

English 3335: Language and Grammar Studies

9:25-10:40 MW

Irby 312

Spring 2013

[CRN 23554]

Instructor: Jay Ruud

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Phone: 450-3674 (or 450-5100 for secretary)

Office Hours: MWF 9:00-12:00, or by appt.

Links:

- For a useful Guide to Grammar and Writing, take a look at this home page:
<http://grammar.ccc.commnet.edu/grammar/>
 - You can get “Quick and Dirty Tips” on specific grammatical questions from “Grammar Girl”:
<http://grammar.quickanddirtytips.com/Tags/Punctuation/page/1/sortbyepisodate>
 - Purdue University has an online Writing Lab that can be particularly useful:
<http://owl.english.purdue.edu/owl/section/1/5/>
 - The online *Oxford English Dictionary* is available through the UCA Library:
<http://0-www.oed.com.ucark.uca.edu/>
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Required Texts:

- Kolln, Martha, and Robert Funk. *Understanding English Grammar*. 9th ed. Boston: Pearson, 2012. [referred to below as “Kolln & Funk” or “Textbook”]
 - Kolln, Martha, Robert Funk, and Susan X. Day. *Exercises for Understanding English Grammar*. 9th ed. Boston: Pearson, 2012. [referred to below as “Workbook”]
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Course Description:

The catalog description for this class reads as follows: “Satisfies upper-division language requirement only for English majors seeking teaching licensure. This course examines specific topics and problems of English grammar, structure, and usage in order to provide

an understanding and command of language that will lead to effective and creative classroom teaching of English and language arts. Emphasis on the study of grammar in context to afford greater facility in approaching and analyzing texts. Lecture, discussion, writing.”

Course Objectives:

- Students will understand and master the use of English language sentence patterns, sentence parts, and standard sentence punctuation
 - Students will acquire and demonstrate competence in the use of Standard English on oral and written assignments
 - Students will reflect upon and demonstrate the teaching of grammar, usage, and mechanics in context
 - Students will develop the command of Standard English grammar and language necessary to teach effectively in elementary, middle, and/or secondary schools and to excel in advanced English and writing courses
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Timetable:

- Wk 1:
 - Th 1/10: Introduction to the course. Review Kolln & Funk’s Ch. 1.
- Wk 2:
 - Tu 1/15: Words and Phrases, Kolln & Funk Ch. 2, pp. 16-22 (Nouns and Verbs). Also Ch. 12, pp. 239-252. Workbook Exercises Due: 2.1 & 2.2
 - Th 1/17: Words and Phrases, Kolln & Funk Ch. 2, pp. 22-24 (Adjectives and Adverbs). Also Ch. 12, pp. 252-260. Do exercise 2.1 on p. 254 of the Textbook. Look at exercise 53 on p. 260 of the Textbook.
- Wk 3:
 - Tu 1/22: Words and Phrases, Kolln & Funk Ch. 2, pp. 24-27 (Prepositions and Prepositional Phrases). Ch. 13, pp. 274-278. Exercises Due: Exercise 6, pp. 39-40 in Textbook, Exercise 2.3 in Workbook—for 2.3, *in addition to the instructions given, circle the preposition and draw a box around the object of the preposition.*
 - Th 1/24: Review Words and Phrases. Workbook Exercise Due: Exercise Due: 2.4. Read Kolln & Funk Appendix on Sentence Diagramming pp. 366-370. SERVICE LEARNING PROJECT ASSIGNMENT AVAILABLE.
- Wk 4:
 - Tu 1/29: Sentence Patterns, Kolln & Funk Ch. 3, pp. 30-62. Workbook Exercise Due: 3.1 (Be sure to diagram the sentences; *instead of identifying the sentence pattern numbers, identify the type of the predicating verb.*)
 - Th 1/31: Sentence Patterns, Kolln & Funk Ch. 3, pp. 30-62. Workbook Exercises Due: 3.2 & 3.4 (*Instead of identifying the sentence pattern*

number, identify the type of the predicating verb. Be sure to diagram the sentences.)

- Wk. 5:
 - Tu 2/5: Sentence Patterns, Kolln & Funk Ch. 3, pp. 30-62. Workbook Exercises Due: 3.3 (*diagram the sentences and identify the type of predicating verb instead of the sentence pattern number*) & 3.5.
 - Th 2/7: Sentence patterns, Kolln & Funk Ch. 3, pp. 30-62. Do Textbook exercise “Sentences for Practice” on pp. 59-60.
- Wk. 6:
 - Tu 2/12: **EXAM 1 (on Word Classes and Sentence Patterns)**
 - Th 2/14: Expanding the Main Verb, Kolln & Funk Ch. 4, pp. 63-74. Workbook Exercises Due: 4.1 & 4.2. GRAMMAR GROUP ASSIGNMENT AVAILABLE.
- Wk. 7:
 - Tu 2/19: Expanding the Main Verb, Kolln & Funk Ch. 4, pp. 75-85. Workbook Exercises Due: 4.3 & 4.4.
 - Th 2/21: Changing Sentence Focus, Kolln & Funk Ch. 5, pp. 86-104. Workbook Exercises Due: 5.1, 5.2
- Wk. 8:
 - Tu 2/26: Changing Sentence Focus, Kolln & Funk Ch. 5, pp. 86-104. Workbook Exercises Due: , 5.3 (*diagram the **active** form of each sentence*), & 5.4
 - Th 2/28: The Structure Classes, Kolln & Funk Ch. 13, pp. 265-285. Workbook Exercises Due: 13.1, 13.2.
- Wk. 9:
 - Tu 3/5: The Structure Classes, Kolln & Funk Ch. 13, pp. 265-285. Textbook Exercise 57 on p. 285.
 - Th 3/7: **EXAM 2 (on Expanding the Main Verb, Changing Sentence Focus, and The Structure Classes)**
- Wk. 11:
 - Tu 3/12: Modifiers of the Verb: Adverbials, Kolln & Funk Ch. 6, pp. 108-127. Workbook Exercises Due: 6.1, 6.2.
 - Th 3/14: Modifiers of the Verb: Adverbials, Kolln & Funk Ch. 6, pp. 108-127. Workbook Exercises Due: 6.3, 6.4, 6.5.
- Wk. 12:
 - Tu 3/19: NO CLASS: SPRING BREAK
 - Th 3/21: NO CLASS: SPRING BREAK
- Wk. 13:
 - Tu 3/26: Modifiers of the Noun: Adjectivals, Kolln & Funk Ch. 7, pp. 128-143. Workbook Exercises Due: 7.1, 7.2, 7.3.
 - Th 3/28: Modifiers of the Noun: Adjectivals, Kolln & Funk Ch. 7, pp. 143-162. Workbook Exercises Due: 7.4 (*diagram the new sentences you write, following the example on p. 87 of workbook*), 7.5, 7.6, 7.7.
- Wk. 14:
 - Tu 4/2: The Noun Phrase Functions: Nominals, Kolln & Funk Ch. 8, pp. 163-173. Workbook Exercises Due: 8.2, 8.3.

- Th 4/4: The Noun Phrase Functions: Nominals, Kolln & Funk Ch. 8, pp. 173-188. Workbook Exercises Due: 8.4, 8.5, 8.7 (*on this day, do 8.9 as an in-class assignment if possible*)
 - Wk. 15:
 - Tu 4/9: **EXAM 3 (on Adverbials, Adjectivals, and Noun Phrases)**
 - Th 4/11: Sentence Modifiers, Kolln & Funk Ch. 9, pp. 189-208. Workbook Exercises 9.2, 9.3, 9.4.
 - Wk. 16:
 - Tu 4/16: Coordination, Kolln & Funk Ch. 10 pp. 209-224. Workbook Exercises Due: 10.2, 10.3.
 - Th 4/18: Pronouns, Kolln & Funk Ch. 14, pp. 289-306. Workbook Exercises Due: 14.1. 14.2.
 - Wk. 17:
 - Tu 4/23: Purposeful Punctuation, Kolln & Funk Ch. 16, pp. 340-348. Exercises Due: 16.1, 16.2, 16.3.
 - Th 4/25: **In-class final Group Presentations**
 - **Paper on Service Learning Project due by 4:30 P.M. on this date.**
 - **Final Exam: Tuesday, April 30, 8:00-10:00 A.M.: EXAM 4 (on Sentence Modifiers, Coordination, Pronouns, and Purposeful Punctuation)**
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Assignments:

- **Class participation** is expected and required. You should be in class each day ready to discuss the reading for that day, and to discuss the assigned sections of the Workbook. Though the workbook assignments will not *generally* be collected, we will go over them in class, and occasionally I will ask you to turn one of them in. *Absences will mean that you do not receive credit for the class discussion for that day.*
- **Teaching grammar group assignment** asks students to sign up for a particular grammatical concept and create materials for teaching this concept, including handouts and an in-class presentation, which will take place the last day of class (April 25) More information on this assignment, including an assignment sheet and the grammatical concept sign-up sheet, will be presented in class on February 14.
- **Online grammar journal:** You are asked to contribute once a week to an online blackboard group discussion board. The purpose of this is to engage in discussions about grammatical issues found in the “real world.” You are asked to contribute interesting grammatical questions you encounter in real life (on signs, in your reading, in the media, in ordinary conversation with your friends or family). An example of such an entry is posted there now. These posts will be graded on the thoughtfulness of your entries. *Extra points can be earned by thoughtful and significant reactions posted to other students’ entries.*
- **Tests:** There will be four tests (including the final), all of equal value. They will deal with the chapters indicated on the above timetable. I expect to place sample

tests online on Blackboard that should help you prepare for the exams. You should expect to do things similar to the exercises in the workbook, plus be able to identify or define important terms or ideas from the textbook and from class discussion.

- **Service Learning:** This course has a service learning component. Part of the way you will learn to think about English grammar will be by engaging with non-native speakers in the Intensive English Program. You may fulfill this assignment in one of several ways:
 - Regular service with the Conversation Partners program, meeting one on one with an ESL student once a week during the semester to work on his or her spoken English in an informal setting. This is the most flexible option.
 - Participating in the EDGE Residential College Language Café (date and time TBA) for casual conversation with international students.
 - Volunteering once a week with an IEP grammar class as a teaching assistant
 - Attending informal “talk time” with the IEP speaking/listening time.You are asked to post three times to the Blackboard discussion with items that come up in your interactions with the IEP students (IN ADDITION to the once-a-week posts on grammatical or usage issues, and also to write a short paper to turn in by the last day of the semester about your experience. A more specific and detailed assignment will be available on January 24.

Grades

- Final grades for the course will be based on the following formula:
 - Class participation=150 pts.
 - Tests=100 pts. each (total 400 pts.)
 - Grammar posts=150 pts.
 - Group assignment=150 pts.
 - Service Learning=150 pts.
 - **Total=1000 pts.** For the final grade, 900 or more points will be an A, 800-899 a B, 700-799 a C, and so on.

Other Policies

- *Attendance and drop policy:* As the above makes clear, regular attendance is important for you to do well in this course. Any student with more than three consecutive absences, or six total absences for the semester, will be asked to drop the course or will be dropped with a WF grade.
- Late assignments or tests will be docked one letter grade
- Academic Integrity Policy: The student handbook contains the following statement:
 - 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.

In accordance with this policy, PLAGIARISM or any other form of academic dishonesty will result in an F for the assignment involved and/or an F in the course. (Plagiarism is representing the work of another as your own. This would include taking the words *or ideas* of a published source without giving that source proper credit; giving credit to a published source but representing the source's words as your own (i.e., not putting the author's ideas into your own words, or not using quotation marks around quotations); or using the work of other students and passing it off as your own.

- **Evaluations:** Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction [March 25] through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.
- Important academic policies and the campus Sexual Harassment policy are detailed in your *Student handbook*. Consult the Handbook for specifics.
- AMERICANS WITH DISABILITIES ACT: the University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need accommodation under this act due to a disability, contact the Office of Disability Services at 450-3135.
- **Cell Phone Policy:**

