Originating Course Information

Offering of Education: Teaching & Learning 6630: TESOL Seminar
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 2013 - Regular Academic Term
Level/Career Graduate
Rationale for proposing this offering This course is aimed at in-service teachers from CCS participating in the TESOL Endorsement program and thus seeking an endorsement in the area of TESOL (Teaching English to Speakers of Other Languages) in addition to their already existing license in their initial area of teacher licensure. Course will be offered via O&E.
Description for this offering This course is mainly about how to teach English grammar in a second/ additional language context. While the emphasis is on methods of teaching grammar, we will discuss the English grammatical system itself as is necessary.

Attachments

• 6630 course description-ped gram.doc
  (Other Supporting Documentation. Owner: Wisnor, Steven Thomas)
• 6630 syllabus AU 2013.doc
  (Syllabus. Owner: Wisnor, Steven Thomas)
• 6630 OneTimeSupplement-ped gram.doc
  (One Time Form Supplement. Owner: Wisnor, Steven Thomas)

Comments

• Approved 12/6/12. (by Mercerhill, Jessica Leigh on 12/06/2012 12:51 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>12/06/2012 3:11 PM</td>
<td>Submitted for Approval</td>
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<td>Mercerhill, Jessica Leigh</td>
<td>12/06/2012 12:51 PM</td>
<td>Unit Approval</td>
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<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>12/06/2012 12:51 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
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) 20
2. Enrollment Capacity 20
3. Waitlist Capacity 10
4. Final Exam:  
   [ ] Yes  [x] No  
   [ ] Last Class (Note: per faculty rules, this option is NOT available for the Undergraduate career)  
   a. Exam Seat Spacing
5. Special Instructions or Additional Information

_________________________________________________________________________________________

_________________________________________________________________________________________

6. Class Search Title (18 character limit) ________________________________
7. Display in Class Search:  
   [x] Yes  [ ] No
8. Credit Hours 3
9. Course Components (check all apply):
   [ ] Clinical  [ ] Field Experience  [ ] Independent Study
   [ ] Laboratory  [ x] Lecture  [ ] Recitation
10. Graded Component (check one):
   [ ] Clinical  [ ] Field Experience  [ ] Independent Study
   [ ] Laboratory  [ ] Lecture  [ ] Recitation
11. Campus of Offering (check all apply):
   [ x] Columbus  [ ] Marion  [ ] Newark
   [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions none
13. Permission to Enroll in this course: No Consent needed Department Consent

Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

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 Aug 21 - Nov 20, 2013

2. Previous quarter(s) of offering and enrollment

3. Expected enrollment for proposed quarter of offering: 20

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

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

7. Complete the following for courses offered for less 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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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Graduate level 3 credit hours</td>
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</tbody>
</table>

| Class/Lab Contact Time: | One evening per week; 2.5 hrs per night |

| Prerequisites: | none |

| Exclusion or Limiting Clause: | none |

<table>
<thead>
<tr>
<th>Grade Options (Check one):</th>
<th>Letter</th>
<th>S/U</th>
<th>Progress</th>
<th>X</th>
<th>Letter</th>
<th>S/U</th>
<th>Progress</th>
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</table>

<table>
<thead>
<tr>
<th>Number of Hours of out-of-class preparation required:</th>
<th>70 hrs class: 2.5 hrs</th>
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</thead>
<tbody>
<tr>
<td>Total hours of class meetings:</td>
<td>35 hrs Length of each</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

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

Instructor Elizabeth McNally lecturer Rank

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

Explain differences in teaching arrangements from on-campus offerings

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

Registration

Office Hours
D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:

3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.
ATTACHMENT TYPES that may be needed for this form:

- Cover Letter
- Syllabus
- Study Tour Academic Plan
- Study Tour Administrative Plan
- Concurrence Letters / Forms
- GE model curriculum compliance statement
- GE course assessment plan
- Memo of Understanding
- Appeal statement

Other supporting documentation
1. Component (Section) Type (Choose 1):
   - Clinical
   - Field Experience
   - Independent Study
   - Lab
   - Lecture
   - Recitation
   - Seminar
   - Workshop

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

3. Meeting Pattern
   - MON
   - TUE
   - WED
   - THR
   - FRI
   - SAT
   - SUN

4. Meeting start time: ___________8 am  5. Meeting end time: ____________3 pm

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth McNally</td>
<td>Primary</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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</table>

9. Notes: ______________________________________________________________
    ______________________________________________________________
    ______________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [ ] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop

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

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</table>
9. Notes: 
_____________________________________________________________________
_____________________________________________________________________
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9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 2

Begin Component 3

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

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

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<td>Primary Yes</td>
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9. Notes: ______________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

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

End Component 3
The Ohio State University
College of Education and Human Ecology

EDTL 6630: Pedagogical Grammar (Autumn)

Wednesdays 4:30-7:00, August-December 2013
Columbus City Schools

Dr. Elizabeth McNally
mcnally.48@osu.edu
614-378-4939

Office Hours: By appointment only

Description: This course is mainly about how to teach English grammar in a second/ additional language context. While the emphasis is on methods of teaching grammar, we will discuss the English grammatical system itself as is necessary. The course deals with English grammar and examines the teaching of such grammar in both ESL and EFL contexts. Various approaches to the teaching of specific features of English grammar (e.g., articles, prepositions) are reviewed

Credit Hours: 3

Level: Graduate Non-Degree

Course Objectives/Learning Outcomes: This course is aimed at in-service teachers participating in the TESOL Endorsement program and thus seeking an endorsement in the area of TESOL (Teaching English to Speakers of Other Languages) in addition to their already existing license in their initial area of teacher licensure. The course seeks to provide core knowledge on such topics as English phonology, morphology, orthography and syntax, that is, fundamental information about how the English language operates in terms of how it sounds, how its words are formed, how its words are arranged, and how its grammar can be taught to those who acquiring English as a second language. Thus, the course offers key content knowledge to future teachers of ELLs and enables them to acquire important pedagogical skills in the crucial domain of teaching the English grammatical system. Course content is aligned with the Praxis II teacher licensure examination and with the following state of Ohio TESOL Standards: 2 (knowledge of and competence in the English language), 3 (knowledge of language development and second/new language acquisition), and 6 (knowledge and skills in methodology and materials for teaching second/new language learners). Students will demonstrate their knowledge and understanding through practice teaching sessions and written assignments.

Following successful completion of this course, the teacher candidates will be able to explain aspects of the pronunciation of English as well as sound-word relationships at the heart of its written system as well as teach specific aspects of the grammatical system (e.g., articles, prepositions, tenses).

Required Texts:

**Grading Plan:**

Participation and Attendance: 10 points

Assignment One (Completion of assigned Grammar Exercises):  20 points

Assignment Two (Grammar Lesson Plan):  50 points

Assignment Three (Grammar Teaching Philosophy Paper ):  20 points

**All papers should be double spaced in 12 pt times roman and use the APA style**

**Late work cannot be accepted**

**Two or more absences may result in a failing grade**

**Grading Scale:**

A (94-100)     A-  (90-93)      B+  (87-89)      B  (84-86)      B-  (80-83)      C+  (77-79)

C  (74-76)     C-  (70-73)      D+  (67-69)      D  (64-66)

**Topical Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Grammar Lesson Plan Presentations</th>
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<tr>
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<td>Intro</td>
<td>No assignments. Intro to course</td>
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<td></td>
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<td>Syllabus review</td>
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<td></td>
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<td>sign-ups</td>
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<tr>
<td></td>
<td></td>
<td>Review of SLA and approaches to Grammar, part 1</td>
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<tr>
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<td>Review of SLA and Approaches to Grammar, part 2</td>
<td>Folse Pretest</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 1 &amp; 2 Freeman and Freeman</td>
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<tr>
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<td></td>
<td></td>
<td>Grammar exercise 1</td>
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<tr>
<td>3</td>
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<td>To be or not to be and Syntax, part 1</td>
<td>Folse Key 1 (page 91)</td>
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<td>Freeman and Freeman Chap 9</td>
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<td>4</td>
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<td>To be or not to be and Syntax, part 2</td>
<td>Folse Chapter 1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Folse Chapter 3 Key 5 (count and non-count nouns), pp. 152-160</td>
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<td>Grammar exercise 2</td>
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| 5 | Phonology and Verb tenses, part 1 | Folse, Chapter 5, techniques 1-4 (pp. 287-292)  
Folse & Freeman,  
Chapter 9, pp. 216-219 |
|---|---|---|
| 6 | Phonology and verb tense, part 2 | Folse Key 2  
Phoneme practice  
Grammar Exercise 3 |
| 7 | Teaching Past tense and using phonology, part 1 | Freeman and Freeman  
chapter 4  
Folse Key 3 |
| 8 | Teaching Past tense and using phonology, part 2 | Folse Chapter 2  
Folse Chapter 3  
Grammar Exercise 4 |
| 9 | Future tense and English orthography, part 1 | Folse, Chapter 3, Key 6 (prepositions), pp. 161-178  
Folse, Chapter 5, techniques 5-10, pp. 292-297  
Folse & Freeman, Chapter 3 |
| 10 | Future Tense and English Orthography, part 2 | Folse Key 4  
Folse, Chapter 3, Key 7 (articles), pp. 179-184  
Folse, Chapter 5, techniques 11-15, pp. 297-302  
Grammar exercise 5 |
| 11 | Intro to phonics and teaching prepositions | Folse, Chapter 3, Key 10 (infinitives & gerunds), pp. 201-209  
Folse, Chapter 5, techniques 16-20, pp. 303-307  
Folse & Freeman,  
Chapter 6  
Grammar exercise 6 |
| 12 | English Morphology, and teaching articles | Folse, Chapter 3, Key 12 (modals), pp. 224-231  
Folse, Chapter 5, techniques 21-23, pp. 307-309  
Folse & Freeman, Chapter 7 |
| 13 | Using Morphology in instruction and teaching gerunds and infinitives and specific techniques for teaching grammar | Folse, Chapter 3, Key 13 (word forms), pp. 232-241  
Folse, Chapter 5, techniques 24-25, pp. 309-312  
Folse & Freeman, Chapter 8  
Grammar exercise 7 |
Course Requirements and Evaluation:

Participation and Attendance: Active and engaged participation is required. Coming to class prepared entails that the student has read the materials for that day’s class and is ready to discuss the material. The level of this course suggests that the student is eager to better understand how to use knowledge of English grammar to better teach ELLs. Attendance at every class meeting is required. Arriving late and leaving early counts against the student’s attendance. Texting and using cell phones during course time count against the student’s participation. Please inform me if there is an emergency situation.

Assignment One: Completion of Grammar Exercises. For this assignment you will be asked to complete various grammar exercises and practice quizzes throughout the course. These may be included as part of your reading assignment or in addition to them, as concerns and questions arise. You will come to each class with these quizzes and exercises completed, ready to discuss their completion.

Assignment Two: Grammar Lesson Plan. For this assignment you will select a specific feature of English grammar (e.g., prepositions) and a specific teaching context (e.g., grade 8 ELL students), and you will then provide a detailed description of your plans for teaching that feature over at least three class sessions. In addition to providing basic information about the class itself (you can create an imaginary class if you’d like), you will lay out your plans for each class session, identify the materials you would use, and, in the final two sections of your paper, provide a detailed rationale for the decisions you made in constructing your plan as well as how you would assess the students’ learning during the unit. You will give a short (5-7 min) presentation to the class about your Grammar lesson plan, and prepare a one page handout. Length: about 10 pages. Due date: You will sign up for your due date on the first night of class.

Assignment Three: Grammar Philosophy Paper. In this paper you will draw from a variety of sources of input—personal experience (as a learner and possibly teacher), our course materials and discussions, and professional literature concerning grammar instruction—in the process of articulating your current philosophy toward second language grammar instruction. This will involve explaining not just what your philosophy is, but why you have it. This will also involve commenting to some extent on other possible approaches that you’ve rejected for one reason or another. Writing this paper will not only allow you to explore your emerging philosophy, but
also to address some of the key issues/questions in the field that a teacher of grammar should consider. The paper will be about 10 pages in length, and have at least 5 sources. Due date: the final class

**Policies for Missed Exams:** There are no exams in this course.

**Policies for Student Conduct and Participation:** Attendance is expected at all class sessions. No more than two excused absences are permitted. Students are expected to come to class well prepared in terms of completing reading assignments and to participate actively and constructively in class discussions and group activities.

**Academic Misconduct:** The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the *Code of Student Conduct* (http://studentaffairs.osu.edu/pdfs/csc_12-31-07 .pdf).

**Intellectual Property/Audio and Video Recording:** Video or audio recording of classes without the explicit permission (written or verbal) of the instructor/professor is a violation of the *Code of Student Conduct*.

**ODS Statement:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students are expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems:** According to University policies, available from the Division of Student Affairs, if you have a problem with the class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor.” Then, if necessary, discuss the situation with the department chairperson/school
director, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

**Statement on Diversity:** The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based on protected status, which is defined as age, color, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Off-Campus Field Experiences:** None.

**Technology:** Students will be given the opportunity to experience computer-based corpus linguistic grammar teaching options.
Name of Course: Pedagogical Grammar

Dates for Course: August 21, 2013-November 20, 2013

Time of Course: 4:30-7:00 pm

Location of Course:

Name of Instructor: Dr. Elizabeth McNally

Grading System: A-E

Intended Audience: This course is aimed at in-service teachers participating in the TESOL Endorsement program and thus seeking an endorsement in the area of TESOL (Teaching English to Speakers of Other Languages) in addition to their already existing license in their initial area of teacher licensure.

Brief Course Description:
The course seeks to provide core knowledge on such topics as English phonology, morphology, orthography and syntax, that is, fundamental information about how the English language operates in terms of how it sounds, how its words are formed, how its words are arranged, and how its grammar can be taught to those who acquiring English as a second language. Thus, the course offers key content knowledge to future teachers of ELLs and enables them to acquire important pedagogical skills in the crucial domain of teaching the English grammatical system.
If you have any questions, please contact Greg Mild at 365-5039.

Thanks!