

## ENGL 5300-01 (English Grammar)

MW 9:30 – 10:50 am / Pafford 307

Spring Semester 2016

Dr. David Newton  
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### Office Hours:

MW 8:30 - 9:30 am; 12:30 – 2:00 pm; &  
3:30 – 4:00 pm; T 9:00 am – 12 noon;  
and 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; 7) Students will learn to use discipline-specific computer technologies related to the study of language; 8) Students will show comprehension and an application of theoretical and critical foundations of language studies through an annotated bibliography of 10 secondary sources; 9) Students will conduct independent and meaningful course-related research and synthesize it in the form of a correctly documented research paper of 8 pages prepared according to current professional standards.

**Relationship to Program Goals:** 1) This course prepares students to complete successfully the comprehensive oral examination that is required for all M.A. degree candidates; 2) This course provides students with historical and critical contexts related to texts on the department's required reading list; 3) Oral presentations in this course strengthen students' presentation skills and prepare them further for the oral comprehensive examination which is required for the M.A. degree; 4) Gaining further knowledge of the English language strengthens students' content area knowledge, prepares them for taking nationally recognized standardized examinations (such as the GRE subject examination in English), and further prepares them for careers in teaching, writing, and business or advanced graduate-level study.

### 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 Course Den.

**Grading Scale:** Students will be assigned a letter grade for each assignment ranging from A to F based on the following numerical scale. The numerical grade will be used when calculating the final average at the end of the semester. Graduate students cannot receive a grade of D.

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

### Course Evaluation

10%	Quizzes and Grammar Workbook	20%	Examination III
15%	Examination I	20%	Examination IV (Final)
20%	Examination II	15%	Research Review & Annotated Bibliography

**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 3 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.

**Textbook Exercises:** Along with the reading assignments from the course textbook, you will be expected to complete the 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.

**Workbook Exercises:** To help you master the concepts in this class, you will also complete the supplemental exercises in the Vitto workbook (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 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 simply 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 and the quizzes will be taken directly from the workbook (as well as the textbook), so completing the exercises will help you to prepare for these major learning assessments. NOTE: you must complete exercises in the actual workbook. Photocopies of exercises or exercises completed on notebook paper will not be accepted.

**Quizzes:** We will also have several announced quizzes that will cover material from the course that you will be expected to study on your own. These quiz dates (and the sections in the textbook that they will cover) are listed in the syllabus. I will offer make-up quizzes but only for legitimate medical or personal emergencies. Make-up quizzes will be given at my discretion, so I strongly encourage you not to miss them.

**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.

**Annotated Bibliography:** The annotated bibliography (a minimum of ten sources) will allow graduate students to become more familiar with representative scholarly and theoretical sources that are significant to the study of the grammar. Your sources should reflect their own specific professional interests in the field. Guidelines for the annotated bibliography will be sent to you separately. These will be turned in with your research project (see below) at the end of the semester.

**Course Research Project:** As the culmination of your work in this course you will develop a research-based project based on a significant aspect of grammar studies related to your own professional goals and academic interests. Guidelines for the research project will be sent to you separately. The central component of your project should include 8 pages of research-based writing. I will be glad to meet with you outside of class to discuss potential research topics. The research project is a formal academic assignment and will be assessed on the basis of structure, content, grammar, paper format, and documentation of sources.

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

**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 with 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 & Learning Technology:** This is a technology-supplemented course; therefore, you need to be familiar with CourseDen (<http://westga.view.usg.edu>) and have basic technology skills to participate in this course. Reading and homework assignments, lecture notes, and other supplemental information related to this course will be posted on CourseDen. General information about CourseDen is available online including student tutorials. Let me know if you need assistance with using this official UWG online platform.

**UWG Email:** The official email communication method for all UWG classes is through campus email (MyUWG). UWG students are provided a MyUWG e-mail account. This email account is the official means of communication between the university and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email. Please use your UWG email when communicating with me about this course. Do not use outside email accounts. You can also communicate with me about this class through CourseDen, although I only receive these messages when I am signed in to CourseDen.

**Remind:** In addition to UWG email (which you should use to communicate with me) and Course Den, I use Remind (<https://www.remind.com/>) to communicate with participants in this course. Announcements may include such things as 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. To sign up for Remind, text @eng14300g to this number: 81010. Once the course has ended, you will be removed from the notification system.

**Americans with Disabilities Act:** Students with documented disabilities may work with UWG Accessibility Services to receive essential accommodations specific to their disabilities. All entitlements to accommodations are

based on documentation and USG Board of Regents standards. 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: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Credit Hour Policy:** The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**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. If a student violates the UWG Honor Code policy, the student may receive an F for the assignment or an F for the course at the instructor's discretion, depending on the circumstances and severity of the violation. It is your responsibility to report instances of academic dishonesty if you see them occur. UWG Honor Code: <http://www.westga.edu/handbook/59.php>

**Department Policy on Disruptive Behavior:** 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 Policy: [http://www.westga.edu/vpsa/index\\_4615.php](http://www.westga.edu/vpsa/index_4615.php)

**Conferences and Outside Assistance:** I am always available to meet with you outside of class to discuss your progress in this class, including upcoming and graded assignments (quizzes and exams), reading assignments, and homework exercises in the textbook and workbook. 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 will be glad to meet with you at other times, if we arrange a mutually convenient time in advance. I am usually here throughout the week and can arrange to meet at days and times outside of my scheduled office hours as needed.

**ENGL 5300 (English Grammar)**  
**Spring Semester 2016 / Chapter Readings and Important Dates**

Drop period (with refund) ENDS on at midnight on 1/13. Classes dropped after 1/13 will not receive a refund (UWG Policy). The last day to add classes is 1/14 at midnight. The last day to withdraw from this course with a grade of W is **Thursday, March 3, 2016**. 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 readings may occur. These will be announced and posted on CourseDen. Study guides for each chapter and supplemental materials will be posted on CourseDen.

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M 1/11	Course Introduction
W 1/13	Introduction the Study of Grammar Vitto, "Introduction" (Textbook) Crystal, "The Prescriptive Tradition" (CourseDen) Roberts, "A Brief History of the English Language" (CourseDen)
M 1/18	<b>MLK Holiday (All Classes Cancelled)</b>
W 1/20	<b>No Class Today.</b> Attending the American Academy of Colleges and Universities Conference in Washington, DC. Assignment posted on CourseDen for Vitto, Chapter 1 "The Eight Parts of Speech, Sections 1, 2, 4, & 5, 7, & 8. These sections will be included in Quiz I. We will cover sections #3 (verbs) and #6 (prepositional phrases) in class.
M 1/25	Vitto, Chapter 1, "The Eight Parts of Speech, Sections 3 (Verbs) and 6 (Prepositional Phrases)
W 1/27	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>
M 2/1	Vitto, Chapter 2, "Basic Sentence Patterns: <i>Be</i> and Linking Verbs" <b>Print &amp; Bring to Class: Ten Basic Sentence Patterns in English (CourseDen)</b>
W 2/3	<b>Quiz 1, Introduction to Grammar and Chapter 1, Sections 1, 2, 4, 5 &amp; 7</b> Chapter 3, "Basic Sentence Patterns: Intransitive and Transitive Verbs"
M 2/8	Chapter 3, "Basic Sentence Patterns: Intransitive and Transitive Verbs"
W 2/10	<b>Quiz 2, Chapter 12 (Apostrophes &amp; Possessives)</b> Chapter 4, "Usage Problems Associated with Adjectives and Adverbs"
M 2/15	Chapter 5, "Combining and Expanding Patterns: Compound Structures"
W 2/17	<b>Examination I (Chapter 1 [Sections 3 and 6]; Chapters 2 &amp; 3)</b> <b>Workbook Chapters 1, 2 &amp; 3 and Check Your Progress (pages 62-72) Due in Class</b>
M 2/22	Chapter 5, "Combining and Expanding Patterns: Compound Structures"
W 2/24	<b>Quiz 3, Chapter 12 (Colon, Dash, Hyphen, and Slash)</b> Chapter 6, "Complex Sentences with Noun Clauses"

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M 2/29	Chapter 6, “Complex Sentences with Noun Clauses”
W 3/2	<b>Last Day to Withdraw with a W</b> Chapter 6, “Complex Sentences with Noun Clauses”
M 3/7	Chapter 7, “Complex Sentences with Adverb and Relative Clauses”
W 3/9	<b>Examination II (Chapters 4, 5, &amp; 6)</b> <b>Workbook Chapters 4, 5, &amp; 6 Due in Class</b>
M 3/14 & W 3/16	<b>Spring Break (No Classes Held)</b>
M 3/21	Chapter 7, “Complex Sentences with Adverb and Relative Clauses”
W 3/23	<b>Quiz 4, Chapter 12 (Quotation Marks &amp; Quotations)</b> Chapter 8, “Usage Problems of Case, Agreement, and Consistency”
M 3/28	Chapter 9, “Verbs” Appendix Two: “Verb Conjugations” Appendix Three: “Irregular and Troublesome Verbs”
W 3/30	<b>Quiz 5, Chapter 12 (Ellipsis, Brackets, and Capitalization)</b> Chapter 9, “Verbs”
M 4/4	Chapter 10, “Verbals”
W 4/6	<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>
M 4/11	Chapter 10, “Verbals”
W 4/13	<b>Quiz 6, Chapter 12 (Commas and Semicolons)</b> Chapter 10, “Verbals” Chapter 11, “Usage Problems Associated with Verbs and Verbals”
M 4/118	Chapter 11, “Usage Problems Associated with Verbs and Verbals”
W 4/20	<b>Last Day of Class (Course Evaluations)</b> Chapter 11, “Usage Problems Associated with Verbs and Verbals”
M 4/25	Research Essay and Annotated Bibliography Due
W 4/27	<b>Final Examination (Chapters 10, 11 &amp; 12 [includes comprehensive material])</b> 8:30 am – 10:30 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> <b>NOTE: You do not have to complete Workbook Chapter 13.</b>