

REQUIRED TEXTS:1) *Analyzing English Grammar* (5th ed.) by T. P. Klammer, M.R. Schultz & Angella della Volpe

June 3: Introduction to Course / Traditional Grammar Review

June 4: Traditional Grammar Review

June 5: Traditional Grammar Review

June 6: Traditional Grammar Review

June 9: Traditional Grammar Review

June 10: **---Review Test---**

June 11: Klammer 3 (Morphology of English)

June 12: Klammer 4 (Form Class Words)

June 13: Klammer 4 / Klammer 5 (Structure Class Words)

June 16: **---Test on chs. 3-5---**

June 17: Klammer 6 (Phrases)

June 18: Klammer 7 (Basic Sentence Types)

June 19: Klammer 7 (Basic Sentence Types)

June 20: Klammer 8 (Basic Sentence Transformations)

June 23: Klammer 8 and **---Test on chs. 6-8---**

June 24: Klammer 9 (Adjectival and Adverbial Clauses)

June 25: Klammer 10 (Nominal Clauses)

June 26: Klammer 10 and **---Test on chs. 9-10---**

June 27: Klammer11 (Infinitive Phrases)

June 30: Klammer 12 (Participial and Gerund Phrases)

July 1: **FINAL EXAMS**Grades: Test #1 will count 10% of your final grade; the three Klammer tests and the final will count 22.5% each.Grading Scale: A = 100-92 B = 91-83 C = 82-70 D = 69-60 F = 59->Attendance: Not required except on test days. If you miss a test, you must notify me immediately on your return to class and explain the absence to *my* satisfaction. If I judge the reason to be adequate, you will be allowed to make up all missed tests on *one day only*, viz. THURSDAY JUNE 26th.

COURSE DESCRIPTION AND OBJECTIVES:

The central purpose of this course is to introduce the study of English grammar. We will start by comparing prescriptive and descriptive approaches to language study and will then proceed to investigate various aspects of English phonology, morphology and syntax, using contemporary linguistics as our guide and focussing on the basic rules of English syntax (sentence structure). The course consists of readings (a textbook and supplementary handouts), lectures and discussions, four tests, and a final exam. You will learn to approach English—which for most of you is a native language in which you are completely fluent—as an object of scientific investigation. On the one hand, this course will sensitize you to the richness and complexity of English and, on the other, it will help you to find patterns and regularities in that complexity. We will start from the premise that you already are an expert in the topic at hand. This course seeks to tap your subconscious expertise, the language knowledge that each native speaker possesses since early childhood, and make part of that subconscious knowledge of yours—your gift of language—available to your conscious analysis. Since the focus of ENG 373 is teaching students to recognize the basic syntax patterns underlying all sentences generated by native speakers of Modern English, regardless of their dialect, a major component must be a sophisticated and respectful grasp of the complex relationship between the various spoken dialects of a world language such as English. All semester, repeated examples in ENG 373 lectures aim to illuminate the fact that each of those dialects represents merely a particular, historically conditioned pattern of small variations from a basic, shared set of linguistic protocols. Students are expected to recognize that all dialects of a language are subtle, rule-bound and effective communications tools; but they are also confronted with the reality that, in any complex society comprised of multiple income levels and social tiers, a particular dialect will inevitably come to be associated with power and prestige and others will, in consequence, be stigmatized or regarded as quaintly regional by outsiders. Those not born into the prestige dialect must decide, while growing up, whether they wish for the social mobility and broad public acceptance associated with its mastery or whether they are content to remain, in some ways, marginalized. Intelligent people do not all make the same choices when confronted with this highly personal question. Because these concepts are so central to modern sociolinguistics, it would be pointless merely to "do an assignment" on them, as though one were checking off a set of vaccinations required for some sort of "public intellectual health certificate." Instead, the concepts must be internalized in such a way that future teachers will bring both realistic and sympathetic attitudes to bear on the language instruction of their future pupils.

Answers to Klammer Exercises: http://www.shsu.edu/~eng_ira/aeg5/

Internet Grammar Links

<http://home.comcast.net/~bterney/verbals.htm>

<http://www.truthtree.com/verbals.shtml>

<http://www.writing.eng.vt.edu/exercises/diagnostic2.html#start>

<http://grammar.uoregon.edu/examples/lsdt2.html>

<http://grammar.uoregon.edu/examples/Equiz1.html>

http://grammar.ccc.commnet.edu/grammar/quizzes/clause_quiz.htm

<http://grammar.ccc.commnet.edu/grammar/quizzes/niu/niu15.htm>

<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/rvnaacls.html>

Also, nota bene: Student Absences on Religious Holy Days Policy Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. *Americans With Disabilities Act:* SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center. Please contact the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling 294-1720. *For the policy regarding academic dishonesty, check the following link:* <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>