COURSE DESCRIPTION
Grammar is the backbone of any language. It is important for teachers of English language learners (ELLs) 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 ELLs
- Identify appropriate examples to support the teaching of grammar concepts
- Identify grammar mistakes as they relative 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 ELLs
- Understand key components in structuring empirical research in L2 grammar acquisition

COURSE MATERIALS
Required

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

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/](http://ucfsga.com/services/free-scantrons-and-blue-books/)

**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.

**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 (15%).** This grade category consists of 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. Plagiarism will not be tolerated; discussion postings will be submitted to [turnitin.com](http://turnitin.com) analysis upon faculty discretion. Task details are accessible through both Webcourses@UCF/MODULES and Webcourses@UCF/ASSIGNMENTS (left sidebar).

**Discussion Postings (20%).** 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. Each posting is comprised of two parts: an individual posting & a peer posting. When preparing postings, students should follow the [Research Summary Guidelines](#), accessible through Webcourses@UCF/PAGES (left sidebar) and carefully review the respective rubrics prior to submitting. Postings receiving the maximum points demonstrate a thorough yet concise submission and meaningful understanding of theory-to-practice in the teaching/learning environment. Postings receiving the maximum points rely on empirical evidence, rather than anecdotal, in making comments. Plagiarism will not be tolerated; discussion postings will be submitted to [turnitin.com](http://turnitin.com) analysis upon faculty discretion. Complete task information is accessible through Webcourses@UCF/DISCUSSION (left sidebar).

**Individual postings.** Individual posting topics reference a section of the course textbook and are identified in each task description. The deliverable for this task consists of the summary pasted into the discussion posting text box and the attached PDF of the article being summarized. No other attachments will be accepted. Individual postings are open for the first four days (from Monday through Thursday) of the week/module for which they are listed. Late individual postings will receive a “0” toward the overall discussion posting grade but are required in order to be able to submit peer posting tasks.
Peer postings. Peer postings consist of one reflective commentary on a classmate’s individual posting. Peer postings should be no less than 200 words in length and supported by empirical evidence, rather than anecdotal. Appropriate citations should be included at the end of the commentary. The deliverable for this task consists of the commentary pasted into the discussion posting text box and the attached PDF(s) of the article(s) referenced in the commentary. No other attachments will be accepted. Peer postings are open for the last three days (from Friday through Sunday) of the week/module for which they are listed. Late peer postings will receive a “0” toward the overall discussion posting grade.

Quizzes (15%). There are two types of quizzes in this course. Practice Quizzes, which are scored but do not count toward the final course grade, and Assignment Quizzes, which are both scored and do count toward the final course grade. Practice Quizzes accompany module content and are intended for student practice of the grammatical concepts covered in this class. Hence, they are executed without time limit and can be taken an unlimited number of times Use of the practice quizzes is completely up to student discretion. On the other hand, the Assignment Quizzes are based on select reading assignments from the course textbooks, and each quiz is limited in both duration and attempts. Answers for these quizzes are available for student perusal immediately after the quiz closes and for a 24-hour period. Details regarding the both types of quizzes can be obtained through Webcourses@UCF/MODULES and Webcourses@UCF/QUizzes (left sidebar).

Curricular Projects (20%). This grade category consists of curricular design tasks appropriate to specific ELL populations, one of which is an elementary school in Cusco, Peru. A few but not all of the tasks in this category are conducted during face-to-face class time. Most of tasks are submitted in audio/video formats. It is recommended that students carefully peruse the grading criteria and accompanying rubrics before completing each task in order to maximize performance. Details can be obtained through Webcourses@UCF/Assignments (left sidebar).

Final Exam (25%). The final exam is comprehensive in that it addresses all the English grammar concepts discussed in this course. Furthermore, 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. The final exam is administered in the assigned course classroom but not during regular class time but rather as stipulated by the University’s final exam schedule. Students are referred to the course syllabus and course website for exact due date/time of the exam. Information regarding the final exam and relative review material is accessible through Webcourses@UCF/MODULES and Webcourses@UCF/Assignments (left sidebar).

Graduation Scale

<table>
<thead>
<tr>
<th>Percentage range</th>
<th>Letter grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86</td>
<td>B</td>
</tr>
<tr>
<td>80 – 82</td>
<td>B-</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72</td>
<td>C-</td>
</tr>
<tr>
<td>69 – 0</td>
<td>F</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Week/Module #/class date*</th>
<th>Topics</th>
<th>Tasks**</th>
</tr>
</thead>
</table>
| #1 W                      | Preliminary Tasks  
KEYS, Chapter 1, Section 1  
KEYS, Chapter 2, Section 1 | Native Speaker Pre-test [ASSIGN]  
Badges 1, 2, 3 [ASSIGN]  
KEYS, Chapter 1, Section 1  
KEYS, Chapter 2, Section 1 [QUIZ 3, QUIZ 4] |
| #2 1/22                   | Course Overview  
KEYS, Chapter 1, Section 2  
KEYS, Chapter 2, Section 2  
KEYS, Chapter 2, Section 3 | KEYS, Chapter 1, Section 2 [QUIZ 2]  
KEYS, Chapter 2, Section 2 [QUIZ 6]  
KEYS, Chapter 2, Section 3 [QUIZ 7]  
ESL/EFL Grammar Video Reports 1, 2, 3, 4, 5 [ASSIGN] |
| #3 W                      | Hinkel & Fotos, Chapters 1, 2, & 3 | Hinkel & Fotos, Chapters 1, 2, & 3 [DP]  
Lesson Plan Video Poster (2-3 grade ELLs) [CP] |
| #4 2/5                    | KEYS, Chapter 2, Section 4  
KEYS, Chapter 3.1-3.4  
KEYS, Chapter 3.12  
KEYS, Chapter 3.14 | KEYS, Chapter 2, Section 4 [QUIZ 8, QUIZ 9]  
KEYS, Chapter 3.1-3.4 [QUIZ 12, QUIZ 15, QUIZ 21, QUIZ 26]  
KEYS, Chapter 3.12 [QUIZ 24]  
KEYS, Chapter 3.14 [QUIZ 31] |
| #5 W                      | Hinkel & Fotos, Chapters 4 & 5 | Hinkel & Fotos, Chapters 4 & 5 [DP] |
| #6 2/19                   | KEYS, Chapter 3.11  
KEYS, Chapter 3.6  
KEYS, Chapter 3.5  
KEYS, Chapter 3.10  
KEYS, Chapter 3.7  
KEYS, Chapter 3.8 | KEYS, Chapter 3.11 [QUIZ 11]  
KEYS, Chapter 3.6 [QUIZ 17]  
KEYS, Chapter 3.5 [QUIZ 13]  
KEYS, Chapter 3.10 [QUIZ 23]  
Lesson Plan Video Poster (K-1 grade ELLs, 4-5 grade ELLs) [CP] |
| #7 W                      | Hinkel & Fotos, Chapters 6, 7, & 8 | Hinkel & Fotos, Chapters 6, 7, & 8 [DP] |
| #8 3/5                    | Cusco, Peru Curricular Workshop  
Hinkel & Fotos, Chapters 1-5  
KEYS, Chapter 3.9  
KEYS, Chapter 3.13  
KEYS, Chapter 3.15 | KEYS, Chapter 3.7 [QUIZ 27]  
KEYS, Chapter 3.8 [QUIZ 19]  
KEYS, Chapter 3.9 [QUIZ 28]  
KEYS, Chapter 3.13 [QUIZ 29]  
KEYS, Chapter 3.15 [QUIZ 32]  
Teaching Grammar in Today’s Classroom [DP] |
| #9 W                      | Corpus Linguistics & COCA | Hinkel & Fotos, Part I (QUIZ)  
Corpus Task [ASSIGN] |
| #10 3/19                  | Hinkel & Fotos, Chapters 6-10  
KEYS, Chapter 4.1-4.10 | KEYS, Chapter 4.1-4.10 [QUIZ 14, Quiz 16, Quiz 18, Quiz 20] |
| #11 W                     | Hinkel & Fotos, Chapters 9 & 10 | Hinkel & Fotos, Chapters 9 & 10 [DP]  
Hinkel & Fotos, Part II [QUIZ] |
| #12 4/2                   | Hinkel & Fotos, Chapters 11-12  
KEYS, Chapter 4.11-4.12  
KEYS, Chapter 4.13-4.20  
KEYS, Chapter 5 | KEYS, Chapter 4.11-4.12 [QUIZ 22]  
KEYS, Chapter 4.13-4.20 [QUIZ 25]  
TOEFL Items [ASSIGN] |
| #13 W                     | Hinkel & Fotos, Chapters 11 & 12 | Hinkel & Fotos, Chapters 11 & 12 [DP]  
Hinkel & Fotos, Part III [QUIZ] |
| #14 4/16                  | Course Design | Syllabus Design Activity [CP] |
| #15 W                     | Review for Final Examination | Native Speaker Post-test [ASSIGN] |

**STUDY DAY (no classes)**  
April 22, 2015

**FINAL EXAMINATION**  
April 30, 2015, 7.00pm – 9.50pm  
Students are to bring a brown Scantron form.

*W = no face-to-face class meeting.
**See Canvas for exact due dates/times.**
<table>
<thead>
<tr>
<th>ADDITIONAL POLICIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Webcourses@UCF</strong></td>
</tr>
<tr>
<td><strong>Internet Access</strong></td>
</tr>
<tr>
<td><strong>Communication Protocol</strong></td>
</tr>
<tr>
<td><strong>Tracking Student Academic Engagement in Webcourses@UCF for Financial Aid Requirement</strong></td>
</tr>
<tr>
<td><strong>Copyright Protection</strong></td>
</tr>
<tr>
<td><strong>Written Resources</strong></td>
</tr>
</tbody>
</table>
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.

### Accessibility

It is intended that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning. Students who are having difficulty accessing course content should contact the course instructor. Anyone who believes the course design poses barriers to effectively participating and/or demonstrating learning in this course should contact the course instructor to discuss reasonable options or adjustments. Although course design concerns may be addressed at any point throughout the semester, a minimum of one week prior notice is required to process any eventual course modifications.

### Title IX

The Title IX 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 programs and, by extension, provides protections to UCF students. Students are referred to the Title IX Overview for more information.

### Third-Party Software & FERPA

During this course, students might have the opportunity to use public online services and/or software applications (sometimes called third-party software), such as blogs or wikis. While some of these could be required as course assignments, students will not be expected to submit any personally identifying information on public sites. Students should not post or provide any private information about themselves or classmates on such sites; where appropriate, students may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require students to disclose personal, identity-sensitive information. Students are referred to Student Rights to Privacy (FERPA) for more information and the course instructor.

### Diversity & Inclusion

The University of Central Florida recognizes that individual differences can deepen an understanding of one another and the world as a whole. Therefore, people of all ethnicities, genders/gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds,
regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences in this course. If it is believed that these differences may in some way isolate a student from the UCF community or if a student believes to need specific accommodations, they should speak with the course instructor early in the semester. Sincere efforts will be made to determine a collaborative approach to facilitate student activeness and engagement in this course and the community. More information can be obtained at the Office of Diversity Initiatives.

<table>
<thead>
<tr>
<th>Religious Observances</th>
<th>Students are expected to notify the course instructor in advance of absences due to religious observances during regular class times. Consult Major Religious Holidays for more details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deployed Active Duty Military Students</td>
<td>Students who are deployed active duty military and require special accommodation due to this unique status should contact the course instructor to discuss arrangements.</td>
</tr>
<tr>
<td>Differently-abled Students</td>
<td>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 course instructor 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 requesting academic accommodation must be registered with Student Disability Services before requesting accommodations from the course instructor.</td>
</tr>
<tr>
<td>UCF Cares</td>
<td>During a UCF career, students may experience challenges including struggles with academics, finances, or personal well-being. UCF has a multitude of resources available to those individuals. UCFCares offers resources, support and free services and information regarding a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges, are available for those concerned about a friend or classmate. UCFCares staff members are available between 8.00 am and 5.00pm by calling 407-823-5607 or writing to <a href="mailto:ucfcares@ucf.edu">ucfcares@ucf.edu</a> with questions or for additional assistance. For immediate distress, students are urged to call Counseling and Psychological Services at 407.823.2811 to speak directly with a counselor 24/7, or to call 911.</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>Every student is expected to do his/her own work in its entirety. Presenting another’s ideas, arguments, words or images as one’s own, using unauthorized material, or giving/accepting unauthorized help on assignments/tests diminishes the educational value of these exercises and undermine the integrity of the UCF degrees. Plagiarism and cheating of any kind on examinations, quizzes, or assignments may result in an &quot;F&quot; for that task, may lead to an &quot;F&quot; for the entire course depending on the severity of the case, and may be subject to referral to the Office of Student Conduct for further action. The course instructor assumes that all students adhere to the academic creed of the University and maintain the highest standard of academic integrity. Furthermore, the course instructor will administer such rules for the fair and equal</td>
</tr>
</tbody>
</table>
treatment of all course participants. Students are responsible for being familiar with and abiding by rules and precepts stipulated in the UCF Golden Rule Handbook. Concerns regarding issues of academic honesty should be discussed with the course instructor.

Student Conduct

UCF Faculty supports The UCF Creed, in particular the first two tenets: Integrity and Scholarship. Consequently, academic integrity will be appraised according to the student academic behavior standards outlined in the UCF Golden Rule Handbook.

---

### The UCF Creed

*Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.*

<table>
<thead>
<tr>
<th>Value</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>I will practice and defend academic and personal honesty.</td>
</tr>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>

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 on the left sidebar of the course website. Students are expected to be aware of all changes.