

Fayetteville State University
College of Arts and Sciences
Department of English
English 231-01 Advanced Grammar
Spring 2012

I. Locator Information:

Instructor: Dr. Beth Bir

Day and Time Class Meets: MWF 12:00-12:50, HPEC 334

Office Location: HTC 219 Office Hours: MW 3:30-5, 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. Textbook and Required Materials:

Grammar for Language Arts Teachers by Calderonello, Martin, and Blair. Pearson, 2003

V. 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.

VI. Course Requirements and Evaluation Criteria

Grading Scale – This class will use the university’s “10-point” scale as follows:

90-100=A 80-89=B 70-79=C 60-69=D 59 and below=F

Attendance and tardiness: Attending class is the single most important habit you can get into as a university student, and that holds true for this class as well. In accordance with university policy, if you miss several classes without talking to me, I will give you an EA interim grade, which may turn into an FN (failure due to non-attendance) if you do not return to class. You are expected to be in class on time and to remain the entire class period.

Electronic devices: Cell phones, smart phones, laptops, and other electronic devices are a distraction to our learning process, and some can be used to aid academic dishonesty. Therefore, they must be turned off and *stowed out of sight* for the duration of class time. If there is some sort of emergency that requires you to be accessible during class, set your phone to silent and excuse yourself quietly if it should ring. *I should never see or hear a phone in the classroom for any reason.*

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 course, suspension, and expulsion, and will be prosecuted to the fullest extent possible.

Requirements:

Unit tests (4 highest of 5)	10% each
Quizzes	10%
Attendance/Participation	10%
Final project	25% (prospectus and draft 10%, final product 15%)
Final exam	15%

All quizzes and tests except the final exam will be on Blackboard. Books and notes are permitted.

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

Week	Topic
Jan. 9-13	Introduction to the course. Chapter One: What is grammar; how is it learned; why and how to study it
Jan. 18-20	Chapter one continued, Ch. 1 quiz. Chapter two
Jan. 23-27	Chapter Two. Sentences, clauses, phrases. Chapter 2 quiz.
Jan 30-Feb 3	Chapter Three: Nouns and noun phrases. Common, count, possessives, plurals. Unit Test Chapters 1 and 2.
Feb 6-10	Pronouns, gerunds, and infinitives. Quiz Chapter 3.
Feb 13-17	Chapter Four: Verbs
Feb 20-24	Quiz Ch. 4. Chapter Five: Simple Sentence Variation. Unit Test

	Chapters 3 and 4.
Feb 27-Mar 2	Chapter 5 quiz. Chapter Six: Introducing Sentence Complexity. Chapter 6 quiz.
Mar 12-16	Unit Test Chapters Five and Six. Chapter Seven: Adverbials.
Mar 19-23	Quiz chapter 7. Prospectus for final project.
March 26-30	Chapter Eight: Adjectivals.
April 2-6	Quiz Chapter 8. Chapter Nine: Nominals. Rough draft of final project.
April 9-13	Unit Test Chapters Seven and Eight. Quiz Chapter 9.
April 16-20	Chapter 10 Compounding. Quiz Chapter 10. Presentation of Final Projects
April 23-27	Chapters 9 and 10 unit test. To teach or not to teach grammar debate/ review for final.

Final Exam: Wednesday, May 2, 12:00-2:00. This time is set in accordance with the university calendar and cannot be changed. No exceptions.

IX. Teaching Strategies –

Large and small group activities, collaborative learning, individual and group projects, reflections, structured overview, demonstration, discussion, Internet research, on-line discussion board