English 3362: English Grammar

Instructor: Dr. John Foreman
Office: ELABS 231
Office Hours: M 10:50-12:20; T 11:00-12:00; W 10:50-11:50; R 11:00-12:00; additional times by appt.
Contact: john.foreman@utrgv.edu, 665-3441

Classroom: ELABS 259
Class Time: MW 8:00-9:15am
Final Exam: M 12/9/19 8:00-9:45am
Graduate Assistant: Alyssa Alvarado
alyssa.m.alvarado01@utrgv.edu
Office Hours: M 12:30-4:15 & W 2:15-3:30
In ELABS 268

Course Description:
English 3362 provides a study of grammatical concepts with concentration on basic sentence structure. It is designed to familiarize students with the fundamentals of English grammar, and to provide them with opportunities to analyze and construct English sentences of various internal patterns. The structure of sentences is highlighted as the roles of phrases and clauses within sentences are examined. The structure of individual words—the morphological system of English—is also amply surveyed. Note that we may discuss all aspects of English grammar, including possibly taboo language.

Student Learning Outcomes and Instructional Goals for Advanced English Courses:
1. Students will analyze and interpret a variety of texts and patterns of language, using a range of theoretical approaches and disciplinary modes of inquiry.
2. Students will demonstrate a broad and foundational knowledge of the traditions of American, British, Ethnic and/or World literatures by critically situating specific works of literature within these traditions.
3. Students will write coherently and demonstrate a consistent use of the conventions of a variety of genres, including, but not limited to, the academic essay.
4. Students will apply appropriate research methodologies, including appropriate use of electronic media, to understand and/or illuminate specific research questions about language and literature.
5. Students in certification tracks will demonstrate knowledge and skills in the areas of writing, literature, reading, oral communication, media literacy, and English language arts pedagogy.

Specific Student Learning Outcomes and Instructional Goals for English Grammar:
a. Students will be able to recognize the important grammatical properties associated with each part of speech category (and subcategory) and will be able to apply those properties to novel lexical items in order to determine and argue for their part of speech (and subcategory) label.
b. Students will be able to analyze the grammatical structure of canonical (basic) English clauses.
c. Students will be able to identify the grammatical functions of constituents within canonical English clauses and provide grammatical evidence for the function.
d. Students will be able to identify different types of non-canonical English clauses and know how to derive them from canonical clauses.

e. Students will be able to apply their grammatical knowledge of English to the proofreading and editing of texts in order to make them better conform to the mechanics and usage of Standard English.

Required Texts (additional reading may be handed out, posted to Blackboard or put on reserve in the library):

TITLE: Student's Introduction To English Grammar
by Rodney Huddleston and Geoffrey K. Pullum
ISBN: 05216-1288-8
Publisher: Cambridge Univ Press
Publish Date: 14 March, 2005
List Price: USD 39.99

The book is widely available new, used, and for rent and is available both in physical and electronic form. (Recent campus bookstore prices: $40 new, $32 used, $14 rent) and a Kindle edition is also available for around $20.00. Everyone should have the book by the second week of class. We will have assignments from the book. The book is based on the 1,842-page Cambridge Grammar of the English Language, the premier grammar of English. NOTE: The bookstore has been known to make errors; make sure this is the book you get for the course. If you have any trouble obtaining the book in a timely fashion, please contact me.

TITLE: English 3362: English Grammar
by John Foreman
Type: Course Packet

Available at Copy Zone, 3701 N. Bicentennial Blvd., McAllen, TX (just south of Nolana & IMAS, in front of CHCP). Everyone should have it by the second week of class and should bring it to every class. If you have trouble getting down to Copy Zone or otherwise have problems procuring the course packet, please let me know ASAP. This is a packet of notes and exercises that we will be using a lot, especially starting the fourth week of classes. The color of the cover may differ.

NOTE: Unfortunately, there is a lot of WRONG and/or incomplete discussions of English grammar out there on the web and in other books and published material. In addition, the analysis presented in our textbook and our course will differ from some traditional analyses offered elsewhere, including in other sections of English grammar; we will try to note these differences where possible. But, as a result, if you try to find answers to questions or
additional information from sources other than our class materials and textbooks, you may end up misled or confused. **You should tread cautiously if you attempt to use another source for our class.** It could lead to incorrect answers on tests and quizzes and in your essays, for example. Below, I do give some of the good resources out there:

Optional resources that could be useful for you and that I recommend for English majors and future ELA teachers:

- **Merriam-Webster’s (Concise) Dictionary of English Usage**, a usage manual which is based on what accomplished authors actually do rather than on some crank’s prejudiced and uninformed opinion, which is what many usage manuals are based on.

- **Style: Lessons in Clarity and Grace**, a guidebook for writing clear prose. If you want to write clearly, this book is for you. Currently it is on its twelfth edition or so, but earlier editions going back to the sixth or seventh are just as good (and cheaper!).

- **Language Log**, a blog about all things linguistic, including posts from your textbook co-author, Geoffrey Pullum. This covers a wide range of topics beyond English grammar, so while it is usually interesting, it is not always relevant. However, when issues of English grammar are discussed, they are informed and consistent with the analysis we will be following in this course.

- **Breaking the Rules**, another book with writing advice. The grammatical analysis in this book could be better and isn’t exactly what we follow in the course, but the author’s advice on writing and punctuation is pretty spot on.

Dictionaries: A good dictionary can be very useful for the course, but here you must be cautious. Most follow traditional grammar definitions of parts of speech, which in certain cases will differ with the analysis our textbook offers, and in certain cases, are in fact not self-consistent. So, I would use the dictionaries as a point of reference, but not necessarily as the final authority. Here are some good ones:

- **The Oxford English Dictionary** ([www.oed.com](http://www.oed.com)), THE dictionary of the English language. If you need to know about the history of a word, including literary quotations, this is the place to go. UTRGV has a subscription to it, so you can access it for free on campus. Off campus, you have to make sure to access it through our library website.

- **Longman’s Dictionary of Contemporary English** ([www.ldoceonline.com](http://www.ldoceonline.com)), a dictionary for English language learners. Though targeted at non-native speakers, it is often very useful for native speakers, too, including more accessible definitions and information on noun and verb subtypes.

- **Merriam-Webster’s** ([www.m-w.com](http://www.m-w.com)), another good dictionary, which is being revised and getting better and better. They have toyed with adopting the grammatical analysis
of *The Cambridge Grammar of the English Language*, although they haven’t yet. Their website does include a pretty good video series on issues of English usage.

### Course Requirements:

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
<th>Grading Scale (to nearest whole number):</th>
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</thead>
<tbody>
<tr>
<td>Homework</td>
<td>15%</td>
<td>90-100 A</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
<td>80-89 B</td>
</tr>
<tr>
<td>Exams</td>
<td>60%</td>
<td>70-79 C</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>Variable</td>
<td>60-69 D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt; 60 F</td>
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</table>

### Grading Scale (to nearest whole number):

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- < 60 F

**Homework:** There will be frequent homework assignments, usually multiple ones per class period. Unless otherwise noted, homework assignments will be due in two parts, and both must be completed before the due date (typically by the beginning of the following class period unless otherwise noted) in order to receive all credit for the homework assignments. The two steps are as follows:

1. Type up your homework in a computer file or write it out, take a picture/scan it and convert it into a computer file (*I like the app CamScanner for this purpose*), which you then upload to Blackboard.
2. Once you have uploaded a copy to Blackboard, an answer key will appear. Use the answer key to correct your homework. Again, you can write out the corrections on the original and then scan the corrections to upload or you can type in the corrections into a Word document, but make sure the Track Changes feature is turned on, so that the corrections are visible. However, it is done, CORRECTIONS MUST BE VISIBLE IN THE DOCUMENT. DO NOT SIMPLY UPLOAD THE ANSWER KEY.

Note the following:

- When submitting work to Blackboard, you may only submit one file once per assignment, and only certain file formats are allowed. So, make sure all of your homework responses are in a single file of the correct format (a Word doc or .pdf is best).
- Occasionally Blackboard may be offline for maintenance or because of technical difficulties. Do NOT wait until the last minute to submit homework. Allow yourself time to overcome technical glitches.
- Do NOT merely upload a copy of the answer key to turn in. Make sure the corrections are VISIBLE and OBVIOUS, either because they are written in by hand or because they use the Track Changes features of Word. If you get everything right, give yourself a checkmark, smiley face, etc.
- Both parts of the homework will receive a score. Both your original answers and the corrections must be uploaded. **Note that frequently, homework assignments must be completed in order to activate a quiz. Such quizzes cannot be done without doing the homework first. It sometimes may be necessary to do homework to force the next item in Blackboard to open.**
- I will be spot checking both for completeness. Once a grade has been entered, late homework will NOT be accepted. Two low homework grades will be dropped to cover any unforeseeable absences.
Homework and corrections must be submitted to Blackboard before the beginning of class the next class day (or other announced due date) to receive credit.

Take the homework process seriously. It is there to help you learn. If you rush through the corrections without understanding them, you will get a point toward your grade but then you will not understand the material for quizzes and tests, which count a lot more than does your homework. Mostly you may use the homework process however you see fit to help your learning, but if you go through the steps I have outlined and come to class prepared to ask questions on anything you don't understand, you will be in good shape for the quizzes and tests.

NOTE: Some portions of the class may be "flipped" where you will be asked to watch videos and learn new material outside of class which we will then practice in class.

Quizzes: There will be frequent, short quizzes, either given online or in class. They will cover previous lectures, assigned reading, and material that you should have practiced in homework assignments. In-class quizzes will usually be no more than 10-15 minutes long, at the beginning of class. They will be collected for grading and then discussed in class. Students arriving after the quiz is administered or who are absent that day will NOT be able to make up quizzes. However, one low quiz grade will be dropped. Students should be prepared for quizzes on most class days with or without previous warning.

Online quizzes may be timed or untimed (it will be announced with the quiz). In most cases, you will be able to retake the quiz multiple times until the due date. If that is the case, your highest grade will be recorded as your grade. NOTE: Blackboard calls these quizzes “Tests,” but they will count as part of your quiz grade, not as part of your exam grade.

Exams: There will be three exams given throughout the course of the semester. These exams will be cumulative. They will cover both material from class and from readings. If you have some documented emergency which prevents you from taking an exam, the percentage of the grade that would have been assigned to that exam will be added to the final exam. This will only be allowed for one test. The third exam will be an in-class final exam taking place during the scheduled final exam period on Wednesday, December 11, 2019 from 8:00-9:45am. Be sure to be available for this entire time period.

Extra Credit Opportunities:
• The Cross Linguistic Undergraduate Board (CLUB), in conjunction with the Department of Writing and Language Studies and the Graduate College, hosts a weekly Linguistic Seminar Series on Wednesdays from 12:30-1:45. We currently plan to start on September 18. Rooms are currently pending. Pizza and soda are provided to attendees. When speakers permit it, the talks are also broadcast on Facebook Live and archived there for later viewing. Look for the Cross Linguistics Undergraduate Board Facebook Page. To receive extra credit, you must provide proof you attended or observed the talk. You can do that by attending the talk and signing in or watching it on Facebook and writing up a short paragraph summary of the talk. You may do this as many times as you like throughout the semester. Each time you submit proof of
attendance/viewership will be counted as an extra credit homework assignment with a score of 100.

- Another extra opportunity will come from attending and/or participating in the MultiLingua Fest, which will take place on Wed. November 13 in Edinburg and Thurs. November 14 in Brownsville. You may attend either or both for extra credit. Participation in the event will count for even more.

**Writing:** This is an English course, and any writing will be evaluated not only for content but for form (clarity, organization, and correctness). Points will be deducted for significant issues in this area.

**NOTE:** There is a lot of work for this course. This also means, however, that you have multiple chances to master the material. I have tried to weight things such that if you demonstrate mastery by the end of the course, it will be reflected in the final grade.

**UTRGV Policy Statements**

**STUDENTS WITH DISABILITIES:**
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**Student Accessibility Services:**
**Brownsville Campus:** Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:**
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about November 14th – December 4th.
ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC DISHONESTY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

SEXUAL MISCONDUCT and MANDATORY REPORTING:
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.
STUDENT SERVICES:
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

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<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
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<tbody>
<tr>
<td>Advising Center</td>
<td>BMAIN 1.400</td>
<td>ESWKH 101</td>
</tr>
<tr>
<td><a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a></td>
<td>(956) 665-7120</td>
<td>(956) 665-7120</td>
</tr>
<tr>
<td>Career Center</td>
<td>BCRTZ 129</td>
<td>ESSBL 2.101</td>
</tr>
<tr>
<td><a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a></td>
<td>(956) 882-5627</td>
<td>(956) 665-2243</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>EUCTR 109</td>
<td>BSTUN 2.10</td>
</tr>
<tr>
<td><a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a></td>
<td>(956) 665-2574</td>
<td>(956) 882-3897</td>
</tr>
<tr>
<td>Learning Center</td>
<td>BMSLC 2.118</td>
<td>ELCTR 100</td>
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<tr>
<td><a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a></td>
<td>(956) 882-8208</td>
<td>(956) 665-2585</td>
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<tr>
<td>Writing Center</td>
<td>BUBLB 3.206</td>
<td>ESTAC 3.119</td>
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<tr>
<td><a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a></td>
<td>(956) 882-7065</td>
<td>(956) 665-2538</td>
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We will have a Graduate Assistant helping with this class, including providing tutoring: Alyssa Alvarado (alyssa.alvarado01@utrgv.edu). Hours TBD. We may also be getting an embedded tutor for the class.

IMPORTANT UNIVERSITY DATES FOR FALL 2019
August 26       First day of classes
August 29       Last day to add a course or register for Fall 2019
September 2     Labor Day Holiday – NO classes
November 13     Last day to drop a course; will count toward the 6-drop rule
November 28 - 29 Thanksgiving Holiday – NO classes
December 5      Study Day – NO classes
December 6 - 12  Final Exams
December 13 - 14 Commencement Exercises
**Tentative Schedule of Topics** (Schedule of topics subject to change (with warning); students are responsible for keeping up with changes, which will be announced in class, via Blackboard, and/or via email).

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course; the problem with traditional part of speech terms</td>
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<tr>
<td>2</td>
<td>Diagnostics for Content Words; Brief Overview of Function Words <strong>(9/2 No Class—Labor Day)</strong></td>
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<tr>
<td>3</td>
<td>Noun Subtypes; Plurals; Compounds</td>
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<tr>
<td>4</td>
<td>Noun Phrases, Subjects, and Beginning Tree Structures</td>
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<tr>
<td>5</td>
<td>Adjective and Adverb Phrases; Genitive NPs</td>
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<tr>
<td>6</td>
<td>Complements and Adjuncts; Prepositional Phrases; <strong>October 2: Exam 1</strong></td>
</tr>
<tr>
<td>7</td>
<td>Coordination and Fused-Heads; Subject-Verb Agreement</td>
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<tr>
<td>8</td>
<td>Objects, PCs, Transitivity and Complexity</td>
</tr>
<tr>
<td>9</td>
<td>Tree Structures with objects, PCs, and NP Adjuncts; Pronouns and Case</td>
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<tr>
<td>10</td>
<td>Pronoun and Case. <strong>October 30: Exam 2</strong></td>
</tr>
<tr>
<td>11</td>
<td>Auxiliary Verbs; Irregular Verbs; IDing Verb Forms</td>
</tr>
<tr>
<td>12</td>
<td>Auxiliary Verb Meanings/Uses; Distribution of Verb Forms</td>
</tr>
<tr>
<td>13</td>
<td>Passives; Identifying and Using Verb Forms</td>
</tr>
<tr>
<td>14</td>
<td>Clause Types; Embedded Content Clauses</td>
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<tr>
<td>15</td>
<td>Review</td>
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**December 11 8:00-9:45am Final Exam**