 65%	1.0	Student did not meet requirements for the course and performed poorly.
60%	0.0	Student failed the course.

Course Outline:

Date	Topic	Readings	Assignments & Events
WEEK 1			
Jan 7	Course introduction What is grammar?		In class: diagnostic test
Jan 9	Grammaring Language varieties	DeCapua (2017): Ch.1	
Jan 11	Teaching Grammar (Part 1)	Larsen-Freeman (2014): pp.256-270	HW 1 due
WEEK 2			
Jan 14	Teaching Grammar (Part 2)	Cameron (2001): Ch. 5	
Jan 16	Designing activities (Part 1)	Ur (2009): Ch. 3	
Jan 18	Designing activities (Part 2)	Dykes (2007): pp.8-20	HW 2 due
WEEK 3			
Jan 21	Holiday (no class)		
Jan 23	Approaches to lesson planning	Haynes (2010): Ch. 7, pp. 64-83	Discussion of Grammar activity development task
Jan 25	Basic grammar concepts 1	DeCapua (2017): Sections 2.1-2.3, 3.1, 4.1, 4.2	HW 3 due

WEEK 4			
Jan 28	Basic grammar concepts 2	DeCapua (2017): Sections 8.1, 9.1	Grammar activity topics due: in class
Jan 30	Verbs	DeCapua (2017): Ch. 5	
Feb 1	Verbs cont.		HW 4 due
WEEK 5			
Feb 4	Presentations: Grammar activity	10 students	Grammar activity develop. due: in class, hard copy
Feb 6	Presentations: Grammar activity	10 students	
Feb 8	Presentations: Grammar activity	10 students	
WEEK 6			
Feb 11	Tense & aspect	DeCapua (2017): Ch. 6	Grammar activity revised due: D2L (by class time)
Feb 13	Tense & aspect cont.	Achirri (2015): scans on D2L	
Feb 15	Tense & aspect cont.		
WEEK 7			
Feb 18	Tense & aspect cont.		Discussion of lesson plans
Feb 20	Tense & aspect cont.		
Feb 22	Tense & aspect cont.		HW 5 due
WEEK 8			
Feb 25	Modal verbs	DeCapua (2017): Ch. 7	
Feb 27	Modal verbs cont.		Review for midterm exam
Mar 1	MIDTERM EXAM: on D2L (no class meeting)		
WEEK 9: SPRING BREAK			
WEEK 10			
Mar 11	Passives	DeCapua (2017): Section 8.3 Dykes (2007): pp. 113-115	Lesson plans topics due: in class
Mar 13	Word order, negations & questions	DeCapua (2017): Section 8.2	
Mar 15	Word order, negations & questions cont.	Dykes (2007): Ch. 10	HW 6 due
WEEK 11			

Mar 18	Phrasal verbs	DeCapua (2017): Section 5.5	
Mar 20	Phrasal verbs cont.		
Mar 22	Nouns & articles	DeCapua (2017): Ch. 3	HW 7 due
WEEK 12			
Mar 25	Nouns & articles cont.	Dykes (2007): Ch. 1 & 6	
Mar 27	Phrases	Dykes (2007): Ch. 25	
Mar 29	Phrases cont.	DeCapua (2017): Section 9.1.1.	HW 8 due
WEEK 13			
April 1	Prepositions	Dykes (2007): Ch. 7	
April 3	Objects: direct	Dykes (2007): Ch. 15	
April 5	Objects: indirect	DeCapua (2017): Section 5.3	HW 9 due
WEEK 14			
April 8	Providing effective feedback	Hill & Flynn (2006), pp. 31-35	
Apr 10	Providing effective feedback cont.	McCarthy & O’Keeffe (2014): pp. 271-287	
Apr 12	Presentations: Lesson plans	5 students	HW 10 due
WEEK 15			
Apr 15	Presentations: Lesson plans	5 students	
Apr 17	Presentations: Lesson plans	5 students	
Apr 19	Presentations: Lesson plans	5 students	
WEEK 16			
Apr 22	Presentations: Lesson plans	5 students	
Apr 24	Presentations: Lesson plans	5 students	
Apr 26	Review for the final exam + In class: diagnostic test		
WEEK 17: FINAL EXAM (in class) Tuesday, April 30 th , 12:45-2:45pm, Wells Hall A320			

Note: This outline is tentative and subject to change. Students will be notified of changes to the syllabus, and the newest version will be posted on D2L.

Course policies:

Tardiness: If you are late by more than ten minutes or leave early without notifying me in advance, you will be considered absent.

Missing class: If you miss class for any reason, you are responsible for contacting your classmates or me to find out what you missed.

Requesting make-ups: You are responsible for requesting to make-up missed work. You must provide appropriate documentation within one week of the date of your absence. There will be no exceptions to this policy.

Policy on Late Work: No late work will be accepted in this course, except in appropriately documented cases of sickness and/or emergency.

Communication: Don't be a stranger! I am always available for any questions, concerns and comments you may have. Please do not hesitate to contact me via e-mail or during my office hours/by appointment if you have any questions about anything. You can expect a reply via email within 48 hours of your inquiry. Thus, please do not send several reminders within 48 hours after sending your original email.

Please use your MSU account when e-mailing me. I will not respond to e-mails from outside addresses (e.g., Yahoo, Hotmail, Gmail, etc.). MSU e-mail is considered by the university to be official communication, and you should therefore address me appropriately (e.g., Dear Ms., etc.), sign your name, and use a respectful tone. I will not respond to e-mails that do not address me directly, are not respectful, and/or are not signed.

Using materials derived from the classroom: As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to you are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Students may not record lectures or any other classroom activities and use the recordings only for their own course-related purposes, except for those with valid RCPD VISA documents.
2. Students may not post the recordings or other course material online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
3. Any student violating the conditions described above may face academic disciplinary sanctions.

Technology: Electronic devices (cell phones, laptops, tablets, and others) should be muted before class.

Using electronic devices in class is only allowed on specific occasions when the instructor allows for that (i.e. for instructed classroom activities). You are not allowed to use laptops, cell phones, tablets etc. on any other days.

If you habitually use electronic devices during class (except for when I allow you to do so), you will be counted absent. Do not take notes by typing.

When PowerPoint is used to present information, I will post the slides on D2L after class. These are not a substitute for attending class or for taking your own notes.

Monitoring Your Grade: It is up to you to monitor your own grades. If you have any questions about how to do this through D2L, ask me. You should examine your grades on a weekly basis. Concerns or queries about a given grade should be made immediately.

I will not entertain queries or petitions for missed work at the end of the semester unless they are related to work immediately prior to the end of the semester. Please be mindful of your own progress in class.

Honors Option: Students who are interested in using this course as an Honors Option should contact me no later than the 3rd week of class. Note that students are responsible for proposing a topic in writing, which must then be approved by myself, faculty supervisor, and department associate chair. An Honors Option must be a substantive project so that the honors designation can be justified. You will also need to complete an Honors Option Agreement form by the midterm of the semester and apply online.

Extra credit: Volunteer in a language-related experiment. Such opportunities will be advertised throughout the course. To earn credit: (a) make sure the person in charge of the experiment notifies me that you have fully participated, and (b) write a 200-word summary of what you have done, your thoughts and impressions and upload it on D2L. You can receive extra credit for participating in only one project. You can receive an extra credit in only one class (i.e. if you're taking more than one LLT class this semester, you cannot get extra credit in both classes for the same project). You must get my approval before beginning any extra credit project. Extra credit project must be completed before Week 16 of classes. You will receive 2% on top of your final grade.

MSU Disability Accommodations Requests:

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Accommodations for persons with disabilities can be made by contacting the MSU Resource Center for Persons with Disabilities (Contact: 517-884-RCPD [7273]; <http://www.rcpd.msu.edu/>). Once eligibility for an accommodation has been determined, a verified individual services accommodation ("VISA") form will be issued. If you happen to receive a VISA or VISTA document, please inform me no later than 2 weeks after receiving the letter from RCPD. If you do not show me your accommodation two weeks after you've received it, I will not acknowledge it.

Religious Observance: In accordance with MSU policy, no student will be penalized in for missing class due to religious observance. It is the responsibility of those students who wish to be absent to make arrangements

in advance with their instructors. (Please see <http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp>).

Grief Absence: Students seeking a grief absence should access the Grief Absence Request Form found on the Registrar's Office home page (<https://reg.msu.edu/>) under the Student Services tab at the top – Grief Absence Request Form OR to StuInfo (<https://stuinfo.msu.edu/>) under Academics - Enrollment Information and Services - Grief Absence Request Form.

MSU Academic Integrity: The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. The Department of Linguistics, Germanic, Slavic, Asian and African Languages adheres to the policies on academic honesty as specified in General Student Regulations 1.0 and Ordinance 17.00 (see <https://www.msu.edu/~ombud/academic-integrity/index.html>).

Therefore, NO student shall:

- claim or submit the academic work of another as one's own
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization
- copy materials from the Internet or use them without reference to complete any work for this course
- complete or attempt to complete any assignment or examination for another individual without proper authorization
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization
- submit coursework completed for another course to satisfy the requirements of this course.

Students who violate MSU rules may receive a penalty grade, including—but not limited to—a failing grade on the assignment or in the course. Contact me if you are unsure about the appropriateness of your course work.

Reporting of relationship violence and sexual misconduct: As a graduate teaching assistant, I am obliged to promptly report relationship violence and sexual misconduct of which I become aware in my capacity as a university employee, not in a personal capacity. For information on reporting options, confidential advocacy and support resources, university policies and procedure, visit the Title IX website at www.titleix.msu.edu.

Let's have a great semester!