Instructor’s Name: Dr. Ghussan R. Greene  
Department: English and Modern Languages  
College: Education, Humanities, and Social Sciences  
Course Prefix, Number and Title: English 532: Language, Grammar, Communication: A Course for Teachers of English  
Instructor’s Building/Office Number: Turner Hall/201B  
Instructor’s Office Hours:  
Instructor’s Office Telephone Number: 803-536-8808  
Instructor’s Email Address: ggreene@scsu.edu  
Instructor’s Fax Number: 803-533-3408


COURSE DESCRIPTION: The purpose of the course is to provide teachers with the fundamentals that they will need to explore, along with their students, the nature of language and the nature of the English language, particularly its grammar and its meaning systems. Traditional Grammar, American Structural Grammar and Transformational-Generative Grammar are treated as three views of grammar that a teacher should be prepared to encounter in the classroom.

COURSE RATIONALE:  
The aim of this course is to help the candidate develop a strong theoretical and practical knowledge of most aspects of English grammar and a corresponding practical, active understanding of how those structures and other aspects of English grammar translate into language performance. This latter aspect involves and relates to promoting an awareness of why grammar mistakes occur and how to approach them in teaching. Teachers’ perceptions of the roots of, causes, and solutions to usage errors reside in a proper understanding of English grammar, hence the emphasis on a strong foundation in English grammar in this course.

COURSE COMPETENCIES  
By the end of this course, candidates should be able to:

1. Understand the nature of the differences between the different approaches to English grammar.  
2. Recognize the relationship between grammar as the structure of the language, and usage errors as the mistaken use of grammatical structures.  
3. Understand the grammatical and semantic features of the parts of speech.  
4. Recognize the nature of the structural units of English grammar, i.e., sentences, clauses, phrases, and their relationships.
5. Acquire an extensive view of a range of usage errors, how they occur, and ways of approaching them.
6. Understand grammatical functions such as adverbial and nominal, and their role in sentence structure.
7. Have a good grasp of grammatical categories like tense, aspect, voice, mood, and their role in the verb phrase.
8. Gain some understanding of how traditional grammar and its conclusions have been refined by structural/descriptive linguistics and transformational generative grammar.
10. Use their knowledge of language structure to create and critique print texts of various kinds.
11. Show their knowledge and understanding of the English language by presenting grammatical structures and usage issues in a competent manner.
12. Show the differences between traditional, descriptive, and transformational grammar.
13. Separate usage and English usage errors from the grammar of English while appreciating the latter as the foundation of the former.
14. Successfully complete practical operational tests, exercises, and procedures that show their identification and understanding of grammatical structures, categories, functions and word classes.
15. Show evidence that they understand the major usage errors and ways of tackling them in the classroom situation.
16. Show an understanding of how the word classes function in sentence structure by creating texts (structures) and critiquing texts (a range of grammatical structures) in exercises, tests, and examinations.
17. Use students’ errors as data for analysis and discussion of grammar usage topics with a view to finding effective solutions for classroom situations.
18. Create opportunities to utilize appropriate technology in teaching grammar and usage.

**DISPOSITIONS**

By the end of this course, candidates will be able to:

1. Show a commitment to presenting accurate grammar and usage content instruction to their students.
2. Appreciate and include information on students’ background as essential factors in the learning and teaching situation.
3. Recognize the growing need for including technology and web based resources in the modern classroom.
COURSE OUTLINE

Part A Words
1/28 - Nouns
2/4 - Articles and Quantifiers
2/11 - Adjectives and Adverbs
   Comparatives and Superlatives and Prepositions
2/18 - Verbs and Combining Words

2/25 - QUIZ

Part B More about Verbs and Related Forms
3/4 - Multiword verbs and verbal expressions and Modal verbs
   Infinitive and –ing forms of verbs
3/11 - The Present, the future, the past
   The present perfect and used to and would
   Reported speech and direct speech and Conditional Sentences

3/18 - QUIZ

Part C Sentence constituents and word order
3/25 - Sentence constituents: basic principles and Sentence constituents: major variants
   Passive constructions and Discourse markers
   Ellipsis and substitution

4/1 - QUIZ

Part D Complex Sentences
4/8 - Introduction and Finite adverbial clauses
   Noun clauses and Relative clauses
4/15 - Non-finite clauses and Defining and non-defining phrases and clauses
   Complex sentences: integrating the elements

4/22 - QUIZ

4/29 and 5/6 – PowerPoint Presentations

SPECIAL COURSE REQUIREMENTS

Class presentations: Each of you will present the topic of one of the chapters to the class as if they were your students. You will prepare a lesson plan and carry it out. A template is attached to this syllabus.
Research Activity: Review Part E: Researching Language and propose a research activity including the topic of the research and the method and materials of conducting the research. Research findings will be presented by PowerPoint. Proposals are due on February 4, 2013. Powerpoints will be presented April 29 and May 6.

Pre-step hours: At least 20 pre-step hours are required for this course. They may be done at a venue of your choosing or at Project Life Positeen, under the direction of Mrs. L. Zimmerman Keitt.

METHOD OF EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Research Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Pre-step hours</td>
<td>20%</td>
</tr>
<tr>
<td>Class presentations</td>
<td>20%</td>
</tr>
</tbody>
</table>

Six Secrets For Using PowerPoint Effectively

Adapted from Dave Paradi, MBA, author of "The Visual Slide Revolution" and "102 Tips to Communicate More Effectively Using PowerPoint"

You can take many courses on how to use PowerPoint from a technical standpoint, but when it is used effectively, it can add tremendously to our presentations. Here are ten secrets based on years of experience in developing and using presentation slides that will help you move from being technically proficient to using PowerPoint effectively.

1. **Start by creating an outline**
   The most important part of any presentation is the content, not the graphical appeal. That is why you should develop your presentation with the content first, before deciding on the look (colours, graphics, etc.) Create a good structure for your presentation by reflecting on the goal of the presentation, what your audience is thinking right now, and what points you need to make in order to move the audience from where they are to where you want them to be. Write an outline on paper or use sticky notes so you can move ideas around. By creating an outline first, you ensure that the content of your presentation is solid before you concern yourself with the visual elements.

2. **Use Contrasting Colours**
   If you want your audience to be able to see what you have on the slide, there needs to be a lot of contrast between the text colour and the background colour. I suggest a dark background with light text – I usually use a medium to dark blue background and white or yellow letters. Some prefer a light background and dark letters, which will also work well - which you choose will depend on personal preference. Don’t think that just because the text looks fine on your computer screen that it will look fine when projected. Most projectors make colours duller than they appear on a
screen, and you should check how your colours look when projected to make sure there is still enough contrast. To check that your colors have enough contrast, use the Color Contrast Calculator.

3. **Use a big enough font**
When deciding what font size to use in your presentation, make sure it is big enough so that the audience can read it. I usually find that any font size less than 24 point is too small to be reasonably read in most presentation situations. I would prefer to see most text at a 28 or 32 point size, with titles being 36 to 44 point size. The only reason I would use a font less than 24 point is when adding explanatory text to a graph or diagram, where you could use a 20 point font size. If you are given a small screen in a big room, your font will look smaller because the image will not be as big as it should be. In this case, see if you can get a larger screen, use a wall instead of a screen to project on, move the chairs closer to the screen or remove the last few rows of chairs. I've put together a chart that lists how far away the last row of your audience should be based on the size of screen, font size and visual acuity testing - use the Font Size chart here.

4. **Stop the moving text**
When text comes on the screen, we want the audience to read the text, then focus back on the presenter to hear the message. If the text moves onto the screen in any way – such as flying in, spiral or zooming – it makes it harder for the audience members to read since they have to wait until the text has stopped before they can read it. This makes the presenter wait longer between each point and makes the audience members focus more on the movement than on what is being said. I suggest the use of the "Appear" effect, which just makes the text appear and is the easiest for the audience to read.

5. **Use visuals instead of text slides**
Every two years I ask audiences what annoys them about bad PowerPoint presentations. The latest survey confirms that audiences are more fed up than ever with the overload of text on slides (see the latest survey results here). Instead of using slides that only contain text, use visuals such as graphs, diagrams, photos and media clips to engage the audience. I've developed a five-step method for creating persuasive visuals in my book *The Visual Slide Revolution*. Read the free chapter to see a summary of the process you can use to create your own persuasive visuals.

6. **Be able to Jump to Any Slide**
PowerPoint has a feature that allows you to be able to move quickly and seamlessly to any slide in your presentation. To do so, you need to know the slide numbers. The easiest way to print a list of the slide numbers and associated slide titles is to go to the Outline View and collapse the details for each slide (there is a button on the left side of the screen in this view that will do this). Then print the view. To jump to any slide, just enter the slide number on the keyboard and press the Enter key. This will move you directly to that slide. This technique is very useful for moving to a prepared Q&A slide or for skipping parts of your presentation if time becomes an issue.
# PowerPoint Presentation Rubric

Prospective teacher: _________________________________________________

Title of Presentation: ________________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Excellent-4</th>
<th>Good-3</th>
<th>Satisfactory-2</th>
<th>Needs Improvement-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content - Accuracy</strong></td>
<td>All content throughout the presentation is accurate. There are no factual errors.</td>
<td>Most of the content is accurate but there is one piece of information that seems inaccurate.</td>
<td>The content is generally accurate, but one piece of information is clearly inaccurate.</td>
<td>Content confusing or contains more than one factual error.</td>
</tr>
<tr>
<td><strong>Sequencing of Information</strong></td>
<td>Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.</td>
<td>Most information is organized in a clear, logical way. One slide or piece of information seems out of place.</td>
<td>Some information is logically sequenced. An occasional slide or piece of information seems out of place.</td>
<td>There is no clear plan for the organization of information.</td>
</tr>
<tr>
<td><strong>Use of Graphics</strong></td>
<td>All graphics are attractive (size and colors) and support the topic of the presentation.</td>
<td>A few graphics are not attractive but all support the topic of the presentation.</td>
<td>All graphics are attractive but a few do not support the topic of the presentation.</td>
<td>Several graphics are unattractive AND detract from the content of the presentation.</td>
</tr>
<tr>
<td><strong>Text - Font Choice &amp; Formatting</strong></td>
<td>Font formats (color, bold, italic) have been carefully planned to enhance readability and</td>
<td>Font formats have been carefully planned to enhance readability.</td>
<td>Font formatting has been carefully planned to complement the content. It may be a little</td>
<td>Font formatting makes it very difficult to read the material.</td>
</tr>
</tbody>
</table>
South Carolina State University

Teacher Education Program
Lesson Plan Format

Grade and Development level of students.

I. Standards: one or more South Carolina standards should be addressed when planning lessons.

II. Instructional Objective- Your objective is whatever you want your students to know. An objective focuses on what the student will learn. State your objective in behavioral term (outcome must be measurable).

III. Diversity/Special Needs: Lessons will provide a wide variety of experiences for k-12 students from diverse backgrounds and with exceptionalities to ensure all students have the opportunities to learn.

IV. Procedures- The teachers lead culturally responsive lessons to actively engage diverse learners according to the following steps:

A. Introduction/prior knowledge
   - Prior Knowledge
- Establish set
- Create advanced organizers

**B. New materials:** New information needed to fulfill the objective of the lesson is presented to students. This information may be acquired through teacher explanation, group discussion, reading, exploration, observation, etc.

**C. Modeling:** Examples of the skill or knowledge which the students are expected to learn are presented. Students observe demonstrations which are conducted by the teacher, students, or facilitators. **Reminder: Ongoing assessment occurs throughout the lesson. The teacher ascertains the students’ understanding of the new material through monitoring and enhancing of the lesson by having students demonstrate mastery.** If the students have not mastered the skill at the level needed to apply it, the teacher adjusts and/or adapts the lesson.

**D. Guided and Independent Practices:**

- **Guided Practice:** Students practice new knowledge under teacher supervision, working individually or in cooperative learning groups.
- **Independent Practice:** Once the students are able to perform satisfactorily during guided practice, the teacher assigns further application to be done individually or in collaboration with others. This assignment may vary for different students. For some it may include enrichment materials; for others, remediation. Rates of learning and learning styles must be accommodated.

**E. Closure:** At the end of the lesson and at any time throughout the lesson, the teacher may seek to summarize or extend learning by bringing disconnected elements of the lesson into a meaningful whole to achieve the lesson’s goals and objectives. Additionally, students reach conclusions and insights about the material being studied under the guidance of the teacher.

**V. Variety of instructional strategies:** Uses strategies that are appropriate for student abilities, roles/and learning styles. Use strategies that actively engage students. Use strategies that promote critical thinking and independent and collaborative learning. The teacher’s strategies are appropriate for the particular objectives and content and the particular students’ grade, developmental, and ability levels. The strategies build on the students’ interests and prior learning and are appropriate for the students’ stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher’s strategies promote higher levels of thinking and/or performance.

**VI. Summative assessment:** An assessment determines whether the students have achieved the stated objective. Assessment must be appropriate for the ability and developmental levels of the students, the objectives of the lesson, the content and skills taught, and the instructional strategies used by the writing assignment, products, or a teacher’s observation. When using assessment, you should state how you will assess your students: for example,
“written test,” “teacher observation,” portfolios, journals, rubrics, checklists and other formal or informal measurements.

VII. Materials/Technology: Include any equipment, technology, books, etc., which the teacher or students will need during the lesson. Examples might be computers, overhead projectors, websites, modules, graphing, calculators, test activity sheets (PLACE MORE TECHNOLOGY)

VIII. Reflection: Reflection provides the teacher with an opportunity to evaluate the lesson at its completion. Consider what you learned from the experience and how you might do things differently in the future. The teaching experience is clearly analyzed. The strengths and weaknesses of the lesson are identified along with suggestions for improvement.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade-Period</th>
<th>Unit Topic</th>
</tr>
</thead>
</table>

I. Standard(s) _________________________________________________________

II. Instructional Objectives ____________________________________________

III. Diversity/Special Needs ____________________________________________

IV. Procedures _________________________________________________________

V. Variety of Instructional Strategies _________________________________

VI. Summative Assessment ______________________________________________

VII. Materials/Technology ______________________________________________

VIII. Reflection ______________________________________________________