**ENGL 382-B03**

**Traditional and Modern English Grammar**

**Summer I 2014**

**May 19- June 12**

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Class Meeting: Online

Course Credits: 3

**Course Description:**

A study of the various aspects of English grammar for elementary middle and secondary level pedagogical purposes. Includes two mutually informed focuses: (1) the descriptive review of the fundamentals of English grammar and (2) the discussion of the theoretical and pedagogical issues and best practices related to the teaching of English grammar.

**Prerequisite:** completion of General Education Goal 3.

Our guiding, essential questions will be the following:

What can teachers do to help students become strategic, independent communicators so that important concepts and understandings of language, with a focus on writing, can be accessed and practiced?

**Expected Course Outcomes:**

By the end of the class, you should be able to:

* explain and describe issues and controversies surrounding the teaching of grammar
* command the “traditional rules” of English grammar
* recognize those aspects of grammar that are most important for writers and teachers of writing
* prepare and teach a mini-lesson on some aspect of grammar
* model good editing/revision skills and the instruction of those skills
* define your philosophy on how grammar will be addressed in your classroom

Successful completion of the course requires the following:

(1) prepared participation in all online activities

(2) completion of all assignments on time and with care

(3) demonstration of professional behavior and

(4) demonstration of reflective thinking about students, schools, teaching, and your professional behavior.

**Textbooks:**

Benjamin, A. Engaging Grammar: Practical Advice for Real Classrooms. Urbana, IL: NCTE, 2007. Ellsworth, Blanche and John Higgins.

English Simplified, 13th ed. New York: Pearson Education, 2013.

Haussamen, B., Benjamin, A., Kolin, K. Grammar Alive! A Guide for Teachers. Urbana, IL: NCTE, 2003.

Thaler, B. Exercises for English Simplified. NY: Pearson, 2007.

Weaver, Constance, ed. Grammar to enrich and enhance writing. Portsmouth, NH: Boynton/Cook Publishers, 2008.

**Attendance:**

Attendance is measured as timely participation in all class activities in the online environment. If there are circumstances that may impact your ability to complete assignments in a timely manner, it is your responsibility to contact the instructor beforehand.

**Makeup Work:**

It is the student’s responsibility to take care of any work missed. Late assignments will be lowered one letter grade for each calendar day they are late. Late assignments will not be accepted if more than 5 days late. If you know you will be absent and an assignment is due, turn it in early. All assignments will be turned in on Canvas.

**Plagiarism/Cheating:**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations, projects, labs, or homework. However, it is the intent of this definition that the term “cheating” not be limited to above listed situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one’s own work. Penalties for cheating and plagiarism range from a 0 on a particular assignment, through an F for the course, to expulsion from the college. Plagiarism can include submitting a paper written by someone else as your own; written by means of inappropriate collaboration; written by you for another course, submitted without the permission of both instructors; purchased, downloaded, or cut and pasted from the Internet; or that fails to properly acknowledge its sources through standard citations.

**LONGWOOD UNIVERSITY HONOR CODE**

The Longwood University Honor System is comprised of the Honor Code, the Academic Pledge of Honor, the Honor Creed, and the Honor Code of Conduct Standards and Regulations. The three basic provisions of the Honor Code of Conduct, which strictly forbids lying, cheating, or stealing, represent the standards of integrity and moral responsibility that all students, groups, and organizations are expected to exemplify.

The Honor Code is one of Longwood’s proudest traditions. Established by the student body in 1910, for 100 years the student-elected Honor Board has protected the basic values of honor and academic integrity. The Honor Creed is prominently displayed in the University Library, and each classroom contains a copy of the Academic Honor Pledge.

“I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.”

**Cooperative Base Groups**

Each group is responsible for assisting, supporting, and encouraging group members to achieve their best in the class. Groups will be the first source for answering questions about content and assignments. Together, group members will think critically about course content, processes, and demands. Questions about the accuracy of understanding, getting work done in a timely manner, and applying what is learned will be answered in the base group. Group members are responsible for keeping absent students up-to-date on class experiences and base groups are responsible for peer review.

**ASSIGNMENTS AND POINT VALUE**

**Reflection Statements and Peer Reviews = 15%**

In Canvas each week in the discussion forum “Reflection Statements,” please post a reflection on something read for or discussed in class. Ask a question, make a comment, make a suggestion, etc. DO NOT regurgitate information! Think critically and challenge your classmates to do the same. To receive full credit, you must both post a reflection statement and comment on 3 other student’s reflections.

**Grammar Experience Paper (100 points) = 15%**

This paper (3-4 pages) should detail what role grammar has played in your educational and personal life thus far. How were you taught grammar in school? How does grammar affect your writing? What are the “grammar rules” in your family? What are your initial ideas about grammar and how it should be brought into the classroom?

**Grammatical Concept Quizzes (2 quizzes each out of 100 points) = 15%**

Quizzes will consist of multiple choice, true/false, and fill in questions. You will be allowed one attempt on each quiz and quizzes will be timed

**Article Summary (100 points) = 15%**

Each student will find an article (written after 2000) concerning the teaching of grammar, grammar and writing, or a grammatical concept. The student will write a summary of the article and an editorial of its contents (2 pages). The student will also create a PowerPoint presentation of no more than five minutes that gives a synopsis of the article and his/her related ideas/reactions/opinions.

**Collaborative Grammar Guide (100 points) = 20%**

In your cooperative base groups, students will design and compile a grammar guide for pre-service teachers. Student groups will complete this assignment in a Google Doc in Canvas. Students will choose their entries from a list of pre-approved topics. Once each group has defined their topics, they will be asked to define and locate resources on all of the different grammar topics.

**Mini-Lesson on a Grammatical Topic (100 points) = 20%**

Each student will present a 7-10 minute mini-lesson on a grammatical topic. No two students will teach the same topic. This should be a lesson based upon the skills you are learning in this class. These lessons should be the beginning of a pool of usable resources that your classmates can use in their professional classroom careers. You are to use the provided lesson plan format; make sure your instructor and each of your classmates have a copy of your lesson plan upon presentation. You will be provided a rubric. For this assignment, you will need to record a video of yourself teaching your grammar lesson and upload it to Canvas.

**Grading Scale:**

**100-90% A range**

**89-80 % B range**

**79-70% C range**

**69-65% D range**

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| Dates | Readings and Online Content | Activities and Assignments(All assignments are due by 11:59PM)  |
| May 19 (Week 1) | Course syllabus and “Start Here” module | Introduction Discussion BoardComplete Webcam/Mic CheckWhat is grammar? Discussion Board  |
| May 20 | Haussaman Chapters 1-3Benjamin Chapters 1-2  | Reflection 1 |
| May 21 | Weaver Chapter 1-3Benjamin Chapter 4 | Grammar Experience Paper |
| May 22 | Watch Lecture Videos in CanvasOptional: Review Benjamin and Haussaman Chapter 4 | Grammar Concept Quiz 1  |
| May 23 (End of Week 1) | Review The History of English page on Canvas  | Complete Mind Map Discussion Assignment in Canvas |
| May 26 + (Week 2) | No assignments!! Memorial Day  |  |
| May 27  | Weaver Chapters 4-6Haussaman Chapter 4Review Lecture Content in Canvas | Reflection 2 Grammar Concept Quiz 2  |
| May 28  | Benjamin Chapters 4-8 Weaver Chapters 7-9 | Reflection 3 |
| May 29 | Haussaman Chapter 6Weaver Chapters 10-12 | Reflection 4 |
| May 30 (End of Week 2) | No reading Article summary assignment sheet  | Article Summary |
| June 2 (Week 3) | Review Bloom’s Taxonomy, and Learning Objective Resources in Canvas | Writing SMART Goals Discussion Board |
| June 3 | Review Student Writing Examples in Canvas | Complete Writing Constructive Feedback Assignment  |
| June 4 | Review Contrastive Analysis Page in Canvas | Complete Contrastive Language Analysis Assignment  |
| June 5 | Review Lesson Planning Resources (Canvas) | Lesson Plan Peer Review Assignment  |
| June 6 (End of Week 3) | ESL Resources  | Reflection 5 |
| June 9 (Week 4) | Collaborative Grammar Guide and Mini-Lesson Assignment Sheet |  |
| June 10 | Collaborative Grammar Guide  | Plan for work due by 11:59 PM 01/07/2013 |
| June 11 | Collaborative Grammar Guide  |  |
| June 12 ( | Defining Grammar Philosophy (Canvas) | Reflection 6  |
| June 13  | Complete all course assignments  | Collaborative Grammar Guide Mini-Lesson (written and video) |