

Course Syllabus
Writing 3383-01: Advanced Grammar and Writing
Spring 2010
Language Arts Department

COURSE DESCRIPTION

This course includes an overview of the history of the English language. It emphasizes descriptive grammar using sentence diagramming and analysis. The course includes the in-depth study of construction, forms, and usage of words, phrases, clauses, and sentences.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Students must have completed English 1313 and English 1323 before taking this class.

INSTRUCTOR INFORMATION

Name: Linda Boyd, PhD
E-mail: lboyd@hbu.edu
Office Phone: 281- 649-3000, ext. 3610
Office Location: UAC, room 118
Office Hours: 11:30-12:20 T, Th and by appointment
Web Page Address, Web Board, ListServ:

LEARNING RESOURCES

Course Text(s): *Rex Barks*, Phyllis Davenport, Kerhonkson: Paper Tyger, 2004.
Supplementary Text(s): handouts from *Wadsworth Handbook*, Kirsznner & Mandell, New York: Wadsworth & Thomson, 2008; handouts from *Analyzing English Grammar*, Thomas Klammer, fifth edition, New York: Pearson, Longman, 2007.
Other Required Materials: Videos available in library: *A Light History of the English Language*, Elliott Engel, University of North Carolina, Media Consultants. *Do You Speak American?* Robert MacNeil and William Cran, Films Media, Princeton, 2005.
Website for review and remediation: <http://grammar.ccc.commnet.edu/grammar>.
Collegiate dictionary and spiral notebook

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The undergraduate curriculum is characterized by . . . a strong emphasis on the arts and sciences . . . The University seeks to provide physical resources and a campus environment that acknowledge the uniqueness of the individual . . . and encourage the development of the whole person.

RELATION TO COLLEGE GOALS AND PURPOSES

The COAH mission is to develop intellectual, moral, and aesthetic growth in its students. In accordance with College and Department goals, students develop intellectual ability through continued practice in composition and applied rhetorical skills and through the critical review and study of essays, articles, and works of literature.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

In this course, students further develop rhetorical and writing skills. They analyze sentence structure and usage of words.

COURSE OBJECTIVES

This course encourages students toward a precise use of language; to foster a conceptual knowledge of grammar; to impart a new awareness of the English language and its history.

Upon completion of this course, students should be able to:

Name and define the parts of speech, analyze all parts of a sentence, diagram simple, compound and complex sentences. Students should be able to use standard English grammar in speaking and writing papers. Students should have an understanding of the history of English and how American English differs from European English.

Technology, writing, or oral objectives

Students will write and present orally a family history or an autobiographical piece. Each student will select a grammatical concept to teach to the class.

TOPICAL OUTLINE

See Addendum, the last pages of the syllabus.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

Strategies may include any or all of the following: rhetorical analyses of texts; critical thinking skills for reading and writing; organization of material; focus and development of ideas; editing and revising material; compiling information for oral delivery.

ASSESSMENT OF LEARNING

Course requirements

Students will complete one autobiographical paper or family history and present it to the class. Students will learn to analyze sentences by diagramming. Students will complete all homework assignments, take weekly quizzes, and submit two major exams, one comprehensive exam, and a final exam. Each student will select a grammatical concept to “teach” to the class.

Grading standards

Each assignment will be given a numerical grade so that students may average their scores at any time:

90-100	A
89-80	B
79-70	C
69-60	D
59	F

Students' grades for the semester will be based upon the following assignments:

2 exams (15 per cent each)	30 per cent
1 comprehensive exam	15 per cent
1 final exam	15 per cent
Quizzes	10 per cent
Family history	15 per cent
Teaching concept	15 per cent

Student appraisal

Near the end of the course students will be asked to complete a Teacher Evaluation Form online. Completion of this form is mandatory.

CLASS POLICIES

Absence and Tardy Policies

Attendance in class is important and it is university policy that students must attend class and that faculty will require attendance with penalties for non-compliance. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Apart from the absences caused when students represent the university, students might need to miss class and/or lab sessions from time to time due to illness or other reasons. Instructors will permit students to be absent from a maximum of three class meetings that are scheduled in this syllabus for MWF and for TTH courses during the Fall and Spring semesters. Upon the fourth absence, faculty will begin to penalize a student's grade in the course as the professor deems appropriate. For summer session courses that meet throughout the week, instructors will permit students to be absent a maximum of 2 class meetings. For courses that meet once a week, whether regular semesters or in the summer, instructors will permit students to be absent a maximum of one or two class meetings (upon the discretion of the instructor) before penalties are applied. Students are advised to use the allowed absences for illnesses and significant events beyond their control. Regular attendance in class is important for student success.

Academic Honesty

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or

gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Late Work

No late work will be accepted unless severe illness, tragedy, or school business causes an absence. The instructor should be notified early if classes are to be missed because of school sports or debates.

Learning Disabilities

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester. The student is solely responsible for contacting the Office of Student Success at (281)649-3359, obtaining appropriate documentation and information regarding needed accommodations, and providing it to the professor early in the semester. The Office of Student Success is located at Hinton Center Suite 101.

Missed Tests

Assignments missed because of severe illness, tragedy, or school business must be taken within a week.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Linda Boyd, PHD

Instructor's Signature

Date

Dr. Boyd's Addendum for Writing 3383

Tuesday, Jan. 12, 2010

Introduction to course. Discuss syllabus, expectations, and course requirements: family history, teaching a grammatical concept. Complete diagnostic essay. Distribute handouts on parts of speech. What determines a word's part of speech?

Thursday, Jan. 14

Short film: Light History of English Language. Record information from film into spirals for later reference. Respond to ideas expressed in the film. Complete diagnostic quiz over parts of speech. **Assign:** read pages 6-11 in Rex Barks and complete all exercises on pages 8-11.

Tuesday, Jan. 19

Discuss exercises on pages 8-11 in Rex Barks. Pass out sign-up sheet for teaching grammatical concepts. Discuss requirements for oral autobiography. **Assign:** read handouts: Didion's essay "On Going Home," Sutin's "A Postcard Memoir," and Dolby's "Personal Narrative."

Thursday, Jan. 21

Respond to Didion's, Sutin's and Dolby's articles. Possible quiz. Discuss techniques to use in gathering information for family histories: interviews (taped or handwritten), collection of photographs, old letters. Distribute handouts explaining family history assignment. Discuss significance of entries in spirals for planning family history. **Assign:** Introduce pages on diagramming 12-15 in Rex Barks.

Tuesday, Jan. 26

Student presentation on nouns. Discuss exercises on pages 12-15 in RB. Put sentences on board. When is *run* a noun? When is *run* a verb? What is emphatic verb tense?

Thursday, Jan. 28

View film "Up North." Enter information from film into journals. Distribute handouts on diagramming sentences. **Assign:** pages 16-21 in Rex Barks.

Tuesday, Feb. 2

Quiz over "Up North." Discuss pages 16-21 in Rex Barks. Put sentences on board. Be able to justify your analysis of a sentence. **Assign:** pages 22-27 in Rex Barks.

Thursday, Feb. 4

Student presentation on pronouns. See pages 92, 93 in RB for pronoun case. Discuss pages 22-27 in Rex Barks. Complete handouts on verbs. **Assign:** Chp. 3 in Rex Barks, pages 28-38.

Tuesday, Feb. 9

Discuss pages 28-38 in RB. Student presentation on transitive and intransitive verbs. **Assign:** pages 39-45 in RB on intransitive verbs.

Thursday, Feb. 11

Student presentation on adjectives and adverbs. Discuss pages 39-45 in RB. **Assign:** Major exam

Tuesday, Feb. 16

Major exam over parts of speech , verbs, *A Light History of English. . .* and “Up North.”

Thursday, Feb. 18

View film: "Down South." Enter notes in spirals. **Assign:** Chp. 4 in RB on clauses, phrases.

Tuesday, Feb. 23

Student presentation on clauses, phrases. How do they differ? See pages 104 in RB for clauses. Discuss pages 46-56 in RB. **Assign:** pages 57-66 in RB.

Thursday, Feb. 25

Discuss noun clauses, pages 57-66 in RB. Quiz over adjective, adverb, noun clauses. **Assign:** Chp. 5 in RB on verbals. Study pages 67-70 on gerunds..

Tuesday, March 2

Spiritual Emphasis Oct. 13-15. Put on board exercises from pages 67-70 *RB*. **Assign:** pages 71-75 on participles and absolutes.

Thursday, March 4

Student presentation of verbals. Discuss pages 71-75 in RB. **Assign:** pages 76-79 on infinitives. Quiz over gerunds, participles, infinitives, absolutes.

Tuesday, March 9

Discuss pages 76-79 in RB. Quiz over verbals. **Assign:** Major test II to cover clauses, phrases, verbals and “Down South.”

Thursday, March 11

Major exam over clauses, phrases, verbals, absolutes, and “Down South.”

March 15-19 Spring Break

Tuesday, March 23

Introduce Chp. 6 in RB. Additional Constructions, p. 80-86. Distribute handouts on compound and complex sentences. **Assign:** Chp. 7 in RB, pages 87-88. Diagram sentences in exercise 7-1, p. 88.

Thursday, March 25

Student presentation on types of sentences. Quiz over types of sentences: simple, compound, complex, compound-complex. Discuss Miscellany, pages 89-98 RB.

Tuesday, March 30

View video “Out West.” Take notes over film. Distribute George Orwell’s “Politics and the English Language.” **Assign:** comment on essay.

Thursday, April 1

Discuss Orwell's "Politics and the English Language." Distribute handouts on special problems: subject/verb agreement, pronoun case/antecedents, possessives, redundancies, commas, verbs.

Tuesday, April 6

Student presentations on special problems: subj./verb agree, pro. case/ ant., commas, redundancies, possessives, verbs, comma splice, run-on, fragment. Use online website for grammar review discussed on page one of syllabus. Discuss handouts on special problems. **Assign:** quiz over handouts.

Thursday, April 8

Quiz over special problems with grammar. See handouts. **Assign:** Comprehensive exam.

Tuesday, April 13

Comprehensive exam covering grammar and four videos.

Thursday, April 15

Oral presentations of family histories.

Tuesday, April 20

Oral presentations of family histories.

Thursday, April 22

Oral presentations of family histories.

Tuesday, April 27

Review. Group discussion of special problems with grammar. Quiz over terms associated with formal English grammar. See handout.

Thursday, April 29

Last class meeting. Review for final exam.

Student Contract for Writing 3383:

- 1. I have read this syllabus thoroughly.**
- 2. I understand the policies and requirements for successful completion of the course.**
- 3. I understand that my grade will be adversely affected if I fail to comply with the policies or if I fail to complete the requirements for the course.**
- 4. I accept responsibility for my education.**
- 5. I will neither give nor receive unauthorized assistance in the completion of any assignment.**

Student Signature: _____ **Date:** _____