Originating Course Information

Offering of Education: Teaching & Learning 5312: Language Education & Grammar for Teachers
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled, Off Campus
Term of Offering Autumn 2012 - Regular Academic Term
Level/Career Graduate, Undergraduate
Rationale for proposing this offering Outreach and Engagement Course for Columbus City Schools
Description for this offering This course provides a review of grammatical and usage concepts as well as applications in reading/writing contexts with the goal of developing students’ linguistic and meta-linguistic knowledge and awareness.

Attachments

• SOTER TL5312SYLL_Lang Ed&Gr Au2012.docx
  (Syllabus. Owner: Mercerhill, Jessica Leigh)
• SOTER TL5312OneTimeSupplement_(3).doc
  (One Time Form Supplement. Owner: Mercerhill, Jessica Leigh)

Comments

• Approved on behalf of GSC 6/28/12 (by Mercerhill, Jessica Leigh on 06/28/2012 05:10 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
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<tr>
<td>Submitted</td>
<td>Mercerhill, Jessica Leigh</td>
<td>06/28/2012 05:10 PM</td>
<td>Submitted for Approval</td>
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<tr>
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<td>Zircher, Andrew Paul</td>
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<td></td>
<td>Myers, Dena Elizabeth</td>
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A. One-time Request Information  (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ___NA___________
2. Enrollment Capacity  NA ______________
3. Waitlist Capacity  NA ______________
4. Final Exam:
   ☐ Yes  ☑ No
   ☐ Last Class (Note: per faculty rules, this option is NOT available for the Undergraduate career)
   a. Exam Seat Spacing  NA ______________
5. Special Instructions or Additional Information None

Class Search Title (18 character limit) Lang Ed& Gram for Teachers ________________________________

6. Display in Class Search :
   ☐ Yes  ☑ No
7. Credit Hours  3 ______________________

9. Course Components (check all that apply):  Lecture

10. Graded Component (check one):  Lecture

11. Campus of Offering (check all that apply):

   [ ☑ ] Columbus  [ ] Marion  [ ] Newark
   [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)

12. Prerequisites and Exclusions  If students have taken TL612 (Quarter version) they cannot take this course

13. Permission to Enroll in this course:  No Consent needed  Department Consent  ☑ Instructor Consent

C. Flexibly Scheduled/Off Campus/Workshop Request Information  (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  Sept 6-Dec 14, 2012

2. Previous quarter(s) of offering and enrollment  Previously offered as TL612 (Quarter Course)

3. Expected enrollment for proposed quarter of offering  25 ________________________________
4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site Northgate Career Center Columbus Public Schools

6. Will course be taught in distance learning format: [ ] Yes [ ] No

7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td></td>
<td>3 GRAD</td>
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<tr>
<th>Class/Lab Contact Time:</th>
<th>42 hrs</th>
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<tr>
<th>Prerequisites:</th>
<th>None</th>
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<tr>
<th>Exclusion or Limiting</th>
<th>Cannot take if TL612 taken previously</th>
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<tr>
<th>Grade Options (Check)</th>
<th>X Letter □ S/U □ Progress X Letter □ S/U □ Progress</th>
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<tr>
<th>Number of Hours of out-of-class preparation required:</th>
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<tr>
<td>Total hours of class meetings:</td>
<td>42</td>
</tr>
<tr>
<td>Length of each class:</td>
<td>3</td>
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8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

We begin the course on Sept 6. The total hrs make up time for not having class firs two weeks is made up by adding a half hour to each class session for the remainder of the semester.

Instructor: Anna O. Soter  
Rank: Professor Emerita

Qualifications (explain any difference in rank/qualification from on-campus instructors)

No differences from on-campus instructors.

Explain differences in teaching arrangements from on-campus offerings

Teachers in CPS also begin classes with their own students the first week of the course offering. Starting two weeks later enables them to get their teaching plans up and running and able to concentrate, therefore, on the course and its materials and readings.

Student Services (explain how they will be provided to off-campus students):

Registration Through Office of Outreach and Engagement with CPS

Office Hours Arranged by appointment and half hour after each class onsite

Academic Advising As above
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [X] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [ ] Computer taught
   [ ] Distance Learning
   [ ] Flexibly Scheduled
   [X] In Person
   [ ] Video Taught

3. Meeting Pattern
   [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
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<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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<tbody>
<tr>
<td>Soter, Anna</td>
<td>Primary</td>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept
   Off campus

8. Room Characteristics. Specify up to 5 in priority order.

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<th>Characteristic</th>
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<tr>
<td>5</td>
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9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
TL5312 Language Education and Grammar for Teachers Credit Hours: 3 GRADUATE

Course Description: This course, designed for middle and high school English/Language Arts teachers, provides a review of grammatical and usage concepts as well as applications in reading/writing contexts with the goal of developing students’ linguistic and meta-linguistic knowledge and awareness. The course will enable teachers to experience the applications and activities as students as well as discuss their uses in their own classrooms.

Level: Graduate

Prerequisites: Grades 6-12 teachers with some basic knowledge of grammar. Other teachers (e.g. lower grades or content areas, ESL, Special Education) may take the course but need to take responsibility if they have limited knowledge of English grammar.

Course Objectives

In this course, we will:

- review traditional grammatical and usage terminology with the goal of applying that knowledge in the contexts of reading and writing;
- explore basic principles underlying language acquisition and learning;
- explore the notion that grammatical structures are intricately reflected in our uses and purposes for those structures – that is, they are rhetorical tools within the context of larger rhetorical patterns.;
- focus on working with language in ways that develop meta-linguistic awareness; we will also explore the use of sentence combining and sentence expansion activities which help students develop what Hunt (1966) notes as critical for command over written language – namely, the development of control over sentence complexity;
- explore multiple definitions of grammar throughout the course and familiarize ourselves with the many ways in which linguists have described language grammatically – what is known as “traditional grammar” is simply one method of description that has, unfortunately, become “the” method of prescription in contemporary schooling;
- carry out some of the kinds of exercises our own students will hopefully do – there is no substitute for experiential (i.e., first-hand) knowledge.

At the end of this course, through experiencing a language experience approach (i.e., doing what...
we would ask middle and high school students to do), it is intended that participants will have developed:

- greater awareness of what is involved in language development and learning and how you can make use of that knowledge in their teaching;
- greater awareness and knowledge of language and its operation as we use it in various contexts as well as how we use it as a tool for learning;
- skills in applying the foregoing understandings in classroom teaching;
- skills in developing applications that reflect and understanding of grammar, usage, and punctuation as rhetorical tools in the contexts of reading and writing;
- the realization that an important concept related to effective language use is that of “appropriateness” as it relates to different contexts and purposes -- a concept that acknowledges the social and cultural situatedness of language;
- in terms of the above goals, a clearer view of their role as language teachers;
- a realization that reading and writing are vital tools in the language learning process and in language development rather than ends in themselves;
- greater awareness of what students do with language rather than a focus on what they do not do.

Required Texts and Course Materials


It is highly recommended that participants also purchase a grammar book for basic review (See attached recommended readings).

Topical Outline – Schedule of Topics and Readings.

Please Note: Because we are beginning on Thursday, September 6 during this particular Autumn session, the class sessions are one half hour longer each week through the final class meeting on December 6. During Exam Week (December 13), final assignments will be returned.

Session 1&2 Thursday September 6; September 13
Introduction to the Course/Syllabus
Basic Concepts – Grammatical/Rhetorical Distinctions; Review “Parts of Speech” – Various Grammars (including Traditional Grammar); Language(s) and Grammars; Grammar and Usage; Rules and Conventions; Acquisition and Learning Language.
Quiz of Basic Concepts; functions of traditional parts of speech in written discourse.
Readings: Soter, Ch 1. Language as a Function of Purpose; Ch 9. Elements of English, Pgs 236-246.
Readings Posted on Carmen: Weaver, 2008, Chapter 2 (Grammar, Grammars and Traditional Teaching of Grammar); Birch, 2005, Chapter 1 (Language Attitudes and Policies).

Session 3 Thursday September 20
Language, The Student, and Meta-linguistic Development.
Development of language acquisition and learning through to adulthood for multiple purposes
and in multiple contexts.
Oral and written language distinctions and similarities; concept of home and school language.

**Readings:**
Soter, 2013, Chapter 1, The Conceptual Frame; Chapter 7 Personalizing the Power of Language.
Birch, 2005 posted on Carmen. (Chapter 2: Grammar Learners and Learning).

**Sessions 3 & 4 Thursday September 27 & October 4**
Connecting Grammar and Rhetoric I: Standard & Nonstandard forms; Punctuation and its role in
written language (Dawkins’ hierarchy); Punctuation and Dictation (Voice).

**Readings:**
Soter, 2013, Chapter 4 (Portability, Variability, and Punctuation as Rhetorical Devices).
Dawkins, 1995 (Posted on Carmen).

**Sessions 5 & 6 Thursday October 11, Thursday October 18**
Connecting Grammar and Rhetoric II&III: Phrases, clauses and sentences; complex sentences;
digging into syntactic and sentence structures; conjunctions and their role in connecting syntactic
elements. The concept of sentence plasticity; sentence expanding and combining, scrambling and
chunking; significance of embedding; sentences vs T-units.

**Readings**
Soter (2013) Chapter 3 (Sentence Play: Expanding, Combining, Chunking, Unscrambling)

**Sessions 7 Thursday October 25**
Developing a sense of style through syntactic variation. Imitation (of structure) and language
development; connections to literary reading and writing.

**Readings:**
Soter (2013). Chapter 5 (Style and Language Play)
Soter (2013) Chapter 7 (Personalizing the Power of Language)
Kolln & Gray (2010). (Posted on Carmen). Chapter 7 (The Writer’s Voice); Chapter 11 (Other
Stylistic Variations).

**Sessions 8 & 9 Thursday November 1, Thursday November 8**
Discourse Communities and Language Use; identifying student language use in terms of
discourse communities; meta-linguistic awareness in reading and writing contexts. Language
Variation (Dialects) and English Language Learners – a non-deficit approach.

**Readings:**
Soter (2013). Chapter 2 (Discourse Communities); Chapter 6 (Incorporating Diverse Learners’
Knowledge About Language.
Hagemann (2003). Chapter 9 (Posted on Carmen): Working with Language Minority Writers:
Vernacular English Speakers. Chapter 10: Working with Language Minority Writers: English
Language Learners.

**Session 10 Thursday November 15**
Student growth: identifying, understanding, tracking, analyzing and assessing student language
use and errors as growth.

**Readings:**

Session 11 Thursday November 22 (Thanksgiving). No class.

Sessions 12 &13: November 29; December 6. The Bigger Picture Revisited: Framing Language Learning and Teaching.
Review of principles of language learning for all learners; a functional-rhetorical frame for language teaching in reading/writing contexts. Retake of Initial Grammar/Usage Quiz.

Readings:

Session 14 December 13 (Exam Week: Final Papers Returned). Course evaluations and course feedback.

Grading Plan/Rubric
Attendance and In-class Participation** 10 pts
One baseline concepts and applications quiz (pre/post) 10 pts  In-class Sessions 1&12

Assignment 1 Analysis/reflection of own language) style focusing on spoken/written language distinctions 20 pts  Due: Thursday October 4

Assignment 2 Analysis of 2 Student Written Language Samples /contrast with Students’ Oral Language 20 pts  Due: Thursday October 25

Assignment 3 Paired Application of one Rhetorical/Stylistic Concept 20 pts  Due: Thursday November 15

Assignment 4 Write-up and reflection/evaluation of 4 grammar-focused activities for your particular teaching situation. 20 pts  Due: Thursday December 6.

Each unexplained absence results in 3pts deduction
If you must be absent, contact Dr. Soter (by phone if on the day; by email if on previous day or at first day of class. Medical or family, or other emergencies must be explained in writing. If medical, please include documentation.

Incompletes: Incomplete grades (I) will not be granted in this course. All work must be completed in order to receive a final grade.

OSU Grading Scale: A-E [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 60-66; E 59% or less]

Format of Papers:
• All papers must be typed (double-spaced, single-sided).
• Include a title page with your name, the assignment title, contact information including current email address.
• All references in full bibliographic style (use APA or MLA) at the conclusion of the assignment.
• If you use class/lecture notes, refer to these as Soter, A. Class Notes, PDF etc., and date of class
session in which materials were used..

- Include references acquired through websites, citing web address as well as title of article or source, year, and authorship.

- **Papers must be handed in by due dates.** Plan ahead. If an extension is granted (and then, ONLY in exceptional circumstances), points will be deducted. Re-writes of assignments and the concept quiz will be allowed if necessary. Paper assignments must include a hard, printed copy (for my reading) and an electronic version (for feedback). Keep an electronic copy for yourself. SAVE the WORK. Lost-on-computer/printer/etc scenarios are not sympathetically received.

**Assignment Details**

**In-class Participation:**
The 10 pts reflect attendance, and participation in activities in class each session – to experience first-hand how to work with language in ways many of you are not used to doing. Sharing will be in the form of overhead transparencies where group work is involved. I will occasionally ask you to hand these in to me at the end of a class. Retain all copies of any activity handouts and your working of the activity. **You will need these for Assignment 4.**

**Pre-post baseline quiz of basic grammatical knowledge Sessions 1&9 can be retaken.** No penalty – this is a status-check quiz both for your benefit and to enable me to adapt the course as needed.

**Assignment 1 – Analysis of Spoken and Written Language Use**

Select one piece of academic or other formal writing, and one personal piece such as a journal entry, personal email, (if you have one), or a transcription you make of a 5 minutes audio-taping of a conversation you have with someone you know well. Using these samples of language use, describe your style in general terms and then specific terms; be sure to select appropriate examples (i.e., quote phrases/sentences/larger chunks) to support your description – e.g., humorous, sardonic, laconic, precise, matter-of-fact, etc. If you find your style varies significantly in the different genres/modes you’ve selected, describe it in these general terms for each sample. In your general description, consider vocabulary, typical structural patterns, concrete vs abstract nouns, preference for figurative or literal language, uses of punctuation beyond the basics (note: with a transcript, we use punctuation to indicate intonation, pacing, and breath as well as chunking up the talk into meaningful units and to indicate emphasis.

Write up your analysis, and create a table of your analysis, using the sample provided as a guide. Using the following subheadings, write up your analysis and interpretation of the language you used in each type of use (i.e., formal/informal/public/personal). **Introduction:** overall comments about your style(s), any surprises, if you have done this before on your own writing; **Analysis:** What you analyzed, how and why (e.g., vocabulary, syntactic patterns, literal/figurative, other preferences). In your analysis, distinguish between spoken and written forms; formal/informal uses. **Reflection/Conclusion:** Using the following questions as guidelines, discuss what insights you gained (or not) from doing this assignment; how useful you think (or not) it could be for students and how you would modify it for them; what was surprising/confirming etc; what discoveries you made (or not) about your uses of language, your style, etc, that you weren’t aware of until you analyzed your language in the context/s of speaking/writing in this way; any other comments). Conclusion should include an evaluation of how aspects of this assignment could be applied to your classroom teaching of English.

**The assignment should have attached to it,** a one-page excerpt each of the language-use samples you chose to discuss. If you audio-taped a conversation, a one-page transcription (please make sure you delete the conversation) and do not identify who you were talking with. Length of write-up of
Assignment 2: Analysis of 2 Student Written Language Samples /contrast with Students’ Oral Language. Early in the semester (e.g., by 2nd Session), identify a student to whom you will pay particular attention to in relation to his/her spoken and oral written language.

Part I: Analyze the written language in a sample of one students’ written language in the same way you analyzed your own written language for Assignment 1

Part II: Over the course of the semester, track the oral language that you observe the student using in class. Make notes of what you notice. In writing up your observations, group features of the student’s oral language under the following categories: typical vocabulary range; syntactic features; usage features; whether you consider the student’s oral language typical of his/her home language/primary discourse community; include information about the student that will help the reader understand the students’ language use; what you learned about the student as a language user; what you discovered that you had not been aware of before this mini-study; how you plan to apply the new knowledge you gained in your classroom with other students as well as the student of focus; what adaptations you may make to how you teach written language in your classroom and why.

Assignment 3: A Language-Focused Lesson Plan worked by a peer/colleague in this course. Two of you will work together as “students” of each other’s language-focused lesson. A template lesson plan will be provided.
Teach each other the concept and how to apply it.
Write and record your own notes about the teaching of the concept and its application
Write your response to the lesson you took “as a student” to provide feedback to your partner.
Reflection: Discuss what you learned, discovered about the concept and about its application. What surprised you and why.

Assignment 4: Write-ups of Four In-Class Practical Applications
Throughout the course, we will be working on a number of activities during each class session other than the first and the last class session. Choose any 4 of these activities that especially worked for you (with your students in mind) for this final assignment. Keep all the handouts provided for these, retain your working of the activity (e.g., writing, doing exercises, etc) and do these as neatly as possible. You will need to hand these in with each write-up/reflection of four of these in-class activities. Make sure your name is on the activity you include and on your worked material and reflections. Number and title the activities (use the handouts provided for them) and provide a title page for each. Place the activities you choose in a folder.

Using the following categories as subheadings to introduce each section of your analysis and write-up.
- Describe the activity and the grammatical and rhetorical concept on which it was based;
- Discuss what you learned (a) a student doing the activity ;
- Discuss what you learned as (b) a teacher who might use the same activity with your students;
- Reflection - did this work, why, and how useful a strategy is this feedback for learning about the concepts involved. Link your discussion to what you have learned either in this course, or through your experience in other courses as well as in your own teaching about language, language learning challenges, etc., and the readings in the course.

Throughout your write-up of each activity, refer to specifics in the handouts and to your working of the activity. Each write up should be approximately 2 pages long (double-spaced).
Rubric for Evaluating Assignments

I use a generic rubric that contains the following features and adapt it to reflect points assigned for each assignment. NOTE THAT #’s 2 and 4 carry more weight.

1. Has responded to the assignment components.
2.* Has responded to the assignment with sufficient supporting detail to show someone who has not participated what is involved.
3. Has thoughtfully related assignment to class and readings with specific reference to appropriate reading (cite page numbers and author for in-text references, and include full bibliographic information in reference page).
4.* Has a thoughtful, reflective approach to handling the question/activity with specifics supporting reflection
5. Has presented an edited, proof-read, professional piece.

Technology: Powerpoint will be used for lecture component. Email listserve will be set up to enable participants to be in contact with each other and myself. Participants will also be provided with useful website information concerning resources for grammatical knowledge and useful applications.

Statement of Student Rights: “Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.”

REFERENCES AND SUGGESTED READINGS

Suggested Grammar/Style References and Classroom Applications on Language and on Teaching Grammar for Secondary Students (Middle/High)*** denotes particularly useful


