

“You do not really understand something unless you can explain it to your grandmother.” --Albert Einstein

Although we will not ultimately be teaching our grandmothers, it is not a stretch to say that the teaching of children is challenging! By structuring the course as follows, my hope for all students is to not only to gain knowledge about the vocabulary of language (grammar), but also to provide future teachers with confidence and resources for future endeavors.

## **EN211 Grammar for Educators: Syllabus**

Instructor: Nikki Hubbard [nhubbard@centralmethodist.edu](mailto:nhubbard@centralmethodist.edu)

Term 2 March 21 - May 11, 2017

Tuesday/Thursday 5:00 pm

### **CENTRAL METHODIST UNIVERSITY MISSION STATEMENT**

*Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.*

### **CENTRAL METHODIST UNIVERSITY CREED**

*The Central Methodist University Community believes in seeking knowledge, truth, and wisdom; valuing freedom, honesty, civility, and diversity; living lives of service and leadership; and taking responsibility for ourselves and the communities in which we live.*

### **COURSE DESCRIPTION**

*Grammar for Educators* trains students to analyze the grammar of the English language for the purpose of understanding how language works so that they will be competent to teach language arts, and assess language development.

### **COURSE OBJECTIVES**

By completing the course, students will have competence in:

- Analyzing writing styles
- Matching sentence structure with rhetorical situations
- Addressing punctuation with one of three principles
- Pointing out interesting and effective student sentences
- Teaching interesting and engaging grammar lessons

## ENGLISH EDUCATION COMPETENCIES

This course meets the following competency as set forth by the Department of Elementary and Secondary Education 1.3: how the English language works, including its grammars, semantics, and syntax.

## COURSE REQUIRED TEXTBOOK

Morenberg, Max. Doing Grammar. 5<sup>th</sup> Edition. New York: Oxford University Press 2013. ISBN: 9780199947331

## GRADING SCALE

Grade	Percent
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	<60%

## Grading Criteria\*

Grades will be based on the following:

Mind Maps (notes) and online practice activities	7 weeks of participation (30 points each)	=	30% of total grade
Lesson Plans	7 weeks of plans (18 points each)	=	30% of total grade
Projects	7 weeks of participation (12 points each)	=	30% of total grade
Final Reflection	Final exam (100 points)	=	10% of total grade

\*Rubrics for all assessments are provided in the gradebook.

## ATTENDANCE

Perfect attendance is expected. In case of emergency absence send me an email.

## COURSE SCHEDULE

Each week will consist of two meetings: one on-campus and the other via internet (discussion forum or *Bigbluebutton*).

- All Mind Maps are due the night before our internet meeting, and practice activities will be done in that environment.
- Lesson Plans are due the night before our on-campus meetings, and projects will be presented (taught!) during the on-campus meetings.

- The final reflection will be due the night of our last internet meeting.
- The following is a schedule of assigned reading for the Mind Maps and practice activities:
  - Week One: Chapter 1 “Relating Words, Phrases and Slots”
  - Week Two: Chapter 2 “Identifying Verbs and Core Sentences”
  - Week Three: Chapter 3 “Expanding Verb Phrases”
  - Week Four: Chapter 5 “Rearranging and Compounding”
  - Week Five: Chapter 6 “Constructing Relative Clauses”
  - Week Six: Chapter 7 “Reducing Relative Clauses to Phrases”
  - Week Seven: Chapter 8 “Making Noun Clauses, Gerunds, and Infinitives”
  - Week Eight: Chapter 9 “Adding Modifiers to Sentences”