Instructor: Dr. Christina Lyons
Time: ENG300-1: M/W/F 12:00-12:50 p.m.
Office: FANER 3202b
Office Hours: T/W/R 10:00 a.m. – 12:00 p.m.
Location: FANER 1028 (computer lab)
Email: christina.lyons@grammar300.com
Phone: (618) 453-6865

Required Text:

Desire2Learn (your daily schedule with all due dates and assignments and quizzes will be posted there! If you miss a class, look up on D2L what you have missed!)

Additional readings I will email out, or make available through your class email/Desire2Learn.

Course Description:
ENG300-1 (general grammar courses, with components especially designed for future journalists and English teachers) deal with the nature of language and linguistic inquiry.

“Introduction to language analysis” means that I will introduce you to the dissection of the English language. That is to say, we will categorize components of speech into subjects, objects, verbs, complements, adjectives, adverbs, gerunds, participles, prepositions, conjunctions, etc. A visual representation of language analysis is sentence diagramming. If you have never done that in high school, don’t worry, we will start from scratch. By the end of this course, you will all know how to do it. Your textbook is not there to TEACH you sentence diagramming (that’s what I will do); it is a motivational guide that teaches (especially future English teachers) the appreciation of the scientific analysis of language. You have two weeks to acquire this textbook; get it cheap from amazon.com or eBay (it can be a used and older edition).
Throughout the course, you will enhance your own grammar capacities through mini lessons, pop-up quizzes, and lectures. You will receive faulty texts from current media to go on a "grammar error hunt" and find mistakes of different grammatical categories, and then to rewrite the sentences correctly.

We will talk about the variables that influence grammar, such as belonging to different cultures (slang, dialect, exceptional languages). Further, we will deal with the role of Writing Center tutors, discuss "minimalist tutoring," and practice electronic peer-editing with tracking and comments.

In an extensive mid-semester writing project, you will analyze a language-relevant topic by administering an online survey to audiences of your choice, in order to collect data. Then, you will write a publishable research essay in MLA or APA style using the collected data, including statistics in simple xls format.

The final version must be grammatically correct, and has to employ correct grammatical structures talked about during the semester (a checklist will be provided). Peer-editing sessions (and, if applies, Writing Center tutoring) will take care of quality management before the assignments are submitted for final grading. There are no rewrites.

The last assignment for this course will be to evaluate your own readability according to the Fry Graph, a readability formula, to find out at what grade level you write, for which audience your writing is suitable, and what could be improved about your writing, if applies.

**Course Objectives:**

ENG300-1 students will:

- Demonstrate and apply knowledge of basic linguistic concepts and terminology related to phonology, morphology, and syntax; NCTE/NCATE 3.1.7
- Recognize and analyze the constituents of a sentence and their grammatical functions; NCTE/NCATE 3.1.7
- Develop analytic competence in using the tools of grammatical analysis to improve abilities in other areas, such as critical thinking, writing, and editing; NCTE/NCATE 2.4
- Demonstrate knowledge of language including history and grammatical systems; acquisitions and development; and regional and ethnic dialects as expressions of cultural diversity in America; NCTE/NCATE 3.1.5, 3.1.3
- Reflect on the impact of cultural, economic, political, and social environments on language and demonstrate respect for speakers of subsequent variations; NCTE/NCATE 3.1.5, 3.1.3
- Become more efficient self-editors and peer-editors
EXAMS:

ENTRY TEST:
On the second day of class, you will write an ENTRY TEST for 50 points extra credit, and submit it into a dropbox on D2L. It will establish how much grammar you already know, and what I still need to focus on teaching you. Don’t worry if you don’t get everything right away; you won’t lose any points. Just do your best.

First Exam (in-class; group work possible; online for online students):
On a Friday in the first month of class, you will write your first exam online. You may work alone or in groups of max. 5 class mates. If you work in STUDY GROUPS (max. number of students = 5 per group!), submit just ONE online exam and write ALL your group members’ full names in the field provided! If you are an online student with special accommodations, you may come to class if you are able to on that day, to work in a group with other people. If you’re not able to come, you may work from home and ask friends, roommates, or siblings for help. Just find the right answers ;)

It is an open-book exam, and you may use all of your notes, books, previous homework, and the Internet.

Midterm Exam (in-class; group work possible; online for online students):
Around the middle of the semester, when I will be at another UACC meeting, you will write your midterm exam. Same rules as for the first exam!

Unit Exam (in-class; no group work); online for online students:
On the LAST DAY OF CLASS, in-class exam: normal time, normal room!!! Bring pencils, erasers, and paper for diagramming. This is NOT a group exam. However, you can use your notes, old homework, and previous exams (no Internet).

Since I will give the Capstone exams for our graduating English education majors in finals week, and can’t be in two places at the same time, you will just write a short UNIT EXAM on the last day of class (disregard the official “final” exam schedule!), at the usual time and in our usual room. It is an open-book exam, which means you can use your textbook, previous exams, and all your class notes and homework. You cannot use the Internet.

Course Requirements:
In order to enroll for ENG300-1, you must have passed ENG101 and ENG102 (or, respectively, their equivalent, ENG120) with grade C or better. If you do NOT fulfill these requirements, you have to drop the course on the first day of class, and the slot will
be given away to a student on the wait list. Students who need ENG300 to graduate next semester will be prioritized; otherwise, vacant slots will be given away on the "first come, first served" basis. **International students do NOT need to fulfill the prerequisites:** you can just take this course. On banner, it will say “FAIL” behind your name. Disregard this and tell our secretary, Ms. Joyce Schemonia, Faner 2390. She will take the word “Fail” out of the system for you.

### a) Special email address for ENG300-1:

You will be required to use ONLY the class email given to you by your instructor for communication with your instructor and peers of ENG300-1

Go to: **gmail.com**

Login: **firstname.lastname@grammar300.com**

Password: **firstname.lastname**

After you have first logged in, you will automatically be prompted to change your password.

The email addresses are composed of the first name, a period, the last name, the @, and the name of the course (grammar300) and dot com, for example **test.person@grammar300.com**

The instructor’s email is correspondingly: **christina.lyons@grammar300.com**

**Emails, homework, tests, etc. sent to the instructor from any other email address will not be read and/or graded.**

- It is YOUR responsibility to check the class email for ENG300 regularly to look for assignments, information, dates, deadlines, class readings, peer-revised documents, etc.

- In order to read email attachments, you will be required to open pdf files. There are free versions of Adobe Acrobat Reader available on the Internet for download. [http://www.adobe.com/support/downloads/product.jsp?platform=windows&product=10](http://www.adobe.com/support/downloads/product.jsp?platform=windows&product=10)

- **All homework assignments are due in dropboxes on D2L at the times specified.** The dropboxes close after that. Late submissions are not accepted. If you miss class, you still have to submit your assignments on time through D2L.

- If online assignments were required: In documented cases of storms, power failure, Internet failure, closure of the computer lab, etc., students are allowed to submit their assignments on paper. In such emergency cases, please contact your professor for details.
b) Blog summaries: Every student has to write one reading summary for 10 pts. In addition, you will receive 2 point for each of 10 responses to your peers’ summaries. You only need to comment on 10 reading summaries, regardless of how many students are in our class. Pick which ones you want to comment on. You need to read all the assigned blog readings, even if you don’t choose to comment on some of them!

Blog address for both sections together:

http://spring2016engl300.wordpress.com

Your first blog comment will be your personal introduction (in-class activity on the first day of class, so we all know who you are). Make sure you sign in with your FULL NAME, so I know who you are and can give you a grade for your posts!!!

Your blog entries should display critical thinking. Your comments on peers’ reading summaries should be about 100-250 words long. I will look for in-depth engagement with the texts, and not for statements such as “This article was good. I liked it,” or “I agree with what X said, or “X did a good job summarizing the article.” Grammar and spelling will be graded!!

Student-initiated blogs (= new threads): THIS IS OUR CLASS DISCUSSION (CHAT)!
Each student composes ONE reading summary (approx. 500-700 words) of a text from the list below and posts it on our class blog for written peer comments.

The exact due dates for the blog summaries and responses will be posted on Desire2Learn and on top of your blog thread, which I will create for you. You just email me your blog text, and I will post it on the due date. The responses by the whole class are always due the next class period after the summary has been posted.

If a student forgets to email me his/her reading summary for 10 points, there is no make-up. Since two students (one from each section) will post per reading assignment, the others can take the reading summary from the other section as a basis to reply to in their comments.

List of readings for summaries (10 points per summary; 1 point per response. You only need to respond to 20 blog summaries!):

1) Engfish
2) Is WHO always singular???
3) The 6 E’s of the Learning Cycle
4) Everybody likes pizza, doesn’t he or she?
5) "Sharpening," by Ken Macrorie
6) What is AAE? by Teresa Redd
7) Teaching Standard English as Foreign Language to Speakers of AAE?
8) How to write an Abstract
9) The Order of Words, by Ken Macrorie
10) A Systematic Approach to Grammar Instruction
11) Are Twins Delayed in Language Development???
12) American Sign Language and Grammar
13) What Makes Texting Distinctive?
14) Flipping the Switch: Code-Switching from Text Speak to Standard English
15) A 1925 Lesson in Slang
16) Dialect Boundaries
17) Fry Graph: How to Calculate your own Readability
18) Collaboration: Writing Center Tutorials vs. Peer-Response Groups
19) Grammar Instruction: What Teachers Say
20) Grammar Without Grammar
21) To Grammar or Not To Grammar
22) Esperanto
23) Humor in Grammar Teaching: The Strawman Meets His Match
24) The Language of the Piraha
25) The Amish Language
26) The “Klingon Language”
27) American Indian Language and School Success
28) Blogging in the Classroom
29) Wikipedias in the Classroom
30) WebQuests in the Classroom

c) Mini Grammar Lessons (10-15 minute-presentations in class; youtube videos for ENGL300-950):
In order to show your understanding of certain grammatical problems, you will instruct your peers about a topic from the following list. You will google your topic by yourself, and create your mini lesson with the help of sources you located (for example, grammar books or websites; games or interactive activities).

1. Subject versus Object (including direct versus indirect object)
2. Dangling modifiers
3. Pronoun-Antecedent agreement
4. Gerunds versus Participles
5. Plural “s” versus possessive “s,” and abbreviation “s” (e.g., its, it’s)
6. "I" versus "me": Example: “They invited Michelle and _____ (I/me) to the party.” “Who’s at the door?-It is _____ (I/me).” “This is a secret between my brother and ____ (I/me).”
7. Run-on sentences / comma splices
8. Parallel structure, parallelism
9. Lie/lay, sit/set, rise/raise
10. Sentence diagramming: prepositional phrases, complements, and direct objects
11. Sentence diagramming: infinitives and gerunds
12. Accept/except; access/excess; affect/effect
13. Direct versus indirect speech
14. Pronoun cases
15. Semi-colon and colon
16. That/which
17. Subject-verb agreement
18. Style /stylistic (rhetorical) figures
19. Dash versus hyphen
20. Homophones (whether/weather, to/two/too, than/then, etc.)
21. The apostrophe
22. Tenses
23. Passive and active voice
24. Not only, but also; neither, nor; either, or
25. MLA style (in-text and citation)
26. APA style (in-text and citation)
27. Clauses and phrases
28. The use of articles (when they are used; rules and exceptions)

You can google information about your grammar topic, employ online quizzes, and/or use any grammar books you might have (you might borrow some from the instructor). Ideally, your mini lesson will contain as many of the 6 components of a LEARNING CYCLE as possible. Here is a link that explains what a learning cycle is, and what components it consists of: [http://science.nsta.org/enewsletter/2005-05/sc0411_47.pdf](http://science.nsta.org/enewsletter/2005-05/sc0411_47.pdf)

We will practice the learning cycle in class. You may use the Smartboard, the Internet, DVDs, PowerPoint, handouts, etc. – you are not limited to a white board.

For your targeted audience, pick your own! It can be any kind of students – elementary school, middle school, high school, college, etc., but your teaching should be age-appropriate. You should make your mini lesson interesting and engaging, involving hands-on material and/or handouts, games, quizzes, and interactivity with your audience. Don’t just lecture or read grammatical definitions. Be creative. After all, we want to have some fun with grammar!!

Each mini lesson will be graded by your peers with the help of an evaluation sheet. The instructor will also fill in this sheet. Then, the instructor will compare your peers’ evaluations with her own one. The instructor will hand out the grading sheet for the final evaluation to the presenter in one of the following class periods after the presentation.

**Professionalism (45 points): In-Class Participation, Punctuality, Preparedness**

Every student starts out with 45 points. Throughout the semester, you will participate in a variety of exercises, such as homework assignments, mini lessons, group presentations, posters, and regular participation in class discussions. It is important that you take part actively in the class sessions, so your instructor knows your name, sees your effort, and/or can make accommodations. It is equally important to come on time and not to leave early, and to be well prepared for class, bring writing utensils, and submit homework assignments in a timely manner. You will be deducted 5 points from your 45 points for professionalism each time for forgotten homework, coming late, being disruptive, missing exams, not bringing anything to write, using cell phones in class,
doing facebook etc. in class, not filling in the mini lesson grading rubric for a peer who presented, or not participating in class activities.

**Grades for ENGL300, Spring 2015**

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<thead>
<tr>
<th>assignments</th>
<th>points</th>
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<tbody>
<tr>
<td>Exam I</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Unit Exam on the last day of class</td>
<td>100</td>
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<tr>
<td>Mini Lesson ppt and presentation/youtube video for ENGL 300-950</td>
<td>200</td>
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<tr>
<td>Research Essay</td>
<td>150</td>
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<tr>
<td>1 Blog Summary</td>
<td>10</td>
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<tr>
<td>10 Blog Responses</td>
<td>20</td>
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<tr>
<td>20 Pop Quizzes (5 points each)</td>
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<tr>
<td>20 Homework Assignments (10 points each)</td>
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<tr>
<td>Professionalism (punctuality, preparedness, etc.)</td>
<td>45</td>
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<tr>
<td>Entry Exam/Exit Exam (second day of the semester)</td>
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<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>1,025-967 points</td>
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<td>A</td>
<td>966-934 points</td>
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<tr>
<td>A-</td>
<td>933-900 points</td>
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<td>B+</td>
<td>899-867 points</td>
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<td>B</td>
<td>866-834 points</td>
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<tr>
<td>B-</td>
<td>833-800 points</td>
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<td>C+</td>
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<td>F-</td>
<td>533-0 points</td>
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In addition, you may get up to 50 points extra credit for your ENTRY TEST on the second day of class, and 25 extra credit points for various tasks (like peer-editing) during the semester.

**Attendance Policy (just for ENGL300-1; the online students are not physically present, but have to submit their homework in the dropboxes on D2L every M/W/F by midnight, and meet by appointment):**

This is a highly interactive course, and your regular attendance should be self-understood. The course work is cumulative, and you might have difficulties with subsequent assignments if you miss a period. Our class is only 50 minutes long. Coming to class more than 15 minutes after start time, or leaving more than 15 minutes before the end of the instructional period will count as “missed day.” You will sign an attendance sheet each session which will be collected by the instructor 15 minutes after the start of the class period, and which cannot be signed later.

- **Homework is due in the dropboxes on D2L by the start of class, and won’t be collected afterwards.** If the homework was required as an email, the email must be sent to and received by the instructor by class start.

- **Pop-up quizzes will only be written in the first 10 minutes of class.**

- **You can miss three classes unexcused – consider them as your “sick days”** that you get in your later profession. However, if you know you are going to miss a class, you are responsible for turning in your homework due that day electronically, so the teacher can take it to class for discussion/peer edit, etc. All classes missed over those three require a WRITTEN official excuse. This can be a doctor's note, an athlete’s absence statement, the $6 entry fee statement from the Student Health Center, a court invitation, a funeral notice of a close relative, a note by another professor, etc.

- **Each unexcused missed class over three will lower your final grade by one grade.** That means that if your current status is an A, after 4 unexcused missed classes, you will receive an F for the course (you might prefer to drop the class at this point).

- **If you MUST be absent for an emergency reason, please notify me before the concerned class period, if possible.** Early departures (for vacations, weddings, trips home, etc.) do not count as excused absences. All missed classes over three must be officially documented (doctor’s statement, etc.). **If you have an official document, hand it in the next class session after the missed class. It is your responsibility to make up for missed assignments if you had an excused absence.**
The assignments can all be found on your daily schedule on Desire2Learn. Don’t ask your professor, “What did I miss?”

Late Work:

I will NOT accept late work.

Disability Support:

If you require accommodations for physical or learning disabilities, contact the Disability Support Services office (453-5738) which will provide Accommodations Agreements that you may return to your instructor.

If you have any disabilities that might interfere with your success in a grammar class, for example dyslexia or dysgraphia, you need to do the above!!! I am willing, for example, to grade only your grammar, not your spelling, if you have a medically confirmed problem with spelling. But I need to know that in advance, not at the end of the course!

Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Academic Dishonesty:

The Student Conduct Code of SIU clearly spells out the University policy on Academic Dishonesty. Courses involving the use of the computer require extra consideration, because computer work is easily copied. This departmental policy is intended to provide additional guidelines for such cases. A copy of this policy will be included in the
Departmental student handbook and will also be available on the IMS website. Each faculty member will have a copy for his or her own use and for distribution to students.

Definition of Academic Dishonesty

We define academic dishonesty to mean turning in material created by someone else and representing it as your own work or permitting others to represent your work as their own.

The following guidelines may be used to help in determining whether or not academic dishonesty has occurred:

1. The student turns in work (i.e., computer work) that is identical to or extremely similar to work turned in by another student or students, unless identical work is the expected norm.
2. When confronted, the student cannot explain the details of his or her work and the methods used to arrive at the solution.

Some Examples:

Academic Dishonesty has occurred:

- When a student turns in work created by someone else and represents it as his or her own work.
- When a student permits someone else to turn in his or her work and represent it as his or her own work.
- When a student copies work from another student.
- When a student copies answers from another student on a quiz, exam, or test.
- When a student uses notes or materials of any kind during a quiz, exam, or test (unless it is announced by the instructor as “open notes” or “open book”).
- When a student deliberately changes parts of computer work in an attempt to disguise the origin.
- When two or more students collaborate on a project that is supposed to be completed individually.

Academic Dishonesty has not occurred:

- When students have the instructor’s permission to collaborate on a project.
- When students receive appropriate help from instructors, graduate assistants, or other staff members involved with the course.
· When students help each other with syntax errors or other application-specific information that makes computer work easier.

· When students participate in a general discussion about the assignment, such as discussing the requirements for the assignment or general strategies for completion of the assignment.

**Penalty for Academic Dishonesty**

**First offense:** from a zero on the specific lab/assignment/project/exam to course grade of F.

**Second offense:** from course grade of F to suspension from the department.

**Third offense:** permanent suspension from the department.

Records of academic dishonesty will be maintained in the student’s file in the departmental advisor’s office, as well as in a master academic dishonesty file in the department chair’s office. When an incidence of academic dishonesty occurs, the faculty member will meet with the department chair to discuss the situation and determine the appropriate penalty.