I. Locator Information:
Instructor: Dr. Beth Bir
Day and Time Class Meets: Online, Blackboard 231 site
Office Location: HTC 219
Office Hours: MW 2-4; TR 10-12 and by appointment
Office Phone: 672-1824
Email Address: ebir@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description from University Catalog:
A reinforcement of students’ skills in grammatical analysis, focusing on the major theories of grammar and on the study of language acquisition in light of current research.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking — is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall
Licensed Professional Counselor
Spaulding Building, Room 167
(910) 672-2167
dhall9@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu
**Reporting an Incident of Sexual Misconduct** - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator  
Barber Building, Room 242  
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

**V. Textbook and Required Materials:**  
*Grammar for Language Arts Teachers* by Calderonello, Martin, and Blair. Pearson, 2003

**VI. Student Learning Outcomes:** After completing this course, students will be able to:

1. Distinguish among and within open class (also called form class) and closed class (also called structure class) lexical categories by applying morphological and syntactical properties
2. Distinguish phrases and clauses as sentence constituents
3. Evaluate traditional, schoolroom approaches to English grammar
4. Evaluate the usefulness of a linguistic approach to English grammar and the teaching of English grammar
5. Develop in writing a lesson plan, teaching module, term paper, or other project that demonstrates how the material in the course can be applied to teaching English in the public schools or to other facets of daily life. Documented research required.

**VII. Course Requirements and Evaluation Criteria**

**Grading Scale** – This class will use the 10-point scale as follows:
90-100=A 80-89=B 70-79=C 60-69=D 59 and below=F

**Graded assignments:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit tests</td>
<td>40%</td>
</tr>
<tr>
<td>(4 highest at 10% each)*</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Engagement in class</td>
<td>10%</td>
</tr>
<tr>
<td>Final project</td>
<td>25%</td>
</tr>
<tr>
<td>(prospectus and draft 10%, final</td>
<td></td>
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<tr>
<td>product 15%)</td>
<td></td>
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<tr>
<td>Final exam</td>
<td>15%</td>
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**Policy on missed or late assignments:**
This is an online class, and you will have a calendar week or more to complete each learning module and corresponding assignments. Due dates will always be Sunday nights by midnight. They are contained here in the syllabus; they will be posted on the Bb home page, and reminders will be emailed for all graded
assignments. You are expected to structure your time to complete assignments by the due dates. Once the due date has passed, correct answers will be available to all students so you can use them to understand what you missed and why. **Given this generous time frame and the availability of correct answers after due dates, you will not be able to make up missed assignments.**

*You may not use papers you have written for other courses for your research project.* All the work you do for this course must be original and newly generated. All essays must be submitted to TurnItIn.

**Academic Dishonesty:** According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat or plagiarize, cheats (receiving unauthorized aid or assistance on any form of academic work), plagiarizes (copies the language structure, ideas and/or thoughts of another without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work), or aids and abets others to cheat or plagiarize.

Penalties include failing the assignment, failing the course, academic integrity probation, suspension, and expulsion. I’m happy to work with you on revising innocent mistakes, like citing improperly. Egregious cheating is another matter, and you will not only fail the assignment and maybe the course, but I will refer the matter to the Academic Integrity Board for further penalty. Knowing this, it would be wise to plan your time so you don’t get stuck and do something stupid at the last minute.

**VII. FSU Policy on Disruptive Behavior in the Classroom**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VIII. Course Outline and Assignment Schedule

Due dates may change in extreme circumstance (for example, if many people do poorly on a section, we may spend extra time on it and delay moving forward). Always check Blackboard for current information.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignments</th>
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</table>
| August 17-23  | Introduction to the course. Chapter One: what is grammar and how we learn it | Content: PP Chapter 1 part 1 and 2; Language Acquisition handout and How We Learn video  
Discussion board #1: due Aug 23  
Discussion board #2: due Aug 23 |
| August 24-31  | Chapter one: teaching grammar in school. Ch. 1 quiz.                   | Content: PP Chapter 1 part 3 and 4  
Discussion Board #3: due 8/31  
Quiz: due 8/31 |
| Sept 1-6      | Chapter Two: what makes a simple, compound, and complex sentence.     | Content: PP Chapter 2 part 1 and 2 |
| Sept. 7-13    | Chapter Two: Verb types and sentence patterns.                        | Content: PP Chapter 2 part 2 and 3  
Quiz: due Sept. 13 |
| Sept. 14-20   | Chapter Three: Nouns and noun phrases; noun functions.                | Content: PP Chapter 3 part 1 and 2  
Quiz: Chapter 3 due Sept 20  
UNIT TEST CHAPTERS 1 and 2 due Sept. 20 |
| Sept. 21-27   | Chapter Four: Verbs and verb phrases; tense and aspect                | Content: PP Chapter 4 part 1 and 2 |
Quiz: Chapter 4 and 5 due Oct. 4 |
UNIT TEST CHAPTERS 3 and 4 due Oct. 11 |
| Oct. 12-14    | Fall Break: no new content                                           | Content: nothing new  
Quiz: Chapter 6 Due Oct. 14  
UNIT TEST CHAPTERS 5 and 6 due Oct. 14 |
| Oct. 19-25    | Chapter 7: Adverbials: single words and phrases                       | Content: PP Chapter 7 part 1 and 2; Prospectus for final project due Oct. 25 |
| Oct. 26-Nov. 1 | Chapter 7: Adverbial clauses. Chapter 8: Adjectivals: single words | Content: PP Chapter 7 part 3; Chapter 8 part 1  
Quiz: Chapter 7 due Nov. 1 |
| Nov. 2-8 | Chapter 8: Adjectival phrases and clauses. Chapter 9: Nominals: single words. | Content: PP Chapter 8 part 2 and 3; PP Chapter 9 part 1  
Quiz: Chapter 8 due Nov. 8  
Rough draft of final project due Nov. 8. |
| Nov. 9-15 | Chapter 9: Nominal phrases and clauses. | Content: PP Chapter 9 part 2 and 3  
Quiz: Chapter 9 due Nov. 15.  
UNIT TEST CHAPTERS 7 and 8 due Nov. 15 |
| Nov. 16-22 | Chapter 10 Compounding. | Content: PP Chapter 10  
Quiz: Chapter 10. Due Nov. 22 |
| Nov. 23-Dec. 3 | Final exam practice | UNIT TEST CHAPTERS 9 and 10 due Nov. 29. Final Projects due Nov. 29. |