English 3362: English Grammar

Instructor: Dr. John Foreman
Office: (meetings will be virtual through email or Blackboard)
Office Hours: by appointment (email me to set up times)

Classroom: Online
Contact: john.foreman@utrgv.edu

English 3362-90L: English Grammar (online)
This is a fully online course; we will not be meeting face to face as a class. Your access to this course will be entirely through Blackboard. To access the course, go to https://my.utrgv.edu/home and log in with your UTRGV credentials. (Once logged in, click on Blackboard, and then you should find this course, ENGL 3362-90L or ENGL 3362-92L, listed as one of your courses. Click on it. That will take you directly to the Course Materials folder, which is where the majority of your work for the class will be conducted.)

Within the Course Materials folder, you will find Folder 0 (Course Logistics and Overview START HERE). Click on it for the introductory course material. As you complete the course material, new material within a folder or within the Course Materials section will become available. New material generally appears at the top of a folder or at the top of Course Materials to make it easier to find.

After Folder 0, course content will be presented in a series of 22 Lessons along with 3 Exams. Each Lesson and Exam will generally correspond to one folder, though some lessons are broken into multiple folders (labeled 5.1, 5.2 etc.) to make the course easier to navigate on Blackboard. As you complete material in one folder, a new folder will become available to you. Quizzes (Blackboard calls them Tests) will open up outside of a particular folder in order to make them easier to find for either review or to retake them—any quiz automatically graded by Blackboard may be retaken at any point during the semester. The highest attempt will be recorded as the grade. Quizzes should be considered to be part of the preceding folder/lesson and have the corresponding due date (though again Blackboard graded quizzes may be revisited and repeated after that due date).

You are welcome to work ahead. So, as you complete one Lesson and the next one opens, you may start to work on it immediately, if you desire. Or you could work ahead on weekends. It would be possible, in fact, to finish the course early. If you dedicated yourself to finishing a Lesson a day, you could in theory, complete the course by June 27, almost two weeks ahead of schedule. Conversely, you may find that you will need the weekends to catch up. Within reason, I will try to let you work at your own pace (but it does your learning no good to try to rush through everything at the end, nor is it possible for me to grade everything at the last minute). In order to try and strike a balance, my plan is generally on Mondays to start inputting zeroes for any assignments from the previous week that have not yet been submitted.
The schedule of work is listed at the end of the syllabus. With the exception of the first day when you should get through Folder 0 (which mostly just contains materials for the course) and Folder 1, you should complete 1 Folder (which may be divided into parts) per weekday. So, by the end of the first week of class, you should have completed through Folder 5 (including subparts and related quizzes). Again, I will allow weekends as a grace period to catch up on any material from the preceding week.

Of course, if some emergency or external event places you seriously behind, contact me and we can explore our options on how best to get you caught up or whether you need to consider an Incomplete for the course, drop it, etc.

**Contacting the professor**

If you have any questions about course logistics, course content, or other issues related to the class, please don’t hesitate to contact me. **Please contact me via e-mail** (john.foreman@utrgv.edu) for any and all questions. On weekdays, I will check my email at least once a day, most likely in the evenings. I will do my best to acknowledge any emails received within 24 hours during weekdays and will do my best to also resolve any issues within that same time frame if possible. Email received over the weekend may not be addressed until the following business day. For true emergencies, mark emails as high importance or urgent. In such circumstances, you may also contact the Writing and Language Studies department to get a hold of me at (956) 665-3441; If the issue is with Blackboard in general rather than course specific, contact COLTT (http://www.utrgv.edu/online/getting-support/index.htm).

If your course content question cannot be handled asynchronously, we can set up a time to communicate in real time via Zoom or similar or, depending on availability, schedule a face-to-face meeting.

**Two Required Texts (additional reading may be posted to Blackboard):**

**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  
**List Price:** USD 39.99

The book is widely available new, used, and for rent and is available both in physical and electronic form. **Everyone should have the book by the second week of class.** (I will provide access for the first week.) **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

This is a packet of notes and exercises that we will be using a lot, especially starting the second week of classes. It has been posted to Blackboard. You can print it out from there or if you can easily get to McAllen, you may find it easiest to pick up a spiral bound copy from CopyZone, 3701 N Bicentennial Blvd Suite 100, McAllen, TX 78504. They likely have leftover copies from the Spring. They charge about $8 for the packet. The color of the cover may differ; the last one I saw was tan in color.

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 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 Description:
English 3362 provides a study of grammatical concepts with concentration on basic sentence structure, principles of punctuation, and functional grammar. 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.

Course Requirements:  Grading Scale (to nearest whole number):

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
<td>90-100 A</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
<td>80-89 B</td>
</tr>
<tr>
<td>Exams</td>
<td>60%</td>
<td>70-79 C</td>
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<td></td>
<td></td>
<td>60-69 D</td>
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<td>&lt; 60 F</td>
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Homework: There will be regular homework assignments, at least one per lesson. The homework is provided for you to have ample practice with the concepts presented in this course. It is, however, up to you to study and practice the homework sufficiently to develop sufficient mastery of the content to perform satisfactorily on the quizzes and exams. Along with each assignment, an answer key is provided. You must use the answer key to make VISIBLE corrections to your homework before submitting it. You can do this with different colored fonts, by using Track Changes on Word or by writing on your homework with pen or pencil and then scanning and uploading that. The app CamScanner (or the like) is very good for this purpose (and will essentially be necessary for the course once we start drawing tree structures). 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, only certain file formats will be accepted. **You must upload your work either as a Word document or pdf.**
- Be sure to upload all the work for one assignment as a single 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 get everything right, give yourself a checkmark, smiley face, etc.
• If it appears you are putting in a good faith effort to work on, understand, and correct the homework, you will receive a 100 for the assignment. Otherwise, you will receive a zero.
• On Mondays, I will generally input 0 for any homework assignment from the previous week that has not been submitted.
• Once a grade of 0 has been inputted on homework, it will not be changed, even if you submit the homework late or try to redo it (unless the 0 was due to instructor error).
• The 2 lowest homework grades will dropped at the end of the semester.
• In addition to receiving a grade on the homework itself, note that homework assignments must be completed in order to open the next activities on Blackboard in a timely fashion. This includes gaining access to new lessons, homework, quizzes, and exams.
• 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 before moving on to new material, you will be in good shape for the quizzes and tests.
• If there are points on the homework you do not understand, please feel free to contact me for further explanation.

Quizzes: There will be frequent quizzes to reinforce course material. They will cover previous lectures, assigned reading, and material that you should have practiced in homework assignments.

Quizzes may be timed or untimed (it will be announced with the quiz). In some cases (when the quizzes are automatically graded), you may also be able to retake the quiz multiple times until the end of the semester. 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. One low quiz grade will be dropped in calculating your final grade.

Exams: There will be three exams given throughout the course of the semester. These exams will be cumulative. They will cover both material covered in class materials and in reading. Improvement on the exams will be taken as evidence that course material is being mastered and will factor favorably in final grade assignment.

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.

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
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Summer I 2019 University of Texas Rio Grande Valley WLS Department

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 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.

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. 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 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 SUMMER I 2019
June 3       First day of classes
July 6       Last day to drop without class appearing on transcript
June 27      Last day to drop (DR) a course or withdraw (W)
July 4       Independence Day. No classes.
July 8       Study Day – NO class
July 9       Final Exam Due
Calendar of Course Work (NOTE: Some Folders have been divided into multiple parts to make the course easier to navigate. Quizzes also belong with the preceding Folder. All parts should be completed by the date listed.) Dates are subject to change; students will be notified by email of any changes.

<table>
<thead>
<tr>
<th>Work</th>
<th>Due Date (by 11:59 pm on the day listed)</th>
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<tbody>
<tr>
<td>Folder 0, Folder 1</td>
<td>Mon, June 3</td>
</tr>
<tr>
<td>Folder 2</td>
<td>Tue, June 4</td>
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<tr>
<td>Folder 3</td>
<td>Wed, June 5</td>
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<tr>
<td>Folder 4</td>
<td>Thu, June 6 (Last Day to Drop)</td>
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<td>Folder 5</td>
<td>Fri, June 7</td>
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<td>Folder 6</td>
<td>Mon, June 10</td>
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<td>Folder 7</td>
<td>Tue, June 11</td>
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<td>Folder 8</td>
<td>Wed, June 12</td>
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<td>Folder 9</td>
<td>Thu, June 13</td>
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<td>Folder 10</td>
<td>Fri, June 14</td>
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<tr>
<td>Folder 11</td>
<td>Mon, June 17</td>
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<tr>
<td>Folder 12</td>
<td>Tue, June 18</td>
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<tr>
<td><strong>Folder 13 Exam 1</strong></td>
<td><strong>Wed, June 19</strong></td>
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<tr>
<td>Folder 14</td>
<td>Thu, June 20</td>
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<td>Folder 15</td>
<td>Fri, June 21</td>
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<td>Folder 16</td>
<td>Mon, June 24</td>
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<td>Folder 17</td>
<td>Tue, June 25</td>
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<tr>
<td>Folder 18</td>
<td>Wed, June 26</td>
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<tr>
<td>Folder 19</td>
<td>Thu, June 27 (Last Day for DR or W)</td>
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<tr>
<td><strong>Folder 20 Exam 2 (tentative)</strong></td>
<td><strong>Fri, June 28</strong></td>
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<td>Folder 21</td>
<td>Mon, July 1</td>
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<tr>
<td>Folder 22</td>
<td>Tue, July 2</td>
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<tr>
<td>Folder 23</td>
<td>Wed, July 3</td>
</tr>
<tr>
<td><strong>Independence Day</strong></td>
<td><strong>Thu, July 4</strong></td>
</tr>
<tr>
<td>Folder 24</td>
<td>Fri, July 5</td>
</tr>
<tr>
<td><strong>Study Day</strong></td>
<td>Mon, July 8</td>
</tr>
<tr>
<td><strong>Folder 25 Final Exam</strong></td>
<td><strong>Tue, July 9</strong></td>
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