

Syllabus
English 373

Required Text: *Analyzing English Grammar* (5th ed.) by Thomas P. Klammer, Muriel R. Schulz, and Angella Volpe

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Evans 110
Hours: 11-1 MW or appt.
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Week	Tuesday	Thursday
1		Syllabus Distributed Class Policies
2	Traditional Grammar Review (Klammer 1: Grammar Theory)	Traditional Grammar Review (Klammer 2: Evolution of Language; Social and Regional Dialects; Language Acquisition)
3	Traditional Grammar Review	Traditional Grammar Review
4	Traditional Grammar Review	Traditional Grammar Review
5	Practice Test & Review	• Review Test (<u>SEPT 20</u>) •
6	Klammer 3: Morphology	Klammer 3
7	Klammer 4: Form Classes	Klammer 4-5
8	Klammer 5: Structure Classes	• Test, Klammer chs 3-5 (<u>OCT 11</u>) •
9	Klammer 6: Phrases	Klammer 6
10	Klammer 7: Sentence Patterns	Klammer 7
11	Klammer 7	Klammer 8: Transformations
12	Klammer 8	• Test, Klammer chs 6-8 (<u>NOV 8</u>) •
13	Klammer 9: Modifier Clauses	Klammer 9
14	Klammer 10: Nominal Clauses	THANKSGIVING
15	Klammer 10	• Test, Klammer chs 9-10 (<u>NOV 29</u>) •
16	Klammer 11: Infinitive Phrases	Klammer 12: Participle & Gerund Phrases

Tardiness: Quiet, unobtrusive lateness is never penalized; take a seat near the rear of the room.

Attendance: I require attendance *on test days only*. 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, DEC 6th**.

Grades: The review test will count **10%** of your final grade; the three Klammer tests **20%** each; and the final will count **30%**. The final will be partially comprehensive.

Grading Scale: A =100-92 B =91-83 C =82-70 D =69-60 F =59->

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. All tests in ENG 373 are objective.

EXTERNAL LINKS

<http://yourpage.blazenet.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/EquizE.html>
http://cctc2.commnet.edu/grammar/quizzes/clause_quiz.htm
<http://cctc2.commnet.edu/grammar/quizzes/niu/niu15.htm>
<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/rvnaacls.html>
http://www.geocities.com/gene_moutoux/basicdiagrams.htm

Random SHSU-mandated information : 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. A course evaluation form will be offered near the end of the semester. Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom. If anyone creates a serious disturbance in the classroom and refuses to leave, I will have that person removed by force. *For the policy regarding academic dishonesty, check the following link:*
<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Course Title: Grammar Theory; 3 credit hrs. Fall '07 Location: Ev 353 (unless I change the room)
Class Meeting Times: 9.30 and 2.00 T/Th