University of Central Arkansas

ENGL 3335: Language and Grammar Studies

Spring 2015

Tuesday/Thursday: 8-9:15am

Irby 310 (change to 303?)

**Instructor:** Dr. Melissa Smith **Email:** mjsmith@uca.edu

**Office:** Irby 317B **Phone:** (501) 450-5124 (please email)

**Office Hours:**

Monday, Tuesday, and Thursday by appointment

**English Education Facebook Page:** https://www.facebook.com/ucaenglisheducation

**COURSE DESCRIPTION**

According to the University of Central Arkansas’s *Undergraduate Bulletin*, Language and Grammar Studies “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. The course emphasizes the study of grammar in context to afford greater facility in approaching and analyzing texts.” In other words, the primary purpose of this course is to ensure that future educators have sufficient knowledge of Standard English language and grammar to excel as teachers. However, students who do not have future plans to teach certainly can also benefit from this course’s training in the systems of English grammar. We will spend the majority of our time studying in detail English sentence patterns and sentence parts in order to build a solid foundation of understanding, but various assignments and class discussions will also focus on analyzing English language and grammar within the context of real-world writing and on teaching grammatical concepts to others.

The goals of this course are to:

* Understand and master the use of English language sentence patterns, sentence parts, and correct sentence punctuation
* Acquire and demonstrate competence in the use of Standard English on oral and written assignments
* Reflect upon and demonstrate the teaching of grammar, usage, and mechanics in context
* Develop the command of grammar and language necessary to teach effectively in elementary, middle, and/or secondary schools and to excel in advanced English and writing courses

**Required texts and materials**

* Kolln, Martha and Robert Funk. *Understanding English Grammar.* 8th ed. New York: Longman, 2009.
* ---. *Exercises for Understanding English Grammar*. 9th ed. New York: Longman, 2012.

**POLICIES AND PROCEDURES**

**Attendance and Participation:** Students who are more than 10 minutes late will be recorded as absent. If you miss more than **four** classes, you will either need to drop the class or be dropped by me. Absences may be excused for *documented* illness or family emergency only.

Your participation in class discussions and course activities is essential. I expect students to come to class prepared and to contribute to class discussions and activities. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade. (It’s early. Bring your caffeine. I will have mine.)

**Communication:** To participate in the course, you must use your UCA email account. Your UCA email is the address I will use officially to communicate with you. I will send messages via Blackboard, which will be delivered to your UCA email.

If you need to reach me, please contact me via email. I check it regularly, but I may not respond promptly in the evenings or on weekends. My office hours are listed on the first page of this syllabus, but I am available outside those times by appointment.

**Cell phones and laptops: Cell phones should be silent.** If you need to leave your cell phone on during a class for a specific reason, please talk to me or email me before class. If you would like to use a laptop for taking notes, please see me. My preference is that you NOT use laptops during class unless we are working on an assignment related to the use of educational technology in the English classroom. This set of expectations applies both to whole class settings and to small group activities. If I redirect you on any of these matters, I will also penalize your participation grade. The exception to this rule is the use of laptop or other devices as academic assistive technology.

**Assignment Completion:** Please complete reading and written assignments by the due date. Assignments are expected to be submitted on time. “On time” is during the class session on the date the assignment is due. Assignments turned in late will drop one letter grade for each day late, including weekends and university holidays. If you submit an assignment more than 5 days late, you will receive an automatic “0”. The assignments must be turned in complete. If a component of the assignment is late, the entire assignment is late. If you will be absent on a due date, you may turn your assignment in early to avoid a late penalty.

**Homework** is due at the beginning of class on the assigned due date. Typically, I **will not** collect or correct homework; I will check it visually during class and mark it “completed” or “missing.” Late homework **will not** me accepted with the exception of excused absences. It will be your responsibility to see me during office hours to receive credit for homework due during an excused absence.

If you feel you have a significant extenuating circumstance that warrants an extension, please contact me **before the due date.** This does not, however, guarantee that an extension will be granted.Re-writes, when called for, must be submitted with the original graded assignment.

**Quality of Written Work:** Most of you are future teachers, and many of your have chosen English/Language Arts as an area of concentration. Your oral and written expression will always be held to a higher standard than all other educators. All work is expected to be written at a college level, following the standard expectations for correct grammar, spelling, punctuation, and organization. I will not mark writing errors, but will take into account whether or not the paper meets expectations for college level writing in assessment. If I feel there is a significant problem in your oral or written expression, I will request a meeting with you so we can develop a plan for improving your skills in preparation for your student teaching semester.

### Free and Open Exchange of Ideas: As a student at University of Central Arkansas, free expression of ideas should be expected. I believe that the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

I have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that I may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

Additionally, class discussions can easily be environments that are unfair to some students. We should all be sensitive that we are not unfairly dominating by talking too much or talking too loudly or, conversely, putting the burden for discussion entirely on our classmates by coming to class unprepared. The goal is to create a classroom climate in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree. Condescension or demeaning comments about individuals or groups of people will not be tolerated. If derogatory or hateful comments about any group or individual are expressed in class, I will ask the student to leave the class and meet with me privately before returning for a future class period.

**Diversity:** The more you learn about grammar and the way usage evolves, the more aware you become that discrediting another person’s word use or dialect just because it isn’t Standard English shows more ignorance than it shows knowledge. Standard English gives the student or the scholar a powerful tool to make his ideas heard, understood, and respected. But any knowledge of grammar and language that leads one to ignore the meaning behind another’s words because they contain mechanical errors, or to look down on those who speak or write differently, is incomplete knowledge.

**Academic Integrity:** 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.

**Evaluation:** 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 thirteenth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

**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 Support Services, 450-3613. I also strongly encourage you to see me to discuss how I can best support your learning.

**Title IX disclosure**: If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved.  Any allegations made by a student may or may not trigger an investigation.  Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances.  The determination to conduct an investigation will be made by the Title IX Coordinator.  For further information, please visit:  <https://uca.edu/titleix>.  *\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

**Building Emergency Plan:** An Emergency Procedures Summary (EPS) for Irby Hall is available at uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**Evacuation (fire or bomb threat):** Evacuate to the south side of Harding Centennial Plaza Fountain.

**Tornado:** Designated shelter area is first floor corridor and stairwells.

**Threatening person on campus:** Stay in room, door locked, move away from windows.

**Other policies:** Students are expected to be familiar with all policies in the *Student Handbook*.

**Course Requirements and Grade Determination**

No extra credit will be offered in this course. Grades—including final averages—will not be rounded up, except in the case of 59.5% / 69.5% / 79.5% / 89.5%

**Grading Scale**

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59% and below

**Grade Distribution**

1. Homework, class work, and class participation 50 points
2. Exam #1 50 points
3. Exam #2 50 points
4. Exam #3 50 points
5. Final Exam 75 points
6. Grammar mini-lesson 25 points
7. Class Blog 25 points

**Total Points 325 points**

**Exams** will be objective, covering the material we have addressed in class and varying in format according to the material. The final exam will be cumulative, although the questions will be heavily weighted towards the material covered in the final quarter of the course. Please note the date of the final exam (see course schedule) and plan your travel accordingly. Students will not be allowed to reschedule the final exam.

**The grammar mini-lesson** asks students to sign up for a particular grammatical concept and create materials for teaching this concept, including a brief lesson plan and all materials needed to effectively teach the concept. Additional instructions and grading criteria will be provided.

**The class blog** asks students to engage in dialogue about grammatical issues in the everyday world. More information can be found on the assignment sheet.

**Course Schedule**

*This schedule is subject to change at the professor’s discretion.* The readings and assignments

listed under each date are those that you will be expected to have completed ***by that date***. Homework assignments will be announced during class. Unless otherwise noted, the exercises will be found in your workbook. (The homework assignments for the first 2 sessions are in the syllabus.)

**Thursday, January 8:** Course introduction; The Study of Grammar, Kolln & Funk, Chapter 1

**Tuesday, January 13:** Respond to email to become a class blog contributor; Words and Phrases, Kolln & Funk Chapter 2 (entire chapter). Exercises due: 2.1 and 2.2

**Thursday, January 15:** Words and Phrases, Kolln & Funk Chapter 2 (entire chapter). Exercises due: 2.3 and 2.4

**Tuesday, January 20:** Sentence Patterns Kolln & Funk Chapter 3, pp. 28-37

**Thursday, January 22:** Sentence Patterns, Kolln & Funk Chapter 3, pp. 37-49

**Tuesday, January 27:** Sentence Patterns, Kolln & Funk Chapter 3, pp. 49-59.

**Thursday, January 29:** Sentence Patterns, Kolln & Funk Chapter 3, review entire chapter.

**Tuesday, February 3:** Exam 1

**Thursday, February 5:** Expanding the Main Verb, Kolln & Funk Chapter 4, pp. 63-72

**Tuesday, February 10:** Expanding the Main Verb, Kolln & Funk Chapter 4, pp. 72-81

**Thursday, February 12:** Changing the Sentence Focus, Kolln & Funk Chapter 5, pp. 86-95

**Tuesday, February 17:** Changing the Sentence Focus, Kolln & Funk Chapter 5, pp. 95-101

**Thursday, February 19:** Modifiers of the Verb: Adverbials, Kolln & Funk Chapter 6, pp. 108-116

**Tuesday, February 24:** Modifiers of the Verb: Adverbials, Kolln & Funk Chapter 6, pp. 117-125

**Thursday, February 26:** Exam 2

**Tuesday, March 3:** Modifiers of the Noun: Adjectivals, Kolln & Funk Chapter 7, pp. 128-143

**Thursday, March 5:** Modifiers of the Noun: Adjectivals, Kolln & Funk, Chapter 7, pp. 143-159

**Tuesday, March 10:** Noun Phrase Functions: Nominals, Kolln & Funk Chapter 8, pp. 163-173

**Thursday, March 12:** Noun Phrase Functions: Nominals, Kolln & Funk Chapter 8, pp. pp. 173-185

**Tuesday, March 17:** Sentence Modifiers, Kolln & Funk Chapter 9, pp. 189-199

**Thursday, March 19:** Sentence Modifiers, Kolln & Funk Chapter 9, pp. 199-204

**Tuesday, March 24: Spring Break**

**Thursday, March 26: Spring Break**

**Tuesday, March 31:** Review pre-spring break content; Coordination, Kolln & Funk Chapter 10, entire chapter

**Thursday, April 2:** Coordination, Kolln & Funk, entire chapter.

**Tuesday, April 7:** Exam #3

**Thursday, April 9:** The Form Classes, Kolln & Funk, Chapter 12, pp. 239-252

**Tuesday, April 14:** The Form Classes, Kolln & Funk, Chapter 12, pp. 252-260.

**Thursday, April 16:** Pronouns, Kolln & Funk, Chapter 14, entire chapter

**Tuesday, April 21:** Pronouns, Kolln & Funk, Chapter 14, entire chapter

**Thursday, April 23:** Purposeful Punctuation, Kolln & Funk, Chapter 16, entire chapter

**Final exam: Thursday, April 30, 8-10am**