

**Fayetteville State University
College of Arts and Sciences
Department of English**

I. LOCATOR INFORMATION

Semester: Fall 2011

Course No./Name: ENGL 231, Section One--Advanced Grammar

Semester Hours of Credit: Three Credit Hours

Time Class Meets: T-TH 11:00 a.m. – 12:15 a.m., SBE, Room 105

Instructor: Booker T. Anthony, Ph.D.
Professor of English

Office Location: Hackley Honors Hall, Suite 219C

Office Hours: MWF: 9 am to 11 am
Also by Appointment
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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 E-mail as the primary code 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 computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU E-mail may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>.

II. COURSE DESCRIPTION

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.

Disabled Student Services: In accordance with Section 505 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, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

III. REQUIRED TEXTBOOKS

Kolln, Martha, and Robert Funk. Understanding English Grammar. 8th ed. Longman: New York, 2009. (ISBN-13: 978-0-205-62690.

OPTIONAL BOOKS (Ask me about the following before you purchase):

Suggested Bibliography for the English Major:

(In addition, there is a bibliography at the end of each chapter.)

Lester, Mark, and Larry Beason. The McGraw-Hill Handbook of English Grammar and Usage. New York: McGraw-Hill, 2004.

Kolln, Martha, and Robert Funk. Exercises for Understanding English Grammar 8th ed. Longman: New York, 2009 (ISBN 13:978-0-205-62688-5). 2009.

Chicago Style Manual

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. The Modern Language Association of America: New York, 2009.

Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. Longman: New York, 1985.

IV. FSU STUDENT LEARNING OUTCOMES

- 1) distinguishes 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) distinguishes phrases and clauses as sentence constituents.
- 3) evaluates traditional, schoolroom approaches to English grammar.
- 4) evaluates the usefulness of a linguistic approach to English grammar and the teaching of English grammar.
- 5) develops, in writing, a lesson plan, teaching module, term paper, or other project that demonstrates how the material in the course, especially from the textbook, can be applied in teaching English in the public schools.

V. SPECIFIC COURSE OBJECTIVES FROM THE TEXTBOOK:

Demonstrates a knowledge of the basic (traditional) sentence patterns:

- 1.1 recognizes underlying sentence patterns through the boundaries of various slots: subject, verb, and direct object.
- 1.2 identifies the placement of indirect object, subjective and objective complement, and some adverbials.

Understands the concept of expanding the main verb:

- 2.2 identifies the component of main verbs and verb strings.

Distinguishes various transformational patterns:

- 3.3 writes variations of sentences using the following transformations: interrogative, imperative, exclamatory, Athere,@ and cleft.

Identifies parts of speech:

- 4.1 identifies morphemes as bound or free; base or affix (and each affix as derivational or inflectional).
- 4.2 distinguishes between form classes and structure classes (with parts of speech).

Understands how to expand the basic patterns:

- 5.1 identifies the forms of adverbials.

- 5.2 identifies the role of modifiers of the noun.
- 5.3 identifies the sentence patterns of modifiers of the noun.
- 5.4 explains the source of ambiguity in surface structures with reference to deep structures (transformational grammar).
- 5.5 identifies the deep structure of noun phrases (using phrase-structure rules).
- 5.6 identifies the sentence patterns of normal verb phrases and clauses.
- 5.7 recognizes the forms of structures in nominals.
- 5.8 identifies sentence modifiers by form as well as verb phrases and clauses of sentence modifiers.
- 5.9 combines groups of sentences into compound structures, using appropriate conjunctions.

Understands common and persistent problems of usage:

- 6.1 to develop a relative definition of Good English, through the study of what is commonly called good English usage.

Understands the Avisual framework for organizing details of the sentence patterns, recognizing their similarities and differences, and understanding the relationship of their parts:

- 7.1 diagrams sentence patterns, using the Reed-Kellogg system.
- 7.2 distinguishes between the modern tree diagram and the traditional diagramming of sentences.

Understands the history of English grammar and recognizes current linguistic theories of teaching grammar in secondary schools and on social and cultural dimensions of language:

- 8.1 understands the development of English grammar since its origin in light of modern approaches to grammar.
- 8.2 analyzes various types of language diversity, including multilingualism and variation within a single language.
- 8.3 evaluates language both as a reflection of, and contributor to, social interactions between

individuals.

- 8.4 understands the role of ethnographers, that is the concern with social and cultural dimensions of language, such as narrative, oratory, and metaphor, along with the acquisition and development of communicative competence.
- 8.5 understands the relationship between social change and language change, through a variety of areas of language--pidginization and creolization, linguistic variation, vocabulary, pronominal usage, and bilingual choice.

VI. EVALUATION CRITERIA

University policy as stated in the catalog will be followed regarding letter and numerical grade scores. 92-100=A; 83-91=B; 73-82=C; 64-72=D; 63=F. Moreover, the FSU attendance policy will be used in this class. Since two key parts of your total learning experience in this class are sharing your opinions and experiences with others and working within teaching-learning groups, your regular attendance is critically important. Moreover, many studies support the thesis that class attendance affects performance.

Please see the REVISED Grading Policy below. Class absences will BE excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies. Other absences may be excused at the discretion of the instructor, who may require documentation. Students must notify instructors, in advance when possible, of the reasons for class absences. Students should arrive at each class on time and remain in class until dismissed by the instructor. Students are responsible for notifying instructors, in advance when possible, of reasons for late arrivals and early departures.” **PLEASE NOTE THAT EXCESSIVE UNIVERSITY-EXCUSED ABSENCES (seven or more) MAY ALSO AFFECT YOUR FINAL GRADE.**

Please be cautious of class absences that exceed ten percent of the total contact hours scheduled for the class for the semester (e.g., for courses meeting sixty hours (60) per semester [four (4) hours per week], you are permitted six (6) hours of absences; for courses meeting 45 hours per semester [three (3) hours per week], you are permitted four (4) hours of absences.) **You do have the option to appeal a grade by an instructor, but begin the appeal with the teacher.**

Students whose tardies become excessive (seven or more) and have not been approved by the instructor, as well as students who accumulate a string of early self-dismissals (seven or more), risk having the final average reduced by one letter grade. It is your responsibility to arrive on time. I do not tolerate tardinesses, excessive absences, late exams, and late papers. Frequently, when examinations or papers are due, some students

will intentionally skip class. I advise you not to choose this strategy.

REVISION OF GRADES – STUDENT RESPONSIBILITIES
The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:

- **WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.**

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *See warning below about class withdrawals.

NEW FINAL GRADE:

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. *See warning below about class withdrawals.

WARNING ABOUT CLASS WITHDRAWALS:

- **When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.**
- **If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.**
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**

COURSE EVALUATION

8 Unit Tests	50%
Teaching Module or paper	10%
Final Exam	30%

Exercises Notebook 10% (includes midterm point and end of term)

100%

DEADLINE FOR STUDENT-INITIATED WITHDRAWAL: OCTOBER 28, 2011

VIII. COURSE REQUIREMENTS

Using the Socratic method, collaborate learning, and multimedia, this course examines terminology and structures traditionally associated with the study of English grammar and of written American English. Students who take this course are expected to have a reasonably good background of basic grammar. The course is designed to introduce students to traditional grammar (the kind of grammar that prevailed in the schools during the nineteenth century and most of the twentieth century) and to common and persistent problems of usage (the etiquette of the language). In addition to the final examination, the students will be encouraged to keep homework exercises in a loose-leaf notebook. The instructor will review notebooks twice during the semester. Students will also be required to write a lesson plan or teaching module for a typical high school English class. There will be eight unit tests. There may also be unannounced quizzes. The Exercise Workbook supplements the unit chapters and unit tests. The student is expected to work independently as problem areas arise in the course.

Please note that, as a student, you are responsible for knowing and abiding by the policies and requirements associated with this document, or syllabus, which serves as your contract for the semester. Please read thoroughly and make an appointment with the instructor should you have any questions. You may also feel free to send the instructor a telefax or an E-mail correspondence regarding any unit that provides a challenge. Finally, the instructor reserves the right to make any changes to this document.

IX. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

T-TH Class Day-To-Day Syllabus
 Fall 2011 English 231-01

- Week I (Aug. 18):
 Thurs. 1. The Study of Grammar: An Overview, pp. 1-13.
- Week II (Aug. 23, 25):
 Tues. 1: Read “**An Introduction to Words and Phrases,**” pp 17-31. You will also be introduced to **sentence constituents**. Complete Exercise #1, p. 22, before you come to class. Note: All exercises and readings should be completed before you come to class. Please be prepared to show exercises to your instructor at the beginning of class.
 2. Complete Exercise #2, pp. 24-25.
 3. Complete Exercise #3, p. 29.
- Thurs. 1. Read Sentence Patterns (**Subjects and predicates, The Sentence Slots, and the first three “Be” patterns**), pp. 31-39.
 2. Complete Exercise #4, pp. 38-39.
- Week III (Aug. 30; Sept. 1):
 Tues. 1. Read pp. 39-45 (**The Linking Verb Patterns and Intransitive Verbs**).
 2. Complete Exercise #5, pp. 41-42.
 3. Complete Exercise #6, pp. pp. 43-44.
 4. Complete Exercise #7, p. 45.
- Thurs. 1. Read pp. 46-54 (**Transitive Verbs**).
 2. Complete Exercise #8, p. 48.
 3. Complete Exercise #9, pp. 50-51.
 4. Complete Exercise #10, pp. 54-55.
- Week IV (Sept. 6, 8):
 Tues. 1. Review of the ten Sentence Patterns; exceptions to the Patterns.
 2. Read pp. 55-62.
- Thurs. 1. **First Take-home Unit Exam is due in class today. Complete the exam before you come to class. The exam is located on pages 63-64. Do**

Sentences for Practice only. Follow the instructions. Diagram your sentences. Give the sentence pattern number after you have diagrammed each sentence.

2. Read pp. 67-70 (**Expanding the Main Verb**).
3. Complete Exercise #11, p. 69.

Week V (Sept. 13, 15):

- Tues.
1. Read pp. 70-85 (**Subjunctive Mood, Verb Forms, African American Vernacular English or, the Black English Vernacular**).
 2. Complete Exercise #12 (parts A and B), pp. 75-76.

- Thurs.
1. Continuation of **African American Vernacular English**.

Week VI (Sept. 20, 22):

- Tues.
1. **Second Take-home Unit Exam is due in class today. The exam is located on pp. 85-86 under “Sentences for Practice.” Write the sentence pattern for each sentence; write the verb string for each sentence; diagram each sentence.**

2. Read pp. 90-97 (**Passive Voice**).
3. Complete Exercise #13, p. 93.
4. Complete Exercise #14, p. 96.
5. Complete Exercise #15, p. 97.

- Thurs.
1. Read pp. 98-104 (**The “There” Transformation & Cleft Sentences**).
 2. Complete Exercise #16, p. 102-103.

Week VII (Sept. 27, 29):

- Tues.
1. **Third Take-home Unit Exam is due in class today. The exam is located on p. 105. Read the directions for “Sentences for Practice” closely; remember to diagram and provide the sentence pattern for each sentence.**

2. Read pages 109-118 (**Modifiers of the Verb: Adverbials**).
3. Complete Exercise #17, pp. 117-118.

4. Complete Exercise #18, p. 118.
- Thurs. 1. Read pp. 118-127 (**verb phrases and clauses**).
 2. Complete Exercise #19, p. 120.
 3. Complete Exercise #20, p. 123.
 4. Complete Exercise #21, pp. 125-126.
- Week VIII (Oct. 4, 6):
- Tues. 1. **Fourth take-home Unit Exam is due today. The “Sentences for Practice” exam is located on pp. 128-129. Identify sentence patterns and diagram the sentences. Note that your adverbial verb phrases and clauses will also have patterns.**
 2. Read pp. 132-141 (**Modifiers of the Noun: Adjectivals**).
 3. Complete Exercise #22, Letter “B,” pp. 138-139.
 4. Complete Exercise #23, p. 141.
- Thurs. 1. Read pp. 141-148 (**Relative Clauses, Participial Phrases**).
 2. Complete Exercise #24, p. 144.
 3. Complete Exercise #25, p. 148.
- Week IX (Oct. 11, 13):
- Tues. 1. Read pp. 148-157 (**Passive Participles, Dangling Participles, Restrictive & Nonrestrictive Modifiers**).
 2. Complete Exercise #26, pp. 151-152.
 3. Complete Exercise #27, p. 153.
 4. Complete Exercise #28, p. 28.
- Thurs. 1. Review Passive Participles.
 2. Read pp. 157-162 (**Multiple Modifiers, Other Postnoun Modifiers**).
 3. Complete Exercise #29, pp. 160-161.

Midterm Break: October 17-18. ENJOY!!!

- Week X (Oct. 20):
- Thurs. 1. **Fifth take-home Unit Exam is due today. The exam is located on pp 162-163. Remember to identify the sentence patterns of all verb phrases and clauses even inside of adverbials and adjectival. Diagram the sentences too.**
 2. Read pp. 168-174 (**Appositives, Gerunds**).
 3. Complete Exercise #30, p. 170.
 4. Complete Exercise #31, pp. 174-175.

Week XI (Oct. 25, 27):

- Tues.
1. Read pp. 175-181 (**Infinitives, Nominal Clauses**).
 2. Complete Exercise #32, pp. 176-177.
 3. Complete Exercise #33, p. 179.
 4. Complete Exercise #34, p. 181.

NOTE: OCTOBER 28TH IS THE DEADLINE TO WITHDRAW FROM CLASSES.

- Thurs.
1. Read pp. 183-188.
 2. Complete Exercise #35, p. 183.
 3. Complete Exercise #36, pp. 185-186.
 4. Complete Exercise #37, pp. 186-187.
 5. Complete Exercise #38, pp. 187-188.

Week XII. (Nov. 1, 3):

- Tues.
1. **Sixth Take-home Unit Exam is due in class today. The exam is located on pp. 189-190, Sentences for Practice. Remember to identify the sentence pattern for each verb phrase and clause.**

- Thurs.
1. Read pp. 193-202 (**Vocatives, Interjections, Subordinate Clauses**).
 2. Complete Exercise #39, p. 198.
 3. Complete Exercise #40, p. 200.
 4. Complete Exercise #41 (Letter "B"), p. 202.

Week XIII. (Nov. 8, 10):

- Tues.
1. Read pp. 203-207 (**Absolute Phrases, Appositives**).
 2. Complete Exercise #42, p. 205.
 3. Complete Exercise #43, p. 207.

- Thurs.
1. **Seventh Take-home Unit Exam is due in class today. The exam is located on pp. 208-209, Sentences for Practice. Follow the instructions; remember to identify sentence patterns and to diagram the sentences.**

2. Read pp. 213-222 (**Coordination**).
3. Complete Exercise #44, p. 215.
4. Complete Exercise #45, p. 219.

Week XIV (Nov. 15, 17):

- Tues.
1. **Eighth Take-home Unit Exam is due in class today. The exam is located on pp. 224-225, Sentences for Practice. Follow instructions; identify patterns; diagram the sentences.**
 2. Read pp. 229-236 (**Words and Word Classes, Morphemes**).
 3. Complete Exercise #46, p. 233.
 4. Complete Exercise #47, p. 234.
- Thurs.
1. Read pp. 237-248 (**Allomorphs, Homonyms, Form Classes**)
 2. Complete Exercise #48, p. 239.
 3. Complete Exercise #49, p. 245-246.
 4. Complete Exercise #50, p. 246.

NOTE: THANKSGIVING BREAK IS NOVEMBER 24-25TH ONLY.

Week XV (Nov. 22):

- Tues.
1. Read pp. 248-262.
 2. Complete Exercise #51, p. 248.
 3. Complete Investigating Language 12.2, pp. 254-255.
 4. Complete Exercise #52, p. 258.
 5. Complete Exercise #53, p. 263.

NOTE: NOVEMBER 28-DEC 3 EXAMS FOR GRADUATING SENIORS.

Week XVI (Nov. 29; Dec. 1):

- Tues.
1. Read pp. 269-280 (**Structure Classes to include Determiners, Auxiliaries, Qualifiers, Prepositions, Conjunctions, Interrogatives, Expletives, Particles**).
 2. Complete Exercise #54, pp. 271-272.
 3. Complete Exercise #55, pp. 274-275.
 4. Complete Exercise #56, p. 281.
- Thurs.
1. Read pp. 281-306.
 2. Complete Exercise #57, p. 288.

3. Complete Exercise #58, p. 297.
4. Complete Exercise #59, p. 300.
5. Complete Exercise #60, pp. 306-307.

Note: For the final exam, read pp. 326-327 (Nominalizations) and pp. “Purposeful Punctuation,” pp. 347-354. FINALLY, POST YOUR TEACHING MODULE/LESSON PLAN OR PAPER IN DIGITAL DROPBOX BY 11:59 PM, SUNDAY, DECEMBER 4. IT’S WORTH TEN PERCENT OF YOUR GRADE.

Final Examination: To Be Announced.

SPECIAL NOTES:

1. **The instructor reserves the right to make changes to this syllabus.**
2. **Turn cell phones off or to vibration position during class.**
3. **Assignments are due on the same day as unit tests are due; you are responsible for completing both.**
4. **REGULAR ATTENDANCE IS IMPERATIVE IF YOU INTEND TO PASS THIS CLASS WITH A “C” OR BETTER.**