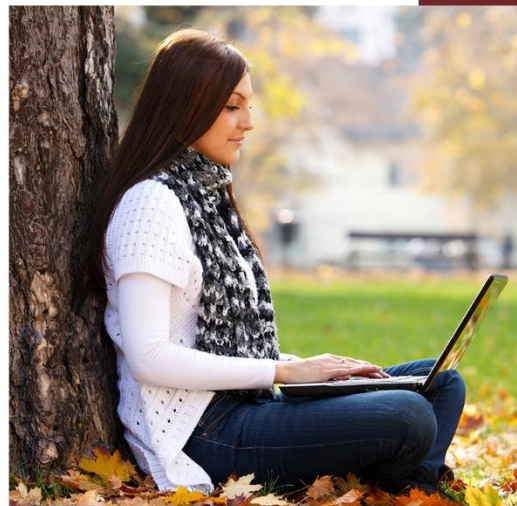
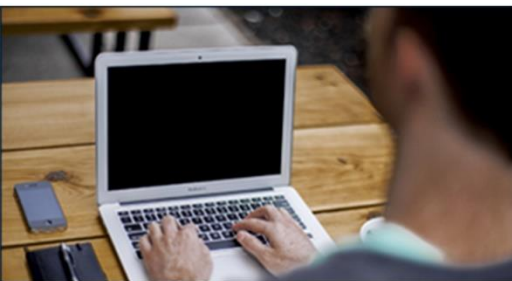


CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS



ENGL 300 Modern English Grammar
Fall 2020

ENGL 300 Modern English Grammar

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Description

This course includes basic English syntax for students and future teachers, grammatical terminology, a brief history of English grammar and grammatical models, and goals and approaches to teaching grammar.

Prerequisites

ENGL 115

Required Text/Material

Barry, Anita K. 2013. *English Grammar: Language as Human Behavior*, third edition. Pearson Education, Inc. ISBN 978-0-205-238460.

Haussamen, Brock et. al. 2003 *Grammar Alive! A Guide for Teachers*. National Council of Teachers of English. ISBN 9780814118726. This book is out of print but is downloadable as a PDF at <http://wac.colostate.edu/books/grammar/alive.pdf>.

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Credit Hours and Commitment

This course is offered for 3 semester credits. Therefore, you can expect to spend approximately 135 hours on this course, which translates to approximately 11-12 hours per week. This course contains course lectures, reading requirements and written assignments. Many of the readings in this course may require an hour or more to read, and many of the writing assignments will require you to devote significant time to thinking, planning, and researching, so plan your time accordingly. Suggested schedules to accomplish this work are included in this syllabus.

A recommended weekly schedule to divide your time is provided:

Viewing lectures:	3 hours
Readings:	4.5 hours
Assignments:	4 hours

B.A. English applicable Program Learning Outcomes (PO)

- PO1: Students will demonstrate knowledge in literature, rhetoric, and language using sound academic technique in core English studies curricula.
- PO2: Students will demonstrate competence in their chosen emphasis.

Student Learning Outcomes

After successfully completing the course, students will have acquired:

- SLO1: the jargon – that is, the labels – of English grammar that will allow them to talk professionally and specifically about grammar;
- SLO2: an understanding and a working knowledge of English grammar and how the parts all fit together so that they can better help their students understand it;
- SLO3: some goals and approaches for teaching grammar in the classroom; and an appreciation of the miraculous nature of the brain we have been given that allows us to produce and understand the sentences we (and our students) create with grammar.

Part 2: Course Methods and Delivery**Methods of Instruction**

Methods of instruction include assigned readings, video lectures, reflections and notes on the reading & lectures, quizzes, tests and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Lecture Video and Additional Online Resources Notes

You are required to watch and take notes on the video lectures and the additional online resources associated with each Module. Your notes should follow a sequential outline of the information presented in the lecture or website in order to receive full credit. Post your notes to the drop-box on LearningHub. You can expect exam questions to employ information from the video lectures, so your notes should be helpful in your studying.

Notes must include information from the entire video or online resource. In other words, they must show evidence of your having viewed the video lecture or read the online resource from beginning to end. Notes need not be exhaustive, but they should be thorough. Examples to illustrate main points need only be included if they are important to aid your thorough understanding. You should respond to your instructor's comments/questions on your notes.

Video/Film Assignments

There are several video assignments in this course. You are expected to watch the listed videos. After watching the video you will write a one-page reflection paper sharing your thoughts about the video and post it to the drop-box on LearningHub. Use the guideline questions provided in the Module listing the assignment to prepare your paper.

Test/Quizzes

Students are required to complete the practice exercise quizzes and the tests on LearningHub.

Rubrics**Grading scale rubric for video lecture and online extra resource note-taking**

- 9-10 points: Notes include main points of the lecture.
- 7-8 points: Notes include most main points of the lecture.
- 5-6 points: Notes are missing some important information.
- 0-4 points: Notes are nearly incomplete or were not taken.

Grading scale rubric for video/film viewing reflection papers

- 10 points Paper is well organized, includes most of the information from the study questions, and shows thoughtful engagement with the topic of the video.
- 8-9 points Paper may lack organization, may include only some information from the study questions, or may only partially engage with the topic of the video.
- 6-7 points Paper lacks organization, doesn't include much information from the study questions, and fails to engage thoughtfully with the topic of the video.
- 0-5 points Paper doesn't show that the student has watched the entire film, thought about the study questions, or engaged with the topic of the video.

Exams

There are 2 exams in this course. The midterm exam covers material from modules 1-6 and is worth 90 points. You will be allowed 120 minutes to take this exam. The final exam covers material from the entire course, is made up of multiple choice, matching, T/F, short answers and essays and worth 104 points. You will be allowed 120 minutes to take this exam. The midterm and final exam together are worth 25% of your grade. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule for ENGL 300 Modern English Grammar:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24-27	Where does Grammar fit into the fields of Linguistics? Why study English Grammar? Prescriptive vs. Descriptive Grammar Brief history of English Grammar	Read EG Chapter 1 pp. 1-9 (Why Study English Grammar?) Read GA pp. ix – xvi (Introduction) and Chapter 6 pp. 71-74 (Grammar Superstitions) Watch Intro Lecture Watch the film “American Tongues” Watch these videos on YouTube at http://www.youtube.com/watch?v=o3jxC3zqkEE http://www.youtube.com/watch?v=BbqkjcH0ww8	Lecture Notes – Intro American Tongues Reflection YouTube Videos Notes Extra Resources Notes – Module 1 Due Thursday, Sept 3, 11:55 pm	PO 1, 2 SLO 3, 4
2 Aug 28 – Sept 3	How do we study English Grammar? What are the NCTE goals for teaching grammar? How can you help your students discover grammar inductively?	Read EG Chapter 2 pp. 10-20 (How Do We Study English Grammar?) Read GA Chapter 1 pp. 3-9 (Three Goals for Teaching Grammar) Chapter 2 pp. 10-22 (Discovering Grammar) Watch Lecture 1 & 2	Lecture 1 & 2 Notes Extra Resources Notes – Module 2 Test #1 (over material covered in Modules 1 and 2) Due Thursday, Sept 3, 11:55 pm	PO 1, 2 SLO 2, 3, 4
3 Sept 4-10	The language of grammar and parts of speech definitions using form, frame, and function as well as meaning Phrase Structure Rules Sentence Diagramming	Read GA Chapter 3 pp. 23-36 (Teaching the Language of Grammar) Read GA Chapter 7 pp. 75-79 (Diagramming Sentences) Watch Lectures 3a, 3b, and 4	Lecture 3 & 4 Notes Extra Resources Notes – Module 3	PO 1, 2 SLO 1, 2
4 Sept 11-17	Nouns and Noun Phrases	Read EG Chapter 3 pp. 21- 45 (Nouns and Noun Phrases) Watch Lecture 5	Lecture 5 Notes Extra Resources Notes – Module 4 Do odd-numbered practice exercises for Chapter 3 (EG pp. 42-45) with answers in the back of the book for learning and practice. Confer with instructor about any questions. Chapter 3 Practice Exercise Quiz Test #2 (over material covered in Modules 3 and 4)	PO 1, 2 SLO 1, 2, 3
5 Sept 18-24	Verbs and Verb Phrases	Read EG Chapter 4 pp. 46 – 57 (Verbs and Verb Phrases) Watch Lecture 6	Lecture 6 Notes Extra Resources Notes – Module 5 Do odd-numbered practice exercises 1-4 for Chapter 4 (EG pp. 76-77) with answers in the back of the book for practice and learning. Confer with instructor about any questions.	PO 1, 2 SLO 1, 2

Week	Lessons	Readings	Assignments	Outcomes Met
6 Sept 24 – Oct 1	Verbs and Verb Phrases (continued)	Read EG Chapter 4 pp. 57-79 Watch Lecture 7	Lecture 7 Notes Extra Resources Notes – Module 6 Do odd-numbered practice exercises 5-11 for Chapter 4 (EG pp. 77-79) with answers in the back of the book for practice and learning. Confer with instructor about any questions. Chapter 4 practice exercise quiz	PO 1, 2 SLO 1, 2
7 Oct 2-8	Pronouns	Read EG Chapter 5 pp. 80-102 (Pronouns) Watch Lecture 8	PROCTORED Midterm Exam (over material covered in Modules 1-6) Lecture 8 Notes Extra Resources Notes – Module 7 Do odd-numbered practice exercises for Chapter 5 (EG pp. 99-102) with answers in the back of the book for learning and practice. Confer with instructor about any questions. Chapter 5 Practice Exercise Quiz	PO 1, 2 SLO 1, 2
8 Oct 9-15	Adjectives and Adverbs	Read EG Chapter 6 pp. 103-119 (Adjectives and Adverbs) Watch Lecture 9	Lecture 9 Notes Extra Resources Notes – Module 8 Do odd-numbered practice exercises for Chapter 6 (EG pp. 117-119) with answers in the back of the book for practice and learning. Confer with instructor about any questions. Chapter 6 Practice Exercise Quiz Test #3 (over material covered in Modules 7 and 8.)	PO 1, 2 SLO 1, 2
9 Oct 16-22	Prepositions and Participles	Read EG Chapter 7 pp. 120-130 (Prepositions and Particles) Watch Lecture 10	Lecture 10 Notes Extra Resources Notes – Module 9 Do odd-numbered practice exercises for Chapter 7 (EG pp. 128-130) with answers in the back of the book for learning and practice. Confer with instructor about any questions. Chapter 7 Practice Exercise Quiz	PO 1, 2 SLO 1, 2
10 Oct 23-29	Types of Negation	Read EG Chapter 8 pp. 131-143 (Negation) Watch Lecture 11a	Lecture 11 Notes Extra Resources Notes – Module 10 Do odd-numbered practice exercises for Chapter 8 (EG pp. 140-143) with answers in the back of the book for learning and practice. Confer with instructor about any questions. Chapter 8 Practice Exercise Quiz Test #4 (over material covered in Modules 9 and 10).	PO 1, 2 SLO 1, 2, 4

Week	Lessons	Readings	Assignments	Outcomes Met
11 Oct 30 – Nov 5	Grammatical Voice	Read EG Chapter 9 pp. 144-155 (Voice) Watch Lecture 12	Lecture 12 Notes Extra Resources Notes – Module 11 Do odd-numbered practice exercises for Chapter 9 (EG pp. 153-155) with answers in the back of the book for learning and practice. Confer with instructor about any questions. Chapter 9 Practice Exercise Quiz	PO 1, 2 SLO 1, 2, 4
12 Nov 6-12	Discourse Function	Read EG Chapter 10 pp. 156-178 (Discourse Function) Watch Lecture 13 Watch the film from the Human Language Series #2.	Lecture 13 Notes Extra Resources Notes – Module 12 Acquiring the Human Language Response Sheet Do odd-numbered practice exercises for Chapter 10 (EG pp. 175-178) with answers in the back of the book for learning and practice. Confer with instructor about any questions. Chapter 10 Practice Exercise Quiz	PO 1, 2 SLO 2, 3, 4
13 Nov 13-19	Sentence-level Grammar – Combining clauses with coordination and subordination Flexing the students' sentence sense	Read GA Chapter 4 pp. 37-49 (Flexing the Students' Sentence Sense) Read EG Chapters 11 and 12 pp. 179-214 (Combining clauses into sentences: Coordination; Combining clauses into sentences: Subordination) Watch Lecture 14	Lecture 14 Notes Extra Resources Notes – Module 13 Do odd-numbered practice exercises for Chapters 11 and 12 (EG pp. 186-188, 210-214) with answers in the back of the book for learning and practice. Confer with instructor about any questions. Chapters 11 & 12 Practice Exercise Quizzes	PO 1, 2 SLO 2, 3, 4
14 Nov 20-26	Special considerations with non-native speakers in the English classroom	Read GA Chapter 5 pp. 50-67 (Non-native speakers in the English classroom) Watch Lecture #15	Lecture 15 Notes Extra Resources Notes – Module 14 Due Friday, Nov 27, 5:00pm	PO 1, 2 SLO 3, 4
15 Nov 27 – Dec 3	An overview of linguistic grammar Practical applications of studying English grammar	Read GA Chapter 8 pp. 80-96 (An Overview of Linguistic Grammar) Read EG Chapter 13 pp. 125-128 (Why Study English Grammar? (Once More!)) Watch Lecture #16	Lecture 16 Notes	PO 1, 2 SLO 1, 2, 3, 4
16 Dec 4-10	PROCTORED FINAL EXAM (Final Exam needs to be completed by Wednesday, December 9, 11:59 pm)			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
25%	Lecture and Extra Resource Notes & Video Reflections
25%	Practice exercise quizzes
25%	Tests
25%	Midterm and Final Exams
100%	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/llmsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and

beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsregform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

Part 6: Bibliography

The plan for this course and the video lectures were prepared and presented by Asta Sakala LaBianca, M.A., Assistant Professor of English in the Department of English and the Center for Intensive English at Andrews University.

Casagrande, June. 2006. *Grammar Snobs are Great Big Meanies*. Penguin Books.

Lester, Mark. 1990. *Grammar in the Classroom*. McMillan Publishing.

Morenberg, Max. 2010. *Doing Grammar*. Oxford University Press.

Schuster, Edgar H. 2003. *Breaking the Rules*. Heinemann.

Vaida, Clifford J. 1996. *Liberating Grammar*. Prentice Hall