

**ENGL 4300-01 (English Grammar) / CRN 11803**

TR 5:30 – 6:45 pm / Pafford 308

Spring Semester 2018

Dr. David Newton  
Office: TLC 2229  
678-839-5230 (voicemail)  
dnewton@westga.edu (email)

**Office Hours:**  
Tuesday 4:00 - 5:30 pm; 6:45 – 7:30 pm  
Thursday 6:45 – 7:30 pm  
& by appointment

**Course Description:** In this course we will study the structure of modern English and work toward understanding the grammatical or syntactical rules that govern the language. This course is primarily designed for English majors who seek to improve the grammatical proficiency of their writing and for future teachers at the secondary and college level in all disciplines. However, this course also has applications for students entering business and industry, science and medical fields, law and politics, media and public relations, or anyone else who recognizes how the ability to use language effectively contributes to personal and professional success in life. In this course, we will discover that knowing how to speak a language and knowing how that language is structured are different kinds of knowledge. Even the ability to speak grammatically correct sentences in no way guarantees that a speaker knows enough about English to explain what makes those sentences grammatical. This course is designed to help you achieve conceptual, analytical knowledge. We will refer frequently to Standard English, and, certainly, one of the benefits of this course is that it will help you refine your written and verbal language skills in Standard English. However, this is not simply a course about grammatical correctness and prescriptive rules of grammar; instead, this course is designed to help you understand *how* the English language functions, what structures and syntactical rules are behind the sentence constructions that you and others create every day. To accomplish this task, we will learn some basic linguistic and grammatical concepts, and we will learn how to analyze (and diagram) different phrase and clause constructions. Along the way, we will also take some time to learn how elements of the language (verbs, nouns, sentence structures, pronouns, etc.) emerged and changed over time to create the language we use today.

**Learning Outcomes:** 1) Students will learn the general principles of comparative linguistics; 2) Students will learn some of the most significant causes of change in the historical development of the English language; 3) Students will learn how to apply grammatical concepts, analysis, and theory to "real-world" situations such as teaching and text editing; 4) Students will be able to identify some of the most significant theories and methods that shape the contemporary study of grammar, including prescriptive and descriptive grammar, clause and phrase structure grammar, and transformational-generative grammar; 5) Students will develop the ability to understand and articulate the concept of dialect or variety in English; 6) Students will demonstrate in both oral and written work a discipline-specific critical facility through convincing and well supported analysis of course-related material; and 7) Students will learn to use discipline-specific computer technologies related to the study of language.

**Relationship of Course to Program Goals:** 1) This course fulfills the language and writing requirement in the major; 2) This course fulfills the language requirement for secondary certification in English and Middle Grades Language Arts certification; 3) Students will develop the analytical and/or oral communication skills required to pursue graduate study or careers in teaching, writing, business and a variety of other fields; 4) Students will be able to define and pursue independent research agendas; 5) This course contributes to the program goal of equipping students with a foundation in the history and development of the English language and the issues surrounding language study in contemporary culture; 6) This course broadens students' desire and ability to understand, appreciate, and utilize the English language in its historical and linguistic contexts.

**Required Texts:**

Vitto, Cindy. *Grammar by Diagram*. Second Edition. Broadview Press, 2006.

Vitto, Cindy. *Grammar by Diagram Workbook*. Broadview Press, 2008.

Supplemental material will be posted on CourseDen.

NOTE: The two books by Vitto can be purchased from the bookstore as a bundled package at a reduced price.

**Grading Scale:** Students are assigned a letter grade for each assignment ranging from A+ to F based on the numerical scale below. This grade will be used when calculating the final average at the end of the semester.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	below 60 = F
94-96 = A	84-86 = B	74- 76 = C	64-66 = D	
90-93 = A-	80-83 = B-	70- 73 = C-	60-63 = D-	

**Course Evaluation**

10%	Grammar Workbook	20%	Examination II
10%	Quizzes	20%	Examination III
20%	Examination I	20%	Examination IV (Final)

**Attendance Requirements:** Linguistics (the science of language) is a challenging subject, and it requires different critical and analytical skills than those you have developed in literature and writing courses. Consequently, careful preparation and active participation are crucial to your success in this course. I expect you to be present and on time for all class meetings. Readings and homework assignments should be completed in advance of each class. You should be prepared to participate actively in class discussions OR by simply *asking* questions. If you do not understand something presented in class, *ask*, either during class or by setting an appointment to meet with me outside of class. If you are going to be absent from class, you should let me know, preferably in advance. If you find it unavoidable to miss class, be aware of the following guidelines: 1) Four (4) absences are allowed during the semester. Every absence thereafter will result in a 2 point grade reduction of your final grade in the course, regardless of the nature of the absence. If you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. I do not make distinctions between excused and unexcused absences, so you should use your allotted absences wisely. Unplanned or unexpected occurrences are likely to occur, so be prepared to use absences for these events only; 2) Tardies will be counted as part of the attendance requirements. Three late arrivals will equal one absence. Class roll will be taken at the beginning of every class. If you arrive late, it is your responsibility to let me know immediately after class or you will be counted absent. It is your responsibility to keep up with your absences and tardies. Reasons related to outside employment or work in other classes are not legitimate excuses for missing class, leaving class early or arriving late; 3) Disruptive behavior at any time during the class period will be counted as an absence; 4) Excessive absences beyond the four allowed or habitual tardiness without legitimate reasons that you communicate to me, may result in automatically failing this course.

**Workbook Exercises:** To help you learn the concepts in this class, you will complete assigned exercises in the Vitto workbook (the workbook is required for this course). Typically, you will need to complete all of the exercises from each chapter, including the chapter review sections. The list of specific exercises from each chapter that you will need to complete can be found on CourseDen. You will receive credit toward your final grade (10%) for completing the exercises in the workbook. I will collect the workbooks during each exam to check your progress. Many of the exercises on the exams will be taken directly from the workbook (as well as the textbook), so completing the exercises will help you to prepare for the examinations. NOTE: you must complete exercises in the actual workbook. Photocopies of exercises or exercises completed on notebook paper will not be accepted.

**Textbook Exercises:** Along with the reading assignments from the course textbook, you will be required to complete exercises in the Vitto textbook as part of your weekly preparation for class. The list of exercises from each chapter that you will need to complete can be found on CourseDen. I expect you to have these exercises completed in advance and to bring them with you to class so that we can use them as our part of our classroom learning. These exercises, along with the exercises in the workbook, will help you learn the concepts in this course and help you diagnose which concepts you do not fully understand.

**Quizzes:** There will be five scheduled quizzes. The first will cover introductory material and the other four will cover material from Chapter 12 on punctuation you will be expected to study on your own. These quiz dates (and the sections in the textbook that they will cover) are listed on the syllabus. I will offer make-up quizzes for these five quizzes but only for legitimate medical or personal emergencies. Make-up quizzes will be given only at my discretion, so I strongly encourage you not to miss them. In addition, we will have a number of unannounced quizzes that will cover material that we have already studied in class (typically the previous class period) and will consist of exercises similar to those in the workbook and textbook. You cannot make up these quizzes if you miss class.

**Examinations:** There are four (4) major examinations. Each exam will cover approximately three chapters in the textbook/workbook and will draw from the following: 1) information from the course textbook and workbook including key terms, methods, and practice exercises; and 2) supplemental lectures and other materials provided by the instructor and posted on CourseDen. Exams will consist of short answer questions or identifications (for such things as definitions and methods of sentence structure analysis), sentence exercises, and sentence diagrams. Most of the exercises on the exams will be similar to or exactly replicate the exercises in the textbook and workbook, so completing those exercises will help you on the exams. Late exams will be marked down one letter grade for each day they are late unless you make arrangements with me in advance *and* you have a legitimate *medical* or personal reason for completing the exam after the deadline. The date for each exam is listed on the course syllabus. A study guide for each chapter will be posted on CourseDen.

**Extra Credit:** I do not give extra credit for additional work beyond the assignments listed here.

**Conferences and Outside Assistance:** I am available to meet with you outside of class to discuss your progress and to assist you with you on upcoming and completed (graded) assignments, assigned readings, and homework. If you are having trouble with the material in this course or have questions and/or concerns you would like to discuss, please set up a time to meet with me. My office hours are listed on this syllabus, but I am available to meet with you at other days and times throughout the week. I also work in the work in the Provost's Office in Sanford Hall on Front Campus, so I am not always in my English department office in the TLC; however, I am on campus throughout the week and can arrange to meet with you at days and times outside of my scheduled office hours as needed. Just email me or call to set up a time.

**Course Communication & UWG Email:** UWG students are provided a MyUWG e-mail account. This email account is the official means of communication between the university and the student, including communication with instructors about courses. Please use your MyUWG email when communicating with me about this course. Do not use outside email accounts. Typically, I will respond to email within one business day, usually sooner. Response times may longer on the weekend since I do not always have access to my UWG email account. If there is an emergency, you also can contact me at my office phone (678-839-5230). Please make sure to include your name, contact information, and the purpose of your call. Email messages should begin with a professional address line, use appropriate professional language, and reasonably edited prose (i.e. complete sentences, correct spelling, no text-messaging lingo, etc.). Always conclude your email with your name, followed the course title and number (XIDS 2002). This helps me keep track of our correspondence.

**Remind:** In addition to UWG email, I use Remind (<https://www.remind.com>) to communicate with you about this course. Announcements may include reminders about upcoming assignments, changes in the schedule, or—in rare instances—class cancellations. Information about Remind and how to use it can be found on CourseDen. You can receive announcements directly via text message or you can download the Remind app. Using Remind means you do not have to be signed on to CourseDen to see new course announcements or updates and your phone number remains private. To sign up for push notifications on your iPhone or Android phone, open your web browser and go to the following link: <rmd.at/engl4300g>. If you don't have a smartphone, get text notifications by texting the message @engl4300g to the number 81010. If you're having trouble with 81010, try texting @engl4300g to (678) 971-3753. You can also sign up for email notifications by going to the either of the following links on your computer: <rmd.at/engl4300g> or <https://www.remind.com/join/engl4300g>. Once the course has ended, you will be removed from the notification system. Signing up is completely optional, but you will be responsible for any announcements you miss.

**Electronic Devices:** Please turn off all cell phones, pagers, and other electronic devices before entering class. No text messaging or phone calls are permitted during class. Use of cell phones in class will result in your dismissal from class and recorded as an absence. Laptops may be used in class but only for class-related work only. Use for other purposes will result in your dismissal from class with an absence.

**CourseDen & Technology:** This is a technology-supplemented course, so you need to be familiar with CourseDen and have basic technology skills to participate in this course. Reading and homework assignments, assignment guidelines, and other supplemental information related to this course will be posted on CourseDen. If you are having trouble with access to technology (CourseDen, MyUWG) please contact Distance Education's Student Support (<https://www.westga.edu/uwgonline/students.php>).

**Americans with Disabilities Act:** Students with documented disabilities may work with UWG Accessibility Services to receive essential accommodations specific to their disabilities. Access to accommodations are determined by documentation and USG Board of Regents standards that are based on the Federal policies (Americans with Disabilities Act). If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.* If you have a registered disability through UWG, see me at the beginning of the semester so that I can work with you to determine what accommodations might be warranted. For more information, contact Accessibility Services in 123 Row Hall by calling 678-839-6428 or email [counseling@westga.edu](mailto:counseling@westga.edu). You can also find information on their website: <https://www.westga.edu/student-services/counseling/accessibility-services.php>

**UWG Cares:** College can sometimes be a stressful experience. There are free campus resources to help you. The number for the UWG Counseling Center (with free counseling) is 678-839-6428. The national suicide prevention lifeline is 1 (800) 273-8255. Call them if you are someone you know needs assistance. If you want someone to get help who seems unwilling to do so, visit <http://www.westga.edu/uwgcares> and use the link provided to contact the UWG professional staff anonymously. UWG wants to create a supportive and successful learning environment for everyone.

**University of West Georgia Honor Code:** At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. Academic dishonesty of any kind will not be tolerated in this class, including essays, quizzes, and materials submitted for a grade. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the

student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. It is your responsibility to report instances of academic dishonesty if you see them occur. UWG Honor Code: <http://www.westga.edu/handbook/>

**Classroom Etiquette and Disruptive Behavior:** This is a college classroom and a professional setting, similar to a work environment. I expect students to be ready to work at the beginning of class. This means arriving on time, having all reading materials and assignments prepared and available for use in class. You may use laptops, but you may not use wireless connections to surf the Internet or email. If you need to leave class early for whatever reason, let me know before the beginning of class. You may bring drinks to class (make sure containers have lids) but no food is allowed. Students may be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or texting, and using personal electronic devices. Each dismissal of this kind will count as an absence and will be applied toward the course attendance policy. Repeated disruptive behavior that interferes with teaching or affects the learning of others in the class may result in failing this course. If you have concerns about disruptive behavior or would like to talk about the classroom environment or your participation in the class, please set up a time to meet with me. UWG Policies: <https://www.westga.edu/administration/vpsa/disruptive-distressed.php>

**Title IX Compliance:** The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. As of July 1, 2016, all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus. This means that most employees at UWG—including faculty—cannot guarantee confidentiality if you tell them in a meeting or in other settings about an instance of sexual misconduct. Legally, faculty are required to report such instances to UWG's Title IX Coordinator. The following UWG offices and individuals **CAN** offer confidential support, and students are strongly encouraged to talk to them if circumstances warrant it. Faculty can assist you with contacting these offices.

UWG Counseling Center (<http://www.westga.edu/counseling>)

Tel. 678 839-6428

UWG Health Services (<http://www.westga.edu/health>)

Tel. 678-839-6452

UWG Student Advocacy (<https://www.westga.edu/student-services/health/sexual-assault.php>)

Tel. 678-839-0641 (90641 on campus)

Additional Information on UWG Common Course Policies can be found here:

<https://www.westga.edu/UWGSyllabusPolicies/>

See next page for weekly schedule of assignments and important dates!

## Spring Semester 2018 / Assignments and Important Dates

Drop period (with refund) ENDS on 1/10 at 11:59 pm. Classes dropped after 1/10 will not receive a refund (UWG Policy). The last day to add classes is 1/11 at 11:59 pm.

The last day to withdraw from this course with a grade of W is **February 28, 2018**. After that date you must apply for a hardship withdrawal from *all* of your courses. Withdrawal from a course does not result in a refund of tuition and fees. Undergraduate course withdrawals during this period are subject to the UWG Withdrawal Policy.

Changes or additions to the schedule may occur. These will be announced and posted on CourseDen. Study guides for each chapter and supplemental materials are available on CourseDen.

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T 1/9	First Day of Class / Course Overview & Introduction to Language
W 1/10	<b>Open drop ends at 11:59 p.m. No dropping classes with a refund after this date and time.</b>
R 1/11	What is Grammar? Approaches to Grammatical Analysis Vitto, "Introduction" (Textbook) Crystal, "The Prescriptive Tradition" (CourseDen)

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T 1/16	Vitto, Chapter 1, "The Eight Parts of Speech," Sections 1, 2, 4, & 5, 7, & 8 <b>Note:</b> These sections will be included in Quiz I on 1/25.
R 1/18	Vitto, Chapter 1, "The Eight Parts of Speech, Sections 3 (Verbs) & 6 (Prepositional Phrases)

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T 1/23	Vitto, Chapter 1, Section 3 (Verbs), conclusion Vitto, Chapter 2, "Basic Sentence Patterns: <i>Be</i> and Linking Verbs" Appendix Five: Diagraming Summary <b>Print &amp; Bring to Class: Ten Basic Sentence Patterns in English (CourseDen)</b>
R 1/25	<b>Quiz 1, Introduction to Grammar and Chapter 1 (Sections 1, 2, 4, &amp; 5, 7, &amp; 8 only)</b>

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T 1/30	Chapter 2, "Basic Sentence Patterns: <i>Be</i> and Linking Verbs," conclusion
R 2/1	Chapter 3, "Basic Sentence Patterns: Intransitive and Transitive Verbs"

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T 2/6	<b>SOTA Lecture on Dialects (Location TBA)</b>
R 2/8	Chapter 3, "Basic Sentence Patterns: Intransitive and Transitive Verbs," conclusion Chapter 4, "Usage Problems Associated with Adjectives and Adverbs"

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T 2/13	Examination I Review Chapter 5, "Combining and Expanding Patterns: Compound Structures"
R 2/15	<b>Examination I (Chapter 1 [Sections 3 and 6]; Chapters 2 &amp; 3) Workbook Chapters 1, 2 &amp; 3 &amp; Check Your Progress (pages 62-72) due in Class</b>

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T 2/20	<b>No Class (Lumina Foundation Conference)</b>
R 2/22	<b>Quiz 2, Chapter 12 (Apostrophes &amp; Possessives)</b> Chapter 5, "Combining and Expanding Patterns: Compound Structures," conclusion

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T 2/27	Chapter 6, “Complex Sentences with Noun Clauses”
W 2/28	<b>Last Day to Withdraw with a W</b>
R 3/1	<b>Quiz 3, Chapter 12 (Colon, Dash, &amp; Hyphen)</b> Chapter 6, “Complex Sentences with Noun Clauses,” conclusion

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T 3/6	Chapter 7, “Complex Sentences with Adverb and Relative Clauses” (Adverbs Clauses)
R 3/8	Examination II Review Chapter 7, “Complex Sentences with Adverb and Relative Clauses” (Relative Clauses)

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T 3/13	Chapter 7, “Complex Sentences with Adverb and Relative Clauses” (Relative Clauses) Chapter 8, “Usage Problems of Case, Agreement, and Consistency”
R 3/15	<b>Examination II (Chapters 4, 5, &amp; 6)</b> <b>Workbook Chapters 4, 5, &amp; 6 due in Class</b>

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T 3/20 & R 3/22	<b>Spring Break (No Classes Held)</b>
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T 3/27	Chapter 8, “Usage Problems of Case, Agreement, and Consistency,” conclusion Chapter 9, “Verbs” Appendix Two: “Verb Conjugations” Appendix Three: “Irregular and Troublesome Verbs”
R 3/29	<b>Quiz 4, Chapter 12 (Quotation Marks &amp; Quotations)</b>

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T 4/3	Chapter 9, “Verbs,” continued
R 4/5	<b>No Class (Teaching and Learning Conference)</b>

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T 4/10	Examination III Review Chapter 9, “Verbs,” conclusion
R 4/12	<b>Examination III (Chapters 7, 8 &amp; 9)</b> <b>Workbook Chapters 7, 8, 9 and Check Your Progress (pages 116-123) Due in Class</b>

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T 4/17	Chapter 10, “Verbals” (Infinitives and Infinitive Phrases)
R 4/19	<b>Quiz 5, Chapter 12 (Ellipsis, Brackets, and Capitalization)</b> Chapter 10, “Verbals” (Gerunds and Gerund Phrases)

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T 4/24	Chapter 10, “Verbals,” (Participles and Participial Phrases) Chapter 11, “Usage Problems Associated with Verbs and Verbals”
R 4/26	<b>Last Day of Class (Course Evaluations)</b> Review for Final Examination & Final Diagram Team Challenge

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T 5/8	<b>Final Examination (Chapters 10, 11 &amp; 12 [includes comprehensive material])</b> 5:00– 7:00 pm (NOTE: Different than the regular class time) <b>Workbook Chapters 10, 11 &amp; 12 and Check Your Progress (pages 191-204) Due in Class</b>
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