

State University of New York College at Cortland
Department of English
English (ENG) 402 Grammar, Section 001--WI

Course Information

Credit Hours: 3
Semester: Spring 2008
Location: Bowers Hall, Room 119
Time: MWF 11:30 a.m.-12:20 p.m.
Web Site: <http://mccorduck.net/402>
Mobile: <http://mccorduck.net/402m>

Professor Information

Ed McCorduck
Telephone: (607) 753-2093
Office: Old Main, Room 117-A
Office Hours: W 9:00-11:15 a.m.
or by appointment
E-Mail: ed@mccorduck.net

Required Text

Kolln, Martha and Robert Funk. *Understanding English Grammar*. Seventh edition. New York: Pearson Education, Inc., 2006. (includes MyCompLab CourseCompass Student Access Code Card)

Course Description

Below is how this course is described in the *SUNY Cortland 2007-2008 Undergraduate Catalog* (<http://catalog.cortland.edu>):

Intensive study of grammar, focusing on phonology, morphology, and syntax; understanding of language acquisition; and development of instructional strategies. Notes: Note: For non-majors, successful completion of a 200-level English course is prerequisite to all 300- and 400-level courses. For English and adolescence education majors, three credit hours in ENG 325, 326, 355, or 356 are prerequisite to 400-level literature courses. Specific prerequisites to professional writing courses are listed with catalog course descriptions. Note: Successful completion of CPN 100 or CPN 102 is prerequisite to all courses in English. CPN 101 or CPN 103 may be taken concurrently with any 200-level literature course. For English and adolescence education majors, ENG 203 is prerequisite for 300-level literature courses. Fulfills Liberal Arts Requirement: LASR (3 cr. hr.)

Objectives and Outcomes

Both the New York State English Language Arts standards and the National Council for Accreditation of Teacher Education's standards in English Language Arts Education require, among other things, that teachers be competent in "standard English" and show an understanding of the English language and "English grammars," and the main objective of this course will be to help students meet these requirements. By the end of the course, it is hoped that all students will be able to show competency in

- defining and applying concepts related to grammar, including the various interpretations of the term "grammar" itself and the problems with prescriptive rules of grammar and some traditional grammar-teaching methods
- analyzing the grammar of sentences
- identifying surface errors in student papers and suggesting ways to help students correct the errors and avoid them in the future

Course Attendance Policy

This course will follow the specific policies on student attendance that are found in chapter 410.13 and sections A. and C. of chapter 410.12 of the *SUNY Cortland 2006-2008 College Handbook* (<http://www.cortland.edu/handbook/>). That is, for each unexcused absence beyond your third, the class participation portion of your final grade will be reduced by one-third of a letter grade (see "Evaluation of Student Performance" below).

Attendance at each class meeting will be taken through the SynchronEyes class monitoring system. At the beginning of every class, you must log into SynchronEyes for your attendance to be counted for that day. The tabulation of attendance through SynchronEyes will be performed early during each meeting, so tardiness of more than a few minutes after the official start time of class without good reason will count as an unexcused absence. You must also remain logged into SynchronEyes until you are dismissed from class; if you become disconnected from SynchronEyes at any time during class, you must log back in.

Policy on Academic Dishonesty

Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the *SUNY Cortland 2006-2008 College Handbook* (<http://www.cortland.edu/handbook/>). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College. The primary means for enforcing the course's policy on academic dishonesty will be the Web-based plagiarism detection service Turnitin, to which you will be required to submit papers you write for this course.

My Expectations

I expect all students in this course to do the following throughout the semester:

- ✓ purchase the textbook for this course (see "Required Texts and Materials" above)
- ✓ complete all of the assigned readings
- ✓ retrieve and read your e-mail from me, and respond to and/or follow its directions as required
- ✓ check the course Web site a few times each week (ideally before each MWF meeting of the class)
- ✓ treat me, the course and all other students in it with respect. The following are behaviors that I would consider not to show the respect I require:
 - **talking excessively to other students during class**; each instance will result in your being asked to leave the class for that meeting and in a reduction of one-third of a letter grade in the Course Participation portion of your final grade (see "Evaluation of Student Performance" below)

- **engaging in instant messaging or online chat on your computer;** each instance will result in (1) either your being locked out of your computer through SynchronEyes or your being asked to leave the class for that meeting and (2) a reduction of one-third of a letter grade in the Course Participation portion of your final grade (see “Evaluation of Student Performance” below)
- **engaging in text messaging on a mobile phone or other mobile device;** each instance will result in your being asked to leave the class for that meeting and in a reduction of one-third of a letter grade in the Course Participation portion of your final grade (see “Evaluation of Student Performance” below)
- **visiting Web sites, using applications or doing any other work or activity (including playing games like Solitaire) not related to what we are covering in class at the moment;** each instance will result in (1) either your being locked out of your computer through SynchronEyes or your being asked to leave the class for that meeting and (2) a reduction of one-third of a letter grade in the Course Participation portion of your final grade (see “Evaluation of Student Performance” below)

Stated simply, we both have a job to do: you to pass this course and I to help you do it. Let’s work together so we can accomplish this with as few problems as possible for all of us.

Evaluation of Student Performance

There are three main requirements for the course:

1. CourseCompass exercises: You must complete all of the exercises assigned through the CourseCompass component of the course with a minimum score of 65% (65 points out of 100 possible) on each. These exercise scores do *not* count in the computation of your final grade, but if you score below 65% on any exercise you will have to retake it *after* its due date to get a passing score.

2. Summary and response papers: After each of the five main units of the course (each unit corresponding roughly to a chapter in the textbook *Understanding English Grammar*), you will be given a choice of several questions relating to the content of the unit to respond to with a short paper (about 1-2 pages double-spaced). You will be given the opportunity to revise each paper, and these assignments will meet the Writing Intensive (WI) requirement for this course; that is, you will write a minimum of fifteen typed pages total for all the papers and will be given opportunities for serious revision before being given a final grade.

I will use the following scale, which is based on the system described in the subsection “**Quality Points/Grade Point Average**” of the section “**Evaluation**” the *SUNY Cortland 2007-2008 Undergraduate Catalog* (<http://tinyurl.com/2qgtgt/>), to grade your papers (and I will do my best to apply this scale objectively):

<u>Grade</u>	<u>Point Value</u>	<u>Meaning</u>
A+	100	superior work; demonstrates understanding and effort that far exceed expectations
A	97	excellent work
A-	92	very good work; a few minor problems
B+	89	quite good work; some problems
B	87	good work
B-	82	mostly satisfactory work, though with significant problems
C+	79	satisfactory, though with some important problems
C	77	passing, though with major problems
C-	72	minimally passing; only most basic fulfillment of the objectives of the course
D+ - D-	69-65	barely passing; very significant problems
E	0	failing

3. Examinations: Three exams, including the Final Exam, will be given.

Below is a breakdown of the relative importance of each of the major assignments and other requirements of the course toward the determination of the final grade:

5 summary and response papers.....	45% (i.e. each is 9%)
3 exams.....	45% (i.e. each is 15%)
class participation (includes attendance, timely completion of CourseCompass exercises and respect for the class; see the relevant sections above*).....	10%

*Reference has been made in the preceding sections to reductions of this portion of the final grade by “one-third of a letter grade.” This refers to the plus, neutral and minus division of each letter grade in the College grading system (<http://tinyurl.com/2qgtgt/>); a reduction of one-third of a grade of A+ is an A, a reduction of one-third of grade of A is an A-, a reduction of one-third of a grade of A- is a B+, and so on.

Course Schedule and Activities

Specific readings and assignments for each class meeting, due dates for summary and response papers and dates for exams will be listed on the Calendar section of the CourseCompass component of the course. Note that, unless otherwise specified, if a reading or other assignment is listed for a certain date on the Calendar, you *must* have completed that reading or assignment before the class meets on that day (see also “Evaluation of Student Performance” above).

Related Readings

- Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad and Edward Finegan. *Longman Grammar of Spoken and Written English*. Harrow, Essex: Longman, 2002.
- Celce-Murcia, Marianne and Diane Larsen-Freeman. *The Grammar Book: An ESL/EFL Teacher's Course*. Second edition. Boston: Heinle & Heinle Publishers, 1998.
- Disterheft, Dorothy. *Advanced Grammar: A Manual for Students*. Upper Saddle River, NJ: Pearson Education, Inc., 2004.
- Greenbaum, Sidney. *The Oxford English Grammar*. Oxford: Oxford University Press, 1996.
- Hefty, Marye, Sallie Ortiz and Sara Nelson. *Sentence Diagramming: A Step-by-Step Guide to Learning Grammar through Diagramming*. New York: Pearson/Longman, 2008.
- Huddleston, Rodney D. and Geoffrey K. Pullum. *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press, 2002.
- Klammer, Thomas P., Muriel Schulz and Angela Della Volpe. *Analyzing English Grammar*. Fifth edition. New York: Pearson/Longman, 2007.
- Merriam-Webster's Dictionary of English Usage*. Springfield, MA: Merriam-Webster, Inc., 1994.
- Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik. *A Comprehensive Grammar of the English Language*. London: Longman, 1985.
- Rodby, Judith and W. Ross Winterowd. *The Uses of Grammar*. Oxford: Oxford University Press, 2005.
- Veit, Richard. *Discovering English Grammar*. Second edition. Boston: Allyn and Bacon, 1999.
- Vitto, Cindy L. *Grammar by Diagram: Understanding English Grammar through Traditional Sentence Diagramming*. Second edition. Orchard Park, NY: Broadview Press, 2006.

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.