

SAMPLE SYLLABUS – SUBJECT TO MINOR CONTENT CHANGES BASED ON INSTRUCTOR

COURSE SYLLABUS

ESL 105: ADVANCED GRAMMAR AND STYLE

DAY/TIME:

- LOCATION:

Instructor:

E-Mail:

Office Location:

Mailbox:

Office Hours:

GENERAL COURSE DESCRIPTION

This course is designed to review and build upon students' grammatical command of American English structures in order to enhance their written and spoken performances in academic settings. The course seeks to achieve this goal in a manner that differs from typical foundational grammar courses, in that this course does not examine grammatical features in isolation from one another (e.g., spending a week on the past tense without looking at other tenses); instead, this class examines grammar points as smaller systems lodged within a larger system (e.g., examining all verb tenses together to understand how they function as a group). Students will practice covered structures as we progress, and will produce several original works that will grammatically evolve over the course of the quarter (as more and more material is covered).

COURSE OBJECTIVES

- To develop a strong understanding of the grammatical structures that are common to American English
- To learn to apply one's knowledge of American English grammar in both written and oral performance
- To learn to see grammar points not as isolated features of a language, but rather as individual grammatical features that are interconnected with other features as a part of a system of grammar
- To understand how the various systems of American English grammar function in relation to one another
- To develop an editing eye in one's own writing and spoken performance, and to learn to rephrase and rewrite based on a deeper internal sense for the language, the result of which is a deeper understanding of structure.
- To gain essential practice for all covered material through classroom activities and presentations

COURSE TEXTS AND MATERIALS

Folse, K. S., Solomon, E. V., & Smith-Palinkas, B. (2008). *Top 20: Great Grammar for Great Writing*, 2nd Ed. Boston: Heinle, Cengage Learning.

COURSE GRADE DISTRIBUTION

Participation & Homework	20%
Essay – First Draft	5%
Essay – Final Version	15%
Presentation	10%
Transcript of Presentation	5%
Revised Transcript of Presentation	10%
Rerecording of Presentation & Comparative Reflection	5%
Midterm Exam	15%
Final Exam	15%

COURSE SYLLABUS

ESL 105: ADVANCED GRAMMAR AND STYLE

ASSIGNMENT DETAILS

Participation & Homework Assignments (20% of course grade)

Everyone is expected to participate fully. Participation (worth 10% of the grade) includes:

- Contributing to in-class discussions (i.e., not just talking for the sake of talking)
 - Ask questions to the instructor and to your peers as needed
 - Actively interact in activities and when performing the role of presenter
 - Respond to the instructor and peers when asked a question or when questioned while presenting
 - Contribute individual thoughts/perspectives as our course topics/materials unfold and develop
- Being prepared to discuss any assignments, homework, and/or materials introduced into the course
- Taking notes on relevant lecture information and demonstrating your mastery of this material in your work
- Performing all assignments as required and on time

With regard to Homework (10% of the grade), throughout the course you will have various assignments to complete from the course textbook. These homework assignments are essential practice for enhancing your command of American English grammar, and must be done in order for you apply the concepts that we are covering. This is a do them or don't type of assignment, so performance and grading will be based on completeness and ability to interact when discussing these aspects in class.

Essay First Draft (5% of course grade)

You will write a short 2 page essay that will be submitted on Turnitin.com. The specific topic of this essay should be related to your major/research area and should explore a problem or concern in your discipline that you have a strong opinion about. You do not need to worry about citation in this essay, as it is more about you openly exploring a topic through your own thought. The essay will be holistically assessed based on the state of the grammar in the essay.

Essay Final Version (15% of course grade)

The essay written at the beginning of the quarter will evolve as we encounter more and more grammatical material. You will review this essay periodically throughout the quarter to ensure that you are applying the grammatical concepts that we are covering. At the end of the quarter you will resubmit this essay as a revised piece of finished work. Essays will be assessed on accuracy and absence of errors.

Presentation (10% of course grade)

You will construct a short presentation that will be performed in class and video recorded for later analysis. The specific topic for this presentation should focus on an area of interest for the presenter (preferably academic interest, but personal interests are also accepted). Students will submit their PowerPoint or Keynote slides for the presentation approximately 2 days in advance, so that the supporting material will be ready for efficiency. The length of the presentations will be determined once final enrollment numbers are settled, but students should assume roughly 4 to 5 minutes of presentation time. Presentations are assessed based on grammatical correctness and the overall quality and clarity of the presentation's content.

Transcript of Presentation (5% of course grade)

You will watch your video recorded presentation and you will write up a detailed transcript of everything that was said in your performance. This includes all grammatically correct and incorrect structures, pauses, hesitations, as well as normal speech. The point of this assignment is to get you to listen to your own grammar use and to begin to realize where your strengths and weaknesses reside. Note that this transcript will also act as

SAMPLE SYLLABUS – SUBJECT TO MINOR CONTENT CHANGES BASED ON INSTRUCTOR

COURSE SYLLABUS

ESL 105: ADVANCED GRAMMAR AND STYLE

the data for your subsequent analysis of your speech. Transcripts are assessed based on completeness.

Revised Transcript of Presentation (10% of course grade)

You will submit a revised version of the transcript for your presentation. This revised version will be a ‘corrected’ version in which grammatical errors that were uncovered will be eliminated through the application of what you have learned so far in the course. The point of this assignment is to move you towards better self-editing practicing and towards a refinement of your work. Revised transcripts will be assessed based on grammatical transformation.

Rerecording of Presentation and Comparative Reflection (5% of course grade)

You will submit a fresh performance (through recording) of the revised transcript for your presentation. This revised recording will reflect your ‘corrected’ version, but will also allow you to articulate the revised grammar in spoken performance. Students should practice this performance in advance, as it will be assessed based on its ability to serve as a refined piece of American English grammar. You will also fill out a comparative survey (which will be provided to you) that explores the differences between your first performance, and your revised performance. The survey is meant to instill good noticing practices for students, so that they can better progress in their grammatical proficiency as they work in the future on their own. Assessment will be based on accuracy of both form and articulation.

Midterm Exam (15% of course grade)

You will participate in a midterm exam in the 5th week of the quarter. This exam will cover all grammatical concepts covered up to this point in the course, and will consist of a range of different question types, from editing for errors to explaining one’s understanding of a form.

Final Exam (15% of course grade)

You will participate in a final exam in the 10th week of the quarter. This exam will cover all grammatical concepts covered after week 5 in the course, and will consist of a range of different question types, from editing for errors to explaining one’s understanding of a form.

CLASSROOM POLICIES

Attendance Policy: The success of this course depends upon your attendance and willingness to engage in all class activities. It is important to note the obvious: missing class, coming to class unprepared, or not participating fully in class activities and assignments diminishes what you will take away from the class and what you can contribute to everyone’s learning experience. We simply do not have the time to make up assignments at unscheduled points during the class, so being in class for regularly scheduled material is important. As such, after **1 unexcused absence**, your overall course grade will be lowered by one-half letter grade for each missed class. Absences are **excused only through advance instructor permission**.

Deadline Policy: All assignments will specify a deadline. Learning to honor a deadline is a major life skill that I will not deprive you of. Submissions accepted after deadlines will lose 2 letter grades per day beginning 1 minute after the deadline. Excused late submissions can only be made with proper documentation (i.e., the circumstances must be severe enough to warrant an obvious excuse, e.g., medical emergencies). Permitted late submissions will be reduced 2 letter grades per day after the agreed upon, permitted deadline (beginning 1 minute after permission has been granted).

SAMPLE SYLLABUS – SUBJECT TO MINOR CONTENT CHANGES BASED ON INSTRUCTOR

COURSE SYLLABUS

ESL 105: ADVANCED GRAMMAR AND STYLE

Respectful Reminders: 1) Surfing the Internet, texting, and reading materials for other classes are not allowed while in class; 2) Students must always bring note-taking materials and be prepared for lectures and any activities; 3) Punctuality is essential, and tardiness will be assessed as absence (so avoid being tardy); 4) In-class activities CANNOT be made up outside of class; Assignments CANNOT be rescheduled; and 5) Students are expected to be prepared and willing to contribute to class activities at all times.

COURSE WEBSITE

We will use a website called CCLE or ‘Moodle.’ To access the site, please use the steps provided below:

- From the list of courses on your study list at MyUCLA, click on the course title: **Advanced Grammar and Style**. This will take you to the public page for the course.
- Once at the ESL 105 public page, look for “login” in the upper right hand corner of the welcome banner. Clicking on “login” will take you to a UCLA login screen.
- Using your UCLA logon information – the same username and password that you use for MyUCLA and URSA to enroll in classes – log in to the course website.

ACADEMIC HONESTY & PLAGIARISM

UCLA is a community of scholars in which all members, faculty, staff and students alike, are responsible for maintaining standards of academic honesty. Familiarize yourself with the UCLA Dean of Students’ policy on academic integrity in the Student Guide to Academic Integrity brochure at <http://www.deanofstudents.ucla.edu/integrity.html>. It outlines UCLA’s standards and punishments for academic dishonesty. The course will help you learn the conventions for giving credit to the ideas and words you take from other authors. With regard to classroom policy, plagiarism will not be tolerated. Students who plagiarize will receive a failing grade for the course (not just for the assignment).

SAMPLE SYLLABUS – SUBJECT TO MINOR CONTENT CHANGES BASED ON INSTRUCTOR

COURSE SYLLABUS

ESL 105: ADVANCED GRAMMAR AND STYLE

COURSE CALENDAR

WK	TUESDAY	THURSDAY
Wk 1	<p>June 21st Syllabus Review Introductions / Get-to-Know Diagnostic</p>	<p>June 23rd Lecture: Parts of Speech Groups of Words</p> <p>Due: Essay First Draft to Turnitin.com by 3:00pm.</p>
Wk 2	<p>June 28th Lecture: Auxiliaries & Modals The Verb Tense System</p> <p>Due: Submit PowerPoint for Presentation (via email). May Submit on Jan 19th as well, but no later than 5:00pm.</p>	<p>June 30th Student Presentation Day</p> <p>Due: Be prepared to present to the class</p>
Wk 3	<p>July 5th Lecture: Passives and Negatives Questions</p> <p>Due: Submit detailed transcript of the video presentation to Turnitin.com by 3:00pm.</p>	<p>July 7th Midterm (weeks 1 through 3)</p> <p>Due: Bring Daily Homework Assignments to class with name on them so that they can be reviewed for completion by instructor while performing Midterm.</p>
Wk 4	<p>July 12th Lecture: Subjects and Objects The Pronoun System</p> <p>Due: Submit revised transcript of the video recorded presentation</p>	<p>July 14th Lecture: Determiners</p>
Wk 5	<p>July 19th Lecture: Adjectives Adverbs</p> <p>Due: Submit Kaltura recording of your presentation using the revised script. The Kaltura recording will consist of each student sitting for a videotaped performance read from the script. Due by 3:00pm on CCLE's Kaltura link.</p>	<p>July 21st Lecture: Prepositions Coordination & Subordination</p> <p>Due: Comparative Reflection Sheet for the two Presentations</p>
Wk 6	<p>July 26th Lecture: Complements</p> <p>Due: Revised essay from the first week of class submitted to Turnitin.com by 3:00pm.</p>	<p>July 28th Final Exam (weeks 4 though 6)</p> <p>Due: Bring Daily Homework Assignments to class with name on them so that they can be reviewed for completion by instructor while performing Midterm.</p>