

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **TESL 373**

#### **APPLIED GRAMMAR**

#### **COURSE DESCRIPTION**

A course examining form, structure, meaning, and use in English grammar, with particular application to English language instruction.

#### **RATIONALE**

At a structural level, language consists of lexicon – the words of a language – and grammar – the morphology and syntax that builds words and arranges them into sentences. To teach the English language effectively, then, a TESL professional must have extensive, explicit knowledge of English grammar. Teaching this knowledge to language learners is not straightforward, however. Recent decades have seen a pendulum swing from explicit, drill-based approaches, to a more communicative focus almost entirely devoid of explicit grammar instruction. Currently, the pendulum has settled somewhere in the middle: contemporary pedagogical models recognize the importance of both a focus on explicit, form-based instruction, and the need to embed it in meaningful, communicative context. This course will both review and improve your explicit knowledge of English grammar, and equip you with practical, hands-on knowledge of the current best practices in effectively teaching grammar to English language learners.

#### **I. PREREQUISITES**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCES**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Identify English language forms and structures in terms of type and function;
- B. Explain English language forms and structures in terms of meaning and use;

- C. Evaluate current grammar theories in the field of teaching English to second/foreign language learners;
- D. Create effective materials for teaching grammar to second language learners.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forum #1

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for this forum. This thread must be at least 300 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 150 words. Threads and replies must adhere to current APA format, and include the textbook as a reference.

- D. Discussion Board Forum #2

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for this forum. This thread must be at least 400 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 200 words. Threads and replies must adhere to current APA format, and include at least the textbook as a reference.

- E. Classroom Activity and Analysis (2)

The student will create short activities that could be implemented in an ESL or EFL classroom based on the focus on form methodologies detailed in Nassaji and Fotos (2011). Each activity will be created to focus on a specific grammar issue, as specified by the instructor. Beyond designing this activity, the student will also provide a short analysis of his or her activity, detailing how it both achieves the grammatical goal and adheres to the assigned methodological approach. These analyses must adhere to current APA format, and include the textbook as a reference.

- F. Integrative Activity and Analysis

The student will design a longer activity that incorporates elements from several methodologies, and provide a longer analysis.

G. Peer Activity Critiques (3)

Each Classroom Activity and Analysis (above) will be posted in a class forum. In the week after submission, each student will critique two peers' activities and analyses, providing suggestions for improving their efficacy in achieving the grammatical goal and in representing the specified methodological approach. Critiques must be at least 250 words, adhere to current APA format, and include at least the textbook as a reference.

H. Exams (3)

The student's explicit grammar knowledge of English, with an emphasis on the readings from Lester will be tested. Each exam will be open-book/open-notes, contain {\_\_multiple-choice and true/false, \_\_ short answer, etc.} questions, and have a \_\_-{minute or hour} time limit.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist		10
Discussion Board Forum #1		50
Discussion Board Forum #2		100
Classroom Activity and Analysis (2 at 100 pts ea)		200
Integrative Activity and Analysis		200
Peer Activity Evaluations (3 at 50 pts ea)		150
Exam #1	(Modules 1-3)	100
Exam #2	(Modules 4-6)	100
Exam #3	(Modules 7-8)	100
	<b>Total</b>	<b>1010</b>

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

**VII. BIBLIOGRAPHY**

Lester, M. (2008). *McGraw-Hill's essential ESL grammar: A handbook for intermediate and advanced ESL students*. United States: McGraw-Hill. ISBN: 9780071642347.

Nassaji, H., & Fotos, S. (2011). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. New York, NY: Routledge. ISBN: 9780415802048.

## ***COURSE SCHEDULE***

### **TESL 373**

Textbooks: Lester, *McGraw-Hill's Essential ESL Grammar* (2018).

Nassaji & Fotos, *Teaching Grammar in Second Language Classrooms* (2011).

<b>MODULE /WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Lester: chs. 1–2 Nassaji & Fotos: Preface, ch. 1	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
<b>2</b>	Lester: ch. 3 Nassaji & Fotos: chs. 2–3	Classroom Activity and Analysis 1	100
<b>3</b>	Lester: chs. 4–7	Peer Evaluation Forum 1 Exam 1	50 100
<b>4</b>	Lester: chs. 8–9 Nassaji & Fotos: chs. 4–5	DB Forum 2	100
<b>5</b>	Lester: chs. 10–11 Nassaji & Fotos: chs. 6–7	Classroom Activity and Analysis 2	100
<b>6</b>	Lester: chs. 12–15 1 handout	Peer Evaluation Forum 2 Exam 2	50 100
<b>7</b>	Nassaji & Fotos: chs. 8–9	Integrative Activity and Analysis	200
<b>8</b>	Lester: chs. 16–18	Peer Evaluation Forum 3 Exam 3	50 100
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.