

Dr. Michael Wei - EDCI 635 English Grammar 1/8

**UNIVERSITY OF MARYLAND
COLLEGE PARK
Department of Curriculum and Instruction**

**EDCI 635
English Grammar for Teachers of English to Speakers of Other Languages**

Michael Wei, Ph.D.
Syllabus

Tuesday
5:00 p.m. to 7:45 p.m.

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Office hours: by appointment

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Classroom: Conference Room A, the third floor, The Hoyer Family Center, 8909 Riggs Rd. Adelphi, MD 20783

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Course Description:

This course is about teaching English grammar and methods of teaching grammar for graduates, prospective and current teachers of English to speakers of other languages. It includes analysis of the major grammatical structures of American English, discussion of the role of teaching grammar, effective classroom methods and techniques for the English as a second/foreign language classroom.

Course Requirements:

You are expected to be prepared and professional. Please make every effort to be on time and stay until the end of class. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Assignments are due on the date indicated in the syllabus. Late submissions will result in a half-grade drop per day late, unless arrangements are made with the instructor. All assignments including Literature Review should be typed with Times New Roman, 12 pt and double-space.

Grades of A-D are awarded based on the following criteria:

- Attendance at all class sessions
- Participation in discussions and exercises on issues raised in class
- Completion of assignments on various topics

- Completion of a topic presentation
- Completion of a demonstration
- Successful completion of a final exam

Required Textbooks:

Avery, Peter & Ehrlich, Susan. (1995). *Teaching American English Pronunciation*. Oxford, England: Oxford University Press. (ISBN: 0-19-432815-5)

Celce-Murcia, Marianne & Larsen-Freeman, Diane (1999). *The Grammar book: An ESL/EFL Teacher's Course*, second Edition. Boston, MA: Heinle & Heinle. (ISBN: 0-8384-4725-2)

Giegerich, H. J., et al. (1992). *English Phonology: An Introduction*. Cambridge: Cambridge University Press. (ISBN: 05213-3603-1)

Yule, G. (1998). *Explaining English Grammar*. Oxford: Oxford University Press. (ISBN: 0194371727)

Other resources:

EDCI 635 homepage: Log on <http://www.courses.umd.edu/> and you'll see it. (Search your directory ID through: <https://www.directory.umd.edu/cgi-bin/search>. Type in your name and you'll find your directory ID. Or search through <https://www.directory.umd.edu/cgi-bin/chpwd?searchbyumid> and type in your SSN and Testudo PIN, you'll get your directory ID. If you don't know your PIN or still have questions, please call 301-405-1500)

University of Maryland at College Park TESOL website:

<http://www.lib.umd.edu/MCK/tesol.html>

Second language education program, EDCI, University of Maryland at College Park website:

<http://www.education.umd.edu/EDCI/SecondLangEd/>

Use key words like "ESL student essays" to do a google search for student writing samples if you are not a teacher. Montgomery public schools have a professional library. The link is here:

<http://www.mcps.k12.md.us/departments/media/professional/>

Disability services

If you have a documented disability that requires course accommodations, please see me as soon as possible. You must have this information on record with the University. If needed, contact Disability Support Services.

University of Maryland Honor Pledge

The University has an approved Code of Academic Integrity available on the web at www.inform.umd.edu/Campusinfo/Departments/jpo/code_acinteg.html

It is expected that students are familiar with this code and agree to abide by applicable policies. *"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."*

Class Wrap-up:

One (sometimes two) student is asked to wrap up what the class lectures, presentations, discussions are about. Please list main points (main concepts, main ideas) in bullets and post them on Discussion of our WebCT. This wrap-up also serves as a review list for your final exam.

Rubrics for all assignments:

5 points are for each assignment.

Please don't assume the APA format in Yule's textbook is correct!

Rubric for Assignment 1 and Assignment 3:

- 1 correct grammar (including punctuations) and correct APA format
- 1 key points of your comparison text
- 1 compare the two texts
- 1 contrast the two texts
- 1 critique the two texts

Rubric for Assignment 2 and Assignment 5

- 1 correct grammar (including punctuations)
- 2 student current mastery of the issue
- 2 steps the teacher should take instructionally to move the student toward mastery

Rubric for Assignment 4

- 1 correct grammar (including punctuations)
- 3 key points of the article
- 1 critique the article you choose

Topic Presentation:

The purpose of this task is to make us familiar with current studies in ESOL students learning grammar. You are required to search for a **research article**. This article should be directly related to the core area being discussed and should relate to instruction in some way. The role of the presenter is to summarize the information gathered from the article.

On the day of the presentation, presenters should provide a **1-page handout** for members of the class to follow as they present their summary and findings of the article. Also, presenters should provide a **copy of the article for the instructor**.

The handouts need to include **purpose, problem, research design, results and classroom implications**.

Before the presentation, an electronic version of the handouts including Powerpoint slides must be sent to the instructor. The instructor will upload the handouts to our course WebCT.

The chosen article must be approved by the instructor before presentation.

Time limit for Topic presentation: 20 minutes.

Rubric for Topic presentation (15 points in total)

Article must be directly related to the chapter

- Presents a thorough review of the article (5 points)
- Describes implications for classroom application (2.5 points)
- Shows thorough preparation, including effective visual aids and handouts (5 points)
- Uses time effectively and remains within time limit (2.5 points)

Demonstration:

You will select a grammatical topic and develop a lesson plan and the corresponding materials that can be used to teach the chosen topic in an actual ESOL class. Finally, you must teach a mini-version of the lesson to the class. Copies of the lesson plan and all materials are to be provided to each member of the class. The lesson plan should include but not limited to **statement of objectives, description of students, warm-up activities, guided practice, independent practice, closure, assessment and modification for students with special needs.**

Time Limit for Demonstration: 20 minutes.

Before the presentation, an electronic version of the handouts must be sent to the instructor. The instructor will upload the handout(s) to our course WebCT.

Rubric for Demonstration (15 points in total):

- Directly related to the chapter you choose (3 points)
- A clear introduction to the setting of the class, the level and grade of students you are going to teach (3 points)
- Demonstrates a good grasp of the grammatical topic (3 points)
- Good classroom management (3 points)
- Uses time efficiently and remains within time limit with clear transitions between activities. (3 points)

Rubric for Literature Review

Rubric (20 points in total)

- An introduction to the topic you choose (2 points)
- Articles chosen relate directly to chosen topic (2 points)
- Complete citation in correct APA format in reference (2 points)
- Clearly and concisely summarizes key points of all articles (2 points)
- Provides specific implications for classroom application (2 points)

Grading:

1)	Assignments 1-5	25 points
2)	Topic presentation	15 points
3)	Final Exam	20 points
4)	Demonstration	15 points

- 5) Literature Review 10 points
- 6) Class Wrap-up 5%
- 7) Asking and answering questions on WebCT 10%

Schedule of Topics

Class 1: Jan. 24, 2006

Overview of the course
Self introduction
Introduction to WebCT
Topic presentation date selection
Demonstration date selection

Class 2: Jan. 31, 2006

Assigned reading and study:

Teaching American English Pronunciation: Chapter 1 & 2
English Phonology: An Introduction: Chapter 2

Lecture: Prepare for Praxis II Phonetics part I

Exercises

Class 3: Feb. 7, 2006

Assigned reading and study:

Teaching American English Pronunciation: Chapter 4, 5 & 6
English Phonology: An Introduction: Chapter 3

Lecture: Prepare for Praxis II Phonetics part II

Exercises

Class 4: Feb. 14, 2006

Assignment 1 due: Compare, contrast, and critique the two pronunciation textbooks.

Assigned reading and study: *Explaining English Grammar*: Chapter 1 Introduction

Lecture: Chapter 1 Introduction

Individual topic presentation

Demonstration

Class 5: Feb. 21, 2006

Assigned reading & study: *Explaining English Grammar*: Chapter 2-Articles
The Grammar Book: Chapter 14

Lecture: Articles

Discussion

Individual topic presentation

Demonstration

Class 6: Feb. 28, 2006

Assignment 2 due: Present an anonymous student writing sample and explain the student's current mastery of articles, as evidenced in the writing sample. Explain the next steps the teacher should take instructionally to move the student toward mastery.

Assigned reading & study: *Explaining English Grammar*: Chapter 3-Tense & Aspect
The Grammar Book: Chapter 6

Lecture: Tense & Aspect
Discussion
Individual topic presentation
Demonstration

Class 7: March 7, 2006

Assigned reading & study: *Explaining English Grammar*: Chapter 4-Modal verbs
The Grammar Book: Chapter 7

Lecture: Modal verbs
Discussion
Individual topic presentation
Demonstration

Class 8: March 14, 2006

Assignment 3 due: Compare, contrast, and critique this presentation of Modal verbs with another source. Cite the secondary source (From other textbooks, Internet, etc).

Assigned reading & study: *Explaining English Grammar*: Chapter 5-Conditionals
The Grammar Book: Chapter 25

Lecture: Conditionals
Discussion
Individual topic presentation
Demonstration

Class 9: March 21, 2006

Assigned reading & study: *Explaining English Grammar*: Chapter 6-Prepositions and particles
The Grammar Book: Chapter 32

Lecture: Prepositions and particles
Discussion
Individual topic presentation
Demonstration

Class 10: March 28, 2006

Assignment 4 due: Select an article from “further reading” on pp. 185-186. Summarize and critique the article in 2 pages, but no more than 2 pages. Cite the article chosen.

Assigned reading & study: *Explaining English Grammar*: Chapter 7-Indirect objects
The Grammar Book: Chapter 18

Lecture: Indirect objects
Discussion
Individual topic presentation
Demonstration

Class 11: April 4, 2006

Assigned reading & study: *Explaining English Grammar*: Chapter 8-Infinitives and gerunds
The Grammar Book: Chapter 31

Lecture: Infinitives and gerunds
Discussion
Individual topic presentation
Demonstration

April 11: PG county public schools Spring break ---No class

Class 12: April 18, 2006

Assignment 5 due: Present an anonymous student writing sample and explain the student’s current mastery of infinitives and gerunds, as evidenced in the writing sample. Explain the next steps the teacher should take instructionally to move the student toward mastery.

Assigned reading & study: *Explaining English Grammar*: Chapter 9-Relative clauses
The Grammar Book: Chapter 26 & 27

Lecture: Relative clauses
Discussion
Individual topic presentation
Demonstration

Class 13: April 25, 2006

Assigned reading & study: *Explaining English Grammar*: Chapter 10-Direct and Indirect Speech
The Grammar Book: Chapter 33

Lecture: Direct and Indirect Speech
Discussion
Individual topic presentation
Demonstration

Class 14: May 2, 2006

Assigned reading & study: The Question System (A copy of the chapter will be provided to the whole class and you can make copies from that.)

Lecture: The Question System

Discussion

Individual topic presentation

Demonstration

Class 15: May 9, 2006

Literature Review due: The purpose of this assignment is to explore a topic of interest relevant to the *teaching* of English Grammar to second language learners.

- Select a particular population of second language learners: elementary school students, middle school students or high school students in the areas of English Grammar
- Review 8 or more research-based articles or book chapters, published in the last 10 years. Readings should synthesize research studies or focus on effective teaching practices.
- Prepare an integrated summary of what the research seems to indicate
- Critically evaluate the research and discuss the implications for the teaching of English Grammar for the specific population of second language learners you selected
- Suggest direction for further research
- Your work should be **at least 8 pages** in length and should conform to APA guidelines.

Final Exam: English grammar