

**San José State University**  
**Linguistics & Language Development**  
**LLD 260, English Structures for Teaching 1, Section 1, Spring 2015**

**Course and Contact Information**

<b>Instructor:</b>	Scott Phillabaum
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<b>Office Hours:</b>	MW 1:30-2:30, and by appointment
<b>Class Days/Time:</b>	MW 3:00-4:15
<b>Classroom:</b>	CL 242
<b>Prerequisites:</b>	<b>Ling 101, Ling 107</b>

**Course Format**

This course adopts a hybrid classroom delivery format. This means you will attend class lectures and receive materials in class, but that materials will also be provided online via Canvas. You will need access to a computer with Internet access to use these materials to fully participate in classroom activities.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn of any updates.

**Course Description**

This course will introduce you to the phonological, morphological, and syntactic structures of English and to various methods and principles of teaching those structures.

**Learning Outcomes and Course Goals**

In this course, you will develop your awareness of the interrelationship of various levels and features of English structures, your ability to articulate these structures and relationships, and your skill in providing activities that will facilitate the acquisition of these structures by your future ESL/EFL students.

Upon successful completion of this course, students will:

1. Possess a conceptual foundation for the study of English structure;
2. Display knowledge of the rules and principles governing the structure of English;
3. Relate their knowledge about English phonological, morphological, and syntactic structures to second language learning and teaching.

## Required Texts/Readings

1. Celce-Murcia, M. and Larsen-Freeman, D. (1999). *The grammar book, 2nd edition*. Boston: Heinle & Heinle.
2. Nassji, H. and Fotos, S. (2011). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. New York: Routledge.
3. Yule, G. (1999). *Explaining English grammar*. Oxford: Oxford University Press.

## Other Readings

Additional readings available on Canvas.

## Recommended Texts

1. Celce-Murcia, M. (2013). *Teaching English as a second or foreign language (4th ed.)*. Boston: Heinle ELT.
2. Ur, P. (1989). *Grammar practice activities*. Cambridge: Cambridge University Press

## Library Liaison

Paul Kauppila, paul.kauppila@sjsu.edu

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

*Detailed descriptions of each assignment can be found on the course website on Canvas.*

- 5 Online Reading Reflections (1% each)
- Pronunciation Paper (15%)
- “Expert Presentation” in groups (20%)
- “Teaching Grammar” with partner (5%)
- Grammar Teaching Lesson Plan “Plus” (25%)
- 2 Take-Home Exams (15% each)

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Grading Policy

A 93-100	A- 90-92	B+ 87-89
B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69
D 63-66	D- 60-62	F below 60

Grading information:

- There are NO extra credit or make-up assignments.
- Your grade will be determined solely on your performance on the assignments listed above.

- All assignments are due on the date indicated and late assignments will NOT be accepted.
- In the event that a late assignment is accepted, it will be graded down (A becomes A-, A- becomes B+, et cetera.) for each day that it is late.
- All assignments, unless indicated otherwise, must be typed and submitted in electronic form.
- Each assignment is weighted as described above.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## **Classroom Protocol**

Please arrive to class on time. It distracts the instructor and other students when you arrive late. If you must arrive late, please enter the classroom quietly and with respect for your classmates and your instructor.

**I do not allow any cell phone use in class.** Please turn off your phone when you arrive to class and store your phone in your purse, backpack, or pocket. Because it is difficult for me to know why a cell phone is in your hand or sitting on your desk, you may not use your phone as a clock or to take notes in my class. There is a clock in the classroom that functions just fine as a timepiece. I will forgive any two transgressions of this policy (they may occur in the same class), after which **you will be asked to leave class for the day for any subsequent transgression.** Repeat offenders will be sent academic discipline for disrupting class.

Should you wish to use a laptop or tablet in class, it will be allowed on a trial basis and **only with my prior approval.** I reserve the right to revoke this privilege at any time if I find it distracting to you or to other students. Should you wish to consult research on the impact of using technology for taking notes, please see <http://pss.sagepub.com/content/25/6/1159>.

Because graduate courses demand a much more proactive attitude toward learning than undergraduate courses, you are expected to take responsibility for your own learning, follow instructions closely, adapt your schedule to course demands, search out resources whenever necessary or desirable, and always look ahead toward future work. You should never wait to be told what to do. Of course, I am available for questions and advice at any time.

This is a workshop-style course, not a lecture course. This means that participation in all class activities is mandatory. We will be using lots of group and pair work, as well as whole-class discussion in which everyone is encouraged to speak up. You are asked to adapt to this kind of format

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - Please consult with me before recording any lectures. I will grant oral permission to record the class. I reserve the right to revoke this privilege at any time during the semester.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to

make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

# LLD 260 / English Structures for Teaching 1, Spring 2015, Course Schedule

## Tentative Class Schedule and Assignments (subject to change)

GB=The Grammar Book; EEG=Explaining English Grammar

TG=Teaching Grammar in Second Language Classrooms

AP=Apple Book

**NOTE:** Readings and Assignments are to be completed by class time on the date indicated

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 26	Introduction to Course & Each Other
1	Jan. 28	History of Pronunciation Teaching, IPA <i>Celce-Murcia, et. al. (2010) 1-2 Supplementary reading available on Canvas</i>
2	Feb. 2	IPA (cont.), Teaching Pronunciation <i>AP 10</i>
2	Feb. 4	Teaching Pronunciation <i>Gilbert (2008) Supplementary reading available on Canvas</i>
3	Feb. 9	Introduction to Grammar, Morphology/Lexicon <i>GB 1-4; EEG 1</i>
3	Feb. 11	Subject-Verb Agreement <i>GB 1-4; EEG 1</i> <b>Pronunciation Paper DUE February 13</b>
4	Feb. 16	<b>EXPERT PRESENTATION #1</b>
4	Feb. 18	Teaching Grammar <i>AP 17; TG 1</i> <b>Reflection #1 DUE February 20</b>
5	Feb. 23	Tense & Aspect <i>GB 7, 9; EEG 3</i> <b>Teaching Grammar #1</b>
5	Feb. 25	Tense & Aspect <i>GB 7, 9; EEG 3</i> <b>Reflection #2 DUE February 27</b>
6	Mar. 2	Tense & Aspect <i>GB 7, 9; EEG 3</i> <b>Teaching Grammar #2</b>
6	Mar. 4	<b>EXPERT PRESENTATION #2</b>
7	Mar. 9	Modals <i>GB 8; EEG 4</i> <b>Teaching Grammar #3</b>

Week	Date	Topics, Readings, Assignments, Deadlines
7	Mar. 11	Modals <i>GB 8; EEG 4</i> <b>Lesson Plan Proposal DUE to me by email March 13</b>
8	Mar. 16	Conditionals <i>GB 27; EEG 5</i> <b>Teaching Grammar #4</b>
8	Mar. 18	Conditionals <i>GB 27; EEG 5</i> <b>Take-Home Exam #1 DUE March 20</b>
9	Mar. 30	New Ways to Teach Grammar, Lesson Planning <i>Hall &amp; Lee (2005), Hewings &amp; Hewings (2006), Frazier (2007), AP 23, Brown (2007) – Supplementary readings available on Canvas</i>
9	Apr. 1	Logical Connectors GB 26 <b>Reflection #3 DUE April 3</b>
10	Apr. 6	Grammar in Writing <i>AP 16, Frodesen &amp; Holten (2003) – Supplementary readings available on Canvas</i> <b>Teaching Grammar #5</b>
10	Apr. 8	Adverbials GB 25 <b>Lesson Draft to Peers DUE April 10</b>
11	Apr. 13	Adverbials GB 25 <b>Teaching Grammar #6</b>
11	Apr. 15	<b>EXPERT PRESENTATION #3</b> <b>Reflection #4 DUE April 17</b>
12	Apr. 20	To Teach or Not to Teach Grammar? <i>Truscott (1996, 1999), Ferris (1999) – Supplementary readings available on Canvas</i>
12	Apr. 22	To Teach or Not to Teach Grammar? Nouns & Articles <i>Truscott (1996, 1999), Ferris (1999), GB 15, EEG 2 – Supplementary readings available on Canvas</i> <b>Reflection #5 DUE April 24</b>
13	Apr. 27	<b>EXPERT PRESENTATION #4</b>
13	Apr. 29	Nouns & Articles <i>GB 15, EEG 2</i> <b>Teaching Grammar #7</b>
14	May 4	Nouns & Articles, Relative Clauses

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		GB 15, 28-29; EEG 2, 9
14	May 6	Relative Clauses GB 28-29; EEG 9
15	May 11	Relative Clauses GB 28-29; EEG 9 <b>Teaching Grammar #8</b>
15	May 13	<b>EXPERT PRESENTATION #5</b>
<b>Final Exam</b>	May 16	<b>DUE ONLINE to CANVAS BY 6AM on MAY 16</b>