

UNIVERSITY OF CENTRAL FLORIDA
College of Arts and Humanities
TSL6350 Syllabus

Department	Dept. of Modern Languages & Literatures, CNH523
Course Title	Grammar for ESOL Teachers
Course Number	TSL6350-0001
Course Credit	3 hours
Semester	2017 Spring
Instructor	Dr. Marcella A. Farina
Telephone	407.823.0087, TESOL office 407.823.2472, Department office
E-mail	All course correspondence should go through the CANVAS Inbox.
Class Meeting Info	R, 18.00-20.50, CB1-119
Office Hour Info	Face-to-face – Tuesdays & Thursdays, 13.00-16.00, CNH532 Online – By appt, Webcourses@UCF/CONFERENCES

COURSE DESCRIPTION

Grammar is the backbone of any language. It is important for teachers of English language learners (ELs) to not only be aware of what ESL (English as a second language) grammar is but also understand how empirical research fuels grammar teaching strategies. This course includes general grammar terminology and concepts, common ESL grammatical problems and their connection to learner first language (L1), and curricular aspects for teaching and assessing grammar as second language (L2) with learner populations of varied skill areas and educational levels.

COURSE OBJECTIVES

- Define and give examples of grammar terms
- Recognize the most common ESL grammar concepts
- Explain the rules and exceptions for the most common ESL grammar concepts
- Develop the ability to explain grammar concepts in a way that is appropriate to ELs
- Identify appropriate examples to support the teaching of grammar concepts
- Identify grammar mistakes as they relate to L1
- Identify grammar concept appropriateness by proficiency level
- Identify grammar concept appropriateness by education level
- Develop appropriate lesson plans, including teaching activities and assessment, for teaching grammar concepts
- Become familiar with salient research supporting best practices for teaching grammar to ELs
- Understand key components in structuring empirical research in L2 grammar acquisition

COURSE MATERIALS

Required

Folse, K.S. (2016). *Keys to teaching grammar to English language learners: A practical handbook*. (2nd ed.). Ann Arbor, MI: University of Michigan Press.

Hinkel, E. (2016). *Teaching English grammar to speakers of other languages*. New York, NY: Routledge.

It is also recommended that throughout this course students consult the *Publication manual of the American psychological association* (6th ed).

Practice Quizzes are available for most of the sections of the KEYS, textbook. These are intended for self-study and do not count toward the final course grade. Hence, they are executed without time limit and can be repeated as many times as needed. It is recommended that Practice Quizzes are completed prior to the face-to-face class meeting targeting the same content, an excellent time for students to ask the professor for clarification on quiz items, if needed. Details regarding the Practice Quizzes can be obtained from Webcourses@UCF/MODULES and Webcourses@UCF/QUIZZES (left sidebar).

COURSE EXPECTATIONS

NOTE:

There is NO make-up credit for missed face-to-face sessions. There are NO make-up quizzes or make-up exams. There is NO extra credit. There is NO partial credit. Late submissions will NOT be accepted. Plagiarism will not be tolerated; turnitin.com analysis will be used upon faculty discretion.

The final course grade is derived from student performance in five areas: attendance, curricular projects, assignments, discussion postings, and the final exam.

Attendance/Participation (5%). Attendance is expected at every face-to-face class meeting as participation is vital to successful completion of the course goals. Face-to-face class meeting dates are listed on the course syllabus, accessible through Webcourses@UCF/SYLLABUS (left sidebar) and Webcourses@UCF/CALENDAR (top tool bar).

Assignments (20%). This grade category consists of curricular design tasks appropriate to specific EL populations and various other activities conducted within this course. The tasks in this category require students to analyze, summarize, and reflect, and they are based on either the course textbooks or supplemental materials. A few but not all of the tasks in this category are conducted during face-to-face class time. It is recommended that students peruse the grading criteria and accompanying rubrics before completing each task in order to maximize performance. Task details are accessible through both Webcourses@UCF/MODULES and Webcourses@UCF/ASSIGNMENTS (left sidebar).

Discussion Postings (25%). The purpose of this task is to expand the student's knowledge base of empirical findings beyond the course text by summarizing research relevant to select topics. Posting topics reference a section of the course textbook and can be accessed through the course website under DISCUSSION in the left sidebar. Prior to submitting postings, students should follow the [Research Summary Guidelines](#) within the discussion posting task description and carefully review the accompanying rubric.

The deliverable for this task consists of the summary, 500-600 words in length, pasted into a text box and the attached PDF of the article being summarized; no other attachments should be submitted. Postings receiving the maximum score are objective and rely on empirical rather than anecdotal evidence. Plagiarism will not be tolerated; discussion postings can be subject to turnitin.com analysis upon faculty discretion.

Prior to each discussion posting due date, students are expected to present the article being summarized in the face-to-face class sessions for that week. Specific dates for discussion posting class briefings and submissions can be found in the Course Calendar at Webcourses@UCF/SYLLABUS in the left sidebar.

Service-learning Project (25%). UCF defines service-learning as "a teaching method that uses community involvement to apply theories or skills being taught in a course. Service-learning furthers the

learning objectives of the academic course, addresses community needs, and requires students to reflect on their activity in order to gain an appreciation for the relationship between civics and academics." More information about service-learning and how students across campus are engaging in meaningful work can be found at <http://explarning.ucf.edu/for-faculty/servicelearning/how-we-do/374>

The service-learning project in this course is a critical component. The objective is for students to become familiar with concepts and theories relative to the teaching of English grammar and apply those concepts in an authentic instructional setting by working with a non-native English speaker (NNES). By serving the needs of NNES students via this service-learning project, it is hoped that students will become more engaged in the local community of English language learners. The project consists no less than 15 contact hours to be accrued over no less than a 10-week period. The professor will provide possible service-learning placement, but students are also welcome to arrange their own in which case the allocation of time should be 60-90 minute session lengths and non-adjacent meeting days (e.g., M/W, T/R, M/R).

The deliverable for this project should include a biographical description of the EL(s), a detailed lesson plan for each individual session, a post-assessment of the EL(s) and recommendations for future study, and a personal reflection of how theory connects to practice in a grammar teaching setting as experienced via the service-learning experience. The deliverable should follow APA guidelines and be submitted as a WORD or PDF attachment. Students are encouraged to review the task rubric prior to starting and during the service-learning project. The task description and associated rubric can be accessed through [Webcourses@UCF/ASSIGNMENTS](#) in the left sidebar.

Students who, for any reason, feel they cannot meet the service-learning project guidelines should contact the professor within the first week of the semester.

Final Examination (25%). The final exam is comprehensive in that it addresses all the English grammar concepts discussed in this course. It consists of 100 multiple choice items and is undisclosed. Each student is responsible for providing a brown Scantron form in order to take the exam. One brown Scantron forms. For information about obtaining free brown Scantron forms, students are referred to <http://ucfsga.com/services/free-scantrons-and-blue-books/>

The final exam is administered in the assigned course classroom according to the University's Final Exam Schedule. Students are referred to the course syllabus and course website for exact due date/time of the exam. Specific Information regarding the final exam and relative review material can be found in the Course Calendar at [Webcourses@UCF/SYLLABUS](#), [Webcourses@UCF/MODULES](#) and [Webcourses@UCF/ASSIGNMENTS](#) (left sidebar).

Grading Scale

Letter grade	Percentage range
A	100% – 92.5%
A-	< 92.5% – 89.5%
B+	< 89.5% – 86.5%
B	< 86.5% – 82.5%
B-	< 82.5% – 79.5%
C+	< 79.5% – 76.5%
C	< 76.5% – 72.5%
C-	< 72.5% – 69.5%
F	< 69.5% – 0.0%

IMPORTANT: READ CAREFULLY

Because English language use is a prominent indicator of the standard of professionalism of English language educators, it is highly considered in the evaluation of each participant's performance in this course. Correct capitalization, spelling, punctuation, and register/tone are expected in all exchanges, including email correspondence. Although a typo here or there is understandable, even for a language educator, the inaccurate use of English mechanics is not. Students are advised to review each rubric carefully before submitting tasks, for each rubric contains the assessment of mechanics (i.e., grammar, punctuation, spelling, tone).

COURSE CALENDAR

Week/ Module #	Class Date	Topics ⁺	Tasks*†
0/1	1/12	Course Overview Service Learning Project KEYS, 1.1, 1.2, 2.1 2.2, 2.3	Complete Module 0/Native Speaker Pre-test (fulfills UCF's Academic Engagement requirement) [ASSIGN] Badges 1, 2, 3 [ASSIGN] Practice Quiz: KEYS, 1.2, 2.1, 2.2
2	1/19	KEYS, 2.4, 3.1, 3.2, 3.3, 3.4 KEYS, 4.3, 4.6, 4.9, 4.11, 4.15, 4.16	Practice Quiz: KEYS, 2.4, 3.1, 3.2, 3.3, 3.4
3	1/26	KEYS, 3.11, 3.12, 3.14, 3.16 KEYS, 4.4, 4.10	Practice Quiz: KEYS, 3.11, 3.12, 3.14, 3.16
4	2/2	Hinkel, Chapters 2, 5, 6, 8 Designing a Grammar Activity	Hinkel, Chapters 2, 5, 6, 8, in-class peer-briefing Hinkel, Chapters 2, 5, 6, 8 [DP]
5	2/9	KEYS, 3.5, 3.6, 3.7 KEYS, 4.13, 4.17, 4.18	Practice Quiz: KEYS, 3.5, 3.6, 3.7 Grammar Activity, in-class self-edit Grammar Activity[ASSIGN]
6	2/16	KEYS, 3.8, 3.10, 3.13 KEYS, 4.1, 4.2, 4.7, 4.19, 4.20	Practice Quiz: KEYS, 3.8, 3.10, 3.13
7	2/23	Hinkel, Chapters 4, 7, 9, 10 Designing a Lesson Plan	Hinkel, Chapters 4, 7, 9, 10, in-class peer-briefing Hinkel, Chapters 4, 7, 9, 10 [DP]
8	3/2	KEYS, 3.9, 3.15 KEYS, 4.5, 4.8, 4.12, 4.14	Practice Quiz: KEYS, 3.9, 3.15 Lesson Plan, in-class self-edit Lesson Plan [ASSIGN]
9	3/9	Teaching Grammar in Today's Classroom, Expert Panel Discussion	Practice Quiz: KEYS, 4.1-4.2, 4.3-4.4, 4.5-4.7, 4.8-4.10, 4.11-4.12, 4.13-4.20 Teaching Grammar in Today's Classroom [ASSIGN]
10	3/16	SPRING BREAK WEEK (no classes) March 13-17, 2017	
11	3/23	ESL/EFL Grammar Videos	ESL/EFL Grammar Video Reports 1, 2, 3, 4, 5 [ASSIGN]
12	3/30	Hinkel, Chapters 1, 3, 11, & 12 Corpus Linguistics & COCA	Hinkel, Chapters 1, 3, 11, & 12, in-class peer-briefing Hinkel, Chapters 1, 3, 11, & 12 [DP] Corpus Task [ASSIGN]
13	4/6	KEYS, Chapter 5 TOEFL ITP Structure Items	TOEFL ITP/Structure Item Writing Activity [ASSIGN]
14	4/13	Designing a Grammar Syllabus	Syllabus Design Activity in-class [SLP]
15	4/20	Final Examination Review	Review for Final Examination Native Speaker Post-test [ASSIGN] Service Learning Project [ASSIGN]
STUDY DAY (no classes) Tuesday, April 25, 2017			
FINAL EXAMINATION May 2, 2017, 7.00pm – 9.50pm Students are to bring a brown Scantron form.			

⁺Readings are to be completed prior to that week's face-to-face class meeting.

*See Webcourses@UCF for exact due dates/times.

†Tasks followed by bracketed categories are graded tasks.

ADDITIONAL POLICIES

Webcourses@UCF	Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the "Discussion" section, you will have a designated forum section. My recommendation is to check Webcourses every day for updates from your teammates or myself.
Internet Usage	You will be expected to have "daily" access to the internet and email, since I will be emailing and contacting you "regularly" about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx .
Religious Observances	Faculty should include in their syllabi procedures for resolving conflicts between the normal class schedule and major religious observances. Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. Click here for a list of the major religious holidays in a number of faiths. For more details about these and other holidays, go to http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/ or contact the Office of Diversity Initiatives at 407-823-6479.
Communication Protocol	All course correspondence is executed through the course website; no other email sources will be used. Students should not use DISCUSSION to send course communications, nor should they forward someone else's e-mail without permission. Students are also reminded that online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication. Therefore, it is important to be judicious and respectful when expressing oneself. Students should make sure course postings are written without grammar, punctuation or spelling errors. Likewise, no texting shorthand or emoticons should be used in this course. Lastly, the course instructor will reply to e-mails within 24 hours Monday through Thursday; e-mails received Friday through Sunday or during a holiday will be answered on the next school day. As of 2009, Knightmail is the official student email at UCF. All other official university communications are disseminated through Knightmail. Therefore, students are required to obtain a Knight's email account and check it regularly for important notifications.
Financial Aid Statement	As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete "Assignment" by the end of the first week of classes or as soon as possible after adding the course, but no later than "date". Failure to do so may result in a delay in the disbursement of your financial aid.
Copyright Protection	This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Accessibility	<p>The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, (SAS) before requesting accommodations from the professor. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without an SAS accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2372; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.</p> <p>The instructional media and materials for this class are accessible to students with disabilities. Students who are having difficulty accessing them should contact the faculty member.</p>
Deployed Active Duty Military Students	<p>If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.</p>
Title IX	<p>Title IX's implementing regulation provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The University receives federal financial assistance, so Title IX applies to UCF's programs and, by extension, provides protections to UCF students. http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions.Prevention-TitleIXOverview.pdf</p>
Student Conduct	<p>UCF Faculty supports the UCF Creed. Integrity - practicing and defending academic and personal honesty - is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, Scholarship: - I will cherish and honor learning as a fundamental purpose of membership in the UCF community. - Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.</p>
Third-Party Software & FERPA	<p>During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.</p>

<p>UCF Cares</p>	<p>During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.</p>
<p>Written Resources</p>	<p>This course utilizes turnitin.com to determine the authenticity of student submissions. Accordingly, students are expected to submit all assignments in electronic format. After the assignment is reviewed by the automated software, the course instructor will receive a report that states the originality of the assignment. For a more detailed look at the process, students are encouraged to visit turnitin.com. The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers but to teach writers strategies to navigate complex situations for writing both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, students should visit far enough in advance to allow themselves time to revise after the consultation, browse the writing resources on the UWC website, and arrange a regular weekly appointment for long-term help. Students may schedule a 45-minute appointment by calling 407.823.2197 or by using the TutorTrac scheduler; walk-in consultations are also available in CNH0105 or at satellite locations in the Main Library, Rosen Library and Online.</p>
<p>Diversity & Inclusion</p>	<p>The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.</p> <p>Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://shield.ucf.edu/ and http://cares.sdes.ucf.edu/</p> <p>If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services. For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact: Title IX, EO/AA http://www.eo.ucf.edu/ & askanadvocate@ucf.edu; Disability Accommodation, Student Accessibility Services http://sas.sdes.ucf.edu/ & sas@ucf.edu; Diversity and Inclusion Training and Events www.diversity.ucf.edu; Student Bias Grievances, Just Knights Response Team http://jkrt.sdes.ucf.edu/; UCF Compliance and Ethics Office http://compliance.ucf.edu/ & complianceandethics@ucf.edu; Ombuds Office http://www.ombuds.ucf.edu/</p>

Academic Honesty

Every student is expected to do his/her own work in its entirety. Presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. Please feel free to ask what is acceptable and what is not.

Plagiarism and cheating of any kind on an examination, quiz, or assignment may result in an "F" for that assignment, may (depending on the severity of the case) lead to an "F" for the entire course, and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule \[http://www.goldenrule.sdes.ucf.edu/2e_Rules.html\]\(http://www.goldenrule.sdes.ucf.edu/2e_Rules.html\)](#) for further information. Your instructor will assume for this course that you will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. Your instructor will not bend or break rules for one person that will not apply to everyone.

The use of electronic translators or human assistance to complete your work is a violation of UCF's academic honesty policy. If you have any doubts about what is acceptable assistance and what is not, please ask your instructor.

Any work submitted that contains phrases, structures, or tenses not studied in the course or that in any way indicates that electronic or human assistance has been used may result in an "F" for the assignment, an "F" for the course, and referral to UCF's Office of Student Conduct.

You are responsible for familiarizing yourself with these rules of conduct and abiding by their precepts.

Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See <http://www.goldenrule.sdes.ucf.edu/> for further details.

The UCF Creed	
<i>Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.</i>	
Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

Please note: Any and all aspects of this course may be modified at the discretion of the instructor. Course changes will be communicated via ANNOUNCEMENTS (left sidebar) of the course website. Students are expected to be aware of all changes.