

English 3312, Modern Grammars

Spring 2011

MWF 10:00-10:50am

Irby 313

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Welcome to Modern Grammars! Everyone is an intuitive expert in his or her native tongue; in this class we will be studying the grammatical rules that govern standard written English—the language of most written literature, journalism, and other writing in English—and taking a look at non-standard forms of English—often labeled as wrong—to discover the implicit rules and principles that govern them too. Along with this we will be studying the different methods used to analyze and categorize grammar.

This is a service-learning course, meaning that part of your grade will be based on the work you do with UCA's Conversation Partners service, in which native-English-speaking students help ESL students practice their written and spoken English through informal conversation. The course is designed to make this a fun and flexible assignment rather than a burden, and I think you will like it.

Required texts: Martha Kolln and Robert Funk, *Understanding English Grammar*, 8th edition.

Martha Kolln and Robert Funk, *Exercises for Understanding English Grammar*, 8th edition.

Assignments

30%	Two exams and one final exam (10% each)
10%	Regular service with the Conversation Partners program, meeting with one ESL student once a week throughout the semester to work on his or her spoken English in an informal setting of your choosing. Documented through self-report and reports from the Intensive English program.
10%	One short paper, due at the end of the semester, reflecting on your experiences with the service-learning element of the course
10%	Quizzes, announced and unannounced
10%	Workbook exercises (daily)
10%	One partnered presentation in which you research the day's topic in standard English and teach it to the class in an effective, engaging and accurate way
10%	One group research presentation focusing on the conventions, distinctives, and grammatical rules of a particular linguistic subgroup in English
10%	A semester-long language journal in which you record oddities of spoken and written English speech that you encounter in your life outside class (you can make this multimedia if you like). Throughout the semester I'll check randomly to make sure you are doing at least one a week.

Policies

On Turning In Papers: You will use a computer for all written assignments unless otherwise noted. You will turn them in twice: once using the assignment turnin function on Blackboard, and once in hard copy. Please use 12-point font and staple or paperclip all pages together; each page should be double-spaced, with 1-inch margins all around, and with your name and page number in the top right-hand corner. All papers must be spell-checked and free of spelling and grammatical errors. I do not accept email attachments for credit.

Late Papers: All assignments should be turned in at the beginning of class on the day that they are due. I do not accept late assignments. If you feel that your situation is exceptional, please talk to me about it before the due date.

You will not do well—or learn anything important—unless you attend class, read the day's readings before you come to class, and do the assigned work. Five or more absences (the equivalent of missing three weeks' worth of class) will lead to your being dropped from the course. Why waste our time and yours?

Very Obvious Things: Buy, rent, or photocopy the books and come prepared to discuss the day's readings. Please check your UCA email account regularly. Don't text in class. If your cell phone rings, I reserve the right to answer it.

Plagiarism: Presenting someone else's ideas, information, or writing as your own, whether it is intentional or unintentional, is considered plagiarism. It is dishonest and disrespectful to your instructor and to your fellow students. If you plagiarize during this course—whether from a professional writer or scholar, a fellow student, or the internet—you will receive a zero for the entire course and you will be reported to the dean's office. Repeated offenses can result in suspension and expulsion from school. One of your first assignments will be a reading and exercise that will help you understand what is acceptable use of outside sources, and what is not. If you are in doubt about your use of a particular source, please see me for help.

Here is the university's official statement on this issue:

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

The Writing Center is eager to help you work on your writing at any stage of development. To make an appointment, submit a paper for online tutoring, or to find out about drop-in hours, visit <http://www.uca.edu/writingcenter/appointment.php>. They also offer useful online resources at http://www.uca.edu/writingcenter/online_resources.php. The Academic Success Center is also available to help you with all aspects of college work. Please check them out at <http://www.uca.edu/ucollege/asc.php>.

Disability Services: The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

Please see your Student Handbook for the university's sexual harassment policy, academic policies, and other important information.

TENTATIVE SCHEDULE

day	date	reading assignment	assignment due
Friday	14-Jan	Course overview	
Monday	17-Jan	MLK Day, no class	
Wednesday	19-Jan	chapter 1, "The Study of Grammar: An Overview"	
Friday	21-Jan	chapter 2, "Basic Sentence Patterns"	
Monday	24-Jan	chapter 2, "Basic Sentence Patterns"	
Wednesday	25-Jan	chapter 2, "Basic Sentence Patterns"	
Friday	28-Jan	Chapter 3, "Expanding the Main Verb"	
Monday	31-Jan	Chapter 3, "Expanding the Main Verb"	groups assigned for linguistic communities project
Wednesday	2-Feb	Chapter 3, "Expanding the Main Verb"	
Friday	4-Feb	Review for exam	
Monday	7-Feb	Exam #1	
Wednesday	9-Feb	Chapter 4, "Transforming Basic Patterns"	
Friday	11-Feb	Chapter 4, "Transforming Basic Patterns"	
Monday	14-Feb	Chapter 5, "Modifiers of the Verb: Adverbials"	
Wednesday	16-Feb	Chapter 5, "Modifiers of the Verb: Adverbials"	
Friday	18-Feb	Chapter 5, "Modifiers of the Verb: Adverbials"	linguistic communities presentation
Monday	21-Feb	Chapter 6, "Modifiers of the Noun: Adjectivals"	
Wednesday	23-Feb	Chapter 6, "Modifiers of the Noun: Adjectivals"	
Friday	25-Feb	Chapter 6, "Modifiers of the Noun: Adjectivals"	linguistic communities presentation
Monday	28-Feb	Chapter 7, "The Noun Phrase Functions: Nominals"	
Wednesday	2-Mar	Chapter 7, "The Noun Phrase Functions: Nominals"	
Friday	4-Mar	Chapter 7, "The Noun Phrase Functions: Nominals"	linguistic communities presentation
Monday	7-Mar	TBA	
Wednesday	9-Mar	Review for exam	
Friday	11-Mar	Exam #2	
Monday	14-Mar	Chapter 8, "Sentence Modifiers"	
Wednesday	16-Mar	Chapter 8, "Sentence Modifiers"	linguistic communities presentation
Friday	18-Mar	Chapter 8, "Sentence Modifiers"	
Monday	21-Mar	spring break, no class	
Wednesday	23-Mar	spring break, no class	
Friday	25-Mar	spring break, no class	
Monday	26-Mar	Chapter 9, "Coordination"	
Wednesday	29-Mar	Chapter 9, "Coordination"	linguistic communities presentation
Friday	31-Mar	Chapter 10, "Morphemes"	
Monday	1-Apr	Chapter 10, "Morphemes"	
Wednesday	5-Apr	Chapter 11, "Form Classes"	
Friday	7-Apr	Chapter 12, "Structure Classes"	
Monday	8-Apr	Chapter 13, "Pronouns"	

Wednesday	12-Apr	Chapter 13, "Pronouns"	linguistic communities presentation
Friday	14-Apr	Chapter 14, "Rhetorical Grammar"	
Monday	18-Apr	Chapter 14, "Rhetorical Grammar"	linguistic communities presentation
Wednesday	20-Apr	Appendix, "An Introduction to Structural Grammar"	
Friday	22-Apr	Appendix, "An Introduction to Structural Grammar"	linguistic communities presentation
Monday	25-Apr	linguistic communities presentations	
Wednesday	27-Apr	Review for exam, course evaluations	turn in service learning paper and language journal
		exam date TBA	

HOW TO LEAD CLASS

Once this semester, you and a partner will lead the class for the day. Your job is to present the day's material in a way that effectively communicates the main ideas, provides accurate and illuminating examples of standard and non-standard usage, and helps your classmates remember the material. Although the most traditional teaching method is lecture, and we'll be doing a lot of it this semester, you'll be thinking outside the box a bit: many of you will be teaching this material in your future life, and it's worth beginning to think about effective ways of engaging a class in concepts that (let's face it) are not always riveting to a casual observer.

How this works:

First, read your assigned chapter carefully ahead of time, do the assigned exercises, and make sure you yourself have a firm grasp on the day's topic. Second, about 5 days in advance, do some quick Google searches to see what kind of information is already out there? Are there sources that look particularly helpful? Third, at least two days before class, visit the reference desk in Torreyson and talk to a librarian about this assignment. Tell her what you think you want to focus on and what your preliminary searches found. Let her direct you to some good scholarly resources (do NOT end your search with Wikipedia) and play around with them.

Lastly, pick out what you think is most important, and formulate activities and questions that will help the class learn. Think about this from the perspective of a teacher: how can you best stimulate the class to talk about these ideas? These are just some suggestions.

At least one day prior to the day you're scheduled to lead, you and your partner will meet with me to discuss your lesson plan. At that time you will turn in to me a detailed lesson plan. In this meeting, we'll discuss your plans, make alterations as needed, and troubleshoot ahead of time.

You will be graded on the completeness and accuracy of your background information, your creativity, and your success in getting the class engaged with the material.