New York University  
Steinhardt School of Culture, Education and Human Development  
Department of Teaching and Learning

TESOL-GE.2205.002 Structure of American English   3 credits  
Spring 2015  
Tuesday   6:45-8:25  
Silver 409

Professor: Mary Carpenter  
Office: 239 Greene St. 6th Floor  
Email: mfc5@nyu.edu  
Office hours: Tuesday and Wednesday 3-5:00 and by appointment  
Office hour phone: (212) 998 5655

Catalog Description:  

Learner Objectives

1. To understand the forms and functions of American English as they are used in different contexts  
2. To understand what ESL/EFL students need to learn about the structure of English  
3. To develop insights into the problems ESL/EFL students are likely to encounter in processing and using the language  
4. To access grammar prescriptively and descriptively  
5. To promote a user-based approach to the teaching of grammar  
6. To appreciate the grammars of different languages, registers and dialects  
7. To support the understanding of how grammar shapes the ability to communicate  
8. To assess authentic language challenges  
9. To design teaching strategies  
10. To research current perspectives

Required Reading:


Each chapter includes Discovery Activities. At the end of each chapter, you will find Practice Activities. Some of these activities will be used for in-class evaluation and Blackboard assessment.
Supplemental Reference Text  *on reserve in Bobst Library*

It is recommended that you have access to additional reference texts for supplemental exploration of prescriptive grammar. There are a number of resource texts in the field of ESL/EFL. Two classic references are on reserve.


In addition, a linguistic source in on reserve.


**NYU Class articles:**

Articles will be posted as course documents on NYU Classes. This list is subject to additions and deletions, depending on course projects.


Derewianka, Beverly (2007) Changing approaches to the conceptualization and Teaching of grammar. *International Handbook of English Language Teaching*


**Course Requirements**

1. **Posted Responses and Prepared Exercises** [15%]
   During the course of the semester, exercises and article responses will be assigned and need to be posted by **Monday 24 hours prior** to class meeting on Tuesday.
   Discussions about grammar raise a number of questions; therefore, an active exchange of ideas, questions and concerns is important.
   Some text exercises will be posted and others will be explored in class.

2. **Competency Exams** [30%]
   There will be four competency exams in which you will need to demonstrate your mastery of the key prescriptive rules as well as pedagogical strategies. These exams will be scheduled for the last 25 minutes of the class session. Sample items will be posted.
   Competency 1 - verbs, modals **Feb. 17**
   Competency 2 – nouns, pronouns **Mar. 3**
Competency 3 – conjunctions, adjectives, adverbs
              gerunds, infinitives  **Mar. 31**
Competency 4 -  assessment and response modeling (take-home)  **Apr. 21**

3. **Problematic Use Assessment** [15%]  **due Feb. 24**
   Select an actual language use problem produced by a second language learner. This should be a specific language use problem you observe or hear and not an example you might predict. There are four components to this assignment:
   
   - Identification of problem use with accompanying discourse context
   - Assessment of what may have accounted for the problem. **What rule may the learner be following or what may be influencing the use?** Language use is rarely random. A language learner is usually following a rule although the rule may be incorrect or only partially perceived.
   - Schedule conference with the instructor by **Feb. 10** to discuss use and contributing factors. A schedule will be posted.
   - Discussion of prescriptive rule using two resources

4. **Pedagogical Approach – Lesson Plan and Presentation** [20%]
   Design a detailed lesson plan for teaching the structure identified in the problematic use assignment. – **due Apr. 28**
   Present lesson highlights to the class on **Apr. 28** and **May 5**.

5. **Research Inquiry and Contribution** [20%]
   Explore and select two research articles which address the specific grammatical feature identified and assessed for course requirement 3. The research or professional articles need to be substantive and not merely teaching hints from texts, teaching websites, prescriptive resources or teaching magazines.
   
   The research report should describe the study, discuss the findings, and identify how the findings contribute to a more informed understanding of the grammatical feature in question. Be sure to include a copy of the journal article.
   
   Research Article 1 – due  **Mar. 10**
   Research Article 2 – due  **April 7**
   
   Your research findings can offer valuable insights for your classmates. Part of three class sessions will be reserved for the sharing of research. Each class member will post and present the findings from the most interesting or useful article. **Research roundtable discussions** will be scheduled for **Mar. 31, Apr. 7 and April 21**
Course Grade Evaluations:
Prepared Exercises and NYU Classes postings 15%
Competency Exams–30%
Problematic Use Assessment - 15%
Research Inquiry and Presentation -20%
Pedagogical Approach - Lesson and Presentation - 20%

Course Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100 pts.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92 pts.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 pts.</td>
</tr>
<tr>
<td>B</td>
<td>82-86 pts.</td>
</tr>
<tr>
<td>B-</td>
<td>80-81 pts.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79 pts.</td>
</tr>
<tr>
<td>C</td>
<td>72-77 pts.</td>
</tr>
<tr>
<td>C-</td>
<td>70-71 pts.</td>
</tr>
<tr>
<td>D</td>
<td>62-69 pts.</td>
</tr>
</tbody>
</table>

See note about excessive absences and/or habitual late arrivals and early departures. More than two absences and/or habitual late arrivals and early departures factor a ½ grade penalty. Extenuating circumstances do occur, but need to be documented and discussed with the instructor in a timely manner.

Course Policies

1. Communication is important and welcome. E-mail your questions and inquiries. Include a subject heading. Please note that the usual e-mail response hours are Monday-Friday. Individual student questions or concerns may be important to others in this course; therefore, class e-mail will be used frequently in this course. Be sure to have your NYU e-mail forwarded if this is not your primary e-mail source.

2. Make appointments to discuss concerns and assignments early in the semester so that they can be handled in a timely and helpful manner.

3. Select a communication partner in class to collect class handouts and discuss lecture notes. E-mail your partner and the instructor if you will not be able to attend class.

4. The use of all electronic equipment is not allowed in class without permission and will be duly noted.

5. Academic integrity is an important and serious matter. Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations, to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours. You violate the principle of academic integrity when you
   - Cheat on an exam
   - Submit the same work for two or more different courses without the
knowledge and the permission of all professors involved

- Receive help on a take-home examination that calls for independent work
- “collaborate” with other students who then submit the same paper under individual names
- Give permission to another student to use your work for class
- Plagiarize

**Plagiarism**, one of the gravest form of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work.

You plagiarize when, without proper attribution, you do any of the following:

- Copy verbatim from a book, an article, or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from others’ oral work;
- Paraphrase or restate someone else’s facts, analysis and/or conclusions.
- Copy directly from a classmate or allow a classmate to copy from you.

For a very helpful self-test on what constitutes plagiarism, please visit: http://www.indiana.edu/~istd/practice.html.

6. **Students with disabilities**

Any student attending NYU who needs an accommodation due to chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the [Moses Center for Students with Disabilities](http://www.nyu.edu/csd), 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation www.nyu.edu/csd.

7 **Attendance is required and expected.** In this course, we will be examining and debating aspects of grammar in order to understand the embedded discourse dynamics. This requires active attendance and engaged participation.

a. You are allowed two absences. There is no distinction made for excused and unexcused absences; therefore, plan your absences wisely as more than two will affect your course grade. Attendance will be taken in each class session.

b. *Habitual* late arrival, early departure, and use of electronic equipment will count as an absence.
c. More than two absences will result in the loss of ½ letter grade per absence. For example, if you earned an A on all the required assignments but have missed three classes, your grade will be lowered to an A-.

Extenuating circumstances do occur, but need to be documented and discussed with the instructor in a timely manner.

8. Assignments are due at the beginning of class on the dates listed. No late assignments will be accepted. Being absent from class is not an acceptable reason for late submission. Electronic submission due to a class absence will be granted only once during the semester and must be submitted by the beginning of the class session.

9. Specifications for each course assignments will be discussed in class and posted.

10. Please note that postings should be submitted 24 hours prior to class meeting on Thursday.

11. Be willing to explore grammar through a descriptive approach as well as a prescriptive rule-based frame of reference. Grammar is about choices for communicating ideas, facts and intentions.

12. Be willing to share your experiences as a native speaker or second language learner. One of the strengths of our Multilingual Multicultural Program is the understanding we gain about a second language learner’s perspectives when there is a mutual exchange of insights.
This is a working syllabus subject to revision based on the needs and topics of the culminating course projects.

Text Andrea DeCapua *Grammar for Teachers*  
Articles listed as *PDF course documents*. See bibliography on page 2 of syllabus.

This syllabus schedule is designed to address prescriptive knowledge, descriptive use and pedagogical considerations.

<table>
<thead>
<tr>
<th>session</th>
<th>prescriptive use</th>
<th>pedagogical topics and issues</th>
<th>Assignments readings to be read and prepared prior to class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 27</td>
<td>Verbs</td>
<td>prescriptive grammar</td>
<td>.</td>
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<tr>
<td>course introduction</td>
<td></td>
<td>descriptive grammar</td>
<td>.</td>
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<tr>
<td>course requirements</td>
<td></td>
<td>register choices</td>
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</tr>
</tbody>
</table>
| Feb. 3             | Verbs and auxiliaries| assessment of form, meaning and use | text chapters 1, 5,7 PDF *Celce-Murcia*  
| specifications for | tense-time relationships | assessment of contributing factors in misuse | PDF *Derewianka*  
<p>| language use       |                      |                               | Posting – authentic use examples |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Subtopics</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 10</td>
<td>specifications for competency 1</td>
<td>phrasal verbs, active and passive construction, contracted forms, statement/question transformations, transformations</td>
<td>text chapters 6 &amp; 8, PDF Larsen-Freeman, PDF Ellis (83-90)</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>Nouns</td>
<td>singular, plural, count, noncount, assessment - local error, global error, generalizations, register issue, oral use, written use</td>
<td>Competency 1 - verbs, text chapter 3, PDF Ellis (90-95), PDF Biber and Reppen</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>specifications for competency 2</td>
<td>Pronouns, content words, function words, word stress, first vs second language learners</td>
<td>Problematic Use Assessment Due, text chapter 2, PDF Ellis (95-107), PDF Biber and Reppen</td>
</tr>
<tr>
<td>Mar. 3</td>
<td>Adjectives</td>
<td>input, input noticing</td>
<td>Competency 2 nouns pronouns, text chapter 4, PDF VanPattan</td>
</tr>
<tr>
<td>Mar. 10</td>
<td>Adverbs</td>
<td>responding to errors, modeling correct use, learner language</td>
<td>Research Article 1 Due, PDF Ellis</td>
</tr>
<tr>
<td>Mar. 17</td>
<td>NYU Spring Recess</td>
<td>No class</td>
<td>Enjoy!</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Specifications and Techniques</td>
<td>Reinforcement Objectives</td>
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<tr>
<td>Mar 24</td>
<td>specifications for competency 3</td>
<td>conjunctions, coordinating conjunctions, subordinating conjunctions, conjunctive adverbs</td>
<td>reinforcing how the form contributes to the meaning of the message</td>
</tr>
<tr>
<td>Mar 31</td>
<td>6 Research Roundtable Share and Posting</td>
<td>Articles, Prepositions</td>
<td>deductible inductive approaches</td>
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<tr>
<td>Apr 7</td>
<td>6 Research Roundtable Share and Posting</td>
<td>infinitives, gerunds</td>
<td>Research article 2 due</td>
</tr>
<tr>
<td>April 14</td>
<td>specifications for competency 4</td>
<td>assessment of learner responses, selective response message, content organization, grammar</td>
<td></td>
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<tr>
<td>April 21</td>
<td>6 Research Roundtable Share and Posting</td>
<td>syntax patterns, punctuation, mechanics</td>
<td>Competency 4 take-home due</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<td>April 28</td>
<td>Promising Practices</td>
<td>Pedagogical Plans Due</td>
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<td>Lesson Presentations</td>
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<td>May 5</td>
<td>Promising Practices</td>
<td>Lesson Presentations</td>
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<td></td>
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<td>E-mail final responses by May 8</td>
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