**CTSE 6010\_6016 Fall 2019**

**Auburn University**

Department: Curriculum & Teaching

Course Title & Credit: Language Study for Teachers; 3 hrs

Room and Schedule: HALEY 2461; Tue 4:00 – 6:50 p.m.

Instructor: Dr. Jamie Harrison jlh0069@auburn.edu

Phone Number: 334-844-8278

Office: Haley Center 5080

Office Hours: Tues and Thurs 1 – 4 p.m.

**1. COURSE DESCRIPTION**

The goal of this course is to explore the English language beyond the prescriptive rules commonly taught and to develop an in-depth understanding of the challenges English language learners have with grammar. We will also explore the ways grammar impacts writing and speaking, best practices for grammar instruction, and considerations in error correction. Key grammar lessons will be developed and practiced.

**WHY IS THIS COURSE IMPORTANT?**

Knowing about the language you teach is an essential component of effective language teaching. Having a deep understanding of how the English language functions will help you respond to student language needs and errors from an informed perspective. You will come away from this course confident in your knowledge of English grammar and in your ability to teach grammar to English learners.

**Text:**

Folse, K. (2017). *Keys to teaching grammar to English language learners: A practical handbook, 2nd edition*. Ann Arbor, MI: University of Michigan Press.

Folse, K. (2017). *Workbook for* *keys to teaching grammar to English language learners, 2nd edition*. Ann Arbor, MI: University of Michigan Press.

Other readings as required and provided via Canvas

**Course Objectives:**

Engaged learners in this course can look forward to:

* Demonstrating high level of competence in English grammar
* Increasing positive perceptions about grammar and grammar instruction
* Developing and utilizing active-learning grammar mini-lessons for an authentic audience
* Analyzing authentic writing samples and providing authentic feedback
* Conducting research in an area of interest related to grammar
* Demonstrating advanced critical thinking skills, interpersonal and leadership skills in group work

This course has been designed with an active learning framework (Fink, 2003) intended to integrate learning goals, teaching & learning activities, and feedback & assessment. This means you should expect to see a direct relationship between course goals, what we do in class, and how you are assessed. A variety of teaching and learning experiences have been designed for this course to support the six key dimensions of significant learning (Fink, 2003). My hope is that you can use this course as a guide for developing your own English language courses.

**2. COURSE REQUIREMENTS**

|  |  |
| --- | --- |
| Description | Percentage |
| Grammar Issue/Article Discussion Lead  | 20% |
| Grammar Quizzes  | 20% |
| Lesson Plans / Delivery /Reflection | 30% |
| Online Grammar Module Creation | 20% |
| Grammar Game Creation | 10% |
| **Total** | **100%** |

Grading and Evaluation:

The grading scale will be:

**A = 100 – 90 average**

**B = 89 – 80 average**

**C = 79 – 70 average**

**D = 69 – 60 average**

**F = 59 or below average**

Attendance and Participation: Active learning experiences are only as powerful as you, the students in class, make them. Therefore, it is really important that you come to class each week and that you come prepared for group interactions and class discussions. As graduate level students, you should be able to prepare outside of class up to three hours per hour in class. That is up to nine hours of preparation. So, as part of this weekly preparation, please be sure to read and view any required material prior to class each week, complete all assigned grammar homework, do extra grammar practice as you feel necessary to master the topics, and prepare for all group and individual assignments. **More than two unrequested and/or unexcused absences will result in a 10% reduction on your final average.**

Distance Student Requirements: The distance section is "asynchronous" for distance students. The following will be available to distance students:

- full Panopto recording of weekly F2F class sessions

- Canvas modules that outline weekly expectations

- Canvas distance discussion boards

- 3 set 1 hour live "drop in" office hours via Zoom (details will be sent later)

- other Zoom chat sessions as requested

Distance students follow the same weekly schedule as F2F students, and adhere to all assignment due dates as listed in the syllabus or outlined in Canvas as the course proceeds.*Attendance and participation: distance students will be required to participate weekly in Distance Discussion Boards. Lack of participation in more than 2 discussion boards will result in a 10% reduction on your final average.*

Late Assignments: Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit.

Assigned Readings: Beyond the required textbooks, some additional readings will be available in Canvas. Readings will be discussed in various manners ranging from course Canvas discussions to embedded in class assignments. These readings contain information that will be included in the group quizzes, reflections, projects, examinations, and other course requirements.

Justification for Graduate Credit: CTSE 6010 is a comprehensive study of language for teachers of ESOL. The course requires students to master English grammar as well as to synthesize and analyze grammar theory and grammar instruction from multiple perspectives. The rigorous examination of grammar, its place in the instruction of ESL students, and its implications for teaching and learning English as a second language justify the placement of this course at the graduate level.

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**3. COLLEGE AND UNIVERSITY POLICIES**

**Participation:** Students are expected to attend class and participate in all class discussions, exercises, and activities.

It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible

for initiating arrangements for missed work.

**Attendance/Absences:** **Excused Absences**: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

**Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specific by the instructor).

**Late Assignments:** Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit.

**Unannounced Quizzes:** There will be no unannounced quizzes.

**Accommodations:** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:** All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:** Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:** The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:** Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**Distance Learning Students**: See section 2.

**Additional Resources:**

***Student Policy eHandbook:*** <http://www.auburn.edu/student_info/student_policies/>

***Health and Wellness Resources*** <https://cws.auburn.edu/studentAffairs/healthAndWellness/>

***Academic Support Services:*** <http://www.auburn.edu/academic/provost/undergrad_studies/support/>

4. TENTATIVE SCHEDULE

\*Please note that this is a **tentative summary** of the schedule and activities/due dates may change during the semester based on student need and interest. Follow the assignments as posted on the weekly modules in Canvas.

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| Week  | Topics | Prior to Class Meeting | Assignments  |
| 1: 8/20 | Pre-TestIntroduction & SyllabusMyths in Grammar Teaching | Read: Research into practice: Grammar learning and teaching, Larsen-Freeman (See Canvas) |   |
| 2: 8/27 | The History of Grammar InstructionPrescriptivism vs. DescriptivismInductive vs. Deductive Implicit vs. Explicit | Readings: These will be provided in Canvas  |  |
| 3: 9/3 | Grammar focus: Morphology & Parts of Speech, Word Forms & Classes, Word Functions | Complete online grammar module 1Read Folse, ch 1, sec 2: Approaches to Teaching ESL GrammarRead: Folse, Key 1, complete practice and workbook pages | Quiz 1 |
| 4: 9/10 | Grammar focus continuted: Morphology & Parts of Speech, Word Forms & Classes, Word Functions Grammar Issue Presentation(s) | Read Folse, ch 5: Specific Techniques for Teaching ESL GrammarRead Folse: Keys 2, 3, 4, 5 (Jigsaw) | Grammar Class Observation  |
| 5: 9/17 | Grammar focus: 10 Sentence Patterns and parts of sentences; Intro to sentence Diagramming  | Complete online grammar module 2 | Quiz 2 Grammar Class Observation  |
| 6: 9/24 | Grammar focus continued: 10 Sentence Patterns and parts of sentences; Intro to sentence DiagrammingGrammar Issue Presentation(s) | Folse: Keys 6, 7, 8, 9 (Jigsaw) | Grammar lesson plan 1 DUE(In class feedback and revisions to prepare for Micro-Teaching 1) |
| 7: 10/1 | Grammar focus: Phrases vs. Clauses; Kinds of Sentences | Complete online grammar module 3 | Quiz 3  |
| 8: 10/8 | Grammar focus continued: Phrases vs. Clauses; Kinds of SentencesGrammar Issue Presentation(s) | Folse: Keys 10, 11, 12, 13 (Jigsaw) | **Micro Teaching Opportunity 1** |
| 9: 10/15 | Grammar focus: Introduction to Verbs & Verb Phrases; Verb Strings | Complete online grammar module 4 | Quiz 4**Micro Teaching Opportunity 1** |
| 10: 10/22 | Grammar focus continued: Introduction to Verbs & Verb Phrases; Verb StringsGrammar Issue Presentation(s) | Folse: Keys 14, 15, 16, 17 (Jigsaw) | Grammar Lesson Plan 2 DUE(In class feedback and revisions to prepare for Micro-Teaching 1) |
| 11: 10/29 | Grammar focus: Adverb and Adjective Phrases & Clauses, Diagramming Complex Sentences | Complete online grammar module 5 | Quiz 5 |
| 12: 11/5 | Grammar focus: Adverb and Adjective Phrases & Clauses, Diagramming Complex SentencesGrammar Issue Presentation(s) |  | **Micro Teaching Opportunity 2** |
| 13: 11/12 | Grammar Module Presentations |  | **Micro Teaching Opportunity 2** |
| 11/19 - 23 |
| 14: 11/26 | Grammar Module Presentations The Hot Seat | Folse: Chapter 4, pg 205 - 212 |  |
| 15: 12/3 | Grammar Game Night | Invite 2 – 3 friends!  |  |
| **FINAL EXAM** | TBA  |  |  |
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**Specific Course Outcomes**

a. understands the various types of morphemes and how they are used in word formation

b. understands the usage of English syntax

c. understands the parts of speech, including their structural, semantic, and functional characteristics

d. understands semantics and how combinations of words convey meaning

e. understands the conventions of written English (i.e. mechanics)

f. understands the rhetorical patterns and range of genres used in written English

g. knows about the inconsistencies and irregularities of the English language

h. understands the relationship between English phonemes and graphemes and the rules of phonics