

English 3312, Modern Grammars

Spring 2013

MWF 8:00-8:50am

Irby 201

Office hours: MWF 9-9:50,

T/Th 1:30-2:30 and by appt

Dr. Elizabeth Harper

Office: Irby 427

elizabeth.harper@gmail.com

phone: 501-852-2263

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. Along the way, we will take 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 Intensive English Program, helping international students practice their written and spoken English through informal conversation and/or classroom activities. The course is designed to make this a fun and flexible assignment rather than a burden, and I think you will like it. If your schedule does not permit working with IEP, I will give you an equivalent academic assignment.

Required texts: Martha Kolln and Robert Funk, *Understanding English Grammar*, 9th edition.

Martha Kolln and Robert Funk, *Exercises for Understanding English Grammar*, 9th edition.

Assignments

100 points	Attendance and contribution to class
300 points	Three exams (10% each) including a final exam
200 points	Service-Learning: work (approx. 1 hour weekly) with one of several opportunities offered through the Intensive English program.
100 points	Short (2-3 pages) paper reflecting on your experiences with the service-learning element of the course.
100 points	Workbook exercises
100 points	Weekly contributions to a group blog (http://moderngrammars.blogspot.com) about English grammar; you'll contribute interesting grammatical questions you encounter in real life (on signs, in your reading, in ordinary conversation with your friends or your conversation partner). Please see archived entries for samples of the sorts of things you will write about. 10 substantial entries over the course of the semester.

Policies

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.

Gradebook: You can always view your current grades using the Gradebook function of Blackboard. You have access to them as soon as I have entered them in the gradebook. To figure out your overall average, add up your current point total and divide it by the total number of possible points thus far.

Office Hours: I keep regular office hours so that you can come talk to me about any question or problem related to the course. These appear on the first page of the syllabus and are posted outside my door. No appointment is necessary, but I would appreciate a heads-up if you think you're dropping by: let me know when you plan to come by and what you'd like to talk about, so I can plan for your visit.

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.

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.

SERVICE LEARNING

This is a service-learning course: part of the way you will learn to think about English grammar in this class will be by engaging with non-native speakers. Studies have shown that students learn more deeply when they use the course material outside the classroom and particularly when they can connect it to real people and relationships. You have a choice of several options:

- a) 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. This is the most flexible option.
- b) Participating in the EDGE Residential College Language Corner (Thursdays 4-5) for casual conversation with international students.
- c) Volunteering once a week with an IEP grammar class as a teaching assistant.
- d) Attending informal "talk time" with the IEP speaking/listening class (Fridays from 11-12)
- e) If your schedule truly cannot accommodate any of the above options, you will be assigned a standard academic assignment worth 300 points: you will write a 6-7 paper analyzing the conventions, distinctives, and grammatical rules of a particular linguistic community (this might include ethnic or regional dialects, the language of lolspeak or lawyers, or the idiolect of a poet such as e.e. cummings or James Joyce.) You must notify me by January 20 if you intend to pursue this option. Your rough draft will be due on April 17, and your final draft will be due April 23.

Advantages of Service Learning:

1. You will get to interact with a real person rather than studying and researching alone.
2. You will get a chance to look at English grammar from the outside, using your expertise as a native speaker and as a student to try to answer the questions that only a non-native speaker could ask.
3. Your work in this class will benefit another person who is becoming proficient in English.
4. You will build a relationship with someone from another culture—past participants report having made real friends through this program and have very much enjoyed learning about their partners' home countries.
5. Rather than having a large academic project due at the end of the semester, you will be working all semester long on this requirement (no need to binge or stress out in April).
6. It is fun.

Modern Grammars

Fri Jan 11, 2013

All day Course overview; Workbook exercises 1.1, 1.3

Calendar: Modern Grammars
Created by: elizabeth.harper@gmail.com

Mon Jan 14, 2013

All day chapter 1, "The Study of Grammar-- An Overview"; ex. 1.5, 1.6.

Calendar: Modern Grammars
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Wed Jan 16, 2013

All day chapter 2, "Words and Phrases"; ex. 2.2, 2.3, 2.4; first blog post due

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Fri Jan 18, 2013

All day Chapter 3, "Sentence Patterns"; ex. 3.1, 3.2

Calendar: Modern Grammars
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Mon Jan 21, 2013

All day MLK Day--no class

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Wed Jan 23, 2013

All day Chapter 3, "Sentence Patterns"; ex. 3.3

Calendar: Modern Grammars
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Fri Jan 25, 2013

All day Chapter 3, "Sentence Patterns"; ex. 3.4, 3.5; second blog post due

Calendar: Modern Grammars
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Mon Jan 28, 2013

All day Chapter 4, "Expanding the Main Verb"; ex. 4.1, 4.2

Calendar: Modern Grammars
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Wed Jan 30, 2013

All day Chapter 4, "Expanding the Main Verb"; ex. 4.3, 4.4, 4.5

Calendar: Modern Grammars
Created by: elizabeth.harper@gmail.com

Fri Feb 1, 2013

All day Chapter 5, "Changing Sentence Focus"; ex. 5.1, 5.2, 5.3; third blog post due

Calendar: Modern Grammars
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Mon Feb 4, 2013

All day Chapter 5, "Changing Sentence Focus"; ex. 5.4, 5.5, 5.6

Calendar: Modern Grammars
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Wed Feb 6, 2013

All day Review for exam; workbook exercises due

Calendar: Modern Grammars
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Fri Feb 8, 2013

All day Exam #1

Calendar: Modern Grammars
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Mon Feb 11, 2013

All day Chapter 6, "Modifiers of the Verb: Adverbials"; ex. 6.1; fourth blog post due

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Wed Feb 13, 2013

All day Chapter 6, "Modifiers of the Verb: Adverbials"; ex. 6.2, 6.3

Calendar: Modern Grammars
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Fri Feb 15, 2013

All day Chapter 6, "Modifiers of the Verb: Adverbials"; ex. 6.4, 6.5

Calendar: Modern Grammars
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Mon Feb 18, 2013

All day Chapter 7, "Modifiers of the Noun: Adjectivals"; ex. 7.1, 7.2; fifth blog post due

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Wed Feb 20, 2013

All day Chapter 7, "Modifiers of the Noun: Adjectivals"; ex. 7.3, 7.4

Calendar: Modern Grammars
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Fri Feb 22, 2013

All day Chapter 7, "Modifiers of the Noun: Adjectivals"; ex. 7.5, 7.6

Calendar: Modern Grammars
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Mon Feb 25, 2013

All day Chapter 8, "The Noun Phrase Functions: Nominals"; ex. 8.1, 8.2; sixth blog post due

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Wed Feb 27, 2013

All day Chapter 8, "The Noun Phrase Functions: Nominals"; ex. 8.3, 8.4

Calendar: Modern Grammars
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Fri Mar 1, 2013

All day Chapter 8, "The Noun Phrase Functions: Nominals"; ex. 8.5, 8.6, 8.7

Calendar: Modern Grammars
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Mon Mar 4, 2013

All day Chapter 9, "Sentence Modifiers"; ex. 9.1, 9.2; seventh blog post due

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Wed Mar 6, 2013

All day Chapter 9, "Sentence Modifiers"; ex. 9.3

Calendar: Modern Grammars
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Fri Mar 8, 2013

All day Chapter 9, "Sentence Modifiers"; ex. 9.4

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Mon Mar 11, 2013

All day TBA

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Wed Mar 13, 2013

All day Review for exam; workbook exercises due

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Fri Mar 15, 2013

All day Exam #2

Calendar: Modern Grammars
Created by: elizabeth.harper@gmail.com

Mon Mar 18, 2013

All day spring break-- no class

Calendar: Modern Grammars
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Wed Mar 20, 2013

All day spring break-- no class

Calendar: Modern Grammars
Created by: elizabeth.harper@gmail.com

Fri Mar 22, 2013

All day spring break-- no class

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Mon Mar 25, 2013

All day Chapter 10, "Coordination"; ex. 10.1, 10.2

Calendar: Modern Grammars
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Wed Mar 27, 2013

All day Chapter 10, "Coordination"; ex. 10.3, 10.4

Calendar: Modern Grammars
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Fri Mar 29, 2013

All day Chapter 11, "Morphemes"; ex. 11.1

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Mon Apr 1, 2013

All day Chapter 11, "Morphemes"; ex. 11.2, 11.3

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Wed Apr 3, 2013

All day Chapter 12, "Form Classes"; ex. 12.1, 12.2, 12.3

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Fri Apr 5, 2013

All day Chapter 13, "Structure Classes"; ex. 13.1, 13.2

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Mon Apr 8, 2013

All day Chapter 14, "Pronouns"; ex. 14.1, 14.2

Calendar: Modern Grammars
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Wed Apr 10, 2013

All day Chapter 14, "Pronouns"; ex. 14.3

Calendar: Modern Grammars
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Fri Apr 12, 2013

All day Chapter 15, "Rhetorical Grammar"; ex. 15.1, 15.2

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Mon Apr 15, 2013

All day Chapter 15, "Rhetorical Grammar"; ex. 15.3

Calendar: Modern Grammars
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Wed Apr 17, 2013

All day Chapter 16, "Purposeful Punctuation"; ex. 16.1, 16.2, 16.3

Calendar: Modern Grammars
Created by: elizabeth.harper@gmail.com

Fri Apr 19, 2013

All day Workshop: grammar and punctuation in student papers

Calendar: Modern Grammars
Created by: elizabeth.harper@gmail.com

Mon Apr 22, 2013

All day linguistic communities presentations; service learning reflective papers due

Calendar: Modern Grammars
Created by: elizabeth.harper@gmail.com

Wed Apr 24, 2013

All day Review for exam; workbook exercises due

Calendar: Modern Grammars
Created by: elizabeth.harper@gmail.com

Wed May 1, 2013

All day final exam 8-10am

Calendar: Modern Grammars
Created by: elizabeth.harper@gmail.com