UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: ENGL
Course Title: Grammar and Unit Design in the English Classroom

Year: 2025
Course and Section #: 4240 001
Credits: 3

Course Description

Continues to examine issues related to teaching English in secondary schools. Focuses on writing long-term unit plans for teaching based on best practices and current educational approaches. Refines understanding of pedagogical theories and approaches with special emphasis on teaching the conventions of writing instruction. Treats modern grammars as multi-faceted, socially-driven practices. Focuses on curriculum design and assessment. Entails class discussion, critical reading, and creation of teaching materials.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
X   Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information
Instructor Name: Thomas Smith

Student Learning Outcomes
- Create substantive, pedagogically-sound unit plans to teach important concepts and skills in each of the major strands: Reading, Writing, and Speaking and Listening.
- Employ best practices in grammar instruction with students from diverse backgrounds and with diverse learning needs.
- Design appropriate assessments to measure student learning at the end of each unit.
- Differentiate instructional plans to meet a variety of student needs.
- Defend instructional decisions.

Course Materials and Texts

Two Textbooks for this class:
- Smagorinsky, P. (2019). *Teaching English by Design: How to Create and Carry Out Instructional Units*. Heinemann Publishing.
- Dean, D. (2022). *What Works in Grammar Instruction.* National Council of Teachers of English.

Course Requirements

Course Assignments, Assessments, and Grading Policy
- Long Term Planning (60%)
    - Year Plan
    - Unit Plan 1
    - Unit Plan 2
- Teaching Grammar (30%)
    - Lesson Plans
    - Position Paper
- Class Assignments/Discussions (10%)

A = 93-100	B- = 80-82.9	D+ = 67-69.9
A- = 90-92.9	C+ = 77-79.9	D = 63-66.9
B+ = 87-89.9	C = 73-76.9	D- = 60-62.9
B = 83-86.9	C- = 70-72.9	E = 0-59.9

Required or Recommended Reading Assignments

General Description of the Subject Matter of Each Lecture or Discussion
Week 1: Course Introduction
Week 2: Teaching with Students in Mind/Year Plan
- Smagorinsky chapters 1, 2, & 3

Week 3: Assessments/Rubrics
- Smagorinsky chapter 4 & 5

Week 4: Unit Plan 1
- Smagorinsky, chapters 7, 8, & 10

Week 5: Conferences on Unit Plan 1
Week 6: Finish Unit Plan 1
Week 7: Teaching Grammar
- Dean, chapter 1

Week 8: Teaching Grammar and Writing
- Dean, chapter 2

Week 9: Teaching Grammar and Reading
- Dean, chapter 3

Week 10: Teaching Grammar and Multi-Lingual Students
- Dean, chapter 4 & 5

Week 11: Finish Teaching Grammar
Week 12: Unit Plan 2
- Smagorinsky, chapter 9

Week 13: Unit Plan 2
- Smagorinsky, chapters 11 & 12

Week 14: Conferences on Unit Plan 2
Week 15: Finish Unit Plan 2
Week 16: Final Reflection Project

Required Course Syllabus Statements

Generative AI
The UVU English department is also keeping up with artificial intelligence chat bots such as ChatGPT (and many other stand-alone programs or plug-ins). Believing the technology is here to stay, and will only grow, we feel it's important to understand both its strengths and limitations. AI is already proving its usefulness in brainstorming writing ideas, simplifying complex topics, and assisting with research. We believe AI is a tool with potential usefulness for writers. However, AI is also fraught with serious issues. It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. It also frequently generates fake citations and quotations. It cannot understand the complexities and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it's trained on).

To be clear, copying the exact wording of an AI chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity.

Personal Statement:
Artificial Intelligence has been around for a couple of decades (spellcheck, grammar check, etc.); however, in the last couple of years, it has exploded in terms of capability and popularity. As a result, it is changing the way we do things in all walks of life. Writing of all types has been similarly impacted. I take it as a given that this technology will not recede and will be a part of our literacy lives moving forward. So, it is imperative that we learn to use it in ways that are both effective and ethical. Furthermore, different career fields and academic areas have different expectations regarding the use of AI technologies ranging from zero tolerance to expected and extensive use.

In this class we will use AI tools such as ChatGPT, Gemini, etc. as tools. With this opportunity comes significant responsibility on the part of both me, as a professor, and you, as a student. I am doing my best to stay current with the emerging technologies associated with AI and am committed to exploring ways that these technologies can best be harnessed for our aims in this class.

For your part, it is anticipated that you will strive to use AI ethically in ways that best serve your personal academic goals and the goals of the class as embodied in specific assignments. This means that

there will be times when I will direct you to use AI to complete certain tasks. Some of these will be to demonstrate why we should not use AI in certain ways for this class and some of these will be to demonstrate ways that AI would be beneficial to your learning, thinking, and writing.

Use of AI outside of these norms should be discussed with me prior to using them as work that is submitted in this class. Furthermore, you are responsible for ensuring that any data you come across using AI is actually true. *Any use of a fictional data, whether intentional or accidental, will result in an automatic 0 on that assignment. Repeated use of a fictional data will result in a failing grade in the course.* We will talk about how you can make sure that the data you uncover through AI is fair and accurate.

Due to the rapid change in AI technology, I reserve the right to make adaptations and adjustments to this policy during the course of the semester. Any such changes, though, will be thoroughly discussed in class and the purposes and my reasoning will be explained.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions

of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.