

Course Syllabus
Murray State University
Spring 2001

Department:	English and Philosophy	Instructor:	Dr. G. Zou
Course Number:	TSL 650-01/2144	Office:	114 Woods Hall
Credit hours:	2	Telephone:	762-3508
Meeting Place:	409 Faculty Hall	Office Hrs:	8:30-9:20am &
Meeting Time:	5:00-7:00 PM/Th		2:00-3:00pm/MTThF

- I. TITLE: Seminar in Teaching ESL Grammar
- II. CATALOG DESCRIPTION: A practical, hands-on examination of grammar from the perspective of the second language learner.
- III. PURPOSE: To develop students' knowledge of ESL/EFL pedagogical grammar, their understanding of the nature of their students' grammatical errors, and their ability to help their students develop their grammatical competence.
- IV. COURSE OBJECTIVES: By the end of the course, students in this class are expected to
 1. Have a basic knowledge of ESL/EFL pedagogical grammar required of them by their profession/needed in their teaching practice.
 2. Become familiar with major grammatical structures/patterns/categories and the terminology used to describe them.
 3. Understand the nature of their ESL/EFL students' grammatical errors and the pedagogical implications thereof.
 4. Be able to correct/answer most of their students' grammatical errors/questions that they encounter daily.
 5. Gain experience in teaching ESL/EFL grammar to students at different levels/in different settings and learning from their colleagues.
- V. CONTENT OUTLINE: See weekly schedule.
- VI. INSTRUCTIONAL ACTIVITIES: The primary format for the course will be workshop/seminar. The instructor will lecture on specific topics when necessary, but will more often coordinate discussion and guide collaborative relationships among all course participants.

Students will spend considerable time conducting research, completing chapter exercises, designing lessons, observing classes, and critiquing each other's work. All students are required to sign up for a 15-minute teaching presentation on a topic/grammatical point of their choosing and a 15-minute report on two class observations. All students are expected to finish their homework in time and discuss assigned readings in class. By raising questions and participating in discussion, you indicate that you have read the required material. Students are also encouraged to bring questions for class discussion.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Each student is required to observe two ESL grammar classes, preferably at two different levels taught by two different instructors, and report their observations to class for about 15 minutes. The following elements are expected in your report:

- Place/Institution where you observed the classes
- Instructor(s)
- What you did in addition to observing
- Students' age, proficiency level, and educational background
- Students' academic orientation, if applicable
- Program/Curriculum orientation
- Textbook(s) being used
- Class size
- Topic(s)/Grammatical points covered
- How the material was presented
- How the material was practiced
- How the feedback was provided
- Things that you like most about the classes you observed
- Things that you would do differently if you were to teach the classes
- Any suggestions for the instructor and others in this class

Be polite. Be cooperative. Don't take over. A one-page handout is expected for everyone in this class.

The above list can also help you prepare your teaching presentation.

VIII. RESOURCES: Students will use the resources of university libraries, including electronic data-gathering media, for their research. Students will have access to the personal library of this instructor and others in the TESOL program. The ESL Program in the Institute for International Studies may also be used as a resource for students as they pursue their research interests.

IX. GRADING PROCEDURES: Course grades are based on the quality and quantity of the homework assignments submitted (25% of your final grade), mid-term exam (25%), final exam (25%), class participation, including teaching presentation and observation report (25%), and attendance (see Attendance Policy below).

- X. ATTENDANCE POLICY: Regular class attendance is vital to academic success. Except in truly extraordinary circumstances, missing more than 10% (one absence) of scheduled class sessions will result in a lowering of the student's course grade; missing more than 25% (three absences) of scheduled class sessions will result in automatic failure of the course.
- XI. ACADEMIC HONESTY POLICY: While collaboration among course participants is commendable, copying someone else's work is academically dishonest and will not be tolerated. In their work for this course, students are expected to follow the principles stated in the Murray State University Policy on Academic Integrity, which is printed on Page 10 of the 2000-2002 Graduate Bulletin and Page 11 the 2001-2003 Undergraduate Bulletin.
- XII. TEXTS AND REFERENCES:
- Required texts:
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). The grammar book: An ESL/EFL teacher's course (2nd ed.). Boston: Heinle & Heinle.
- Hurford, J. R. (1994/1995). Grammar: A student's guide. Cambridge: Cambridge University Press.
- Richards, J., Platt, J., & Platt, H. (1992/1993). Longman dictionary of language teaching & applied linguistics. Harlow, England: Longman.
- XIII. PREREQUISITES: TSL 510, TSL 530, & TSL 580.

Weekly Schedule

January 16 -- May 11, 2001

Week 1

January 18

Introduction to the course

- Course syllabus
- Homework/Chapter assignments
- Mid-term/Final examination
- Teaching presentation
- Class observation & report

Week 2
January 25

Chapters 1 & 2 of The Grammar Book/pp. 1-27

- A word about teaching grammar
- Grammar and grammars
- Grammatical metalanguage
- Sentence exercise/Test our own grammatical knowledge

Homework: Exercises of Chapters 1 & 2

Week 3
February 1

Chapters 3 & 4 of The Grammar Book/pp. 29-77

- The lexicon
- The copula and subject-verb agreement

Homework: Exercises of Chapters 3 & 4

Week 4
February 8

Chapters 5 & 6 of The Grammar Book/pp. 79-108

- Introduction to phrase structure
- More phrase structure rules

Homework: Exercises of Chapters 5 & 6

Sign up for

_____teaching presentation

_____report on class observation

Week 5
February 15

Chapters 7 & 8 of The Grammar Book/pp. 109-160

- The tense and aspect system
- Modal auxiliaries and related phrasal forms

Homework: Exercises of Chapters 7 & 8

Sign up for

_____teaching presentation

_____report on class observation

Week 6

February 22

Chapters 9 & 10 of The Grammar Book/pp. 161-204

- The tense-aspect-modality system in discourse
- Negation

Homework: Exercises of Chapters 9 & 10

Sign up for

_____teaching presentation

_____report on class observation

Week 7

March 1

--TESOL Convention in St. Louis/No class

Week 8

March 8

Chapters 11 & 12 of The Grammar Book/pp. 205-239

- Yes/No questions
- Imperatives

Homework: Exercises of Chapters 11 & 12

Sign up for

_____teaching presentation

_____report on class observation

Week 9

March 15

Chapters 13 & 14 of The Grammar Book/pp. 241-270

- *Wh*-Questions
- Other structures that look like questions

Homework: Exercises of Chapters 13 & 14

Sign up for

_____teaching presentation

_____report on class observation

Week 10

March 22

--Spring Break

Week 11

March 29

--Midterm

Week 12

April 5

Chapters 15 & 16 of The Grammar Book/pp. 271-324

- Articles
- Reference and possession

Homework: Exercises of Chapters 15 & 16

Sign up for

_____teaching presentation

_____report on class observation

Week 13

April 12

Chapters 19 & 24 of The Grammar Book/pp. 361-379/461-489

- Sentences with indirect objects
- Coordinating conjunction

Homework: Exercises of Chapters 19 & 24

Sign up for

_____teaching presentation

_____report on class observation

Week 14

April 19

Chapters 25 & 27 of The Grammar Book/pp. 491-517/545-569

- Adverbials
- Conditional sentences

Homework: Exercises of Chapters 25 & 27

Sign up for

_____teaching presentation

_____report on class observation

Week 15
April 26

Chapters 28 & 29 of The Grammar Book/pp. 571-609

- Introduction to relative clauses
- More on relative clauses

Homework: Exercises of Chapters 28 & 29

Sign up for

_____teaching presentation

_____report on class observation

Week 16
May 3

Chapter 31, 32, & 36 of The Grammar Book/pp. 629-685/757-759

- Complementation
- Other aspects of complementation and embedded clauses
- Conclusion

Homework: Exercises of Chapter 31 & 32

Week 17
May 10

Class wrap-up/Final examination