

## Pedagogical English Grammar Spring 2019 Syllabus

**Instructor:** Dr. Gordon Myskow  
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### Course description

As a pedagogical grammar course, our focus is not only on the forms and functions of English grammar but the strategies and techniques for teaching and learning them. As such, the course has three principle aims. **The first aim** is to develop greater familiarity with the patterns and rules of English syntax (i.e., grammatical form(s)). To achieve this, it is essential that we possess a shared terminology to talk about grammar, including grammatical categories and phrase structure rules. **The second aim** of the course is to explore the meaning and use of grammatical constructions. All aspects of language, including its grammatical structures, are used by speakers and writers to communicate with others in order to perform social activities, and thus the meaning and use of grammar will be an important focus of the course. Some attention will also be devoted to the meanings of grammatical constructions beyond the clause at the textual or discourse level. **The third aim** of the course is to develop pedagogical strategies and techniques for grammar instruction. Among the pedagogical issues treated in the course will be the distinction between inductive and deductive instructional approaches, the sequencing of language-focused instruction in the syllabus and lessons, as well as language analysis techniques such as ‘noticing’ and ‘grammaring’.

### Course Schedule\*

Session	Date	Topic	Assigned Readings**
1	4/14	Course Overview: Principles and Terminology of Pedagogical Grammar	<ul style="list-style-type: none"> <li>● Chap. 1: Introduction</li> <li>● Chap. 2: Grammatical Terminology</li> </ul>
2	5/12	Phrase Structure Rules	<ul style="list-style-type: none"> <li>● Chap. 5 Word Order and the Phrase Structure Rules for the Subject of a Sentence</li> <li>● Chap. 6: More Phrase Structure Rules: The Predicate of a Sentence.</li> </ul>
3	6/2	Verb Tense and Modality	<ul style="list-style-type: none"> <li>● Chap. 7: The Tense-Aspect System</li> <li>● Chap. 8: Modal Auxiliaries and Related Phrasal Forms</li> </ul>
4	7/7	Complementation and Reported Speech	<ul style="list-style-type: none"> <li>● Chap. 31: Complementation</li> <li>● Chap. 33: Reported Speech and Writing</li> </ul>
5	9/1	Final Exam & Grammar beyond the clause	<ul style="list-style-type: none"> <li>● <i>None</i> (prepare for test)</li> </ul>

*\*Online work equivalent to 4 hours will be provided. Prerequisite: Integrated Skills Practicum & Classroom Observation*

## **Pre-course Reading**

Chapters 1 & 2 from the course textbook (Larsen-Freeman & Celce-Murcia, 2016).

## **Required textbook**

Larsen-Freeman, D., & Celce-Murcia, M. (2016). *The Grammar Book*. (3<sup>rd</sup> Edition). Boston: National Geographic Learning. ISBN 978-1-111-35186-1

## **Assignments and Assessment**

- Collaboration (20%)
- Reflective Journal (20%)
- Assignments (30%)
- Final Exam (30%)

## **Instructor Bio**

Gordon Myskow (PhD) is Visiting Assistant Professor at Keio University, Department of Law and Politics. He has taught courses at the secondary school and university levels in Japan since 2000 and teacher education courses for over a decade. His current research interests are in CLIL, second language writing and functional linguistics. His work has appeared in *Journal of English for Academic Purposes*, *Journal of Second Language Writing*, *Linguistics and Education*, *ELT Journal*, *Writing & Pedagogy*, *Functions of Language* and *Functional Linguistics*. He is an advisor to the United Nations Test of English (UNATE).