Grammar Workshop

**Purpose and Audience:** Grammar isn’t as tame and predictable as grammar textbooks may make it seem. To truly understand grammar, we need to study it in the wild. With a partner, lead our class in observing a “wild” grammatical phenomenon in its natural habitat, analyzing its qualities and behavior, and handling it in the controlled environment of our own writing. Your work will help you and us to gain deeper understanding of what grammar does in the texts we read and write.

**Procedures & Requirements**

### Preparation with Partners
1. Find two partners from class, and by Wednesday, September 21, sign up for your workshop date on Courses@Dordt.
   - Presentation date:
   - Partners:
   - Assigned chapter:

2. Read the chapter assigned for your presentation date (as listed on the reverse).

3. In consultation with me, choose one concept from the chapter for your workshop—one for which you and the class would benefit from more in-depth study. Use Kolln & Gray, the grammar resources on reserve at the library, and journals for English teachers (e.g., *English Journal*, *Voices from the Middle,* and *Language Arts*) to learn all you can about the concept and how to teach it.

4. Design a 20-minute workshop lesson for the class. Your workshop should (a) help us to notice and analyze how this aspect of grammar works “in the wild” (e.g., in our mentor texts or in other texts that aren’t grammar textbooks), (b) help us to name and explain the concept, and (c) lead us in applying the concept skillfully within our own writing for the short essays required for ENG 336.
   - Write a lesson/workshop plan that includes the following: workshop title; objectives (i.e., “Participants will be able to...”), list of materials/resources, and a step-by-step description of instructional activities that is based on the notice-name-apply framework. Write in enough detail that a substitute could lead your workshop in your absence. Close the plan with a paragraph explaining why this lesson is important for our class—how it matters for us as readers, writers, and (in many cases) future teachers.
   - Plan to use 20 minutes of class time to demonstrate your lesson. Be advised to “think small”—that is, it is generally ineffective to rush through activities while commenting, “If we would have had more time...” Plan for one “small” but important concept that can be handled well in 20 minutes.
   - Be prepared to take questions from the class about your lesson and to participate in further discussion about the lesson and the readings on which it is based.

5. Before you demonstrate your lesson, post your plan (in a Word document) and any supporting PowerPoints that you design to our Courses@Dordt space.

### Presentation with Partners
1. Hand in a printed copy of your workshop plan.
2. Briefly state which chapter the lesson is based upon, and summarize the agenda and objectives for the lesson.
3. Lead us through the workshop.
4. Field questions and participate in further discussion about your workshop.
Individual Reflection
Write a short reflective letter to me (about 300 words) in which you answer the following questions:

- **Briefly**, what was the purpose of your workshop? What do you see as the strengths of your work to design and implement the workshop, and why? What changes to your preparation and implementation would you make if you were to lead this workshop again?
- How, specifically, has your understanding of grammar changed as a result of preparing and leading the workshop? (Don't simply tell me that it's better; tell me what you now understand and how that matters.)
- What would you like me to know about your individual and collaborative work?

Your individual reflection letter is due one class period after you present your lesson. Your due date is ___________.

Grading: Your grammar workshop counts for 10% of your final grade. Your workshop plan and presentation (including the follow-up discussion) will be considered together for a single, holistic score. After determining a group grade, I will make any appropriate adjustments to individuals’ scores to reflect their contributions toward a successful workshop. Decisions about adjusted scores will be informed by group members’ individual reflections and by my observation of and interactions with group members. The criteria for quality workshop plans, presentations, and reflections:

**Lesson/Presentation Plan:**
- Includes the workshop title, objectives, list of materials/resources.
- Includes a detailed, step-by-step description of learning activities using the notice-name-apply framework.
- Includes a paragraph that explains why the workshop is important for this class.

**Presentation with Partners:**
- Facilitates meaningful study of one important grammatical concept related to the assigned chapter.
- Helps us to notice and analyze how this aspect of grammar works in the mentor texts we are studying.
- Helps us to name and explain the concept.
- Leads us in applying the concept skillfully within our own writing for the ENG 336 essays.
- Demonstrates a developed and accurate understanding of the chapter and our course studies.
- Shows effective organization and wise use of time, and stays within the 20-minute time limit.
- Is presented with professionalism, care, and respect—for the task and all involved.

**Individual Reflection:**
- Presents a thoughtful, accurate reflection on the workshop.
- Shares specifics about how and why the project contributed to your understanding of grammar.

**Schedule of Workshops and Readings**

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<thead>
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<th>Date</th>
<th>Textbook</th>
<th>Chapter/Activity</th>
<th>Workshop #</th>
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<tr>
<td>W 9/30</td>
<td>Kolln &amp; Gray</td>
<td>Ch. 4, “Coordination and Subordination”</td>
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<tr>
<td>W 9/30</td>
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<td>Ch. 5, “Cohesion”</td>
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<td>Kolln &amp; Gray</td>
<td>Ch. 8, “Choosing Adverbials”</td>
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<tr>
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<td>Ch. 9, “Choosing Adjectivals”</td>
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<td>W 11/30</td>
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<td>Ch. 11, “Other Stylistic Variations”</td>
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