Dr. Nancy Sullivan
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Office hours: MW 3:30-5:30 and other times by arrangement
Office: FC 282
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Required texts:

Text will be provided on Blackboard.

Description:

This course aims to provide students with an overview of grammatical terms and concepts and their practical applications in an academic context. We will focus on the impact grammar and punctuation have on texts and learn editing techniques applicable to professional and academic writing. We will investigate the relationship between structure and meaning and discuss current research of the efficacy of teaching grammar in the classroom.

Student Learning Outcomes:

At the end of the course, students will
understand grammatical concepts and their functions in sentences
(Evidence: Word Class Presentation),
be able to apply editing techniques that improve writing
(Evidence: Text Editing; Research Paper; Short Paper),
have a greater understanding of language systems
(Evidence: Language Project; homework),
be familiar with current research on the state of grammar
(Evidence: Research Paper; homework), and
have more in-depth knowledge of a specific grammar issue as evidenced in a graduate level research paper.

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>25%</td>
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<tr>
<td>Word Class Presentation</td>
<td>10%</td>
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<tr>
<td>Language Projects</td>
<td>30%</td>
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<tr>
<td>Text Editing</td>
<td>10%</td>
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<tr>
<td>Short Paper</td>
<td>10%</td>
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<tr>
<td>Homework</td>
<td>15%</td>
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Grades: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = below 69

**Evaluation Descriptions:**

**Research Paper 10-15 pages:**
Your research paper can be a review of the literature on a grammar topic (e.g., does direct teaching of grammar impact reading and writing skills? Why not use passive voice?) or a short study (e.g., survey of teachers’ attitudes toward the teaching of grammar). Possible topics will be discussed in class.

**Word Class Presentation:**
Working in pairs, you will present a more in-depth look at one concept of grammar and present a description of how it functions. For example, you may look at nouns and describe the commonalities of single word nouns, noun phrases, and noun clauses. You will have 20 minutes to describe it, provide details and examples, and finally distribute a worksheet or conduct an activity that will give the class a better understanding of and practice with the selected grammar concept.

**Group Language Project (from Fish):**
The class will be divided into groups. Each group will have the semester long assignment of creating a private language complete with grammatical rules and a vocabulary (lexicon). At least some of the rules must be different from the rules of Standard English grammar; but they must be rules. Each group will also produce a text written in that language – a page will be sufficient – and provide an English translation of that text. In the final sessions of the semester, each group will present its language to the class (describe the grammar) and teach class members how to read and translate it. Each group will also provide a linguistic exercise based on their language. A handout with more details as well as an example language will be given in class.

**Text Editing:**
Each student will bring a paper that was written previously. This paper will be used throughout the semester to apply editing techniques that will be discussed. A portfolio of your revisions will be turned in at the end of the semester.

**Short Paper (3-5 pages):**
You will choose a grammar topic to investigate. For example, you may want to review the phrase “for example.” What word category is it and how is it punctuated? Relevant websites should be included. Each student will present their research to class.

**Homework:**
There will be a number of short homework assignments given throughout the semester—sometimes involving observations, surveys, and data collection.
**Attendance:**

100% attendance is assumed. If for an extraordinarily good reason you must be absent from class please inform me as soon as possible. After 2 absences, your grade will be lowered by 2 points for each absence.

**Tentative Syllabus**—Updates are on Blackboard:

- **Week 1**
  - Wed. 8/27
  - Syllabus discussion
  - Groups formed for word class presentation

- **Week 2**
  - Wed. 9/3
  - Groups meet to prepare presentation
  - Start discussions of language project—What does a language need to do its job?

- **Week 3**
  - M/W 9/8 & 9/10
  - First presentations on word classes
  - Discussion of short paper topics
  - Editing session #1

- **Week 4**
  - M/W 9/15 & 9/17
  - Presentation on word classes
  - Language project discussions—what do nouns need?
  - What is faulty parallelism?
  - Editing session #2

- **Week 5**
  - M/W 9/22 & 9/24
  - Presentations on word classes
  - Language project work—what is a morpheme?
  - Short paper presentations begin
  - Editing session #3

- **Week 6**
  - M/W 9/29 & 10/1
  - What is metadiscourse and hedging?
  - Language project work—what is a lexicon?
  - Short paper presentation
  - Editing session #4
Week 7
M/W 10/6 & 10/8
Language project work—looking at other languages
Short paper presentation
Survey development
Research topic discussion

Week 8
M/W 10/13 & 10/15
Discussion of surveys
Data collection and reporting
Research topic discussion
Short paper presentation
Language project work

Week 9
M/W 10/20 & 10/22
Research topic due
Research topic expanded and references provided
Language project work
Short paper presentation

Week 10
M/W 10/27 & 10/29
What is passive voice?
Editing session
Language project work
Editing session #5

Week 11
M/W 11/3 & 11/5
Research topic outline due
Coordination and subordination

Week 12
M/W 11/10 & 11/12
Short paper due

Week 13
M/W 11/17 & 11/19
Presentations of language

Week 14
M 11/24
Presentation of language
Edited paper portfolio due
Draft of research paper due

Week 15
M 12/1
Final papers due

**Academic Advising:**
Upon entering the MA in English Program, each student is assigned a faculty mentor by the Graduate Coordinator. You should make an appointment to meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide valuable information about the comprehensive examination, other degree requirements, Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

**Graduate Student Academic Integrity Statement:**
English graduate students are expected to “conduct themselves in accordance with the highest standards of academic honesty” (Texas A&M University-Corpus Christi Graduate Catalog). The Student Code of Conduct defines Academic Misconduct as cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation; in addition to “any behavior specifically prohibited by a faculty member in the course syllabus or class discussion” (Student Code of Conduct, Article III, 1. Academic Misconduct). Academic misconduct is a serious offense that will result in the professor assigning a serious penalty, possibly including failure for an assignment, failure in a course, or recommendation for dismissal from a program (TAMUCC Graduate Catalog, Academic Honesty). For each Academic Misconduct case, the faculty member must file a record, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. Further information regarding the judicial process is available on the website of the Office for Student Affairs.

**Classroom/professional behavior:**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Grade Appeals:**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations:**
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 at (361) 825-5816.