Texas A&M University--Corpus Christi  
ENGLISH 3340.B02 THE ENGLISH LANGUAGE: GRAMMAR  
Wednesday, 5:30-6:45 CS114  
Blended Course: ½ classroom, ½ online  
Fall 2013

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Office Hours:  T 2:00-3:00, W 4:00-5:30, R 2:00-3:00 plus Online and by appointment  
Appointments outside of these office hours are accepted, expected, and strongly encouraged if we cannot meet during the above times.

**Required Materials**  
Textbook: *Revisiting Basic Grammar: A Guide for Language Arts Teachers* (a textbook that I am writing--to be distributed in class)

Blackboard: Island Online (IOL) access to Blackboard  
IOL runs on a web based application called Blackboard (Bb) through a web browser. If your computer can successfully run Microsoft Internet Explorer or any of its alternatives, then you will be able to use IOL. Please note that your web browser must be configured properly to work with IOL by installing Sun Java Runtime Environment, ensuring Javascript, pop-up blockers, and cookies settings are properly configured. To check if your web browser is compatible with IOL you can do a browser check-up by visiting the WebCT Browser Tune-up. You may also check a list of IOL compatible browsers.

Technical Support information/link — The Island Online (IOL): [https://iol.tamucc.edu/](https://iol.tamucc.edu/)  
Specific login instructions—Blackboard Login: [https://bb9.tamucc.edu/webapps/login/](https://bb9.tamucc.edu/webapps/login/)  
Getting help to login: [https://distance-education.tamucc.edu/student_resources.html](https://distance-education.tamucc.edu/student_resources.html)

**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 punctuation.

Please understand that online/blended courses are not for everyone. Online courses require more self-discipline and ability to work independently than a traditional class. Students should also realize that online courses involve serious time commitments. My experience is that, for the most part, students who already have a strong background in grammar are most successful in the blended course. This blended course is not recommended for students who have no grammar background unless they have the ability to work on their own with challenging material.

**Course Objectives**

Over the course of the semester, students will  
- investigate grammatical structures of English;  
- analyze and recognize different grammar elements in their own writing and that of others; 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:

- 5 Quizzes @ 10 points each  50%
- Homework/reading quizzes  25%
- Grammar Literacy Paper  10%
- Book Review  10%
- Participation  5%

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 (50% of grade): There are 5 exams (one for each chapter covered) worth 10 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 (25% 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 your grammar literacy paper (3 points each) and other exercises. Much of your homework will be turned in online. Many homework assignments will also be preceded by small group discussions in an online space where you can have your classmates check your work before you turn it in for a homework grade. Late work will be penalized by one point for each day that the work is not turned in. Online reading quizzes are given to identify problem areas before the exams. There are no makeup reading quizzes. One homework/quiz grade will be dropped in the final evaluation.

Grammar Literacy Paper (10% of grade): In this paper you will describe your own experiences learning and using English grammar. You will use this paper throughout the semester for grammatical analyses. More details about this paper are on Blackboard.

Book Review (10% of grade): You will review and evaluate a language arts text. More details about this review are on Blackboard.

Participation (5% of grade): Students is expected to participate in class and online. You must show a presence in the course by posting and responding to other postings. You must attend class every Wednesday. After 2 absences, your Participation grade will be reduced by 2 points except in extreme instances (unexpected hospitalization). Students who arrive late disrupt class, so please be considerate of others.

Course Policies for the Bb blended course
To take this hybrid course, you must
- be able to use the technologies required to participate effectively in an online course,
- be prepared to begin the course on the first official day of classes—know login and password for Bb
- adhere to the specific and rigid schedule of deadlines as shown in the Bb course module,
- participate actively in the course, which means logging on at least 3x a week to check for updates, etc.,
- answer e-mails from the instructor promptly, within 48 hours at the latest (I will respond to yours usually within 24 hours or sooner),
- be responsible, post all work on time (although earlier is better),
- have all the required materials and technology, and
- adhere to all college policies.

General Comments
This is a required class for many education majors and students seeking TESOL Certification. 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 readings--save yourself the frustration! As a student in a blended course, you will have to take on even more responsibility for your learning—you can't just read the material, you will have to work to figure out the patterns and understand the grammar concepts.
• Do the exercises. The chapters have numerous exercises that will be assigned during the semester. 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. You can also post questions online.
• 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.
  - Refrain from having individual discussions during whole class discussions. If you do not understand something, ask me, not the person next to you. You will only distract them and your “neighbors.”

• 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. Additionally, students are expected to take online quizzes without any outside “collaboration.” Any quiz taken with outside help will be considered cheating.

• 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. The College's Academic Advising Center is located in Driftwood 203E and can be reached at 825-3466. College of Education advisors are located on the second floor of Faculty Center.

• Notice to Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

• 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.

**TENTATIVE SYLLABUS** See Blackboard for more details and updates

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 4</td>
<td>Discuss syllabus, start Chapter 2</td>
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</tbody>
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| 2    | Sept. 11 | Chapter 2 ONLINE SELF-ASSESSMENT #2-1  
ONLINE READING QUIZ #2R-1—no grade  
Grammar Literacy paper due |
| 3    | Sept. 18 | Chapter 2 ONLINE SELF-ASSESSMENT #2-2  
Quiz #1  
Start Chapter 3 |
| 4    | Sept. 25 | Chapter 3 ONLINE SELF-ASSESSMENT #3-1  
ONLINE READING QUIZ #3R-1 |
| 5    | Oct. 2 | Chapter 3 ONLINE SELF-ASSESSMENT #3-2  
ONLINE READING QUIZ #3R-2  
Quiz #2  
Start Chapter 4 |
| 6    | Oct. 9 | Chapter 4 ONLINE SELF-ASSESSMENT #4-1  
ONLINE READING QUIZ #4R-1 |
| 7    | Oct. 16 | Chapter 4 ONLINE SELF-ASSESSMENT #4-2  
ONLINE READING QUIZ #4R-2 |
| 8    | Oct. 23 | Chapter 4 ONLINE SELF-ASSESSMENT #4-3  
ONLINE READING QUIZ #4R-3  
Quiz #3  
Start Chapter 5  
Text Review due |
| 9    | Oct. 30 | Chapter 5 ONLINE SELF-ASSESSMENT #5-1  
ONLINE READING QUIZ #5R-1 |
| 10   | Nov. 6 | Chapter 5 ONLINE SELF-ASSESSMENT #5-2  
ONLINE READING QUIZ #5R-2 |
| 11   | Nov. 13 | Chapter 5 ONLINE SELF-ASSESSMENT #5-3  
ONLINE READING QUIZ #5R-3  
Quiz #4  
Start Chapter 6 |
| 12   | Nov. 20 | Chapter 6 ONLINE SELF-ASSESSMENT #6-1 |
ONLINE READING QUIZ #6R-1
Week 13 Nov. 27
Chapter 6 ONLINE SELF-ASSESSMENT #6-2
ONLINE READING QUIZ #6R-2
Week 14 Dec. 4
Quiz #5

Final Exam TBA