

# NEW COURSE FORM

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:

COLLEGE OF ARTS & SCIENCES  
3/5/2012

Today's Date:

- b. \* Department/Division:

Modern & Classical Languages

- c.

\* Contact Person Name: Francis Bailey Email:  
francis.bailey@uky.edu Phone:  
7-7025

\* Responsible Faculty ID \_\_\_\_\_ Email:  
(if different from \_\_\_\_\_ Phone:  
Contact)

- d. \* Requested Effective Date:  Semester following approval OR  
 Specific Term/Year 1

- e.

Does the change make the course a UK Core course?  Yes  No

**If YES, check the areas that apply:**

Inquiry - Arts & Creativity

Composition &  
Communications - II

Inquiry - Humanities

Quantitative Foundations

Inquiry - Nat/Math/Phys Sci

Statistical Inferential  
Reasoning

- Inquiry - Social Sciences       U.S. Citizenship, Community, Diversity
- Composition & Communications - I       Global Dynamics

## 2. Designation and Description of Proposed Course.

a. \* Will this course also be offered through Distance Learning?   
 Yes 4  No

b. \* Prefix and Number:  
 TSL 675

c. \* Full Title:  
 English Grammar: Analysis & Pedagogy

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed 2 with (Prefix and Number):  
 None

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours 3 for each meeting pattern type.

3	Lecture	Laboratory <sup>1</sup>	Recitation	Discussion
	Indep. Study	Clinical	Colloquium	Practicum
	Research	Residency	Seminar	Studio
	Other	If Other, Please explain:		

g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail

h. \* Number of credits: 3

i. \* Is this course repeatable for additional credit?  Yes  No  
 If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

j. \* Course Description for Bulletin:

This course is designed to deepen students' explicit understanding of English grammar, with particular attention paid to grammatical structures most challenging for English language learners. The course explores the development of learner language, with a primary focus on the development of English grammatical competence. Issues in the teaching of English grammar are studied and applied to ESL teaching techniques and curriculum.

k. Prerequisites, if any:

None

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

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4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  
 Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

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5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

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6. \* What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

- b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

We expect TESL Graduate Certificate Students will be interested in this course as well as teachers seeking ESL certification for the

### 8. \* Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

### 9. Course Relationship to Program(s).

- a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

TESL MA

- b. \* Will this course be a new requirement <sup>5</sup>for ANY program?
- Yes  No

If YES <sup>5</sup>, list affected programs::

### 10. Information to be Placed on Syllabus.

- a. \* Is the course 400G or 500?  Yes  No
- If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

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<sup>5</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>[2]</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>[3]</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>[4]</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>[5]</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09

Graduate Council

5/3/12

Brian Jackson

**TSL 675: English Grammar: Analysis & Pedagogy**  
(3 cr.)

**Instructor:**

Dr. Francis Bailey  
1051 Patterson Office Towers  
Tel: 859-257-7025

Modern and Classical Languages  
University of Kentucky  
E-mail: [francis.bailey@uky.edu](mailto:francis.bailey@uky.edu)

Class Meetings: Wednesday: 5:00 – 7:30 pm

**Office Hours:** Wednesday: 3:00 – 5:00 pm

**Bulletin Course Description**

This course is designed to deepen students' explicit understanding of English grammar, with particular attention paid to grammatical structures most challenging for English language learners. The course explores the development of learner language, with a primary focus on the development of English grammatical competence. Issues in the teaching of English grammar are studied and applied to ESL teaching techniques and curriculum.

**Course Overview**

This course is designed for teachers who need to develop a professional understanding of English grammar and its development in the ESL classroom. The primary focus of the course is on the grammatical system of English: phrase structure rules, tense/aspect, modality, questions, negation, relative clauses. Students will be expected to analyze English sentence grammar and articulate their understandings.

The course will explore current research on learner language and the development of second language grammatical competence. This allows us to take up issues of interlanguage development, grammatical errors, and the role of grammar in discourse development. Corpus linguistics is explored as an emerging perspective on language use that can inform our understandings of L2 grammar development.

Both the study of English grammar and its development are connected to issues of classroom teaching and learning. We explore research-based approaches to grammar instruction and their applications to the teaching contexts of course participants. Teaching techniques and strategies for English grammar instruction are explored.

## Essential Questions

1. What is the function of grammar within a linguistic system?
2. What are core grammatical structures in English?
3. How do second language learners develop grammatical competence?
4. What are the characteristics of learner language in ESL students?
5. How can classroom teachers support English grammar development?

## Student Learning Outcomes

Course participants will be able to:

1. analyze and explain core English grammar structures;
2. analyze and explain selected learner errors;
3. demonstrate knowledge of L2 learner language development;
4. demonstrate knowledge of corpus linguistics and its classroom uses;
5. apply knowledge of English grammar and its development to L2 classroom.

## Textbooks: The following texts should be purchased for this course:

1. Yule, G. (2010). *Explaining English Grammar*. Oxford, UK: Oxford University Press.
2. Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Grammaticing*. Heinle ELT. .
3. Tarone, E. & B. Swierzbin (2009). *Exploring Learner Language*. Oxford, UK: Oxford University Press.

## Course Requirements

- 1. Participation:** Course participation involves being prepared for class by completing course reading and interacting thoughtfully and responsibly in class discussions. (10%)
- 2. Exam #1:** Core grammatical concepts and English grammar structures (15%)
- 3. Exam #2:** English grammar analysis and core concepts of learner language development (15%)
- 4. Exam #3:** English grammar analysis and core concepts of corpus linguistics (15%)
- 5. Homework & Reflective Writings:** Grammar analysis and responses to course readings (20%)
- 6. Final Paper:** Teaching & Learning Grammar in the ESL Classroom (7 – 10 pages) (25%)

## **Graduate Student Grades**

A passing grade requires satisfactory completion of all course requirements:

Participation	10%
Homework:	20%
Exam # 1:	15%
Exam # 2:	15%
Exam # 3:	15%
Paper	25%

## **Grading Scale**

### **Graduate**

A = 90–100 percent

B = 80–89 percent

C = 70–79 percent

E = below 70 percent

**Note:** There is no final exam for this course. The culminating course task is the “Teaching & Learning Grammar in the ESL Classroom” paper.

## **Classroom Behavior Policies**

Students should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

## **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.



When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Course Policy for Attendance**

This course is designed to be highly interactive, with small group tasks playing an important role in the class. A maximum of two class sessions can be missed. If you do have to miss a class, you are responsible for 1) notifying the instructor, prior to class; 2) making arrangements to collect course materials; 3) posting or turning in any course assignments due that day.

### **Course Policy on Academic Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see the course instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the course instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)).

## Topic Schedule

<p><b>Week 1</b> Course Introduction What is grammar? Phrase Structure Rules</p>	<p><b>Week 2</b> Grammar &amp; Meaning Phrase Structure Rules Teaching for Comprehension</p>
<p><b>Week 3</b> Tense/Aspect Making Meaning Concrete Form/Meaning/Use</p>	<p><b>Week 4</b> Tense/Aspect Negation Form Focused Instruction</p>
<p><b>Week 5</b> Tense/Aspect Modality Learner Language Development <b>Exam # 1</b></p>	<p><b>Week 6</b> Tense/Aspect &amp; Discourse Modality Interlanguage</p>
<p><b>Week 7</b> Question Formation Interlanguage Analysis Grammar Instruction Techniques</p>	<p><b>Week 8</b> Question Formation Interlanguage Analysis Grammar Instruction Techniques</p>
<p><b>Week 9</b> Relative Clauses Interlanguage &amp; Errors Error Correction  <b>Exam #2</b></p>	<p><b>Week 10</b> Relative Clauses Lexicon &amp; Grammar Corpus Linguistics Rules &amp; Grammar Learning</p>
<p><b>Week 11</b> Conditionals Corpus Linguistics Grammar Curriculum</p>	<p><b>Week 12</b> Conditionals Corpus Linguistics Noticing in Learning</p>
<p><b>Week 13</b> Prepositions Corpus Linguistics From Grammar to Grammmaring</p>	<p><b>Week 14</b> Infinitives &amp; Gerunds Form Focused Instruction Avoiding Cognitive Overload</p>
<p><b>Week 15</b> Direct/Indirect Speech Rules &amp; Teaching Grammmaring <b>Exam # 3</b></p>	<p><b>Exam Period:</b>  <b>Due: Final Paper</b></p>