



# FLORIDA STATE UNIVERSITY

*SCHOOL OF TEACHER EDUCATION, COLLEGE OF EDUCATION*

*Instruction that moves, leadership that inspires,  
scholarship that makes a difference for the 21<sup>st</sup> century.*

## **A. Course Prefix, Number, Title, and Credits**

TSL 5XXX Pedagogical Grammar for Foreign and Second Language Teachers  
3 credit hours

## **B. Prerequisites or Co-requisites**

N/A

## **C. Objectives/Description**

This course is designed to build foundational knowledge of grammatical concepts for foreign and second language pedagogy. Grammar teaching is often at the heart of foreign and second language (FSL) education. Using the grammatical system of the English language, this class examines what grammatical rules are and why a solid understanding of grammar is necessary to be a competent language educator. In addition to an overview of past and present grammar instructional practices, course sessions focus on the evidence for and against teaching grammar in the FSL classroom. Advanced issues related to grammar pedagogy, such as the nature of form-focused language learning and the mental representation of grammatical knowledge, will also be surveyed. These themes complement the practical focus of the course and combine a comfortable knowledge about grammar with the classroom application of research-based grammar teaching practices.

Through this course, students will:

- Develop thorough pedagogical knowledge of the main aspects of English grammar.
- Discuss various facets of grammatical description and how they intersect with the teaching and learning process.
- Examine grammatical rules from a pedagogical viewpoint, and evaluate both their usefulness and their relevance for the foreign and second language classroom.
- Evaluate practices in grammar pedagogy (e.g., techniques for presenting grammatical knowledge) based on evidence-based principles of language acquisition.
- Devise principled strategies to clarify relevant aspects of grammar meaning, form, and use for language learners.
- Identify specific strengths and weaknesses of grammar instructional materials, and propose ideas for revision or adaptation as appropriate.
- Identify potential problems learners may have with new language and apply models and frameworks of grammar teaching to solve pedagogical problems.

## **D. Required Texts, Readings, and/or other Resources**

Cowan, R. (2008). *The teacher's grammar of English: A course book and reference guide*. Cambridge, England: Cambridge University Press.

Nassaji, H., & Fotos, S. (2011). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. New York: Routledge.

*Note:* Additional supplementary readings will be provided on a weekly basis on the class Canva site.

## **E. Topical Course Outline**

- Grammar in the Foreign and Second Language Classroom
- Teaching Noun phrases and Verb Phrases
- Teaching Tense and Aspect
- Teaching Futurity
- Teaching Modal Verbs and Functions
- Teaching Conditionals
- Teaching Discourse and Text Grammar
- Context, Concept, Form, & Function
- Research and Practice in Grammar Teaching
- Incidental & Intentional Learning
- Measuring Grammar Knowledge
- Approaches to Grammar Teaching
- Responding to Grammar Errors

## **F. Teaching Strategies**

The methods of instruction for this course include lecture, group discussion, and in-class collaborative tasks.

## **G. Field/Clinical Activities**

N/A

## **H. Expectations/Attendance**

### **University Attendance Policy**

Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

## Sexual Harassment Policy

Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.

### Course Expectations

No more than one unexcused absence is permitted without a grading penalty. After the first unexcused absence, each absence will result in a 2% penalty deduction from the final course grade. Excused absence documentation should be provided to the instructor as soon as possible. Missing a major portion (more than 30 minutes) of a given class counts as half an absence and will result in a 1% penalty deduction from the final course grade.

#### I. Grading/Evaluation

##### Grading Scale:

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%

##### Assignments:

Course assessment is weighted across the following components.

1. Participation	5%
2. Grammatical Terms and Concepts Quiz	10%
3. Pedagogical Language Analysis	25%
4. Practical Planning for Grammar Instruction	15%
5. Grammar Materials Evaluation Project	25%
6. Pedagogical Grammar Presentation	20%

##### **Participation (5%)**

Active participation is essential for any learning return in this course, and students are expected to come ready to engage with the instructor and classmates on the topics dealt with

in each class. This means that students must read the assigned readings prior to class, bring books with them to class, and participate in the class session.

Apart from this, positive participation in class sessions includes demonstrating respectful behavior towards peers and the instructor. Expected behaviors include being attentive and not participating in inappropriate behaviors such as texting, working on other tasks unrelated to the course, and talking while others are speaking. If a student is NOT participating in class activities, is acting inappropriately, and/or is off task, the student will be given a warning. If the inappropriate behavior(s) continue, the instructor will reduce the student's class participation by half (.5) a percentage point for that given day and notify the student. Students with an excused absence per the University Attendance Policy will not be penalized with regards to participation.

### ***Grammatical Terms & Concepts Quiz (10%)***

This quiz assesses students' knowledge of key grammatical concepts and terms. Students will demonstrate their ability to identify examples of grammatical forms (e.g., futurity) and functions (e.g., expressing intention), articulate the conceptual meaning of target language, and address reasons for particular grammatical constructions in the English language.

### ***Pedagogical Language Analysis (25%)***

This assignment assesses students' ability to analyze language for lesson planning and teaching purposes from a selection of target language structures. Students will be given a passage of language text, correctly identify language in terms of structure and function, develop a pedagogical description of the language, devise strategies to clarify language structure by highlighting the form and providing accurate and appropriate models of language, and propose appropriate techniques for presenting the target language to language learners.

### ***Practical Planning for Grammar Instruction (15%)***

This assignment assesses students' ability to exploit target language texts and materials for grammar instruction and to plan and present new language from such texts. Based on the chosen texts/materials, students will write and submit a lesson plan designed to convey the meaning of new language with a clear and appropriate context, check learners' understanding of new language, provide adequate practice with new language, and identify potential problems learners may have with new language.

### ***Grammar Materials Evaluation Project (25%)***

For this assignment, students will compare and critique published grammar instruction materials. As part of this grammar materials evaluation project, assignments should articulate the aims of evaluation, specify the stakeholders and context of use, and describe the approach to evaluating the grammar materials chosen. Projects should also identify specific strengths, weaknesses, and gaps in the way grammar is presented and practiced, and propose ideas for revision or adaptation. Further details and assessment rubrics will be provided in class.

### ***Pedagogical Grammar Presentation (20%)***

Students will have the opportunity to engage in deliberate practice through grammar instruction (i.e., similar to microteaching) accompanied by focused feedback. Students will choose a target language structure and plan an appropriate method of presenting this to their peers. As part of this pedagogical grammar presentation, students should identify appropriate objectives

for their instructional sequence, order activities to achieve these outcomes, provide clear contexts and a communicative focus for target language, clarify relevant aspects of meaning, form and use for learners to an appropriate depth, provide accurate and appropriate models of oral and written language, employ appropriate strategies for the purpose of eliciting and checking understanding, and identify errors and sensitively correct these in oral and written language.

## **Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring for fundamental concepts in math, statistics, science and additional subject area tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

## **J. Academic Honor Policy**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.

Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy.

## **K. Americans with Disabilities Act**

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)  
<http://www.disabilitycenter.fsu.edu/>

#### **L. Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.