



English 3501: Modern English Grammar

Spring Semester 2017

1. Instructor:

Teresa Dalle, Ph.D.

Patterson 401C

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2. Office hours:

As this is an online course, the office hours will be by appointment. You should email me through the elearn email feature. If you have a question not related to the course material, email me at tsdalle@memphis.edu.

3. Time and place:

This is an online course. You never have to be online at a definite time but you do have to complete assignments by a certain date.

4. Textbook:

Get the textbook as soon as possible! The bookstore should have it. You can also buy it online at Barnes and Noble [www.bn.com] or Amazon [www.amazon.com], but you will need it very quickly and sometimes it takes it a while to be delivered.

Analyzing English Grammar. SIXTH edition. 2009 Thomas P. Klammer, Muriel R. Schulz, Angela Della Volpe ISBN 978-0205685943

www.amazon.com/gp/offer-listing/0205685943/ref=tmm_hrd_new_olp_sr?ie=UTF8&condition=new&qid=1389045921&sr=8-1

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5. Notes about assignments:

We may have to make adjustments throughout the semester. You are responsible for checking eCourseware News at least twice a week for updates.

*Remember this course is completely online. We will never meet as a class!!!!
Additionally, there is no set time of day when you must log on or do your work. There are, however, definite deadlines for the submission of work and doing the exams.*

Unless otherwise noted, all tests and assignments are due at 11: 59 pm (Memphis time) on the due date.

6. Semester Calendar:

M. L. King, Jr. Holiday	Jan 15, 2018 / Mon
First Day of Classes	Jan 16, 2018 / Tue
Spring Break	Mar 9-15, 2015 / Mon-Sun
Last Day of Classes	Apr 29, 2015 / Wed
Study Day	Apr 30, 2015 / Thur
Exams	May 1-7, 2015 / Fri-Thur

7. Course Description:

Introduction to current grammatical theory; description of sounds, word structures, syntax, and semantics of English within theoretical frameworks

8. Extended Course Description:

This course requires facts to learn, structures to analyze, and new concepts to understand. Since you speak and write English, you actually already know everything that you will learn: the structure of English. However, you may not know this information consciously. You know that

*"The emperor didn't glared this time."

is NOT "correct" English [represented by the * in front of the sentence], and you even know that it should be "didn't glare." but you most likely don't know how to tell someone else WHY that is wrong. The "telling" is what you will learn in this course.

This course will NOT necessarily make you a better writer. Instead, this course will help you *explain* what you already know.

The course WILL make you a better teacher or analyst of English. This skill will help you if you are working with native speakers of Standard English, speakers of other varieties of English, or with non-native speakers of English [ESL/EFL]

We will address just a few of the troublesome areas for NATIVE speakers [for example which one of each of these pairs is correct: I can't smell **good/well**. I have a cold. She feels **bad/badly** today.]. But that is NOT a good reason to take this course!

Just as we expect our doctors to know more than they tell us, we as instructors need to have a deeper understanding of how language works and how students can "unwork" language sometimes as they learn new structures, ideas, concepts, and even worldviews!

You don't have to become a "linguist," but teaching is NOT an assembly line operation! Sure there are "cookbooks" for teaching language and grammar, but just as a good cook uses a cookbook as a starting point, you should want to learn how to 'adapt a recipe' to your local needs and wants.

I want this course to be practical for you. I want you to be able to say: This information can help me be a better instructor!

If this is your first online class, you are in for a great but sometimes scary experience since online learning really is "learning-centered" to an amazing degree. I am here to help you, but you are really responsible for your own learning.

You should plan on spending several hours a week reading, analyzing, and studying for this course. If you don't have much time to dedicate to this course right now, I suggest taking it later when you do have the time!

Of course, you will get out of this course what you invest of yourself in it. My objective for you is for you to do the very best you can in this course. To that end I will try my best to give you timely and appropriate feedback on submitted work; to respond to emails promptly during the week; and to assist you as best I can in accomplishing your goals for the course.

You may also wish to take advantage of the open-forum - **Graffiti Wall** - found under "Discussions" in eCourseware.

Please do not hesitate to ask questions and to make mistakes. Both mistakes and questions are essential to learning.

9. Learning Outcomes:

Upon completion of this course, students will be able to:

- Describe ways in which human languages are alike and how they may differ.
- Use the basic terminology of linguistics to describe language features.
- Apply the tools of linguistic analysis to the sounds, words, and sentences of English.
- Demonstrate an understanding of register, accent, and dialect as they relate to Modern English.
- Demonstrate an understanding of the variety of Englishes.
- Apply knowledge of grammar to pedagogical situations for both native and non-native speakers.

10. Deadlines:

There is NO attendance requirement since this is an online course, but be careful because it's easy to fall behind in an online course and miss strict deadlines.

11. Evaluation:

<i>Discussion Board participation</i>	<i>20%</i>
<i>Assignments</i>	<i>20%</i>
<i>Tests (3)</i>	<i>30%</i>
<i>Comprehensive final exam</i>	<i><u>30%</u></i>
<i>Total</i>	<i>100%</i>

12. Grading scale:

90-100	= A
80-89	= B
70-79	= C
60-69	= D
59>	= F

Americans with Disabilities Act: *Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with me privately to discuss your specific needs. Students with disabilities should also contact Student Disability Services (SDS) at 110 Wilder Tower, 678-2880. SDS coordinates reasonable accommodations for students with documented disabilities.*

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism.

Plagiarism: Students who are caught plagiarizing in English 3501 will receive a grade of "0" for the assignment and will, in all probability, fail the course. Please refer to the Student Handbook for the university's policy on plagiarism. Additionally, the University of Memphis has obtained a site license for turnitin.com. Please listen to the Introductory Podcast on our eLearn website for more information about plagiarizing.

“Context is All”~~Margaret Atwood”