

# **TESOL 530: Teaching Grammar**

## **Washington Academy of Languages**

3 Credits  
Effective Date Winter 2022

*Access to the Internet is required.*  
*All written assignments must be in Microsoft-Word-compatible formats.*  
*See the library's APA Style Guide tutorial for a list of resources that can help you use*  
*APA style.*

## **Faculty Information**

Professional experience information for instructors is found under *Meet the Course Team* in the online course menu.

## **Contact Information**

Contact information for instructors is found under *Meet the Course Team* in the online course menu.

## **Course Description**

TESOL 530 focuses on the form, meaning, and use of English grammar structures and identifies the most problematic areas for English language learners. The course teaches candidates how to develop a clearer understanding of English grammar and terminology. Candidates also learn about explicit and implicit teaching approaches and deliver grammar lesson presentations using these approaches.

## **Course Resources**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Note: resources listed under "Required - Must Purchase" should be purchased from a vendor of the student's own choosing; resources listed under "Available from the Library" are available at no cost to students.

## **Course Outcomes**

This course will prepare students to:

- Analyze the form, meaning, and usage of English grammar.
- Demonstrate effective and appropriate techniques for teaching a grammar point and correcting errors.
- Evaluate and critique various pedagogical approaches to teaching grammar.
- Identify problematic aspects of grammar for English language learners.
- Prepare and present a grammar analysis presentation.

# Additional Information

## CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Accuracy and detail in all assignments
- Diverse and global perspectives
- Reflective and analytical thinking skills
- Strong organizational and time management skills
- Strong written communication skills

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
Tasks and Participation	25%
Discussion Board	15%
Grammar Point Analysis, Practice, and Presentation	35%
Final Grammar Quiz	15%
Final Reflection Paper	10%
<b>TOTAL</b>	<b>100%</b>

## Course Assignments and Grading

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

### Tasks and Participation

Tasks and Participation represent 25% of the final grade and are typically comprised of the following categories of engagement throughout the course: activities (60%),

and at least two live Collaborate Ultra sessions with instructor and peers (40%). Activities may include weekly self-check grammar quizzes; a diagnostic exercise that serves as a guide for candidates to measure their current understanding of English grammar; a journal in which candidates will reflect on their level of grammar comfort; worksheets that serve as preparation for major assignments or live Collaborate sessions; a verb study assignment.

For the Collaborate Ultra sessions the instructor will schedule a topic based on course guidelines. These live synchronous sessions will allow candidates to respond to and discuss with other candidates about course readings and materials.

Participation in all tasks is essential in gauging the candidate's level of understanding of the material and supports progress on an ongoing basis. Candidates will be graded on completion and participation.

<b>Components</b>	<b>% of Grade</b>
Quality and Completeness	100%
<b>TOTAL</b>	<b>100%</b>

### Discussion Board

Instructor poses a weekly question which candidates respond to and discuss with other candidates about course readings and materials. Responses to the discussion questions must be 150-300 words in length and should reflect understanding of the week's readings and course material. Discussion threads include a thought-provoking, relevant question for other candidates' reflection and at least two responses to other candidates' posts and/or questions. Responses are supported by specific citations from the course readings.

<b>Components</b>	<b>% of Grade</b>
Quality of Responses	60%
Quantity of Responses	10%
Timeliness	10%
Grammar and Mechanics	20%
<b>TOTAL</b>	<b>100%</b>

### Grammar Point Analysis, Practice, and Presentation

This major assignment is worth 35% of the final grade. It is comprised of three parts:

- 1) Analysis: Candidates will analyze one assigned grammar point by presenting its form, meaning, and use. The instructor will provide an example and an outline to follow.
- 2) Practice: Candidates will create three activities that will allow English language learners to practice the grammar point at varying levels of comfort. An outline of the required components will be provided.
- 3) Presentation: Candidates will choose one of the activities they have created, will

develop a 15-minute lesson plan and demonstrate it. A lesson plan template will be provided.

<b>Components</b>	<b>% of Grade</b>
Lesson Plan Presentation Content	20%
Oral Presentation	20%
Grammar Point Analysis	30%
Practice Activities	30%
<b>TOTAL</b>	<b>100%</b>

### Final Grammar Quiz

Candidates will be given a final error correction quiz that consists of two tasks. First, candidates will identify and correct the error in each sentence. Second, candidates will explain the grammatical rule associated with each error, using language for teaching English language learners. Quiz points will be awarded for each corrected sentence and for each error explanation.

<b>Components</b>	<b>% of Grade</b>
Identification and Correction of Error	40%
Explanation of Grammatical Rule	60%
<b>TOTAL</b>	<b>100%</b>

### Final Reflection Paper

Candidates will write a 2–3-page paper in which they reflect on what they have learned about English grammar. This reflection will include interesting discoveries or realizations and predictions about this new knowledge and will inform their future teaching practice. Candidates will also write about their preferred approach to teaching grammar and challenges they may face in teaching English language learners.

<b>Components</b>	<b>% of Grade</b>
Purpose & Content	40%
Inform Teaching Practice	40%
Grammar and Mechanics	20%
<b>TOTAL</b>	<b>100%</b>

## **Course Policies**

### **Late Assignments**

Per School of Health and Social Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

### **Participation**

Participation is an active engagement in class discussions and activities in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the discussion forum, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

Participation through course activities and discussions to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. It enhances the student's learning process and experience in this course. Lack of participation will result in a reduction in grade (see grading rubric).

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **University Policies**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and

bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

## Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

# Support Services

## Disability Services Accommodations Statement



Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## **Smarthinking**

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request your username and password.