**CTES 7490 and 7490D Fall 2024**

**Auburn University**

Department: Curriculum & Teaching

Course Title & Credit: Methods in Grammar Instruction; 3 hrs

Room and Schedule: Haley Center 2406; **Tue 5:00 – 7:50 p.m.**

Instructor: Dr. Jamie Harrison [jlh0069@auburn.edu](mailto:jlh0069@auburn.edu)

Phone Number: 334-844-8278

Office: Haley Center 5080

Office Hours: Tues and Thurs 1 – 3 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. & Goussakova, E. (2017). *Keys to teaching grammar to English language learners: A practical handbook, 2nd edition*. Ann Arbor, MI: University of Michigan Press.

**Optional (but highly recommended):**

Rylance, C. & Kevech, A. (2018). *New ways in teaching grammar.* Alexandria, VA: TESOL International Association.

**Course Objectives**

Engaged learners in this course can look forward to:

* Demonstrating growth in knowledge of English grammar
* Increasing positive perceptions about grammar and grammar instruction
* Developing and utilizing active-learning grammar mini-lessons for an authentic audience
* Analyzing grammar from a prescriptive and descriptive lens
* Conducting research in an area of interest related to grammar
* Demonstrating advanced critical thinking skills, interpersonal and leadership skills in group work

Active Learning Environment

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| Figure 1. The key components of an integrated course design. (Fink, 2003). | Figure 2. The taxonomy of significant learning (Fink, 2003). |

This course has been designed with an active learning framework 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. My hope is that you can use this course as a guide for developing your own English language courses.

A variety of teaching and learning experiences have been designed for this course to support the six key dimensions of significant learning (Fink, 2003).

Fink, L.D. 2003. A Self Directed Guide to Designing Courses for Significant Learning. San Fransisco: Jossey-Bass.

**2. COURSE REQUIREMENTS**

**A. Assignments**

**In-Class Assignments (20 points x 5 = 100 points)**

Assignments will include (but are not limited to): Grammar Myth PSA, Historical Timeline of Grammar Instruction, Grammar Theory Mindmap, Grammar Key Mini-Lesson, Grammar Game.

**Discussion Posts (10 points x 15 = 150 points)** You will be asked to get started with the weekly discussion by posting some of your thoughts about the reading each week. Topics will come from the reading.

**Theory to Practice: Issues in Grammar Teaching & Learning (100 points)** You will work individually to research an issue of grammar, grammaring, grammar learning, grammar teaching, etc. and the research associated with it. Topic options will be provided; Presentation choice will be decided as a class.

**Independent Grammar Modules (50 points x 5 = 250 points)** There are five grammar modules that will include a variety of activities to support your learning of the target grammar. Various assignments will be embedded into the modules for practice and class time will also include practice. There will be one assignment per module to be completed for a grade and one quiz.

**B. Projects**

**Grammar Key Professional Development Video (100 points)**

**Community English Class Project. (300 points).** The CEC is an ongoing effort to provide practical opportunities to practice teaching in an adult setting. The CEC will meet either online or in-person on Tuesdays from 6: p.m. – 7:30 p.m. This counts as part of your field experience requirements. Expectations for this experience include:

1. **Ongoing Observations of CEC teachers, classes, and peer taught activities (this will be a set schedule and you will not need to be at all lessons)**
2. **Creation of at least one complete Sustainability Unit which will include 3 lessons that incorporate at least one grammatical component. (These you will need to be at).**
3. **Developing a Portfolio and CEC Teaching Reflection**

**C. Exams**

**One of the major projects or papers will act as the final exam.**

Grading and Evaluation: The grading scale will be based on the accumulation of points as detailed above:

**A = 1000 – 900**

**B = 899 – 800**

**C = 799 – 700**

**D = 699 – 600**

**F = 599 or below**

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. **More than two unrequested and/or unexcused absences will result in a 10% reduction on your final average.**

Distance Student Requirements: Students may participate synchronously or asynchronously. Please choose one way and stick with that for the entire semester. The following will be available to distance students:

- full Panopto or Zoom recording of weekly F2F class sessions

- Canvas modules that outline weekly expectations

- Canvas discussion boards

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

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.

Late Assignments: Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit. Late work will not be accepted past 2 weeks from due date.

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).

**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. 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](mailto:writctr@auburn.edu) or call 334-844-7475.

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

**Additional Resources:**

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

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

## COVID Policies

Please continue to follow [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**Possibility of Going Remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and Internet.

**In the Event that the Instructor Tests Positive**If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies**

When we meet on Zoom, your attendance, attention, and professional participation are expected. Please keep your audio off unless speaking and keep your video on. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

4. TENTATIVE SCHEDULE

\*Please note that this is a tentative summary of the schedule and activities/due dates may change during the semester. Follow the assignments as posted on the weekly modules in Canvas. Pay attention to Announcements as I often clarify assignments & due dates that way.

\*\*If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

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| Week | Topics | Prior to Class Meeting | Assignments |
| 1: 8/20 | English Language Grammar Pre-Test  Introduction & Syllabus |  | Grammar pre-test (Harrison)  Complete Folse pre-tests, pgs 4 – 13, bring to class 8/27 |
| 2: 8/27 | Theory: Grammar Teaching Myths  Grammar Research Topics and Search | Read: Grammar & its teaching: Challenging the myths (pdf)  Read: Folse ch 1 | Assignment 1: Grammar Myth PSA  Discussion post 1  Sign up for Grammar Research topics and presentation dates |
| 3: 9/3\* | Theory: The History of Grammar Instruction | Read: The grammar we teach, Bourke (pdf)  Read: The teacher’s grammar, pg 28 – 48, Cowan (pdf) | Discussion post 2 |
| 4: 9/10\* | Theory: Challenging conceptions of grammar  Grammar: Module 1 - Morphology & Parts of Speech, Word Forms & Classes, Word Functions  Synthesis: Introduce Grammar Unit - Microteaching  CEC Observation Schedule: All | Read: From theory into practice: Grammar learning and teaching, Larsen-Freeman (pdf)  Read: Chaos/Complexity Theory in Language Teaching (pdf) | Discussion post 3 |
| 5: 9/17 | Theory: Insights from SLA; Output & production; Grammar of discourse  Grammar: Module 1 - Morphology & Parts of Speech, Word Forms & Classes, Word Functions  CEC Observation Schedule  Beginners: 1, 2  Intermediate/Advanced: 3, 4 | Read: Current issues in teaching of grammar: An SLA perspective  Read: Folse, ch 5 | Assignment 2: Timeline of Grammar Theory and Instruction  Discussion post 4  Grammar module task 1  Grammar Quiz 1 |
| 6: 9/24 | Theory: Grammaring & The 3 Dimensions  Grammar: Module 2  10 Sentence Patterns and parts of sentences; Intro to sentence Diagramming  Synthesis: Grammar Unit continued  CEC Observation Schedule  Beginners: 5, 6  Intermediate/Advanced: 7, 1 | Read: TBA  Read: Folse: Key 1 | Discussion post 5  Complete Folse WB – Key 1 |
| 7: 10/1 | Grammar: Module 2  10 Sentence Patterns and parts of sentences; Intro to sentence Diagramming  Grammar: Module 3 Phrases vs. Clauses; Kinds of Sentences  CEC Observation Schedule  Beginners: 2, 3  Intermediate/Advanced: 4, 5 | Read: Folse: Keys 2, 3, 4, (as assigned) | Assignment 3: Micro teaching Keys 2 - 8  Grammar module task 2  Grammar Quiz 2  CEC Teaching Begins  (as assigned)  Beginners: 1, 2  Intermediate/Advanced: 3, 4 |
| 8: 10/8 | Synthesis: Grammar Unit continued  Grammar: Module 3 Phrases vs. Clauses; Kinds of Sentences  CEC Observation Schedule  Beginners: 6, 7  Intermediate/Advanced: 1, 2 | Folse: Keys 5, 6, 7, 8  (as assigned) | CEC Teaching Continued  Beginners: 5, 6  Intermediate/Advanced: 7, 1 |
| 9: 10/15 | Synthesis: Grammar Unit continued  Grammar: Module 3 Phrases vs. Clauses; Kinds of Sentences  CEC Observation Schedule  Beginners: 3, 4  Intermediate/Advanced: 5, 6 | Folse: Keys 9, 10, 11, 12 (as assigned) | Assignment 4: Micro teaching Keys 9 - 16  Grammar module task 3  Grammar Quiz 3  CEC Teaching Continued  Beginners: 2, 3  Intermediate/Advanced: 4, 5 |
| 10: 10/22 | Synthesis: Grammar Unit continued  Grammar: Module 4 - Verbs & Verb Phrases; Verb Strings  CEC Observation Schedule  Beginners: 7 Intermediate/Advanced: 1 | Folse: Keys 13, 14, 15, 16  (as assigned) | CEC Teaching Continued  Beginners: 6, 7  Intermediate/Advanced: 1, 2 |
| 11: 10/22 | Application: CEC  Grammar: Module 4 - Verbs & Verb Phrases; Verb Strings  CEC Observation Schedule  Beginners: 2  Intermediate/Advanced: 3 |  | Grammar module task 4  Grammar Quiz 4  **CEC Teaching Whole Lesson**  Beginners: 1  Intermediate/Advanced: 2 |
| 12: 10/29 | Application: CEC  Grammar: Module 5 Adverb and Adjective Phrases & Clauses, Diagramming Complex Sentences  CEC Observation Schedule  Beginners: 4  Intermediate/Advanced: 5 |  | Grammar Research Presentation  **CEC Teaching Whole Lesson**  Beginners: 3  Intermediate/Advanced: 4 |
| 13: 11/5 | Application: CEC  Grammar: Module 5 Adverb and Adjective Phrases & Clauses, Diagramming Complex Sentences  CEC Observation Schedule  Beginners: 6  Intermediate/Advanced: 7 |  | Grammar Research Presentation  **CEC Teaching Whole Lesson**  Beginners: 5  Intermediate/Advanced: 6  Grammar module task 5  Grammar Quiz 5 |
| 14: 11/12 | Application: CEC  CEC Observation Schedule  Beginners: 4, 5  Intermediate/Advanced: 6  Grammar: Modules 1 – 5 Extension activities + Hot Seat Practice |  | Grammar Research Presentation  **CEC Teaching Whole Lesson**  Beginners: HT Wrap Up  Intermediate/Advanced: 7 |
| 15: 11/19 | Grammar: Modules 1 – 5 Extension activities + Hot Seat Practice |  | Grammar Research Presentation  Assignment 5: Grammar Game Night |
| **11/25 - 29 Thanksgiving Holiday** | | | |
| Bonus: 12/3 | Documentary: Grammar Revolution |  |  |
| 12/9 | FINAL EXAM |  |  |
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Classes begin: Aug 19 Labor Day: Sept 2 Fall break: Oct 10 - 11 Thanksgiving break: Nov 25 – 29

Last day of classes: Dec 6 Final Exam Period: Dec 9 – 13 Commencement: Dec 14

Here is a link to the official AU academic calendar: <http://www.auburn.edu/main/auweb_calendar.php>