LING 580c

Advanced Pedagogical Grammar

Course Overview and Objectives

This course is a survey of English Grammatical Constructs, including basic phrase structure theory, as it applies to EFL learners of English Grammar. Course objectives include:

1) Review and expansion of formation rules of high-frequency grammatical forms and functions in English at the Sub-sentential, Sentential, and Supra-sentential levels.

2) Focused examination of ESL / EFL error patterns and discussion of optimal feedback and presentation strategies at multiple student proficiency levels.

3) Survey of various print and online materials for grammar instruction of ESL / EFL students.

Required Text

The Grammar Book Diane Larsen-Freeman and Marianne Celce-Murcia 3rd Ed.

Additional readings will be posted on D2L / SIU online

Major Course Assignments & Grading

There are three major components to assessment for this course, as follows . . .

In-Class Assignments, Homework, and Quizzes = 50%

You will be asked to complete multiple in-class assignments for credit in a content & task-based format. On-going assessments will consist of short quizzes / paragraph summaries over the topics / assigned reading we are currently discussing—these will usually occur at the beginning of class. Additional assignments will include pair and small group analysis of student errors, review and critique of grammar materials, and practice in pedagogical presentation of selected grammar items at multiple levels. There may be some one page “response / summaries” of selected readings as homework to submit to a drop box on D2L, but no note cards, parsing exams, or other major tests. I’m sure this latter information saddens you, but make the best of it. ;)

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Tu 8-10 / Th 8-11
W 3-4
Grammar Presentation = 10%

Students will select a chapter from The Grammar Book to present to the class, including content and ESL learner issues, plus a review of at least 3 of the “Suggested Readings” at the end of the selected chapter.

Part of the presentation will include a task designed to offer “hands on” practice and content for actually presenting the selected form to students. You are encouraged to find outside materials to use in such presentations—so much is available on the Internet we will be building a database of links—your presentation should include two such links and a brief description of each one and how it is useful.

Final Project = 40%

This project has some flexibility, but should be an in-depth “teaching-based” survey of one or more related grammatical constructs.

In Part One, due for presentation at Week 8 the phrase structure rules for formation should be briefly discussed and illustrated. The usage should be contextualized to learner level and in relationship to other grammar the student should know / be learning before learning the target form.

A brief “introductory lesson” of the form, such as you would present on the first lesson, should be presented and turned in—A full 50 minute lesson with materials will be due with a 15 minute overview / presentation for our class.

In Part Two, due at the end of the semester, you will look at the more difficult “complications” of the selected structure—for example, your focus will be on supra-sentential elements such as the discourse and pragmatic level issues, or “meta meanings” beyond the surface-meanings taught at the lower levels. An example might be prepositions—physical meanings are taught first, idiomatic or symbolic meanings are taught much later (on the corner, on his game etc.) The Grammar Book, and The Teacher’s Grammar of English from our Ped. Grammar course has some great examples of this to work with. You will also review and analyze / critique available material such as textbooks and online sources for teaching your structure at various levels. What’s out there, and how good is it in your opinion?

COURSE POLICIES

Attendance, Lateness Policy, Class Participation Make-up Work

We meet once a week, so missing more than one class can be a problem in terms of participation grade points.

Please let me know if you have to miss before class, and submit anything due via email attachment or in the drop box before the due date. Missed quizzes cannot be made up.

The Classroom Environment

- This is an advanced seminar so your active participation is critical for both the success of the class and for maximum participation points. The readings will be manageable but some content is a little dense and may take some careful re-reading to make sense of—however, better to figure this material out here as opposed to struggling with it as a professional in your future classroom.
- Questions and discussion are welcome, and all of us are co-creators of knowledge and information here—so we need to help each other and such collaboration is both appreciated and expected by me, your facilitator 😊
- Some issues we discuss may be ambiguous and even controversial. Debate and critique is important but remember to be professional and kind to your colleagues, even if you disagree with their approach or understanding to a particular pedagogical issue or analysis. There more than one answer sometimes.