Course Information
Name of Course: Approaches to Teaching Grammar
Course Number: ENGL 350
Credit Hours: 3
Scheduled Hours per week: 3
Credit Hours: 3

Catalog Course Description:
Students will become familiar with grammar development and diversity, rules of Standard English, methods of analyzing language structure, and materials and methods of instruction and assessment that lead to achievement of 21st Century Learning Goals.

Pre-requisites for course: grade of C or better in English 101

Course Student Learning Outcomes:
Students will be able to
1. Identify and apply the descriptive and prescriptive rules underlying the grammar and usage of English.
2. Describe various theories of grammar.
3. Identify examples of grammar development and diversity.
4. Apply “linguistic etiquette” relative to time, place, and situation.
5. Demonstrate effective use of methods and materials for instruction and assessment of grammar.
6. Demonstrate professional behavior (self-directed learning from texts and resources, effective interpersonal skills, punctuality, reliability, and engagement).
7. Demonstrate use of 21st Century Learning Skills in all aspects of the course.

Topics to be studied:
National Council of Teachers of English and International Reading Association Goals for Teaching Grammar
II. Language Systems and Grammar Development
   A. Pragmatics, Semantics, Syntax, Morphology, Phonology
   B. Stages of Development
III. Theories of Grammar
   A. Latin Grammar
   B. Linguistic Grammar
IV. Sentence Analysis
   A. Tree Diagrams
   B. Reed-Kellogg Diagrams
   C. Parsing
V. Descriptive and Prescriptive Rules of Grammar and Usage for Standard English
   A. Word Classes or Parts of Speech
   B. Basic Sentence Patterns
   C. Compound and Complex Sentence Patterns
   D. Modifiers (word, phrase, clause)
   E. Verbs and Verbals
   F. Basic Usage Rules
   G. Common Problems and Developmental Hurdles
VI. Language Diversity
   A. Standard
   B. Non-Standard
   C. Regional, Cultural/Ethnic, Social, and Situational Variations
   D. Variations of Non-Native Speakers
VII. Instructional Approaches
   A. Explicit
B. Discovery
C. Integrated - content area learning, reading processes, writing processes, writing groups
D. Technology-based

VIII. Instructional Tactics
A. Recommended tactics (e.g., grammar hunt, sentence combining, sentence imitation, code-switching, poetry writing, writing by recipe)
B. Manipulatives and Games
C. Authentic Communication Tasks
D. Writing Prompts (FAT-P: format, audience, topic/content focus, purpose)
E. Editing Supports

IX. Assessment Tactics
A. GRASPS - Comprehensive Assessment Performance Tasks (Real World Goals, Roles, Audience, Situation, Products/Performances, Standards)
B. Rubric
C. Writing Sample Analysis
D. Portfolio
E. Conference
F. Criterion-Referenced Test

Relationship of Course to Program or Discipline Learning Outcomes:

<table>
<thead>
<tr>
<th>Student Outcomes for English Composition</th>
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<tbody>
<tr>
<td>1. Select appropriate topic and language for a specific writing assignment and/or audience.</td>
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<td>2. Provide adequate support for thesis and assertions.</td>
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<td>3. Write with unity and coherence.</td>
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<td>4. Write using correct grammar and punctuation.</td>
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<td>5. Identify and choose traditional writing patterns appropriate for academic writing.</td>
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<td>6. Evaluate own and others’ writing.</td>
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<td>7. Understand and internalize writing as a process.</td>
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<td>8. Be familiar with various forms of research, documentation, and their uses.</td>
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Special requirements of the course:

Additional Information:

Prepared by: Joyce M. Stover/October 19, 2017