

COURSE IMPLEMENTATION DATE: May 2010
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: January 2016
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

TEFL 140	Continuing Studies	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Developing a Teaching Grammar	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course will provide students who plan to teach English language writing or speaking with a knowledge base of the structure of English for use in developing grammars or organizational systems of the language for learners at various levels of proficiency.

PREREQUISITES: None
 COREQUISITES: None
 PRE or COREQUISITES: None

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **30**

STRUCTURE OF HOURS:

Lectures:	18	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:	12	Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: **30**
 Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
 WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
 TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): Maria Bos-Chan	Date approved: December 2010
Department Head: Maria Bos-Chan	Date of meeting: December 10, 2010
Supporting area consultation (Pre-UPAC)	Date approved: December 2010
Curriculum Committee chair: Cheryl Issac	Date approved: December 2010
Dean/Associate VP: Karen Evans	Date of meeting: January 28, 2011
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

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

- Demonstrate an understanding of English language organization patterns.
- Demonstrate the ability to effectively plan lessons for a specific pattern to two or more groups of learners with different proficiency levels.
- Demonstrate the ability to use their knowledge of English language structure to identify pattern errors, especially in relation to assessing proficiency.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, presentations, practice teaching, reviews, portfolios, research tasks, observations of English language teaching.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): This course is part of a short, integrated, cohort- led, intensive program to be completed in a single term.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. An example for this course might be:]*

- Azar, B. (2005) *Fundamentals of English Grammar*. 3rd Ed.
- Azar B, (2005) *Basic English Grammar*, 3rd. Ed.
- Azar B, (2004) *Understanding and Using English Grammar* 3rd. Ed.
- M. Celce-Murcia and D. Larsen-Freeman (1998) *The Grammar Book: An ESL/IFL Teacher's Course* 2nd Ed.
- J. Decarrio (2000) *The Structure of English: Studies in Form and Function for Language Teaching*
- G. Kennedy (2005) *Structure and Meaning in English: A Guide for Teachers*
- Selected historical and current articles from scholarly journals in the field such as TESL Canada, the TESOL Quarterly, the Tesol Journal, and the English Language Teaching Journal could be included in course packs.

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

- 10% weekly quizzes
- 30% reflective papers (2-3 pages)
- 15% book review and presentation
- 30% term research paper
- 15% research paper presentation

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

- Week 1: Historical overview of English language structure and grammar systems
- Week 2: Pattern recognition and pattern comparisons between English and languages in other language families
- Week 3: English noun forms
- Week 4: English verb forms
- Week 5: Modifiers, determiners, and other elements of structure
- Week 6: Phrase and clause structure
- Week 7: Linking clause structures
- Week 8: Patterns in comparison forms
- Week 9: Patterns in question forms
- Week 10: Patterns in passive, subjunctive, and imperative forms