

# COURSE OUTLINE

**Course Name:** Teaching Grammar 2

**Department Head/Coordinator:** Department Head: Joann Chernen

**Effective Date:** April 2011

<b>School or Centre:</b>		<b>Department:</b>
School of Language Studies		TESOL
<b>Course History:</b>		<b>Year of Study:</b>
Revised Course		3rd Year Post-secondary
<b>Name of Replacing Course (if applicable):</b>	<b>Course Number:</b>	TESO 1169
	<b>Number of Credits:</b>	3

**Course Pre-requisites (if applicable):**

Prerequisite: TESO 1168 Teaching Grammar 1

**Course Co-requisites (if applicable):**

n/a

**PLAR (Prior Learning Assessment & Recognition)**

No  Yes (details below):

**Course Description:**

In this course, students continue the exploration of the theory and best practice instructional methodology used to teach English grammatical structures. This course focuses on the Intermediate to Advanced level structures. In the course, learners will review and analyze grammatical structures, design learning activities and sequenced lesson plans, and present components of a grammar lesson.

### **Instructional Strategies:**

Students in the Grammar 2 course will experience an interactive and student-centred learning environment. In this course students are actively involved in small group learning and teaching activities as well as a practical research activity on a course-related topic. Throughout the course students are encouraged to self-reflect on their language teaching practice.

### **Course Learning Outcomes:**

Upon completion of this course, a student can:

1. Identify basic, intermediate and advanced grammatical elements in authentic English texts.
2. Classify complex grammatical structures in order to prepare level-appropriate grammar lessons at higher levels.
3. Design communicative and sequenced lesson plans (with materials and activities) which introduce and practise an upper-intermediate grammatical structure integrated with the four English language skills.
4. Deliver a grammar lesson for intermediate to advanced proficiency-level English language learners.
5. Create a researched, accessible reference document on a high-level grammatical concept for professionals in English Language Teaching.

### **Program Learning Outcomes:**

Upon completion of this program, a student can:

1. Design lesson & unit plans appropriate to the language proficiency level, learning needs and goals of the learner/s using the fundamentals of effective instructional planning.
2. Deliver language lessons according to best practice methodology using appropriate classroom management strategies and resources.
3. Manage classroom climate/environment using principles of student centred practice.
4. Analyse learner's English language proficiency using a language proficiency framework such as the Canadian Language Benchmarks.
5. Prepare oral and written remedial feedback to learners about their language performance in a constructive and specific manner.
6. Self-assess lesson/unit lesson planning and delivery for effectiveness in meeting teaching goals.
7. Model correct usage of English grammatical structures and pronunciation.
8. Exhibit a professional and responsible attitude with regard to administrative/teaching and collegial responsibilities.

## Evaluation/Grading System

Grading System	Specify if 'Other':	Specify Passing Grade:
Letter Grades		C

## Components and Weighting of the Assessment/Evaluation Plan:

Type	Percentage	Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):
Midterm Exam	15	open-book, open-note exam
Final Exam	20	open-book, open-note exam
Assignments	55	Language Analysis (20%), peer-teaching (5%), 4-day Lesson Plan (30%)
Participation	10	
-		
	<b>Total</b>	<b>100</b>

## Learning Environment/Type

Instruction Type	Hours Per Instruction Type	Comments
J - Classroom/Online (Mixed Mode)	30	
-		
<b>Enter Total Hours</b>	<b>30</b>	

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

**Course Topics and Sequence Covered:**

Review of methodological concepts and frameworks to teach grammar  
Investigation of a variety of grammar presentations within CLT  
Consolidation of fundamental elements of grammar  
Analysis of grammar and common errors for higher-level learners  
Planning and teaching higher-level lessons integrating grammar structures, practice materials and the four language skills

### **VCC Education and Education Support Policies**

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

**<http://www.vcc.ca/about-vcc/policies/index.cfm>**

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

#### **FOR COMMITTEE USE ONLY**

Date Approved by Education Council:		Date Approved by VCC Board (if applicable):	
-------------------------------------	--	--	--