English 4362: Contrastive Grammar

Instructor: Dr. John Foreman
Office: ELABS 231
Office Hours: MW 12:00-2:30; Additional times by appt.
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Classroom: ELABS 246
Class Time: TR 5:55-7:10
Final Exam: R 5/10/2018 5:45-7:30

Required Texts (other reading may be given in class, on Blackboard, or on library reserve):

TITLE: Understanding Syntax
by Maggie Tallerman
ISBN: 0415-74698-1
Publisher: Routledge
Publish Date: 2014-09-09
Binding: Paperback
List Price: USD 43.88

Recommended:
Additionally, the following book, although not a syntax book, provides an excellent grammatical analysis of English, which can help us in understanding various terms (like preposition, adjunct, direct object, relative clause) that we will use in the class. I use the book as a required text for my English 3362 course, so it is available in the bookstore for purchase or rental as well as being available on online. A Kindle version is also available for around $20:

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

Course Description:
A comparison of English and Spanish grammatical systems with emphasis on substantive and descriptive problems arising from the differences in the systems.
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.

Goals for the Course
- Learn/practice how to make arguments, supporting them with relevant data.
- Practice critical thinking skills.
- Learn how to marshal language data in support of (or against) particular hypotheses about how language works.
- Learn how to generate syntactic hypotheses.
- Learn about various structural properties of English.
- Be able to compare and contrast differing grammatical systems across languages.
- Be able to use the comparative method to develop a better theory about English works and to understand how grammatical differences between languages can affect language acquisition.
- Explore Universal Grammar and the common properties of languages.

Course Requirements: Grading Scale (to nearest whole number):
| Homework/Quizzes | 20% | 90-100 A |
| Grammatical Description | 30% | 80-89 B |
| Exams | 50% | 70-79 C |
| | | 60-69 D |
| | | < 60 F |

Homework: There will be frequent homework assignments, typically for every class day. There will usually be something due by the beginning of the following class. Additional due dates may also be utilized.

Unless otherwise noted, homework assignments will be due in two parts, and both must be completed in order to receive full credit for the homework assignment:
1. Type up your homework in a computer file or write it out, take a picture/scan it and convert it into a SINGLE Word file, 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 your all of your homework responses are in a single file of the correct format, preferably in a single Word file.
- 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 got everything right the first time, give yourself a check or smiley face or something.
- Both parts of the homework must be completed to receive full credit for the homework. Both your original answers and the corrections must be uploaded.
- I will be checking both for completeness. Late homework will NOT be accepted, but a low homework grade will be dropped to cover any unforeseeable absences.
- Homework and corrections must be submitted to Blackboard before the next class period (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. 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.

**Quizzes:** In addition, quizzes may be given to review certain grammatical concepts. Quizzes may be given either in class or on Blackboard.

**Grammatical Description:** We will be producing a grammatical descrippton of Spanish and Zapotec (and perhaps other languages if they are represented in the class). You will be expected to take extensive notes during class, write up initial findings each week that will be refined as the semester progresses, and to upload them to Blackboard. At the end of the semester, you will turn this into a polished description of these languages.

**Exams:** Minimally, there will be a midterm and final exam. If it seems that students would benefit from more practice and another opportunity to improve their grades, a second test may be given during the course of the semester. The final exam date is on Thursday, May 10 from 5:45-7:30. Tests will be cumulative and will cover both material covered in class and outside reading. If you have some documented emergency which prevents you from the midterm, the percentage of the grade that would have been assigned to that test will be added to the final exam. This will only be allowed for one test.

Upon consultation with the professor, students may be able to write a comparative paper in lieu of the final exam. In the paper, students must work with a native speaker of a language. If the language
is Spanish (or Zapotec), they can write up a description of some aspect of these languages not covered in class. They can also work on a basic grammatical description of a language not covered in class, but again, they must collect data from a native speaker.

**Attendance:** Attendance will be very important in this class. This is where we will collect our data to analyze throughout the semester. Students should make every effort to attend every class and to take thorough notes.

**Extra Credit Opportunity:** The Cross Linguistic Undergraduate Board (CLUB) hosts a weekly Linguistic Seminar Series on Tuesdays from 12:15-1:30 in EACSB 1.104 starting on January 30. Attending and signing in will give you extra credit. The more you attend, the more extra credit you can receive. Each time you attend will be counted as an extra credit homework assignment with a score of 100.

**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, and if significant issues persist, could lead to failure in the class.

**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 suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), 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 April 11 – May 2.

**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 INTEGRITY:
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 the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or 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 and discrimination.

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 Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

IMPORTANT UNIVERSITY DATES AND DEADLINES FOR SPRING 2018
January 16 First day of classes
January 19 Last day to add a course or register for spring 2018
March 12 – 17 SPRING BREAK – NO classes
March 30 – 31 EASTER HOLIDAY – NO classes
April 12 Last day to drop a course; will count toward the 6-drop rule
May 2 Last day of classes
May 3 Study Day – NO class
May 4 – 10 Spring 2018 Final Exams
May 11 – 12 Commencement Ceremonies

Tentative Schedule of Course Topics
Dates are subject to change (with warning)—students are responsible for keeping abreast of schedule changes via regular class attendance, email, and Blackboard.

Week 1—Introduction
Week 2—Lexical Part of Speech Categories and Subtypes
Week 3—Functional Part of Speech categories
Week 4—Constituency Tests and Phrases
Week 5—Heads and Dependents
Week 6—Relationships within a clause
Week 7—Grammatical Functions
Week 8—Review and Midterm on 3/8
Spring Break
Week 9—Case and agreements
Week 10—Processes that change grammatical relations
Week 11—Processes that change grammatical relations, part 2
Week 12—Wh-constructions
Week 13—Wh-constructions, part 2
Week 14—Binding
Week 15—Review
R 5/10 5:45-7:30 Final Exam