1. 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 and that of published writers with an increased awareness of grammatical structures and choices.

2. Course Materials

Textbook and Review Resources


Web Resources

For this course we will be using Islander Online Learning (IOL) and Blackboard. The Blackboard site contains a copy of the syllabus, homework assignments, handouts, relevant links, and supplemental materials. You are required to submit all assignments through Blackboard unless otherwise specified, and will receive your grades and my feedback through Blackboard as well. An easy way to access Blackboard is to go directly to https://iol.tamucc.edu/ and log in. If you are using your own computer, you need to make sure you have the most recent versions of the necessary software. *The browser you use may affect how successfully you view and*
submit materials. If you are having trouble with Blackboard, your first attempt at resolving the issue should be changing browsers. Once you have logged in, you will see a list of all of your courses that have Blackboard shells. Click on the link with the course title that says “Grammar.”

You will need to be able to scan some of your assignments and upload them into Blackboard. It is your responsibility to figure out how to do this. Problems scanning should not persist. You might consider buying a program like DocScan Pro for your phone. In my experience, this makes scanning very easy and convenient. Whether you use this program or another, these scanned and uploaded documents need to open in one file. Do not submit three or four one-page files for one assignment. Note that problems scanning when using Blackboard Mobile are common. You will probably need to upload from a computer to Blackboard.

For organizational purposes, I would recommend a 3-ring binder (1 ½ inch) for course handouts, chapter exercises, writing assignments.

- Create 6 dividers: Parts of Speech, Sentence Parts, Phrases, Clauses, Grammar Awareness Essay and Revisions

You are required to obtain

5 “Scantron” test sheets.

Bring your book and binder to class each day.

3. **Course Objectives**

(1) The student will be able to distinguish between prescriptive and descriptive approaches to the study of grammar.

(2) The student will be able to comprehend concepts of traditional and structural models of English.

(3) The student will be able to understand and analyze the syntactical structure of English.

4. **Student Learning Outcomes**

(1) Students will demonstrate the ability to analyze specific areas of grammar knowledge as well as their understanding of grammar usage in their own writing.

(2) Students will demonstrate an understanding of English syntax structures and punctuation necessary for teaching the required written conventions of the TEKS.

5. **Course Assignments & Assessments**

Assessments

(1) **Attendance:** ENGL 3340 meets twice times per week, and you are expected to attend all classes. Regular attendance, punctuality, and active participation are critical to your success in this class. Class begins at 5:30 pm. I will take attendance within the first five minutes of class, and if you come in after this, it is your responsibility to talk to me after class to make sure I change the absence to a late. For every three late arrivals you will be given an absence. I will allow you to have three absences with no questions asked and no deductions in your attendance and class participation grade. After the third absence, each missed class will result in a lowering of your final point total by 25 points. If you miss a class, you are responsible for making up the work you have
missed. You should find out what you have missed and borrow any necessary notes or handouts from a fellow student before the next class meeting. Please discuss with me in advance any foreseeable attendance problems and we will try to find a solution.

(2) Participation, classwork, and homework (70 points): Your participation score will be assessed based on your engagement during homework and in-class activities. Please discuss with me openly and in advance any problems with class preparation you encounter during the semester and we’ll try to find a solution. Additionally, disrupting the class environment excessively (e.g., texting, chatting, sleeping in class, surfing internet) may result in loss of participation points and being marked absent for a given class session. All homeworks and practice quizzes will be due at 3:00 in Blackboard on the day that they are due (see daily schedule below for details). You should also bring a hard copy to class.

There will be a reasonable number of short in-class worksheets and homework assignments of a practical nature. These will involve tasks such as textbook exercises (both homework and classwork), and in-class activities. These assignments will be graded as follows:

8  Meets or exceeds expectations
4  Below expectations
0  Either no submission OR far below expectations

For full credit you need 8s on all assignments.

(3) Tests (700 points): Tests will focus on grammar material from the textbook, class handouts, and class lectures and will comprise 70% of the final grade (700 points).

A. This grade is calculated by totaling your scores on four (175 points each) out of potentially five tests taken (explanation below).
B. There are no make-up tests except when arranged in advance.
C. The Grammar Final Test is optional and may be used to substitute for the lowest of the Test grades. The Grammar Final Test will be individualized in that students will choose which chapter of the material they will focus on for the final Test. In the event that students score lower on the retake than on the original test, the original test grade will be retained.
D. In other words, you will be graded on four tests (a total of 700 points), but have the option of replacing one of your test (1-4) with the Grammar Final Test.

(4) Reading Quizzes (80 points): Because success in this class depends on regular attention to material, a good number of quizzes will be completed at the beginning of class for the day’s reading material. Beware: if you make a habit of either (a) showing up to class late, and/or (b) not reading, this portion of your grade could be the difference between earning the lower grade as opposed to the higher. These assignments will be graded as follows:

8  Meets or exceeds expectations
4  Below expectations
0  Either no submission OR far below expectations

(5) Grammar Instruction Applied (150 points): The goal of this assignment is to analysis the way that you might use/supplement a K-12 textbook to approach grammar instruction in your future teaching career. To be successful on this assignment, you will need to apply your understanding of grammar (as learned throughout the semester) to classroom materials. This is a 3-5 page paper. More details for this assignment are forthcoming.
Grading Summary

- Participation, classwork, homework......................................................(70 points) – 7%
- Tests (4)....................................................................................................(700 points) - 70%
- Reading Quizzes......................................................................................(80 points) - 8%
- Grammar Instruction Applied.................................................................(150 points) - 15%
- TOTAL........................................................................................................(1000 points) - 100%

Grading Scale (based on points earned)

A  900-1000
B  800-899
C  700-799
D  600-699
F  below 600

6. Course Policies and Expectations

(1) It is expected that students will turn phones to silent and put away cell phones (unless used for survey questioning) before entering class.

(2) Using electronic devices for non-classroom related activities can be disruptive to the instructor and your classmates. For this reason, the following policies have been created. If you wish to use a laptop or other electronic device for classroom purposes, you must adhere to the following guidelines: (1) disable the internet, (2) sit in the front row (if I put you in groups that require you to move, your group should move to the front), (3) the only material displayed on your screen should relate directly to the lesson on that day. Failure to adhere to these rules may result in being dismissed from class, an absence for the day, and/or additional punitive actions.

(3) Students are expected to come to all classes prepared. Students should have read all readings and completed all homework assignments BEFORE the class for which they are assigned. Because most students will be learning about grammar at this level of depth for the first time, students may have to read assignments multiple times. The following bullet points should ensure success:

- **Do the exercises.** The chapters have numerous exercises that will be assigned during this course. 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 handouts for extra practice. I suggest that you form a study group or find a study partner and have another person to review with for the tests.

- **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 every class.** Since the tests cover material from class lecture as well as from the handouts and the textbook, you will succeed only if you attend.

- **Do not plagiarize material for any writing assignment.** Plagiarism or “the presentation of the work of another as one’s own work” is a serious violation of professional standards and can be grounds for dismissal from the course. If you want to use
secondary source material in your writing and do not know how to cite the source, let me know, and we can review it. If you have trouble with any aspect of a writing assignment, let me know immediately, and I can help you.

(4) **E-mail:** I will use your official university e-mail address if I need to contact you between course meetings. You are responsible for checking your mail regularly. “I didn’t get your e-mail” is not a valid excuse for missing out on something. Use my university e-mail address for correspondence.

(5) **Office hours:** Please make use of them. You don’t need to be having difficulties with the material to come to office hours. Feel free to come in and discuss issues that interest you, get feedback on a draft of your assignments, talk about how the course is going, or share any suggestions you have.

(6) **Late work:** I reserve the right to not accept late work that was not discussed ahead of time. If there is any chance that you might not be able to turn in your assignment on time, make sure to contact me at least one day prior to the deadline so that we can find alternative options.

(7) **Course evaluation:** Your constructive assessment of this course plays an indispensable role in shaping education at TAMUCC. Upon completing the course, please take time to fill out the online course evaluation.

(8) **University policies:** This course will adhere to the university’s policy on academic integrity and academic honesty (see [http://catalog.tamucc.edu/content.php?catoid=4&navoid=111](http://catalog.tamucc.edu/content.php?catoid=4&navoid=111) for a copy of this and other university policies).

(9) **Extenuating circumstances:** In case of an emergency that interferes with your work in this class, come and talk to me as soon as possible.

## 7. University/College Resources, Policies, and Required Statements

**Academic Integrity/Plagiarism:** University 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, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a loss of points for the assignment/test and potentially larger punitive action as it relates to this class and potentially your standing with the university at large.

**Dropping a Class:** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **April 7th** is the last day to drop a class with an automatic grade of “W” this term.

**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 (available at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf)). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

****Disabilities Accommodation:**** 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.

****** Statement of Academic Continuity:****** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

****** 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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

****** 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.

****** 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 will assist you 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).

****** TESOL Certificate:****** If you are pursuing a TESOL Certificate, be sure to contact (me) Dr. Stephen Doolan during your final semester of Certificate coursework so that he can inform the registrar that you have completed your requirements and request that they note the certificate on your transcript: Stephen.doolan@tamucc.edu
Reading Assignments and Due Dates

Unless otherwise specified, all reading assignments and exercises are from Dr. Nancy Sullivan’s textbook. All homework will be due at 3:00 pm of the date that they are listed (in the far right column).

Course Schedule (Subject to Change)

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<th>Date</th>
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<th>Readings</th>
<th>Assignments</th>
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<td>Week 1</td>
<td><strong>Introduction</strong></td>
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<td>Thursday 1/19/17</td>
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<tr>
<td>Week 2</td>
<td><strong>What is Grammar?</strong></td>
<td>Supplemental Reading, Sullivan Introduction (xv-xxi), Ch 1. pp. 3-26, Ch. 2 41-45</td>
<td>Exercises 1.1 through 1.10, Ex. 2.1, Syllabus Quiz</td>
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<tr>
<td>Tuesday 1/24/17</td>
<td>Experience with Grammar</td>
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<td>Nouns, Adjectives, and Pronouns, Verbs</td>
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<td>Thursday 1/26/17</td>
<td><strong>Adverbs</strong></td>
<td>Sullivan, Ch.1 pp. 26-36</td>
<td>Exercises 1.11 through 1.14, Ex. 2.3-2.7</td>
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<td>Prepositions</td>
<td>Sullivan, Ch.2 pp. 49-56</td>
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<td>Conjunctions</td>
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<td>Noun Phrases</td>
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<td>Extending Prepositional Phrases</td>
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<td>Week 3</td>
<td><strong>Review Ch. 2</strong></td>
<td>Review</td>
<td>Ex. 1.15-1.17, HW#1</td>
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<td>Tuesday 1/31/17</td>
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<td>Thursday 2/2/17</td>
<td><strong>Review Ch. 2</strong></td>
<td>Review</td>
<td>Practice Test #1</td>
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<td>Week 4</td>
<td><strong>Quiz #1 (Bring Scantron)</strong></td>
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<td>Test #1</td>
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<td>Tuesday 2/7/17</td>
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<td>Thursday 2/9/17</td>
<td><strong>Prescriptive vs. Descriptive</strong></td>
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<td>Grammar</td>
<td>Ch. 3, pp. 71-83</td>
<td>Ex. 3.1-3.7</td>
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<td>Linking Verbs</td>
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<td>Action Verbs</td>
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<td>Week 5</td>
<td><strong>Action Verbs Continued</strong></td>
<td>Ch. 3, pp. 83-91</td>
<td>Ex. 3.8-3.11</td>
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<td>Thursday 2/16/17</td>
<td><strong>Review Ch. 3</strong></td>
<td>Review</td>
<td>Ex. 3.12-3.15, HW #2</td>
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<td>Week 6</td>
<td><strong>Review Ch. 3</strong></td>
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<td>HW #3</td>
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<td>Tuesday 2/21/17</td>
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<td>Thursday 2/23/17</td>
<td><strong>Review Ch. 3</strong></td>
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<td>Practice Test #2</td>
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<td>Week 7</td>
<td><strong>Quiz #2 (Bring Scantron)</strong></td>
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<td>Tuesday 2/28/17</td>
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<td>Date</td>
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| Thursday 3/2/17 | Noun Phrases  
Identifying the Verb Phrase  
Gerunds  
TESOL Certificate | Ch. 4, pp. 95-104  
Ex. 4.1-4.4 |
| Week 8 Tuesday 3/7/17 | Participial Phrases | Ch. 4, pp. 105-116  
Ex. 4.5-4.9, HW #4 |
| Thursday 3/9/17 | Infinitive Phrases | Ch. 4, pp. 116-124  
Ex. 4.10-4.13, HW #5 |
| Week 9 Tuesday 3/14/17 | No Class  
Spring Break | |
| Thursday 3/16/17 | | |
| Week 10 Tuesday 3/21/17 | Ch. 4 Review | Review  
HW #6 |
| Thursday 3/23/17 | Ch. 4 Review | Review |
| Week 11 Tuesday 3/28/17 | Ch. 4 Review | Review |
| Thursday 3/30/17 | Ch. 4 Review | Review  
Practice Test #3 |
| Week 12 Tuesday 4/4/17 | Quiz #3 | Test #3 |
| Thursday 4/6/17 | Adjective Clauses | Ch. 5, pp. 129-149  
Ex. 5.1-5.6 |
| Week 13 Tuesday 4/11/17 | Adverb Clauses | Ch. 5, pp. 149-158  
Ex. 5.7-5.10, HW#7 |
| Thursday 4/13/17 | Noun Clauses | Ch. 5, pp. 158-168  
Ex. 5.10-5.15 |
| Week 14 Tuesday 4/18/17 | Ch. 5 Review | Review  
Ex. 5.16-5.18, GIA Due |
| Thursday 4/20/17 | Ch. 5 Review – Online Module | Review  
HW #8 |
| Week 15 Tuesday 4/25/17 | Ch. 5 Review | Review  
Practice Test #4 |
| Thursday 4/27/17 | Quiz #4 | Test #4 |
| Week 16 Tuesday 5/2/17 | Course Conclusion | |
| Thursday 5/4/17 | Test Retake (optional) –  
Our Final Exam Time is Thursday 5/4 from 1:45 – 4:15 pm | |