Course Description

Traditional and modern approaches to study English grammar are explored in this course. This course is required of English majors and minors. It is open to upperclassmen who need or desire further language study.

Course Purpose

This advanced course introduces students to traditional and modern linguistic approaches to English (descriptive and transformational grammar) in order to clarify both the features of English and the discipline of English language study. Students are to discover the system of structural patterns comprising English (as described by traditional/modern grammars) through several methods: interactive analysis, reading and lecture and writing response, and cooperative learning. For native speakers of English, especially prospective language professionals the course should raise an awareness of the system of English patterns they already operate subconsciously (internal grammar); thereafter, these students should be able to exercise refined accessibility to English knowledge in further experiences of their own language, including future
language studies. Non-native speakers of English, especially those in training as language professionals, should refine their awareness of *acquired* rules of systematic English grammar.

For both native and non-native speakers of English, linguistic study of the system of English language rules is also to improve competence in rhetorical grammar. All linguistic analyses within the course inform the students’ knowledge of rhetorical choices, and a unit of study ("Rhetorical Grammar") investigates choices of rhetorical effects among the varieties of English structures. Students are to hone their skills of rhetorical grammar by performing individual composing/editing and peer editing exercises.

To provide a context for linguistics study, student researchers are to become acquainted with some interfacing area(s) of study, such as literary criticism and creative writing, language diversity and dialects, teaching, sociolinguistics, and the language of media, philosophy, politics or science. The students are to improve their critical thinking on language theory and experience through their own written research/analysis—both within the Language Journal and within peer deliberations in class sessions.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

![Exemplary Professional Conceptual Framework Diagram]

**DIVERSITY**

- CF 1
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5,6,7</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5,7</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF:</td>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>F: 5,6</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF:</td>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF:</td>
<td>1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**
• Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10,12 | I: 6,7 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

**VALUES**

• CF3

• Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F: 11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge  (S)=Skill  (D)=Disposition
**CRITICAL THINKING**

- **CF4**
- Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F: 4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F: 1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

**PROFESSIONALISM**

- **CF 5**
- Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F: 7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F: 3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I: 5,9 |
| CF: 5.8 (K,S) | Know and use student personnel services | F: 5,10,12 | I: 2,10 |

**URBAN/RURAL EDUCATION**

- **CF6**
- Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 | I: 6 |

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

**Overall Goals of the Course**
Demonstrate Expected Competences (According to Indicated Standards) through the Following Activities:

1. Complete on schedule ALL interactive Workbook linguistic lessons/written assignments, Wks 1-40 (including pre-tests) to show practice in recognizing and analyzing all core English grammar forms and functions. Both submit and recite contents of the completed Workbook.
   NCTE 3, 6, 12 FTCE 1. 2, 1.6 1.5

2. Daily read and recite assigned information in the Kolin textbook and complete Kolin exercises to show practice in recognizing and analyzing core English grammar forms and function, according to linguistic approaches
   NCTE 3,6,12 VFCE 1. 2, 1.6 1.5

3. Recognize all the functions and word/phrase/clause forms within the linguistic lessons of the introductory Unit I: "Inventory of Forms and Functions" -70% accuracy required
   NCTE 3, 6, 12 VFCE 1.2

4. Recognize simple (skeletal) sentence types and analyze their constituent forms and sentence-level functions, including simple optional expansions (modifiers)-70% accuracy required
   NCTE 3, 6, 12 FTCE 1.2
   Analyze the relation of main to modifier clauses, of all ten predicate types through identification, annotation and Reed-Kellogg diagramming-70 % accuracy required
   NCTE 3, 6, 12 FTCE 1.2

5. Recognize all forms and functions of English grammar elements—all linguistic concept units reviewed
   Cumulative test requires 70% accuracy
   NCTE 3, 6, 12 FTCE 1.2

6. Consult media and read literature/scholarship (as in computerized library databases) in order to write on assigned language topics.
   NCTE 3,5,6,7,9
   FTCE 2.4-2.6 3.1, 3.2,0 5.4, 6.1

7. Demonstrate skills of Edited American English honed through grammar study within the Language Journal essays.
   NCTE 3, 5,6,7
   FTCE 1.3, 2.3, 2.4-2.68.

8. Compose essays according to English disciplinary essay conventions (as studied in ENC1101/ENC1102).

9. Relate Language Journal essay entries to discussions and English disciplinary.
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Behavioral Objective</th>
<th>INTASC</th>
<th>NCTE/IRA</th>
<th>FPEAPS</th>
<th>FTCE</th>
<th>PEU</th>
<th>Uniformed Core Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook</td>
<td>Complete interactive lessons and written assignments to analyze and recognize core grammar forms and functions.</td>
<td>1.13, 1.21, 4.13, 6.14, 6.21</td>
<td>2, 3, 4, 5, 6, 7, 8, 11, 12</td>
<td>1.1, 2.1: 2g, 2k, 3.1, 3.2: 3 b, 3.c, 3.l, 4.1, 4.2: 4b, 4g, 4.i, 5.1, 5.2: 5.1, 5.2, 5a, 5b, 5d, 5e, 5k, 6.1, 6.2, 7.1: 7 b. 7 g, 8.1, 8.2:8a, 8.b, 8.c, 8d, 8e, 8.f, 9.1: 9 f, 9 g, 9i, 9 k, 9 l, 9 m, 10.1 11.1, 12.1, 12.b- d, 12.2j-l</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Tests</td>
<td>Recognize all forms and functions in Units 1-3 of English grammar elements with at least 70% accuracy.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>2, 3, 6, 12</td>
<td>1.1, 2.1, 2.2: 2c 2g, 2.k, 3.1, 3.2: 3 b, 3.c, 3.j, 3.l, 4.1, 4.2: 4b, 4g, 4.i, 5.1, 5.2: 5.1, 5.2, 5a, 5b, 5d, 5e, 5k, 6.1, 6.2, 7.1: 7 b. 7 g, 8.1, 8.2:8a, 8.b, 8.c, 8d, 8e, 8.f, 9.1: 9 e, 9 f, 9</td>
<td>1.1, 1.3 1.5, 2.1, 2.3 2.4, 3.2, 4.1 -4.5, 5.1, 5.2, 7.1-7.5</td>
<td>11, 12</td>
<td></td>
</tr>
<tr>
<td>Essay and Peer Editing</td>
<td>Compose and edit essays according to studied writing conventions and grammar rules learned in ENC 1101 and ENC 1102.</td>
<td>1.13, 1.21, 1.41, 1.61, 1.6.21</td>
<td>2, 3, 4, 5, 6, 7, 8, 11, 12</td>
<td>1.1, 2.1, 2.2: 2c, 2g, 2k, 3.1, 3.2: 3b, 3.3, 3.3: 1, 4.1, 4.2, 4b, 4g, 4i, 5.1, 5.2: 5.1, 5.2, 5a, 5b, 5d, 5e, 5k, 6.1, 6.2, 7.1: 7b, 7g, 8.1, 8.2: 8a, 8b, 8c, 8d, 8e, 8f, 9.1: 9f, 9g, 9i, 9k, 9l, 9m, 10.1, 11.1, 12.1, 12.2, 12.b-d, 12.j-l</td>
<td>4.5, 4.5, 5.1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Recognize all forms and functions of English grammar elements with at least 70% accuracy.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>2, 3, 6, 12</td>
<td>1.1, 2.1, 2.2: 2c, 2g, 2k, 3.1, 3.2: 3b, 3.3, 3.3: 1, 4.1, 4.2, 4b, 4g, 4i, 5.1, 5.2: 5.1, 5.2, 5a, 5b, 5d, 5e, 5k, 6.1, 6.2, 7.1: 7b, 7g, 8.1, 8.2: 8a, 8b, 8c, 8d, 8e, 8f, 9.1: 9f, 9g, 9i, 9k, 9l, 9m, 10.1, 11.1, 12.1, 12.2, 12.b-d, j-l</td>
<td>1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 3.2, 3.4, 4.1, 4.5, 5.1, 5.2, 7.1-7.5</td>
<td>11, 12</td>
<td></td>
</tr>
</tbody>
</table>
National and State Standards Addressed in the Course

NCTE/ IRA Standards for the English Language Arts

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

NAEYC – Standards for Professional Preparation

At the advanced level, these tools are essential components of each specialization and of each of the five NAEYC standards:
(1) Promoting Child Development and Learning;
(2) Building Family and Community Relationships;
(3) Observing, Documenting, and Assessing to Support Young Children and Families;
(4) Teaching and Learning; and (5) Growing as a Professional.

1. Cultural Competence: Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.

2. Knowledge and Application of Ethical Principles: Advanced program candidates demonstrate in depth knowledge and thoughtful application of NAEYC’s Code of Ethical Conduct and other

3. Communication Skills: Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.

4. Mastery of Relevant Theory and Research: Advanced program candidates demonstrate in depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
5. Skills in Identifying and Using Professional Resources: Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.

6. Inquiry Skills and Knowledge of Research Methods: Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.

7. Skills in Collaborating, Teaching, and Mentoring: Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.

8. Advocacy Skills: Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development.

9. Leadership Skills: Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

Florida DOE Teacher Competencies English 6-12

I. Gain knowledge of the English language and methods for effective teaching, and be able to:
   1. Identify influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).
   2. Apply knowledge of standard written English.
   3. Identify methods of effectively assessing language skills.

II. Gain knowledge of the process of writing and methods for effective teaching, and be able to:
   1. Identify and apply techniques to develop a supportive classroom environment for writing.
   2. Identify and apply knowledge of the various writing processes (e.g., prewriting, drafting, revising, editing, proofreading, publishing strategies).
   3. Select individual, peer, and group activities that support writing processes.

III. Gain knowledge of the use of the reading process to construct meaning from a wide range of selections, and be able to:
   1. Select effective strategies to analyze text (e.g., word structure, context clues).

IV. Gain knowledge of literature and methods for effective teaching, and be able to:
   1. Identify various literary devices in both fiction and nonfiction.
   2. Identify the characteristics of various literary genres, movements, and critical approaches.
   3. Identify how allusions from a variety of sources (e.g., literary, mythological, religious, historical) contribute to literature.
   4. Identify major authors representative of the diversity of American culture.
   5. Identify principal periods of British literature and American literature, major authors, and representative works.

V. Gain knowledge of listening, viewing, and speaking as methods for acquiring critical literacy, and be able to:
   1. Identify effective speaking skills for various occasions, audiences, and purposes.
   2. Identify effective strategies and techniques for listening.

VII. Acquire the Ability to write well on a selection from poetry or prose, including fiction or nonfiction, and be able to:
   1. Analyze a given selection.
   2. Demonstrate the ability to organize ideas around a focal point.
   3. Exhibit conventions of standard written English.
   4. Incorporate relevant content, using ample evidence.
   5. Use elements of style that enhance the reader's interest and understanding.

NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary ELA Grades 7-12

1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.
   1.1 Complete a program of study with a clear conceptual framework that reflects a strong integration of content, current theory, and practice in ELA;
   1.2 Explore a strong blend of theory and practice in their ELA preparation with evidence of completing assessed performances in fully supervised field experiences that reflect a variety of settings and student populations and which include more than 10 weeks of student teaching in classrooms with ELA licensed teachers;
   1.3 Work with college, university, and school faculty in English and education who collaborate on a regular basis to strengthen their teaching, develop curriculum, and pursue knowledge in the content, pedagogy, and attitudes appropriate to the preparation of ELA teachers;
1.4 Meet performance benchmarks and/or gateways within an ELA program assessment system that regularly evaluates candidate performances by using multiple forms of assessment which demonstrate validity and reliability and which are common to all candidates.

2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;

2.2 Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;

2.3 Use the results of reflective practice not only to adapt instruction and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations, and others;

2.4 Design and implement instruction and assessment that assist students in developing habits of critical thinking;

2.5 Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;

2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.

3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.

3.1.1 Integrate their knowledge of students’ language acquisition and development into instruction and assessment designed to enhance their students’ learning;

3.1.2 Design, implement, and assess instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in ELA;

3.1.3 Use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language;

3.1.4 Show extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate that knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity;

3.1.5 Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning;

3.1.6 Incorporate an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written, oral, and other texts;

3.1.7 Demonstrate an in-depth knowledge of semantics, syntax, morphology, and phonology through their own effective use of language and integrate that knowledge into teaching their students to use oral and written language effectively.

3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

3.2.1 Create opportunities and develop strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing;

3.2.2 Create opportunities and develop strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes;

3.2.3 Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy;

3.2.4 Engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes;

3.2.5 Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning.

3.3 Candidates demonstrate their knowledge of reading processes.

3.3.1 Integrate into their teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty;

3.3.2 Use a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts;

3.3.3 Integrate into students’ learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning.

3.4 Candidates demonstrate knowledge of different composing processes.
3.4.1 Develop in their students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding;
3.4.2 Teach students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature. Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for:

3.5.1 Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature;
3.5.2 Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;
3.5.3 Numerous works specifically written for older children and younger adults;
3.5.4 A range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

3.6.1 Understand media’s influence on culture and people’s actions and communication, reflecting that knowledge not only in their own work but also in their teaching;
3.6.2 Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts;
3.6.3 Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning.

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

3.7.1 Reflect on their own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in their teaching as appropriate;
3.7.2 Use teacher-researcher models of classroom inquiry to analyze their own teaching practices so they can better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations.

4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

4.1.1 Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA;
4.1.2 Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection;
4.1.3 Work with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines;
4.1.4 Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability;
4.1.5 Help students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms;
4.1.6 Engage students in critical analysis of different media and communications technologies and their effect on students’ learning;
4.1.7 Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication;
4.1.8 Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances;
4.1.9 Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students; Integrate assessment consistently into instruction by:

4.1.9.1 Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences;
4.1.9.2 Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction;
4.1.9.3 Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing;
4.1.9.4 Explaining to students, parents, and others concerned with education how students are assessed.

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards & the Florida Professional Educator Accomplished Practices
FPEAP 1: ASSESSMENT, INTASC Standard 8
The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject-area inventories, cumulative records, and student services information. The professional teacher develops instructional plans that meet students' cognitive, social, linguistic, cultural, emotional, and physical needs.

INTASC Standard 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

FPEAP 2: COMMUNICATION, INTASC Standard 6
The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and that produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. The teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles, and abilities.

INTASC Standard 6: Communication: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

FPEAP 3 CONTINUOUS IMPROVEMENT, INTASC Standard 9
The professional teacher recognizes the need to strengthen her/his teaching through self-reflection and commitment to lifelong learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher’s continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.

INTASC Standard 9: Reflection and Professional Development The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

FPEAP 4 CRITICAL THINKING; INTASC Standard 4
The professional teacher uses a variety of performance assessment techniques and strategies that measure higher-order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.

INTASC Standard 4: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

FPEAP 5 DIVERSITY; INTASC Standard 3
The professional teacher establishes a “risk-taking” environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, and creating a climate of openness, inquiry, and support.

INTASC Standard 3: Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

FPEAP 6 ETHICS, INTASC Standard 10
Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

INTASC Standard 10: Collaboration, Ethics, and Relationships The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

FPEAP 7 HUMAN DEVELOPMENT AND LEARNING, INTASC Standard 2
Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.

INTASC Standard 2: Student Learning: The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

FPEAP 8 KNOWLEDGE OF SUBJECT MATTER; INTASC Standard 1
The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real-world “integrated settings.” The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of
sources which will enhance teaching. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.

INTASC Standard 1: Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

FPEAP 9 LEARNING ENVIRONMENTS, INTASC Standard 5
The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences that would create such an environment, and by honoring dissent.

INTASC Standard 5: Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

FPEAP 10 PLANNING; INTASC Standard 7
The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas. The professional teacher plans individually with students and with other teachers to design learning experiences that meet students’ needs and interests. The teacher continues to seek advice/information from appropriate resources (including feedback), interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

INTASC Standard 7: Planning Instruction: The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

FPEAP 11 ROLE OF THE TEACHER
The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals, and other members of the student’s support system to promote continuous improvement of the educational experience.

FPEAP 12 TECHNOLOGY
The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

Uniformed Core Curriculum

1. Higher level mathematics
2. Math computational skills acquisition and measures to improve P-12 computational performance
3. Technology appropriate for the grade
4. Reading, interpretation and use of data for student achievement
5. Information on the state system of school improvement and accountability
6. Teaching strategies to meet the needs of diverse student populations
7. Classroom management
8. School safety
9. Professional ethics** (only in those with assigned class discussion leaders)
10. Educational law
11. Write and speak in a logical and understandable style with appropriate grammar**
12. Recognize signs of students' difficulty with the reading and computational performance
13. Foundations and history of education

Topical Outline

Introduction to the Course and Course Objectives
Introduction to Traditional and Modern Linguistic Study and Language Issues

Unit 1 Introduction: Inventory of Grammar Forms and Functions
I. Recognizing Forms
   A. Word Classes
1. Features of Word Form (Open) Classes
   a. Noun
   b. Verb
      Tenses, Aspects, Number, Moods, Voices
   c. Adjective
   d. Adverb
2. Features of Structure Classes

B. Phrase Types is C. Clause Types

II. Recognizing Functions
   A. Nominal (all Naming Elements including Pronouns),
   B. Adjectival (All Describers of Names),
   C. Adverbial (Adverb Phrase, Adverbial Objectives, Prepositional Phrases, Verbal Phrases and Subordinate Clauses) Review: Various Functions of Phrase and Clauses Types

Unit 2 Elements of English Sentence Predicate Types: Forms and Functions of all Constituents
   I. Simple Sentence Expansion with Optional Modifier (Short Phrases)
   II. Diagramming Simple Sentences

Unit 3 Analyses of Main and Modifier Clauses (Adjectival and Adverbial)
   I. Recognizing Adverbial Clauses
   II. Recognizing Adjectival Clauses
   III. Diagramming Complex Sentences
   IV. Distinguishing Look-alike Modifier Clauses (with Relative Adverbials and Subordinating Conjunctions)

Unit 4 Rhetorical Grammar: Applying English Traditional/Modern Grammar Principles to Editing/Stylistics
   I. Principles of Editing Related to Grammar
   II. Applications in Peer and Personal Editing Processes

Teaching Methods

1. Lecture
2. Inquiry, critical problem-solving through completion of professor’s Workbook sequential program (27+ cumulative interactive lessons, composed as a companion to Kolln textbook)
3. Readings of lecture summaries (in Workbook) and the Kolln textbook, as well as addendum materials
4. Recitations
5. Writing to apply grammar principles and explore disciplinary issues (Language Journal)
6. Instructional conferencing (and where recommended for some students, adjunct tutorial in the Writing Resource Center) Pre-testing for honing inquiry and language testing skills
7. Cooperative learning (peer discussions, collaborative deliberation—some in-class exercises, student responses as illustrations, peer editing session)
8. Research (related to the essay assignment(s) for the Language Journal)

Academic Learning Compact

Students who make a grade of B or higher in this class will master those competencies identified by the State University System Academic Learning Compact. Students will
   1. Demonstrate satisfactory knowledge of the content area.
   2. Demonstrate proficiency in written and oral skills.
   3. Demonstrate critical thinking and analytical skills within the subject content area.
   4. Demonstrate satisfactory achievement in technological skill development and comprehension.

For further details on the Academic Learning Compact, see: www.famu.edu/assessment.
Course Evaluation

Students are evaluated on course unit objectives on three unit tests (each ending an instructional course unit) and comprehensively on the final examination. Daily examination is through students' recited analyses of grammar principles, explored in homework. To demonstrate daily individual progress, each student submits daily homework on a discrete topical lesson drawn from the Kolln textbook and the professor's original sequence—the Workbook, over twenty-seven interactive English grammar assignments covering all course objectives of grammar analysis. The Workbook was designed especially to meet the needs of FAMU students for an adjunct to the linguistics textbook. By the first week, students' introductory diagnostic essays/and grammar analyses identify areas where the students require additional pre- and review during the semester. Then after taking unit pre-tests that assess students' grasps of unit linguistic concepts, students are provided review lectures with follow-up assignments, affording both remediation and assessment of remediation. The actual unit tests taken thereafter are closely examined for progress and mastery, and as contrasted to pre-test results, serve to reveal where students may have stalled or progressed in their understanding of core grammar concepts.

Students' self-evaluation is integral to the course curriculum. Each student has the printed and numbered Workbook lessons, each covering a discrete principle, such as adverbial function, within the sequence. Continually a student is to reattempt problem-solving techniques for discerning the grammar forms and functions, according to the Workbook/Kolln linguistic approaches. Within each Workbook item, the professor's outline of principles (lecture summaries with companion exercises) allows students tangible retrospective. Students are to apply the technique of review as in a recurrent wave, from Workbook #1 forward—several times at least during the semester—for an improved perspective of integrative grammar concepts. The sequential cumulative program of the entire Workbook is designed to clarify such self-evaluation. Reviewing flawed and accomplished analyses by this Workbook method, students with complete Workbooks must closely notice their own process of informed discovery of linguistics. For example, students must review their own annotated unit pre-tests (e.g., Pre-test 3 Main and Modifier Clauses) and earlier Workbook lessons related to a unit (e.g., Adverb Form Class Features); they should use Workbook answer sheets to discern their patterns of error, and reformulate and correct their analyses of earlier related Workbook lessons.

Self-evaluation with the Workbook method has continued beyond the course. Some teacher interns, new teachers and other graduate professional have reported that the Workbook (with the curriculum of the course) has served them as a resource for reexamining linguistic concepts for lesson planning on grammar and for self and pupil preparations for standardized language tests (e.g., GRE, FTCE, LSAT).

Students write occasional essays in a Language Journal to demonstrate their knowledge of language issues as well as to transfer linguistic knowledge to verbal competence skills in scholarly writing and recitation. Students hone and exhibit reading and research skills in responding to some topic(s) related to the grammar lessons. Through the Language Journal essay(s), students demonstrate their application of acquired principles of sentence grammar—such as recognizing subject with predicate to correct their own composing/editing (e.g., subjects and predicates agree despite intervening modifiers).

Peer editing exposes students' ability to apply those grammar concepts to the chores of editing the writings of others; these honed skills will matter to future collaborative writing or to teaching writing. In peer session, students must alter texts for improved grammar. Students are observed also as they verbally explain to the peer writer why they have made their editorial changes to the journal essay(s)/major course paper. To further assess cooperative learning, students are allowed to explain their techniques of critical analyses of grammar to peers during daily recitation. Some student analyses—for example, Reed-Kellogg diagrams or other annotations—are duplicated with Workbook reviews and are used for blackboard inquiries, in order to demonstrate what students may learn cooperatively.

Demonstrate Expected Competences through the Following Activities

Complete on schedule ALL interactive Workbook lessons/written assignments, to show practice in recognizing and analyzing all core grammar forms and functions.

Recognize all the functions and word/phrase/clause forms within the lessons of the introductory Unit I: "Inventory of Forms and Functions"-70% accuracy required.
Recognize simple (skeletal) sentence types and analyze their constituent forms and sentence-level functions, including simple optional expansions (modifiers)-70% accuracy required

Analyze the relation of main to modifier clauses, of all ten predicate types through identification, annotation and Reed-Kellogg diagramming-70 % accuracy required

Recognize all forms and functions of English grammar elements—all concept units reviewed. Cumulative test requires 70% accuracy

Consult media and read literature/scholarship in order to write on assigned language topics.

Demonstrate skills of American Edited English honed through grammar study in Language Journal (LJ) essay(s).

Also compose essays according to essay conventions (as studied in ENC1 101/ENC1 102). Relate a LJ essay entries to some linguistic area/topic, such as sociolinguistics, language diversity and dialects, literature, teaching, creative writing, and language in media, science, philosophy or politics.

As peer editor, make and explain corrections to another students' writing, showing applications of acquired grammar principles to the chores of professional editing.

Verbally assess the advice provided by the peer editor during the exchange of writings (in peer editing session with one partner).

Show 70% propriety in rhetorical grammar within both self- and peer edited manuscripts, as assessed by the professor.

### Grading

<table>
<thead>
<tr>
<th>Constituent</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Workbook</td>
<td>20%</td>
</tr>
<tr>
<td>2. Unit 1 Test</td>
<td>10%</td>
</tr>
<tr>
<td>3. Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>4. Unit 2 Test</td>
<td>10%</td>
</tr>
<tr>
<td>5. Unit 3 Test</td>
<td>20%</td>
</tr>
<tr>
<td>6. Essays and Peer Editing</td>
<td>10%</td>
</tr>
</tbody>
</table>

I" Grade Policy
The "I" grade will not be assigned except for documented emergencies. If the student's emergency is verified, the student will need to sign the "I" grade form before the semester closes. Only students who are passing the course and provide documentation of the emergency may be considered as eligible for requesting "Incompletes."
These are rarely assigned. Students cannot elect to claim an "I" grade. Students who receive the "I" for emergencies are responsible for submitting the remainder of the required work three weeks in advance of the University deadline for "I" removal, during the next semester of their enrollment.

Course Policies

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Attendance is mandatory. Three unexcused absences can result in failure of the course. Official dean's excuses for absences must be submitted within five class sessions of the absence.

To be recorded as "present," students are required to arrive to class on time and remain to participate during the entire session. Being tardy will result in forfeitures for in-class timed assignments.

Decorum to Facilitate Learning

To facilitate learning for all students, students are required to remain quiet while a peer is reciting, and await their turns for recitation/deliberation or questioning. So that the question and answer sessions are not exclusively devoted to the learning needs of a few individuals, referrals may accompany a student's inquiry that extend to over ten minutes of all class responses: The student will be advised to see the professor for instructional conferencing and/or to seek extended tutorial time at the Writing Resource Center, which serves as an adjunct with useful support for students of LIN4680.

Disruptive students are those who infringe upon the professor's prerogatives to conduct her classroom effectively or upon fellow students' rights to a civil and peaceable learning environment Derision and other verbal insults or threats are inadmissible. Disruptive/obtrusive persons (e.g., persons loud talking while students are attentively listening to a lecture) will be removed from the class. Appropriate penalties will be exacted for their unacceptable behavior.

The professor alone shall determine whether or not electronic devices are used properly—in the completion of LIN4680 coursework. Before class begins, a student must consult the professor before bringing out such devices within the classroom, and it is the professor's prerogative to verify in each case whether a device, such as a laptop, is being used as pre-approved during each session. Using computers to do work for other courses—or consulting another medium for other courses, such as a textbook—is forbidden.

Except for students with Learning Center protocols (IEPs), computers and other devices are prohibited during testing. Students with IEPs involving uses of technologies should inform the professor since all media use policies of the course are adaptable to serve IEP Competencies objectives.
Concepts Covered in Unit One: Inventory—Introductions of Various Grammar Forms and Functions

Week 1

Workbook item All numbered Wk exercises are professor's *Workbook original handouts* designed for L1N4680 in Lecture/Exercise students' analytical responses—(except where "Kolin Ex" appears)

Sequence

Recognizing the Features of the Verb Form Class (H) *Form Class* Defined
Verb Features: *Workbook* 1A-E, hereafter Wk
*Tense* (with *Verb Strings*), *Aspect, Mood, Voice* defined "Form Class Verbs," Kolln, 60-77, 264-266

Week 2

M14 Distinguishing Tenses of Verbs: Time Meanings
(Indicative Mood) Chart (H)
Kolln., Chapter 3, "Expanding the Main Verbs," 70-75
Due: Wk 1A Reviewing Verbs (and Noun Distinctions) in "Language with Power"

W16 Recognizing *Aspect* of Verbs: The Perfect Tenses (Indicative)
Kolin, 70-73
WkIC In-class: Sample--Compose Sentences with Perfect Tenses of Conjugated Verbs (Wk1B)
Due: Wk1B Conjugations of All Tenses, Five Verbs Charted (Indicative Mood)

F18 Recognizing Voice of Transitive Verbs—Active or Passive Voice
Conjugations with Passive Voice, Chart with Verb Strings (Indicative Mood) (H) Kolln, 75 85
Due: Sentences with Perfect Aspect Completed

Week 3
M21 Martin Luther King Holliday

W23 Reviewing Passive and Active Voice Conjugations with Perfect Forms (Aspect) Kolln, 75-85
Due: Wk1D Exi Passive Voice Conjugations
Wk1D Ex2 In-class Student Samples: Transforming Passives to Actives

F25 Recognizing the Meanings of Various Verb Moods (H)
In-class Introductory Exercise:
Wk 1E Identifying Meanings of Various Moods (H)
(Also a Pre-test Unit on Moods of Verbs)
Kolin, 69-70
Due: Wk1D/Ex2 Completed Transformations: Passive to Active Voice

Week 4

8 Distinguishing Subjunctive Moods: Various Names and Patterns
(Various Subjunctive Moods of Tensed and Un-tensed Verbs)
Due: Wk1E (Exi) Completed: Identifying Meanings of Various Moods

W30 Distinguishing Form and Function
Clarifying Noun Form Class and Nominal Function
Kolln "Nouns," Chapter 11 (Review)
Noun "Determiners," Chapter 12, 268-273
Wk 2 Form Class Nouns (In-class)
Wk 3 (Ex A-C) Introduction to Nominals: Applying Tests for Identifying
Nominal Function (in-class student analysis)

Language Journal Essay Assigned:
Topic: "What's in a Name?" A Name (Nominal) with
Social/Public Consequence" (Research within Media/Social Essays)
Due: Wk 2 Ex. A/B Noun-forming Derivations of Verbs
(esp., Functional Shift examples) and Kolin Ex 11.2, 265-6
Due: Wk1E. (Ex2) Identifying Names of Various Verb Mood Patterns

February

F1 Recognizing Form Class Adjective Features and Adjectival Function
Wk 4 Distinguishing Form Class Adjective from other Adjectivals (In-class) (H)
Kolln, "The Adjective," 269-271
Due: Wk 3 Nominals (Completed)

Week 5

M4 Recognizing Form Class Adverbs (H)
Kolln, "Adverbs," 116-8, 271-274
Extra Credit: Adjectivals in a Classic Poem Analyzed (JL)

W6 Recognizing the Preposition (Structure Class Defined) and Its Phrasal Unit, the Prepositional Phrase (H)
Kolln, "Prepositions," 290-293
Due: Wk 5 Form Class Adverb
Ex. A Sentences with Degree Forms of Adverbs
Ex. B Distinguishing Flat Adverbs and Adjective Look-alikes Ex C Distinguishing Adverbs and Preposition
Look-alikes

Wk7 Ex A Finding Adverbial Function through Queries of Adverbial Information (In-class)
Week 6

MII Recognizing Verbal Phrases (Non-predicating Verbs) of Nominal, Adjectival and Adverbial Function (H)
Wk9A Distinguishing the NP, Acli and Adv Functions of Verbals/Phrases: Infinitives, and Active and Passive Participles
Due: Wk 7 Ex B Identifying the Various Form Types of Adverbials (Includes Prepositional Phrases)
Due: Wk8 Labeling the Function of Prep-phrases asAdj or Adv (In-class) Distinguishing Functions: Prepositional Phrases—Adverbial and Adjectival Kolln, 118-121, 144-146
W13 Recognizing Predicating and Non-predicating Verbs (H)
Due: Wk9B Recognizing Verbal Phrases: Composing Student Sentences, Ten Examples of Each Verbal Function: Nominal Adjectival, (pp.151-59) and Adverbial

F15 Clarifications of Predicating and Non-predicating Verbs (H)Due: Wk10 Predicating and Non-predicating Verbs (Completed)

Week 7 Wk 11 Clarifications: Distinguishing the Functions of Predicating and Non-predicating Verbs (in-class) and Review Wk 10 Explanation and Sampling of Student Analyses (in-class) Assigned: Pretest ifor Test 1 with Review Guide

W20 Review: Wk 12 Inventor of Forms and Functions Due: Wk12 Test Pretest
Wk 12 Answer sheets distributed

F22 Review: Predicating Verb Formal Features (Wk 13 A Pre-test Unit on Verbs) Due: Wk 13 Pretest Unit for Test I on Verb Voices/Tenses (Review)

Week 8

M25 Test 1: Inventory of Forms and Functions Review: Chapters, 11 and 3 other Kolln selected sections (as listed on the Test 1 Study Guide) and Workbooks 1-13

Unit 2 Sentence Patterns with Simple Expansions

W27 Introduction to Logic of English Sentence Types--Ten Patterns (H) A Summary Analysis of Distinctions:
1. Patterns with Predicating Be and Linking Predicating Verbs
2. An Intransitive Action Verb Pattern and
3. Four Discrete Transitive Verb Patterns
Introduction Emphasis: Stative and Intransitive Patterns Kolln, Chapter 2, "Sentence Patterns"
F29 Logic of English Sentence Patterns: (H) Recognizing Transitive Verbs and Transitive Patterns 7-10 Review "Logic of English Sentences" (H) Kolin, Chapter 2 (Review)
Introductory Exercise: Wk 14B Clarifications of Patterns 6-8 Due: Wk14B Compose (Wk14A) and Annotate (Wk15A) Twenty-five Sentences, Five of Each Stative Pattern, #1-5 Assigned for reading and later completion: Wk17 Principles of Diagramming (H)
March

Week 9

M3 Assessing Student Stative Pattern Annotations (Class Exercise)
Logical Principles of Diagramming English Sentences: (Wk 17, H) A Summary Analysis, Illustrated Lecture
Kolln, Chapter 2 (Review)
Due: Compose (W14C) and Annotate (Wk15B) Sentences, Five Each of Transitive Patterns 6-10
Due: Wk 14 B Clarifications of Patterns 6-8 Completed
Assigned for later completion:
Wk18 Pretest for Unit 2 Test

W5 Assessing Student Transitive Pattern Annotations (Class Exercise) Logical Principles of Diagramming English Sentences: (Wk 17, H) A Summary Analysis, Illustrated Lecture Kolln, Chapter 2 (Review)

F7 Further Logical Principles of Diagramming, Kolln References Kolln, Chapter 2

Week 10
March 10-14 Spring Break

Week 11

M17 Further Clarifications of Transitive Patterns, with Phrasal Verbs (Particles)
Wk16 Clarifying Transitive Patterns, 9-10 (In-class introduction) Kolln, Chapter 2 Review
Due: Wk 17 Diagrams, Five Each Patterns (Sentences Composed in Wk14, Analyzed in Wk15)
Due: Wk18 Pre-test for Unit 2 Test A/B
Wk 18 Pretest Answers Distributed
Extra Credit: Kolln, Chapter 2 Exercises Entire

W19 Review of Unit 2 Concepts: Sentence Patterns Recognition, Simple Expansion, Annotations and Diagramming Pretest 2 for Test 2 Answers Reviewed (H)

F 21 Class Cancelled

Week 12

M24 Test 2 for Unit 2 Sentence Patterns and Simple Expansions

Unit 3 Main and Modifier Clauses, Adverbial and Adjectival

March

W26 Recognizing and Diagramming Adverbial Clauses (H)
Wk19A Adverbial Clauses in Ten Predicate Patterns (Wk 19A In-class) Diagramming Adverbial Clauses

F28 Recognizing Adjectival Clauses (H)
Review Wk16 Diagramming
Kolln, "Modifiers of the Noun: Adjectivals," Chapter 6 DUE: Wk 19A Adverbial Clause Chart (Ten Patterns) (H) 19 B Diagrams of Ten Clause Patterns

Week 13
M 31 Diagramming Adjectival Clauses with Relative Pronouns
Diagramming Student Examples of Adjectival Clauses (In-class)
DUE: Wk2OA Adjectival Clause Chart (See Clause Models, Kolin, 27-28) Wk 20 Recognizing Adjectival Clauses

April
W2 Adjectival Relative Clauses Headed by Relative Adverbs (Wk 21, H) Explanations of the Wk2 1 Lecture Summary on Relative Adverb-Headed Clauses DUE: Wk2OB Adjectival Clauses Diagrammed

F4 Distinguishing Look-alikes Clauses: Adjectival and Adverbial (Wk 22, H) Explanations with Student Analyses (Contrasting Wk 19 and Wk21) Kolln, "Adverbial Clauses"; "Adjectival Clauses," Chapters 5 and 6 Due: Wk 21 Adjectival/Relative Clauses Headed by Relative Adverbs

Week 14
M7 Other Relatives Heading Adjectival Clauses: Determiners and Adverbials (H) Explanations with Student Analyses
Due: Wk 22 Distinguishing Look-alikes Clauses: Adjectival and Adverbial Answers to Wk 22

W9 Recognizing and Diagramming Deleted Relative (Pronoun) Objects
Explanations with Student Analyses
Assigned: Wk24 Pretest3 for Unit Test 3
Due: Wk 23 Additional Tags of the Relative Clause (Determiner Whose) and Adverbial Prep-Phrases

Further Clarifications of Main with Modifier Clauses, Adjectival or Adverbial Clauses Due: Wk 25 Deleted Relative (Pronoun) Objects

Week 15
April
M14 "Rhetorical Grammar," Kolln, Chapter 14
Peer Editing Session
Answer Sheets: Wk 25 Deleted Relative Pronoun Objects

W 16 Study Review/Test 3
Due: Wk 24 Pretest for Test 3, Unit III Answer Sheets for Pretest3/ Unit 3 Test

F18 Test 3 on Unit III Analyzing Main and Modifier Clauses (Worth 20% Final Grade)
Due: Wks 26-30 Finals Pre-Test—Cumulative Review of Course Units 1, 2 and 3 (Tests 1, 2, 3 Formats)
"Wks 26-30 Finals Pretest" Answer Sheets Provided

Final Examination
According to the University Final Examination Schedule
References

Baron, Dennis E. *Grammar and Good Taste: Reforming the American Language*. New Haven: Yale University Press, 1982


