ESL327: Teaching Grammar for Writing and Speaking

2 Credits Online

Professor: Bonita Miller, Ph.D.
Office: Sayre-Decan Hall 103
E-mail: bmiller@arbor.edu

Home phone: 517-523-3511
Office phone: 517-750-6480

REQUIRED TEXTS


SPRINGARBOR CONCEPT

Spring Arbor University and the School of Education are communities of learners distinguished by our life-long involvement in the study and application of the liberal arts, total commitment to Jesus Christ as our perspective for learning, and critical participation in the contemporary world.

COURSE DESCRIPTION: This course will enhance the classroom instruction of teachers of English language learners by blending classroom strategies with a study of the most important grammatical structures of the language. Students will become familiar with the meta-language and key concepts of English grammar. Students will develop lessons for the production of English in speaking and writing activities, with a focus on communicative competence. The course will target the most useful grammatical skills needed for beginning and intermediate level English language learners. Students will analyze spoken and written English of native and non-native speakers in order to understand and explain the most frequent error types of learners from different language groups.

COURSE GOALS:

The course goals are based on the conceptual framework of the effective teaching model of the School of Education of Spring Arbor University.
<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1.2 Understand linguistic elements (such as phonology, morphology, syntax, semantics, pragmatics, and discourse) to develop literacy skills of English.</td>
<td><strong>WK1 Pre test</strong> on grammar elements. <strong>WK5 AMT-Pattern Sheet:</strong> Using Teaching Technique #15 as a guide, develop a completed pattern sheet you can use as a guide with students. Fill in the sheet provided. This will be a good study guide for the test. Submit in a Word Doc. Title document WK6 AMT-Pattern Sheet_article name_your name. <strong>WK5 POSTTEST on GRAMMAR Terms and Application</strong> <strong>WK2 Small Group Wiki: Teaching Tech #16, Negation, p.303:</strong> As a group decide on a verb phrase for the 5 boxes on the left and fill in the rest. Divide up the work. Be sure to check each other’s word choices. <strong>WK2 Small Group Wiki: Teaching Tech #19:</strong> For each of the following tenses your group will write 5 example sentences that focus on each tense. <em>Simple Present, Present Progressive, Present Perfect, and Present Perfect Progressive. Simple Past, Past Progressive, Past Perfect, and Past Perfect Progressive.</em> Use the guidelines for good initial example sentences on p.304. There should be 5 x 8 sentences total. Divide up the work. Each person should choose a color to write in. Put a code below your set of sentences, so we know who wrote which sentences.</td>
</tr>
<tr>
<td>ESL 1.3 Know the socio-linguistic elements such as language varieties, dialects, registers, and the value of bilingualism/multilingualism</td>
<td><strong>WK2 Discussion Board - The Issue of Dialects:</strong> Do you speak a dialect or standard broadcast English? What other dialects do you hear frequently? How does dialect affect identity? What was new to you in the section on Black English and Chicano English Grammar?</td>
</tr>
<tr>
<td>ESL 2.4 Understand the similarities and differences between English-speaking and heritage cultures, and know how to make thoughtful comparisons between them.</td>
<td><strong>WK2 Discussion Board - The Issue of Dialects:</strong> Do you speak a dialect or standard broadcast English? What other dialects do you hear frequently? How does dialect affect identity? What was new to you in the section on Black English and Chicano English Grammar? <strong>WK3 Discussion Board:</strong> Why do you think learning correct prepositions, articles and when a noun needs an article or not takes so long to learn? Is this also true for native speakers? Which language groups will have the most trouble with each of these grammar rules and why? If you have experience with another language this will help. Tell us about your experience with another language. The side texts will also give you clues.</td>
</tr>
<tr>
<td>ESL 3.1 Understand second language acquisition theories and research.</td>
<td><strong>WK2 Discussion Board - Noticing the Gap 1-3 (p.90,100-109,114-132):</strong> C examples</td>
</tr>
<tr>
<td>ESL 3.8 Knowledge and use of a wide range of materials, resources, and technologies in effective content teaching for limited-English proficient students.</td>
<td>WK4 BLOG-VIDEO Teaching Technique # 9-Discover the Rule: On this blog site you will post a video you make of yourself demonstrating how to conduct a lesson in which the students will be able to deduce the grammar rule. No more than 5 minutes. You will need a small white board or document reader to write on while you talk. Upload your video to YouTube and put the link in this Blog posting site.</td>
</tr>
<tr>
<td>ESL 3.6 Knowledge of past and current second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual second language learners.</td>
<td>WK1Discussion Board-Response to Historical Practices in Teaching Grammar: After reading p.16-30 and p.287-294 in the Folse text and the article by Ellis, Principled Practices in Second Language Acquisition, discuss your impressions of how and why practices have changed in our approaches to teaching grammar. They discuss several roles of language teachers, types of courses that one might teach, and tips for teaching grammar. What type of course do you see yourself developing, and how will you approach grammar within the teaching of language? The Ellis article represents current thinking in grammar teaching. What is your response?</td>
</tr>
<tr>
<td>ESL 3.2 Able to use language acquisition knowledge to create a supportive classroom-learning environment that includes opportunities for interaction in English.</td>
<td>WK3Whole GroupWIKI: Choose 1 sentence from each Key #5,6,7: Noticing the Gap: I will load the sentences. Each person chooses two sentences from this group of sentences and puts an explanation for it in red lettering under the incorrect sentence until all the sentences have been explained by at least one person. If you are the second person to explain it, do not copy what the first person wrote, even if it is correct. Think of a creative way to explain how the writer should think about rewriting the error sentence. WK3BLOG: Using Teaching Technique #10, find a song appropriate to a specific age group and skill level that will reinforce one of the grammar points for this week: Count and non-count nouns, prepositions or articles. Post the link to the song and the grammar point that is the focus. How will you introduce this song?</td>
</tr>
<tr>
<td>ESL 3.9 A high level of competency in teaching limited-English proficient students to acquire and use English in listening, speaking, reading, and writing for social and academic purposes.</td>
<td>WK2Discussion Board: Video-Syntax Surgery. After viewing the video “Syntax Surgery”, discuss what you learned from this teacher’s approach to grammar. How does this approach fit with the ideas presented in the Folse text Chpts 1-2 and Teaching Techniques 1-7? WK5AMT-1 Editing Lesson: Using Teaching Technique #14 or #24, design a learning activity by developing a paragraph of 3-4 sentences with errors in phrasal verbs and modals. State the # and type of errors the students will be assigned to correct. Attach as file with title: WK5AMT-1-Editing Lesson_your name.</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>WK5Discussion Board-Video-Language Focused Lesson: Go to 50 Strategies videos on iTunesU. Open #4 Language Focused Lesson. After viewing the video, answer the following questions 1) how did the teacher make the purpose of the lesson clear to her students? 2) what support did she give the students as they completed the task? 3) what did you learn from this lesson that you might be able to apply in your classroom? WK6BLOG-Narrated Power Point of Two Exercises #8, #13 Post your Narrated Power Point in the Discussion Board site. Discuss what you learned from completing this project and from the course. The Narrated Power Point will consist of two application lessons built upon Teaching Techniques #8 – what is possible and #13 What is NOT possible. For #8, make 4 examples. On the first slide of this set, give the two choices, read this as your narration. On the following slide, show the same information but with the correct answer marked, explain why this is the best answer. There will be 8 slides for this section.</td>
</tr>
</tbody>
</table>
For #13, What is NOT possible, create a set of 4 sentences with a blank and 4 multiple choices for the blank in the sentence. On the first slide of this section, present the sentence and the choices. On the following slide, present the answer in the blank. In your narration give the REASON for the selected answer.

<table>
<thead>
<tr>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL3.5 Knowledge of individual learner variables (e.g. linguistic, cognitive, affective, social) in the second language acquisition process.</td>
</tr>
</tbody>
</table>

**WK3DISCUSSION BOARD:** Why do you think learning correct prepositions, articles and when a noun needs an article or not takes so long to learn? Is this also true for native speakers? Which language groups will have the most trouble with each of these grammar rules and why? If you have experience with another language this will help. Tell us about your experience with another language. The side texts will also give you clues.

**WK3BLOG:** Using Teaching Technique #10, find a **song** appropriate to a specific age group and skill level that will reinforce one of the grammar points for this week: Count and non-count nouns, prepositions or articles. Post the link to the song and the grammar point that is the focus. How will you introduce this song?
# COURSE SCHEDULE and Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>The historical and theoretical underpinnings of current practices in</td>
<td>Folse, Chapter 1, Section 2: Approaches to Teaching Ell Grammar, p.16-30, and pp.287-294.</td>
<td>WK1Wiki: Post your picture and a short paragraph about yourself.</td>
</tr>
<tr>
<td></td>
<td>teaching grammar.</td>
<td>Folse, Chapter 2, Section 1: Grammar Errors Made by Native Speakers</td>
<td>Why are you taking this course?How do you envision yourself using what you will learn?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 2: Eight Parts of Speech, p.42-63.</td>
<td>Pre-Quiz 1: Distinguishing Traditional Grammar and ELL Grammar,p.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 3: Basic English Grammar Labels, p.64-73.</td>
<td>Pre-Quiz 2: ELL Grammar Knowledge,p.5-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 4: Twelve Verb Tenses, p.74-84</td>
<td>Pre-Quiz 3: Can you explain ELL grammar errors? p.10-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For YOUR Review:</td>
<td>Pretest 1: Common Grammar Errors Made by Native Speakers, p.34-35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject/Verb Agreement <a href="http://www.youtube.com/watch?v=YTosux9JJA">http://www.youtube.com/watch?v=YTosux9JJA</a></td>
<td>Pretest 2: Eight Parts of Speech,p.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who/Whom <a href="http://www.youtube.com/watch?v=OGBc_938cqQ&amp;feature=related">http://www.youtube.com/watch?v=OGBc_938cqQ&amp;feature=related</a></td>
<td>Activity 1, 2: Verb Tenses,p.84-85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quizzes for Relative Pronouns/Adjective Clauses-That, which,who <a href="http://www.grammar-quizzes.com/clauses-1.html">http://www.grammar-quizzes.com/clauses-1.html</a></td>
<td>WK1Discussion Board-Response to Pretests: After taking all the Pre-Quizzes 1-4 and Pretest 1,2, which parts of the pretests gave you the most pause? Why? Which of the Common Native Speaker grammar errors to you tend to make in your writing or speaking and which do you see or hear frequently from children or adults?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Irregular Verbs with Kids singing!!! <a href="http://www.youtube.com/watch?v=h6kENk9_ONQ&amp;feature=related">http://www.youtube.com/watch?v=h6kENk9_ONQ&amp;feature=related</a></td>
<td>WK1Discussion Board-Response to Historical Practices in Teaching Grammar: After reading p.16-30 and p.287-294 in the Folse text and the article by Ellis, Principled Practices in Second Language Acquisition, discuss your impressions of how and why practices have changed in our approaches to teaching grammar. They discuss several roles of language teachers,types of courses that one might teach, and tips for teaching grammar.. What type of course do you see yourself developing, and how will you approach grammar within the teaching of language? The Ellis article represents current thinking in grammar teaching. What is your response?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Teaching Verb Tenses</td>
<td>Williams, The Teacher’s Grammar Book, Dialects p.241-247 &amp; Black English and Chicano English Grammar p.256-262. Folse - Chapter 3: Key 1:TO BE Key 2B: Negation.</td>
<td>WK2Discussion Board - The Issue of Dialect speak a dialect or standard broadcast English? What other dialects do you hear frequently? What are the factors that inhibit the acquisition and use of Standard English among children? How does dialect</td>
</tr>
</tbody>
</table>
### Week 3

<table>
<thead>
<tr>
<th>Teaching Nouns, Prepositions, Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folse, Chapter 3, Key 5: Count/Non-Count Nouns</td>
</tr>
<tr>
<td>Key 6: Prepositions</td>
</tr>
<tr>
<td>Key 7: Articles</td>
</tr>
<tr>
<td>Teaching Techniques #10</td>
</tr>
<tr>
<td>Website with ideas for using songs: <a href="http://englishwithjennifer.wordpress.com/2010/07/21/tell-us-all-about-it-more-use-of-good-lyrics/">link</a></td>
</tr>
<tr>
<td>Website of songs for teaching - with words. <a href="http://www.songsforteaching.com/index.html">link</a></td>
</tr>
</tbody>
</table>

### WK2 Whole Group Wiki: Choosing 1 sentence from each Key #5,6,7: Noticing the Gap

WK3 Whole Group Wiki: Choose 1 sentence from each Key #5,6,7: Noticing the Gap

- I will load the sentences. Each person chooses two sentences from this group of sentences and puts an explanation for the needed correction in red lettering under the incorrect sentence until all the sentences have been explained by at least one person. If you are the second person to explain it, do not copy what the first person wrote, even if it is correct. Think of a creative way to explain how the writer should think about rewriting the error sentence.

### WK3 Discussion Board: Why do you think learning correct prepositions, articles and when a noun needs an article or not takes so long to learn? Is this also true for native speakers? Which
Week 4

Pronunciation, Adjective Clauses and Reductions, Infinitives and Gerunds

Folse, Chapter 3
Key 8: Pronunciation of ed, t,s,z,ez
Key 9: Adjective Clauses, Reductions
Key 10: Infinitive and Gerund
Teaching Technique #9: Discover the Rule

Watch these videos to see how she uses examples on the white board. You will make a video this week using a paper chart or white board to demonstrate one simple use of a grammar point.

Past tense regular verbs:
http://www.youtube.com/watch?v=_M7xfwAqy9I&feature=fvw

Pronunciation of T and flap t:
http://www.youtube.com/watch?v=iGDpzZaU8c&p=81BCA0A2CB139CB7

Pronunciation of th and th: Notice how she used flash cards in addition to other visual tools:
http://www.youtube.com/watch?v=1GOJ4eF5L94&feature=related

This one is by a man, who is also using a white board. He is talking about a topic in our readings for this week, adjective clauses.
http://www.youtube.com/watch?v=SFQWaCfCjLA

Week 5

Phrasal Verbs and Modals

Folse, Chapter 3,
Key 11: Phrasal Verbs
Key 12: Modals
Video on iTunesU: 50 Strategies #4 Language Focused Lesson
Teaching Techniques #14 or #24, #15
TEST on Grammar Terms and Application: Go to Blackboard Course Materials-Posttest

Here is a good YouTube video for

WK5AMT-1 Editing Lesson: Using Teaching Technique #14 or #24, design a learning activity by developing a paragraph of 3-4 sentences with errors in phrasal verbs and modals. State the # and type of errors the students will be assigned to correct. Attach as file with title: WK5AMT-1-Editing Lesson_your name.

WK5Discussion Board-Video-Language Focused Lesson-
Go to 50 Strategies videos on iTunesU. Open #4 Language Focused Lesson. After viewing the video, answer the following questions 1) how did the teacher make the purpose of the lesson clear to her students? 2) what support did she give the students as they completed the task? 3) what did you learn from this lesson that you might be able to apply in your classroom?

**WK5AMT-Pattern Sheet:** Using Teaching Technique #15 as a guide, develop a completed pattern sheet you can use as a guide with students. Fill in the sheet provided. This will be a good study guide for the test.
Submit in a Word Doc. Title document WK5AMT-Pattern Sheet_article name_your name.

**TEST on GRAMMAR Terms and Application:** Some questions will be detecting errors in sentences and giving an explanation for how to correct the error.

**WK6AMT-Pattern Sheet:** Using Teaching Technique #15 as a guide, develop a completed pattern sheet you can use as a guide with students. Fill in the sheet provided. This will be a good study guide for the test.
Submit in a Word Doc. Title document WK6AMT-Pattern Sheet_article name_your name.

**TEST on GRAMMAR Terms and Application:** Some questions will be detecting errors in sentences and giving an explanation for how to correct the error.

**WK6BLOG-Narrated Power Point of Two Exercises #8,#13**
Post your Narrated Power Point in the Discussion Board site. Discuss what you learned from completing this project and from the course. The Narrated Power Point will consist of two application lessons built upon Teaching Techniques #8 – what is possible and #13 What is NOT possible.

For #8, make 4 examples. On the first slide of this set, give the two choices, read this as your narration. On the following slide, show the same information but with the correct answer marked, explain why this is the best answer. There will be 8 slides for this section.

For #13, What is NOT possible, create a set of 4 sentences with a blank and 4 multiple choices for the blank in the sentence. On the first slide of this section, present the sentence and the choices. On the following slide, present the answer in the blank. In your narration give the REASON for the selected answer.

Create this narrated PPT by first making your slides, then going to the 'slide show' on tool bar and select 'record narration'. Use a microphone connected to your computer. Some computers have a built in microphone. DO NOT check the bottom box on the left to 'link sound to show'. Do, Click on Begin Narration and talk briefly about each slide. Talk only 1 or 2 minutes per slide. Wait a couple of seconds after changing slide to begin talking. Hit ESC when you are done and check the Save Audio and Transitions with show. Watch this video to learn how this is done with visuals:

http://www.youtube.com/watch?v=NzGn7ZDvhKU&feature=player_embedded

WK6 Discussion Board: What is the most
COURSE REQUIREMENTS:

1. **Weekly Group Discussions in Black Board.** Most weeks have a Group Discussion Board topic assigned. After the first week, you will be assigned to a group based on grade level you teach: elementary, middle school, high school. Your contributions and participation are beneficial to your learning and the learning of your classmates. These on-line experiences are designed to develop a learning community that supports each member in pursuit of course goals. Two posts per week are required. The first post of your response to the readings or topic of discussion is due on **Wednesday, 11:59PM(EST)** of the week assigned. The second post is to be a thoughtful response to another person’s comment. Points will be deducted for initial posts made after Wednesday. The discussions are assigned early in the week, as they are usually based on the readings, which usually need to be done before other assignments. Each Discussion Board assignment will earn 10 points.

2. **Weekly BLOG Postings.** In most weeks, a BLOG is assigned which can be read by all participants. Follow the directions for each BLOG. The instructor or other participants can make comments on BLOG postings. BLOG entries must be posted no later than **Friday, 11:59PM(EST)** of the week assigned. You may want to type these responses in a document in which you can use spell check, as poor spelling is not admired. Grade for BLOG posting will be based on: Promptness, Thoroughness of addressing elements of the assignment, Thoughtfulness of opinions. Five points per element for each BLOG (15 points).

3. **ASSIGNMENTS.** Weekly assignments are either based on the readings for the week, videos found in iTunesU, or actions you are taking in the classroom, thus you are given more time to complete them. Weekly assignments must be submitted with the assignment’s link as a text document using the assignment label and your name. These will go directly into the grade book where you will be able to view my comments and grade. To get full points, the assignments must be submitted by **Sunday, 11:59PM(EST)** of the week assigned. Each assignment will earn 20 points. The Case Study parts will earn partial credit for turning them in on time and meeting the criteria for that part. Additional points will be given to the Case Study on the final product.

4. **WIKIs.** The WIKI tool makes it possible for students to collaborate on topics. **Fifteen points** can be earned for participation in each Wiki. Because these assignments require communication with others, Wikis are due on **Saturday, 11:59PM(EST).**

5. **Meet all deadlines.** Assignments are designed to facilitate your progress through the course in a timely manner. Failure to complete assignments by deadline will adversely affect your grade in the course. Inability to meet deadlines must be discussed with the professor in advance so provisions for completion of work can be made.
7. Follow SAU’s Academic Integrity policy available electronically on the web at http://campus.arbor.edu/academic/SAU_ai_policy_approved.doc.

Discussion Board Guidelines for Grading

Discussion Board will be evaluated by the instructor as follows with two points possible for each element (10 points per DB assignment).

Discussion Board initial posts are due on Wednesday, 11:59PM(EST)

1) Promptness – Submits all postings by required deadlines.
2) Relevance – Consistently posts topics related to discussion topic and cites additional references related to topic; clear connections to previous or current material and real-life situations.
3) Contribution to Learning Community – Aware of needs of community, frequently attempts to motivate the group discussion; presents creative approaches to topic; frequently presents relevant viewpoints for consideration by the group.
4) Expression – Expresses opinions and ideas in a clear and concise manner with obvious connection to the topic. Consistently uses grammatically correct posts with rare misspellings. The use of symbols such as emoticons to express emotions is fine (e.g., 😊), but overuse is discouraged. Use emoticons that are generally recognized.
5) Respect – Always show respect to your classmates. Responses should be constructive and not demeaning. You can disagree and make your point while being respectful. Flaming is not tolerated at any time. Good netiquette should govern all online interactions.

Additional Discussion Board Guidelines:
1. The DB is not a chat room. Please use complete sentences and proper grammar in your postings. It is okay to write as you would talk in a face to face class setting on occasion, but keep in mind that online discussion is somewhere between oral and written communication in form, tone and style.
2. Posts are intended for the class audience only and are not to be distributed to people outside of the course.

BLOG Guidelines for Grading

BLOG entries make it possible for all students to easily see your responses to a particular question or set of questions. Students can comment on other student’s blog entries, as well. Twenty points can be earned for each Blog assignment. BLOG postings are due on Friday, 11:59PM(EST). Criteria for grading will be weighed most heavily on content. How well did the student address the questions posed?

1) Content: Ten points can be earned for critical thinking and thoroughness in addressing the ideas posed in the Blog prompt.
2) Promptness: Five points can be earned for early or on time posting and for professional presentation of content.
3) Formatting: Five points. Power point links and transitions must work and designs are appropriate and not distracting from the content.
WIKIs

The WIKI tool makes it possible for students to collaborate on topics. Fifteen points can be earned for participation in each Wiki. The grade for the Small Group Wiki assignments will be the same for all members of the group. This means all members should edit for correctness. Writing in a different color allows the readers to know who did which part of the assignment. There are two whole group Wiki assignments in this course. The grade for those will be given on the level of participation of each person and the correctness of the entries. In these cases the Wiki tool is used so that all members can easily read all entries without opening up and closing each entry.

1) Content: Ten points can be earned for critical thinking and thoroughness in addressing the ideas posed in the Wiki prompt.
2) Promptness: Five points can be earned for early or on time posting and for professional presentation of content

Assignments

Assignments are turned in through the Black Board link directly to the professor. The points are awarded based on these criteria:
1) Content: Ten points can be earned for critical thinking and thoroughness in addressing the ideas posed in the assignment description.
2) Professional Presentation: Five points can be earned for professional formatting, spelling, & grammar.
3) Promptness: Five points can be earned for early or on time posting.

SUMMARY OF COURSE ACTIVITIES

Quizzes/Tests

WK1
Pre-Quiz 1: Distinguishing Traditional Grammar and ELL Grammar.p.4
Pre-Quiz 2: ELL Grammar Knowledge.p.5-9
Pre-Quiz 3: Can you explain ELL grammar errors? p.10-11
Pre-Quiz 4: Answering ELL Questions., p.12-13
Pretest 1: Common Grammar Errors Made by Native Speakers, p.34-35
Pretest 2: Eight Parts of Speech,p.40
Activity 1, 2: Verb Tenses in English, p. 84-85

WK5 POSTTEST on GRAMMAR Terms and Application

DISCUSSION BOARDS

WK1 Discussion Board-Response to Pretests: After taking all the Pre-Quizzes 1-4 and Pretest 1,2, which parts of the pretests gave you the most pause? Why? Which of the Common Native Speaker grammar errors to you tend to make in your writing or speaking and which do you see or hear frequently from children or adults?

WK1 Discussion Board-Response to Historical Practices in Teaching Grammar: After reading p.16-30 and p.287-294 in the Fosse text, discuss your impressions of how and why practices have changed in our approaches to teaching grammar. They discuss several roles of language teachers, types of courses that one might teach, and tips for teaching grammar. What type of course do you see yourself developing, and how will you approach grammar within the teaching of language?
WK2Discussion Board - The Issue of Dialects: Do you speak a dialect or standard broadcast English? What other dialects do you hear frequently? What are the factors that inhibit the acquisition and use of Standard English among children? How does dialect affect identity? What was new to you in the section on Black English and Chicano English Grammar?

WK2Discussion Board - Noticing the Gap 1-3(p.90,100-109,114-132): Of the examples of types of errors ELLs commonly make with these verb forms, which have you encountered? How can you or did you explain the correct form for that error? Do you think it was native language interference in the case you are referring to? See explanations for each language group at end of each section.

WK2Discussion Board: Video-Syntax Surgery. Discuss what you learned from this teacher’s approach to grammar. How does this approach fit with the ideas presented in the Folse text Chpts 1-3 and Teaching Techniques 1-7?

WK3 Discussion Board: Why do you think learning correct prepositions, articles and when a noun needs an article takes so long to learn? Is this also true for native speakers? Which language groups will have the most trouble with each of these grammar rules and why? If you have experience with another language this will help. Tell us about your experience with another language. The side texts will also give you clues.

WK5Discussion Board - Video-Language Focused Lesson. Go to 50 Strategies videos on iTunesU. Open #4 Language Focused Lesson. After viewing the video, answer the following questions: 1) how did the teacher make the purpose of the lesson clear to her students? 2) what support did she give the students as they completed the task? 3) what did you learn from this lesson that you might be able to apply in your classroom?

WK6 Discussion Board: What is the most important idea you will take from this course? How has this study changed or confirmed your ideas about teaching grammar?

WIKIs

WK1Class Wiki: Post your picture and a short paragraph about yourself. Why you are taking this course? How do you envision yourself using what you will learn?

WK2 Small Group Wiki: Teaching Tech #16, Negation, p.303: As a group decide on a verb phrase for the 5 boxes on the left and fill in the rest. Divide up the work. Be sure to check each other’s word choices.

WK2 Small Group Wiki: Teaching Tech #19. For each of the following tenses your group will write 5 example sentences that focus on each tense. Simple Present, Present Progressive, Present Perfect and Present Perfect Progressive, Simple Past, Past Progressive, Past Perfect, and Past Perfect Progressive. Use the guidelines for good initial example sentences on p.304. There should be 5 x 8 sentences total. Divide up the work. Each person should choose a color to write in. Put a code below your set of sentences, so we know who wrote which sentences.

WK3Whole Group WIKI: Choose 1 sentence from each Key #5,6,7: Noticing the Gap: I will load the sentences. Each person chooses two sentences from this group of sentences and puts an explanation for it in red lettering under the incorrect sentence until all the sentences have been explained by at least one person. If you are the second person to explain it, do not copy what the first person wrote, even if it is correct. Think of a creative way to explain how the writer should think about rewriting the error sentence.

BLOGS

WK3BLOG - Songs for Teaching: Using Teaching Technique #10 in Folse and website http://www.songsforteaching.com/index.html, find a song appropriate to a specific age group and skill level that will reinforce one of the grammar points for this week: Count and non-count nouns, prepositions or articles. Post the link to the song and the grammar point that is the focus. How will you introduce this song? Check out this website for ideas for how to use songs teaching.


WK7BLOG2 - Group Delicious social book marking. Review 3 websites you or another group member has found on selected topics concerning literacy development of ELL’s. How might you use each of these sites. Each group member will review 3 different sites. The professor must be listed as one of the people in the Network. Send me your account names also. Build your set of TAGS using topics your group has selected as important for this course.
WK4 BLOG-VIDEO Teaching Technique # 9-Discover the Rule: On this blog site you will post a video you make of yourself demonstrating how to conduct a lesson in which the students will be able to deduce the grammar rule. No more than 5 minutes. You will need a small white board or document reader to write on while you talk.

WK6BLOG-Narrated Power Point of Two Exercises #8,#13
Post your Narrated Power Point in the Discussion Board site. Discuss what you learned from completing this project and from the course.
The Narrated Power Point will consist of two application lessons built upon Teaching Techniques #8 – what is possible and #13 What is NOT possible:
For #8, make 4 examples. On the first slide of this set, give the two choices, read this as your narration. On the following slide, show the same information but with the correct answer marked, explain why this is the best answer. There will be 8 slides for this section.
For #13, What is NOT possible, create a set of 4 sentences with a blank and 4 multiple choices for the blank in the sentence. On the first slide of this section, present the sentence and the choices. On the following slide, present the answer in the blank. In your narration give the REASON for the selected answer.

Create this narrated PPT by first making your slides, then going to the ‘slide show’ on tool bar and select ‘record narration’. Use a microphone connected to your computer. Some computers have a built in microphone. DO NOT check the bottom box on the left to ‘link sound to show’. Do, Click on Begin Narration and talk briefly about each slide. Talk only 1 or 2 minutes per slide. Wait a couple of seconds after changing slide to begin talking. Hit ESC when you are done and check the Save Audio and Transitions with show. Watch this video to learn how this is done with visuals:
http://www.youtube.com/watch?v=NzGn7ZDvhKU&feature=player_embedded

ASSIGNMENTS

WK5AMT-1 Editing Lesson: Using Teaching Technique #14 or #24, design a learning activity by developing a paragraph of 3-4 sentences with errors in phrasal verbs and modals. State the # and type of errors the students will be assigned to correct. Attach as file with title: WK5AMT-1-Editing Lesson_your name.

WK6AMT-Pattern Sheet: Using Teaching Technique #15 as a guide, develop a completed pattern sheet you can use as a guide with students. Fill in the sheet provided. This will be a good study guide for the test. Submit in a Word Doc. Title document WK6AMT-Pattern Sheet_article name_your name.

GRADING
Prequizzes 8x5pts 40
Post Test 40
Wikis-Small Group and Whole Group 4 x 15 60
Assignments 2 x 20 40
Weekly BLOG postings 3 x 20 60
Participation in weekly group Discussion Board (8 x 10) 80
TOTAL 320 pts

Grades will be assigned according to the following:

Additional Information
Timeline for grade posting
Students who have completed and submitted all requirements by the instructor-designated end of class can expect the professor to submit the grade within two weeks. The Registrar’s Office will then officially post the grade. These grades can be accessed via MySAU. No paper copies of grades will be sent to students.

Adding endorsements and updating certifications
Students wishing their name to be sent to the MDE for an endorsement must meet all requirements (confirmed by an audit with the certification officer) and their account in the
Business Office must be cleared. **It is the student’s responsibility to contact the SAU Certification Officer to initiate the process of obtaining his/her next certificate.**

**References**


