COURSE SYLLABUS

Division: Teacher Education  
Program Area: Foreign Language/ESL Education  
Course: LED 6510 Second Language Acquisition and the Teaching of Grammar  
Course Credit: 3 credit hours  
Course Reference Number: 902-28716  
Term: Winter, 2014  
Location: TBD  
Day: Thursday  
Time: 4:30 – 7:15 p.m.  
Instructor: Dr. Kimberly Jeszke  
E-Mail: ac9230@wayne.edu  
phone: (586) 322-2050 (cell/voicemail)

Course Description:

Seminar and intensive review of current major models of applied sociolinguistics and psycholinguistics, with special reference to second language acquisition research and the teaching of grammar in K-12 education. Attention is given to teaching grammar in the context of writing. Students design and present a lesson that is task-based, but has a grammatical focus—i.e., there is a grammatical function or element that must be taught so that the learners can execute the task. First, students must create a structured input activity; this is an activity that contextualizes the grammatical element so learners notice how it functions and show this without actually producing any language. Then the students must design a practice activity. Finally, students design an assessment activity. This must be a performance assessment in which the grammatical element is embedded. Readings by Wong and others provide the theoretical basis and models for creating such task-based performance assessments.

Course Outcomes:  [Numbers in parentheses refer to Michigan Teacher Preparation Standards (2004).]

1. The student will examine, analyze, and understand the nature of language, language and mind, language diversity, language change, language as a vehicle of communication, the role of language in culture, and how first language and second language are acquired. [1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4] (Readings, discussion and presentation)

2. The student will examine, compare, and evaluate methods, approaches, techniques, and materials based on second language acquisition research to develop grammatical competence in first and/or second language teaching. [2.1, 2.2, 4.8] Attention will be given to conceptual frameworks cited in the texts and to task-based language instruction. Students will design ongoing assessments appropriate to students’ age and level in order to arrive at purposeful outcome data, reflect on learner outcomes to adjust instruction. [4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5] (Classroom activities and research-based grammar lessons; final essay on beliefs)

3. The student will identify and discuss critical issues and/or crucial problems facing ESL and foreign language educators today and will suggest practical strategies for addressing these issues/problems in the classroom. Students will use the Michigan Curriculum Frameworks and national language standards in lesson planning. [5.1, 5.2, 5.5, 6.2, 6.3, 6.4, 6.5, 6.6] (Readings, discussion, Exam)

4. The student will acquire skills in reading, understanding, analyzing, synthesizing, and evaluating second language education research. [2.2, 3.1, 3.2, 4.1, 4.8, 6.1] (Readings, discussion board, in class activities)

5. The graduate student will investigate a critical issue and/or crucial problem in second language education regarding grammar teaching, and will suggest possible techniques, approaches, and methods toward its solution. [3.3, 3.4, 4.8, 5.1, 5.2, 5.3, 5.4] (Graduate paper).
LED 6510

Required texts: [Note that these references are written here in APA style; double-space entries on your reference page.]

ISBN: 0-07-288725-7 (If you are unable to get the actual book – The WSU Bookstore has put the book together as a course packet.


Additional References:

Washington, D.C: Author.

ISBN: 083846675-3


Class Policies:
The course will be taught in the seminar fashion, meaning that each session will be in the form of discussions centered around the assigned readings. Students will be expected to prepare thoroughly for each class and contribute significantly to the discussions. Pursuant to these goals, students must attend to the following each week in preparation for class:

• Come to class regularly and participate in all online discussion assignments.
• Do all assigned readings.
• Be prepared to thoughtfully present ideas, reactions, comments, etc., about the readings.
• Allow sufficient time to both read and reflect.
• Type all written assignments and follow the form and style of the *Publication Manual of the American Psychological Association* (6th Ed.). Please turn in papers stapled, with no vinyl covers, etc.
• Make-up examination, incomplete grades, and late written assignments are accepted only under extenuating circumstances and/or at the discretion of the instructor.

Class Procedures and Activities:
Since this class is designated a seminar, it will be conducted so as to maximize discussion, not only between instructor and students, but also among students. To facilitate this intention, most class sessions include one or more of the following:

• analysis, synthesis, evaluation and discussion of key concepts developed through the assigned readings;
• identification, discussion and application of these concepts in existing communicative classrooms;
• analysis and discussion of selected problems involving these concepts;
• discussion of the development of individual student research paper and project;
• analysis and critique of videos.

On some occasions, in order to promote a more in-depth analysis and discussion of assigned readings, students will work in small groups, and even, on occasion in pairs. Students also are encouraged to bring their questions to the instructor (by e-mail, if outside of class). Although not required, Chapter Question Sheets may be provided at times; using this format is very helpful in preparing for class discussion, for the exams, and for the final learning portfolio.

Explanation of the Required Assignments:
Note: All written work is evaluated according to the evidence of thoughtful analysis, evaluation, and synthesis of concepts. Higher-level thinking on the course topics should be clearly articulated in the writing. Clear organization of thought should be evident in your writing, including the smooth transition from one thought to another. This is part of each rubric.
**Grading System (Rubric for Grading Papers/Essays): These principles are built into writing rubrics.**

**Hierarchy of Learning Skills** (L. Robert Kohls. Meridian House International 1984. Adapted from Bloom et al)

**6. EVALUATION (6 points)**
Making qualitative and quantitative judgments about the value of methods and materials for specified purposes, applying a uniform standard, with accuracy, consistency and objectivity.

**5. SYNTHESIS (5-5.5 points)**
The putting together of elements to form a coherent whole where none existed previously, whether a written document or a plan of operation, plus the ability to formulate hypotheses and generalizations from the newly organized materials.

**4. ANALYSIS (4-4.5 points)**
Ability to break down communication into its constituent elements, taking into account the relative importance of each part, whether the material is elicit or implicit, thus recognizing unstated assumptions, relationships, and organizing principles.

**3. APPLICATION (3-3.5 points)**
Ability to turn abstractions into particular and concrete examples, whether working with ideas, rules, theories, or generalized methods, plus the ability to predict the effect of changes in component factors

**2. COMPREHENSION (2-2.5 points)**
Lowest level of understanding: the person is able to demonstrate he/she knows what is being communicated by paraphrasing, interpreting (to any level of generality), or extrapolating for consequences, corollaries or effects.

**1. KNOWLEDGE (1-1.5 points)**
Recall of factual data, in part or in whole: terminologies, facts and figures classification into categories, sequences, criteria, methodologies universal abstractions, principles, generalizations, and theories.

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<th>Rubric for Grading Papers: Graduate:</th>
<th>Rubric for Grading Papers: Undergraduate:</th>
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<td>6 points=A</td>
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<td>5.5 points=A-</td>
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Assignments for All Students

Submit all work in Microsoft Word, unless it is your Power Point presentation.

Each of the following assignments will receive a letter grade and be weighted equally. The final exam is worth (55 points). Attendance is a very important part of this course. Be sure to sign in each week. You will lose -10 for each class you miss or leave early and this will be deducted from your final course grade.

1) Comparative Grammar Project (40 points) This project (approx. 4-5 pages including the activities) must address a grammatical element of English (or some other second language for foreign language teachers), comparing its usage in two languages, and potential sources of error for language learners. You may even consider how you might teach some aspect of formal English to students who speak African-American English. This could be a syntactic problem, phonological problem, or other grammatical issue that often needs to require explanation/practice. Once the problem is explained, design (1) an input activity which contextualizes the grammatical element, making it salient to the learner. [This must follow the principles we discuss in class regarding input activities.] Then design (2) a practice activity and (3) an activity for assessing the acquisition of this grammatical element. We will learn about all of these components and there will be a rubric for evaluating the elements of your paper.

2) Presentation of Task-based Grammar Lesson (40 points) Design a language task for the classroom; this must be a real-life (not literary or traditional grammar lesson) task. Present this language task to our class. Embedded in the task are implied grammatical elements that must be taught in the context of the lesson. You may present the lesson that you wrote about in the Comparative Grammar Project, or you may pick an entirely different focus. Show us (don’t tell us) how you would teach the communicative grammar lesson. In other words, present this grammar lesson to the class having us do all of the activities as if we were your students. Please present this lesson using Power Point and submit it on a CD or electronically. (You must use technology in your presentation)

Caution: Do not print a lesson from the Internet and present it as your own. Give enough information (sample handouts, steps/procedures, teacher script, etc.) so that the class members can take this to their classrooms and use it. Include (a) input and practice activities, and (b) a performance rubric for your lesson. Since this is a multi-step lesson, figure on it taking between 20 and 25 minutes.

NOTE: #1 and #2 may be focused on the same lesson and activities. Basically, the #1 grammar activities would be presented in the context of the #2 task-based lesson.

3) Exam: There will be one exam during this Fall term. It is primarily multiple-choice, and applies the concepts from the course readings and discussion. (55 points)

4) Discussion Boards/Class Contribution/Attendance: You will be required to sign in each week. Ten (10 points) will be deducted from the final course percentage for each class you miss.

5) Final Learning Essay (40 points): This is based on your completion of the Grammar Beliefs Survey and your course assignments; it will consist of an essay and include evidence of learning. On the first day of class you will complete the Grammar Beliefs Survey. This will be collected and returned to you near the end of the semester after you have completed the survey for the second time. You will look for changes or shifts in your thinking. You will describe your earlier and your current beliefs about language acquisition and learning, highlighting the changes that you see in the survey responses and other changes you notice during the semester. You will use class notes, assignments, and/or your own classroom teaching to provide evidence of your theoretical beliefs and your learning/change. Both Belief Surveys must be included with this essay. The paper should be 3 to 4 pages, in Microsoft Word, and double spaced. Clearly document and cite the readings, videos, or activities that account for your beliefs. Write this in first person.

Final Essay Rubric:

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<th>Excellent: Depth of Thinking</th>
<th>Good Quality Throughout</th>
<th>Some Strengths Evident</th>
<th>Acceptable but Not in Depth</th>
<th>Major Weakness -- Incomplete</th>
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<td>Discussion of Beliefs</td>
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Graduate Students Only (additional assignment)

6) Paper: Topic-- The Connection of Writing to Grammar—What the Research Says
Graduate students should gather articles and/or read the articles available through Blackboard, or through your own search, both PDFs and links. You should focus on the writing. The topic for your research paper is the connection of writing to grammar teaching, based on research. (Minimum 5 pages, typed in Word, double-spaced, not including cover page or References.)

This assignment is elaborated upon in a separate handout. Consider problems in the teaching of grammar, and how it fits into the context of writing lessons.

PLEASE SUBMIT YOUR SPECIFIC RESEARCH QUESTION BY CLASS # 7.

Plagiarism:
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Citations must be completely referenced on the Reference page, including page numbers of books cited. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, when you cite articles that are not provided by the instructor (through Blackboard or in class), an electric or hard copy of these articles must be provided as an attachment to the assignment. Bear in mind that I do use Safe Assign to check papers.

Grading System:
All written work is evaluated according to the evidence of thoughtful analysis, synthesis, and evaluation of concepts. Higher-level thinking on the course topics should be clearly articulated in the writing and will become a way of distinguishing between A's and B's on written assignments. Clear organization of thought should be evident in your writing, including the smooth transition from one thought to another. This is part of each rubric.

**Undergraduate Grades:**

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**Graduate Grades:**

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**General Note on Grading:**
The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that pluses and minuses are recorded and distinguish distinct grade point averages.
Classroom Etiquette and Professional Behavior:
All pagers and phones should be turned off or in silent mode during class time. Please leave the room if you must text or take a phone call. Please do not hold conversations with classmates whenever the instructor or another student is speaking. Your undivided attention in class is a must. An atmosphere of mutual respect is appreciated by everyone.

NEW Enrollment/Withdrawal Policy
Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

Attention Students with Disabilities:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Blackboard:
Please take advantage of links or handouts that are posted on Blackboard. Check your WSU email often!
Course Outline

Note: readings will be discussed on the dates as they are listed below and assignments are listed on the dates when they are due. The syllabus may be adjusted as we move through the semester.

THERE WILL BE OCCASIONS WHEN OUR CLASS WILL NOT PHYSICALLY MEET, BUT WE WILL HAVE AN ON-LINE ASSIGNMENT THROUGH BLACKBOARD/E-MAIL. THESE CLASSES WILL BE CONDUCTED ON BLACKBOARD or VIA EMAIL. Any changes to the dates on the syllabus will be announced via email or in class.

It is up to you to check your WAYNE STATE email and check Blackboard announcements.

Class #1 – Thursday, January 9, 2014  Room 13
Survey on Grammar Teaching Beliefs; turn this in today.
Introductions; go over syllabus; sign-up for task presentations.
Discuss course requirements.
Overview of course content

Class #2 – Thursday, January 16, 2014  Meet Online: Discussion Board
This discussion addresses Course Outcomes #1 and #3 for analyzing and evaluating readings on language acquisition.

Topics:  Definition of language. History of grammar teaching.
How Languages Are Learned pp. 1-34 -- Language Learning in Early Childhood
Input Enhancement, pp. 1-11—A Historical Overview of Grammar Instruction
http://techlearning.com/article/8670

Class #3 – Thursday, January 23, 2014  Meet Online: Discussion Board
Topics: Second language acquisition; Individual differences in language learning;
Formal and Informal English : Codeswitching
Discussion: How Languages Are Learned, pp. 35-100 [Chapters 2 and 3]
Input Enhancement: pp. 12-47
How can we apply second language acquisition research?
How can instruction make a difference?
Read: Article on Code switching (Chapter from Weaver’s newest book Grammar to Enrich and Enhance Writing.)This is tentative, depending on its availability. I may email it to you.

Class #4 – Thursday, January 30, 2014 Room 8
Topic:  Input Flood; Textual Enhancement; Structuring Input
Video: Discovering The Human Language pt.1 (Noam Chomsky)
Read:  How Languages Are Learned, pp. 103-121.
Input Enhancement, pp. 37-77
Discuss: Popular notions about language learning—facts/opinions; pitfalls in Structured Input activity design**Samples of structured input activities will be discussed

Decide before coming to class: What grammar element are you going to include in your presentation/lesson? Come to class TODAY with a lesson idea (task-based lesson) and the grammar that would be embedded in that task—grammar necessary for students to care out the task. We will discuss each person’s ideas in class and give suggestions.

Class #5 – Thursday, February 6, 2014 Room 13
Topics: Observing L2 teaching and learning of grammar; designing structured input activities
Read:  How Languages Are Learned, pp. 123-152.
Input Enhancement, pp. 79-87
Video: Discovering The Human Language pt.1 (Noam Chomsky)
Draft and bring to class a structured input activity following the models and principles in the Wong book. You will discuss each other’s drafts during class.
Bring to class: Bring 4 hard copies of your input activity. These will be discussed so that you get some input from others in class. One will be handed in to the instructor.

In groups: Critique at least TWO other students’ input activities.
(1) Did they avoid the pitfalls?
(2) Can you make any suggestions that might even improve their draft?
NOTE: Be tactful: “I wonder if you might add…” “Do you think it complicates things to include both regular and irregular forms in the same activity?” “My suggestion would be to …. “I believe that the form you are using in your #5 item should be ‘called’, not ‘call.’”

Class #6 – Thursday, February 13, 2014 Room 13

*Input Enhancement*, pp. 89-98 + Appendix: *Sample Materials*

Videoconference: Excerpt from “Grammar in the communicative classroom, Part 1.”
Instructor notes on Diane Musumeci’s book on the history of teaching grammar (tentative)

Topic: Consciousness raising; Output practice and production. Bring to class: Come to class this week with one game or other “fun” practice activity that you could have the students use to practice the grammar element you are focusing your project on. Think it through a bit, decide if it is practical. We’ll discuss these ideas in class as you try them in your groups.

Questions regarding research papers? – Time reserved for this today.

Class #7 – Thursday, February 20, 2014 Meet Online: Discussion Board

The Discussion Board for this week is very important for addressing the course outcome #2 on evaluating and adjusting instructional design based on research.

Topic: Learning L2 grammar in the classroom; new directions in teaching L2.
Grammar Practice through Grammar Games: share and demonstrate
What place does grammar have in language learning?

Class #8 – Thursday, February 27, 2014 Room 8

Presentations: (1) ________________________________
(2) ________________________________
(3) ________________________________

**Comparative Essay Projects due today**

Class #9 – Thursday, March 6, 2014 Room 13

Presentations: (1) ________________________________
(2) ________________________________
(3) ________________________________

**Comparative Essay Projects due today**

Thursday, March 13, 2014 No Class - Wayne Winter Break

Class #10 – Thursday, March 20, 2014 Room 8
LED 6510

**Take Grammar Beliefs Survey for second time.**
Get final essay assignment (also on Blackboard)

Presentations:
1. ___________________________
2. ___________________________
3. ___________________________

**Comparative Essay Projects due today**

**Class #11 – Thursday, March 27, 2014** Meet Online: Discussion Board

*How languages are learned*, pp. 201-212.
Reflect on these questions:
As a student, what are your recollections of grammar learning? What worked best? What do you think works best?

**Class #12 – Thursday, April 3, 2014 Room 13**

*EXAM* [without notes or books] We will have presentations first so that you can leave when you complete your exam.

*Grammar Beliefs Essay due today* – with both surveys attached. If you do not submit the actual surveys you took, you must scan and send them electronically to me

Presentations:
1. ___________________________
2. ___________________________
3. ___________________________

**Comparative Essay Projects due today**

If you plan to apply for an incomplete, you must let me know now. We have papers to sign. The department policy is that you can only apply for an incomplete if you would get below a “B” if you receive a zero on missing assignments.

**Class #13 – Thursday, April 10, 2014 – Meet Online: Discussion Board**

This discussion addresses Outcomes # 3 and 4 on reflecting upon and synthesizing course readings and applying them to practical strategies

Discussion Topic: Reflecting on what you have learned about teaching grammar.

**Class #14 – Thursday, April 17, 2014 (POSSIBLE?)** Meet Online: Discussion Board Room 12

*Target Date for All Course Work*—on CD’s (or submitted to me in one email)

*Course evaluation.*
Discuss any questions or concerns about final essay.

**Class #15 – Thursday, April 24, 2014—All work must be submitted by this date to avoid an Incomplete.**