

LIN 3680/5741: Modern English Structure/Applied English Grammar

Course Information

Spring 2023: MWF, 11:45-12:35 (Keene-Flint Hall 0117)
Instructor: Jamie Garner, PhD (she/her)
jr.garner@ufl.edu
(352) 294-7460
Office Hours: MWF, 9:35-10:25, and by appointment
Office Location: Turlington 4015

Teaching Assistant: Cloe Zeidan (she/her)
czeidan@ufl.edu
Office Hours: TBD
Office Location: TBD

Course Description

In this course, we will explore the following important questions:

“How do we use grammar to make meaning in context?”

“How can we help English language learners acquire communicative grammatical competence?”

In doing so, we will develop a deeper understanding of English grammar as well as different strategies for helping ESL/EFL learners acquire grammatical competence in English.

Course Objectives

By the end of the course, you will be able to:

- Explain the form, meaning, and use of a wide variety of frequent grammatical constructions in English
- Utilize strategies for helping ESL/EFL learners acquire grammatical competence in English

Course Learning Tasks

In order to accomplish these objectives, we will complete the following tasks:

Homefun Practice (20 points each; 200 points total)

In order to give you practice analyzing the use of the grammatical constructions covered in the course, you will complete homefun grammar practice tasks for 10 of our learning modules. You will submit these tasks to Canvas.

Quizzes (3 x 100 points; 300 total)

In order to give you further practice analyzing the use of the grammatical constructions covered in the course, you will take 3 quizzes. These quizzes will require you to analyze grammatical constructions in use according to the ideas discussed in the course readings and in class. Dates for the quizzes can be found below and on the Syllabus page in Canvas.

Grammar Explanations (2 x 125 points; 250 points total)

In order to help you develop skills in explaining grammar to ESL learners, you will create two grammar explanation mini lectures in VoiceThread. You will create the visual materials (most likely PowerPoint slides), upload them to VoiceThread, and then record your lecture in VoiceThread. More specific details and instructions can be found on Canvas.

Grammar Curriculum Unit (250 points)

In order to give you practice creating lessons and materials for ESL grammar teaching, you will create a lesson plan (with accompanying materials) that could be used to teach grammar in the ESL classroom. Specific details and instructions can be found on Canvas.

Grading

Course Assignments and Grading					
Assignment	Points				
Homefun Practice	200	100—93	A	76—73	C
Quizzes (3 x 100)	300	92—90	A-	72—70	C-
Grammar Explanation #1	125	89—87	B+	69—67	D+
Grammar Explanation #2	125	86—83	B	66—63	D
Curriculum Unit	250	82—80	B-	62—60	D-
		79—77	C+	59—0	E

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Grading Scale

Course Textbook

We will primarily be using the following textbook in this course:

Cowan, R. (2008) *The Teacher's Grammar of English: A Course Book and Reference Guide*. Cambridge: Cambridge University Press.

The first two chapters we cover in class will be provided as pdfs. After that, you will be required to acquire the textbook.

Additional readings will be uploaded to Canvas.

Additional Resources

In addition to the course textbook and assigned readings, there are several books on Course Reserve in the library that will be helpful:

- de Oliveira, L. & Schleppegrell, M. (2015). *Focus on Grammar and Meaning*. Oxford: Oxford University Press.
- Folse, K. (2016). *Keys to Teaching Grammar to English Language Learners: A Practical Handbook* (2nd Ed.). Ann Arbor, MI: Michigan University Press.
- Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The Grammar Book* (3rd Ed.). Boston, MA: Heinle Cengage Learning.
- Nassaji, H. & Fotos, S. (2011). *Teaching Grammar in Second Language Classrooms*. New York: Routledge.
- Parrot, M. (2010). *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.
- Yule, G. (1998). *Explaining English Grammar*. Oxford: Oxford University Press.

Course Expectations (How to Succeed in this Course)

Complete the Readings

Each reading in this course introduces new concepts and terms that will be used heavily in lectures and discussions. Having a strong understanding of these concepts and terms will be crucial to your success on the homework tasks, class discussions, and quizzes.

Watch the Lectures

Course lectures are designed to expand on the concepts introduced in the readings by explaining them and going into more depth. They also provide additional practice with the grammatical structures that will be covered in the course. You are expected to complete these practice activities before class as we will go over them in class.

Attend and Actively Participate in Class

Class attendance is not only mandatory, but also incredibly essential for your success in this course. Class meetings in this course will be devoted to going over grammar practice activities done outside of class, further grammar practice activities, and discussions of topics covered in the textbook and lectures. As such, you are expected to come to class on time and ready to engage in class activities and discussions. This includes arriving on time, bringing all required materials, completing all readings and reading tasks beforehand, remaining engaged (e.g. not sleeping, not on social media), and staying for the entirety of the class (packing up early is the same as leaving class early).

Attendance will be recorded at the beginning of class. If you arrive late, it is your responsibility to check in with me. You are allowed to take three unexcused absences. Each unexcused absence beyond that may lower your final course grade by one level (e.g. from A to A-). Excused absences should be consistent with UF policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>). Additionally, students must provide documentation (e.g. doctor's note) within two weeks after the absence for an absence to be excused.

Submit Work on Time

Time management is one of the most essential skills you need to develop during college. This includes planning your work-life balance so that you can meet all your deadlines. Every assignment in this course has a deadline that you will need to meet. However, I understand that "life happens". Because of this, late work (excluding quizzes) will be accepted with a small penalty of 10% of the grade for each weekday it is late. After 5 weekdays, however, late submissions are no longer accepted. Extensions (without penalty) are possible in the event of circumstances out of your control (e.g. sickness, religious holidays) that you can provide documentation for (e.g. doctor's note). If you miss a quiz, you will need to contact me to set-up a make-up time and provide documentation. Missed quizzes without a documented excuse cannot be made up.

Check Canvas Regularly

Canvas (<https://elearning.ufl.edu/>) will be our main online platform for the course and our main way of communication outside of class. All readings, lectures, and task details are posted there. In addition, I regularly send out Announcements and reminders about upcoming assignments, so make sure to check Canvas regularly and set up your Canvas notifications.

Communicate with Me

I cannot stress this enough: if you need to communicate with me, do not hesitate to reach out. I am here to help you succeed and am willing to work with you to make that happen. E-mail me, send me a Canvas message, or visit my office hours to get in touch. If I don't respond within 24 hours (except weekends), try again.

Be Honest

I expect you to do your own work and follow all rules concerning testing and assignment submission. As a student of the University of Florida, you are bound by The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>). The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the me.

Provide Feedback

I always welcome professional and respectful feedback on all parts of my instruction and the course (see <https://gatorevals.aa.ufl.edu/students/> for guidance on giving professional and respectful feedback). I take this feedback seriously and use it to improve my teaching and how I set up my courses. You will have multiple attempts to give me anonymous feedback throughout the semester as well as at the end of the semester through Canvas as well as the Gator Evals system. In addition, you are always welcome to message or e-mail me with any additional feedback you may have. You can also see the feedback previous students have given me (<https://gatorevals.aa.ufl.edu/public-results/>).

Take Care of Yourself

College can be a challenging time. In addition to studying for multiple courses, you may face a host of social, mental, and physical challenges. It is important that you take care of yourself, both physically and mentally, so that you can not only survive, but thrive. If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Request Accommodations if You Need Them

Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Please follow this procedure as early as possible in the semester.

Be Prepared for Technology Issues

Technology, for all its benefits, doesn't always work. So, it's important for you to have a Plan B. Save files on your computer as well as Google Drive or Dropbox. Be prepared to submit assignments earlier than the last minutes in order to avoid possible internet issues when submitting assignments. If you're having issues with UF technology (e.g. Canvas), contact the UF Computing Help Desk (<https://helpdesk.ufl.edu/>). Worst comes to worst, contact me and let me know your situation and we can work something out.

Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.

Week	Dates	Topic	Readings	Learning Tasks
1	1/8	Introduction to Course		
	1/10	Basics of Grammar	Cowan, Ch. 1	
	1/12	Teaching Grammar	Cowan, Ch. 3	
2	1/15	Holiday – No Class		
	1/17	Teaching Grammar	Cowan, Ch. 3	
	1/19	Teaching Grammar	Cowan, Ch. 3	
3	1/22	Phrases and Clauses	Cowan, Ch. 2	
	1/24	Phrases and Clauses	Cowan, Ch. 2	Homefun #1
	1/26	Questions	Cowan, Ch. 4	
4	1/29	Questions	Cowan, Ch. 4	
	1/31	Negation	Cowan, Ch. 5	
	2/2	Negation	Cowan, Ch. 5	Homefun #2
5	2/5	Nonreferentials	Cowan, Ch. 7	
	2/7	Nonreferentials	Cowan, Ch. 7	
	2/9	Pronouns	Cowan, Ch. 13	
6	2/12	Pronouns	Cowan, Ch. 13	Homefun #3
	2/14	Quiz #1		

	2/16	Multi-word Verbs	Cowan, Ch. 9	
7	2/19	Multi-word Verbs	Cowan, Ch. 9	
	2/21	Prepositions	Cowan, Ch. 8	
	2/23	Prepositions	Cowan, Ch. 8	Homefun #4
8	2/26	Determiners	Cowan, Ch. 10	
	2/28	Determiners	Cowan, Ch. 10	
	3/1	Articles	Cowan, Ch. 11	
9	3/4	Articles	Cowan, Ch. 11	Homefun #5
	3/6	Adjectives	Cowan, Ch. 12	
	3/8	Adjectives	Cowan, Ch. 12	
SB	3/11-15	Spring Break – No Class		
10	3/18	Adverbs	Cowan, Ch. 12	
	3/20	Adverbs	Cowan, Ch. 12	Homefun #6
	3/22	Quiz #2		Grammar Explanation #1
11	3/25	Modal Verbs	Cowan, Ch. 14	
	3/27	Modal Verbs	Cowan, Ch. 14	
	3/29	Modal Verbs	Cowan, Ch. 14	Homefun #7
12	4/1	Tense-Aspect	Cowan, Ch. 16	
	4/3	Tense-Aspect	Cowan, Ch. 16	
	4/5	Tense-Aspect	Cowan, Ch. 16	Homefun #8
13	4/8	Passive Voice	Cowan, Ch. 17	
	4/10	Passive Voice	Cowan, Ch. 17	
	4/12	Passive Voice	Cowan, Ch. 17	Homefun #9
14	4/15	Relative Clauses	Cowan, Ch. 18	
	4/17	Relative Clauses	Cowan, Ch. 18	
	4/19	Relative Clauses	Cowan, Ch. 18	Homefun #10
15	4/22	Quiz #3		
	4/24	Wrap-up		Grammar Explanation #2
	4/26	Reading Day – No Class		
EW	5/3	Curriculum Unit Due (5/1 @ 9:30)		