Dr. Nancy Sullivan  
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Office Hours: MTWR 9:30-10:50  
Appointments outside of these office hours are accepted, expected, and strongly encouraged if we cannot meet during the above times.

**Textbook and Review Resources**

“Custom Edition for Texas A & M University—CC”

Blackboard access for handouts and worksheets: [https://iol.tamucc.edu/](https://iol.tamucc.edu/)

**Course Description**

English 3340 provides the teacher trainee and English language student with the fundamentals of English syntax. The course will follow a framework of linguistic and pedagogical concepts intended to provide future teachers with approaches and materials useful for teaching grammar in the elementary or secondary classrooms. This class is also designed to introduce new methods of analyzing the structure of the English language and to enable the student to view her or his own writing with an increased awareness of grammatical structures and choices.

**Course Objectives**

Over the course of the semester, students will
- analyze the syntactical structure of English;
- analyze and recognize different grammar elements in their own writing; and
- critically reflect on their own learning experiences to help develop a better awareness of learning processes.

**Student Learning Outcomes**

At the end of the semester, students will be able to
- demonstrate the ability to analyze specific areas of grammar and show their understanding of the writing processes within their own writing; and
- demonstrate an understanding of English syntax and punctuation structures necessary for teaching the required Written Conventions of the TEKS.

**Course Requirements and Class Policies**

**Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>5 Quizzes @ 15 points each</td>
<td>75%</td>
</tr>
<tr>
<td>Homework/reading quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Reflections</td>
<td>5%</td>
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Grades: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = below 69
*There is no extra credit work at the end of the semester.

**Evaluation Criteria:**

Exams (80% of grade): There are 4 exams (one for each chapter covered) worth 20 points each. There is also a bonus question on each exam. At the end of the semester, a student can choose to take a replacement quiz which replaces the lowest exam grade. The student can choose which quiz to retake. Makeup exams are given only in cases of urgent medical absences (doctor’s excuse or official university business notice).

Homework/reading quizzes (20% of grade): Much of the homework consists of completing exercises in the book, which are not turned in and are not graded (answers are in the back of the book). These exercises are important because they prepare you for the quizzes and class discussions. Graded homework consists of applying grammatical analyses to a paper that you have previously written, each of which you will turn in for a homework grade (3-5 points each). Absence from class does not eliminate your responsibility to turn homework in on time. Late work will be penalized by one point for each class that the work is not turned in. Unannounced reading quizzes are given at the beginning of many classes to identify problem areas before the exams. There are no makeup reading quizzes. One reading quiz grade will be dropped in the final evaluation.

Reflection (5% of grade): At the end of each chapter, you will write a 1-page reflection paper (1 inch margins, Times New Roman, 12 point font, double-spaced). These should be four thoughtful pieces of writing about your learning process. More information is available on BB.

**Attendance**

Exams cover material from the text, handouts, and class lecture; therefore, class attendance is critical if you want a passing grade. After 2 absences, your final grade will be reduced by 3 points (out of 100) except in extreme instances (unexpected hospitalization).

**General Comments**

This is a required class for many education majors. Learning the correct grammatical terms and forms is essential, as you will be applying this knowledge in your own classrooms. The class is not difficult but it can be challenging. To do well in this class you must simply do the following:

- Be prepared for class. You will not fully understand the class lecture unless you have done the assigned reading for that day--save yourself the frustration!
- Do the exercises. The chapters have numerous exercises that will be assigned during the semester. The answers are in the back of the book so you can check your answers and isolate your problem areas. You will also be given extra exercises if you need more practice.
- Ask questions. If you have done the reading and the exercises but still do not fully understand the material, be sure to ask questions during class. Although I want to encourage you to ask for help/clarification during class (your classmates probably have the same questions), I also realize that some students are not comfortable doing so. If this is the case, please come to my office during my office hours or make an appointment to meet with me at another time.
- Attend class. Since the exams cover material from class lecture as well as from the handouts and book, you will succeed only if you attend class regularly.

**Important Notes**

- **Rules of a cooperative classroom:**
  - Turn off cell phones before entering class and put them out of sight.
  - Come to class on time—late arrivals are disruptive.
  - Use laptops for course purposes only.
  - Take responsibility for your education and learning.
If you are having trouble understanding the material, it is up to you to come and see me. If you have any questions at all (grading system, etc.), stop by my office during office hours or make an appointment to see me.

- **Cheating and Plagiarism**: According to the University’s student code of conduct, “students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, which include but are not limited to illicit possession of examinations or examination materials, falsification, forgery, plagiarism or complicity in any of these behaviors” (University Catalog). If you cheat or plagiarize, you will receive an “F” on that assignment. In particularly serious cases, such as cheating on an exam, students can face expulsion from the class.

- **Prerequisites**: This course assumes you have completed the University Core requirements in Composition and Sophomore Literature.

- **Academic Advising**: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E and can be reached at 825-3466.

- **Notice to Students with Disabilities**: Texas A & M University--Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

- **The Center for Academic Student Achievement (CASA)**: The Writing Center of CASA provides free writing instruction to any student interested in improving his/her writing abilities. Tutors assist students with all aspects of writing. The Writing Center’s purpose is not to correct or proofread your drafts but to help you learn strategies that good writers use during the processes of writing. You may visit the Center for assistance with a writing project for any of your classes. It is located in the Glasscock Building (825-5933).

- **Grade Appeals Process**: As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

- **Reminder to English Majors**: As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

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**Tentative syllabus**

See Blackboard for updates

**Week 1 (Week of Aug. 21)**
**Chapter 2**: Concepts covered in Quiz #1: **Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, and Conjunctions**.

**Week 2 (Week of Aug. 28)**
Continue Chapter 2
Week 3 (Week of Sept. 4)
Complete the Practice Quiz #1. Bring it to class so that we can check it.
Active/Passive worksheet
Review

Week 4 (Week of Sept. 11)
Quiz #1

CHAPTER 3: CONCEPTS COVERED IN QUIZ #2 (CHAPTER 3): VERBS: LINKING, INTRANSITIVE, TRANSITIVE; COMPLEMENTS: PREDICATE ADJECTIVE, PREDICATE NOMINATIVE, SUBJECT COMPLEMENT, INDIRECT OBJECT, DIRECT OBJECT, OBJECT COMPLEMENT

Read Chapter 3, pp. 71-92

Week 5 (Week of Sept. 18)
Read pages 92-103, Practice Quiz #2

Week 6 (Week of Sept. 25)
Review + Quiz #2

Week 7 (Week of Oct. 2)
CHAPTER 5: CONCEPTS COVERED IN QUIZ #3: NOUN PHRASE, PREPOSITIONAL PHRASE, CONCEPTS COVERED IN QUIZ #4: GERUND PHRASE, PARTICIPIAL PHRASE, AND INFINITIVE PHRASE

Read pages 154-166, Read online “Parallel Structures,” (BB), discuss “Proliferating Prepositional Phrases”

Week 8 (Week of Oct. 9)
Read pages 176-180, 183-193

Week 9 (Week of Oct. 16)
Read pages 193-205, "Verbal" worksheet

Week 10 (Week of Oct. 23)
Verbals review
Review Quiz #3

Week 11 (Week of Oct. 30)
Quiz #3
CHAPTER 6: CONCEPTS COVERED ON QUIZ #5 (CHAPTER 6) ARE INDEPENDENT AND DEPENDENT CLAUSES, ADJECTIVE CLAUSE, ADVERB CLAUSE, AND NOUN CLAUSE.

Read pp. 215-225

Week 12 (Week of Nov. 6)
Adverb clauses--read pp. 230-243; 245-250

Week 13 (Week of Nov. 13)
Review: Noun, Adjective, and Adverb Clauses Handout (BB); Practice Quiz #4 (BB)

Week 14 (Week of Nov. 20)
Review + Thanksgiving

**Week 15 (Week of Nov. 27)**
Review + QUIZ #5

**Week 16 (Week of Dec. 4)**
Final exam discussion