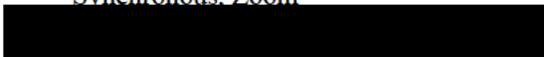


San José State University
Department of English and Comparative Literature
English 103, Sec. 1, Modern English, Spring 2021

Instructor:	Dr. Linda C. Mitchell
Office Location:	FOB 117
Telephone:	Cell phone number given in class
Email:	linda.mitchell@sjsu.edu
Office Hours:	Monday, Wednesday 12:30-2:30 & by appointment https://sjsu.zoom.us/j/81548759723
Class Days/Time:	Monday/Wednesday Sec. 1, 9:00-10:15
Classroom:	Synchronous Zoom 
Prerequisites:	Upper-division standing

Required Texts and Materials

- Klammer, Thomas, et al. *Analyzing English Grammar*, 7th Edition (not international edition). ISBN 13: 9780205252527
- Course Reader. From Maple Press. (Approximately \$27). Drop by the shop, or have the press mail it to you. 330 S 10th St #200, San Jose, CA 95112 . [Phone: \(408\) 297-1000](tel:4082971000)

Course Description

Welcome to English 103. This course provides a survey of the growth and structure of Modern English including its phonology, morphology, syntax, and semantics. Material in the course will also focus on some recurring problems of “usage” and/or “correctness,” regional and social varieties of English, language development, and the historical development of English, especially as it affects the language today.

The course is required for English majors preparing for a single-subject teaching credential or a multiple-subject teaching credential program. Professional/tech writing concentrations must also take English 103. It is a course option for literature and for creative writing concentrations. Any student thinking about working in a publishing house should take the course.

The material taught in this course will help you improve your own writing. You will also learn how to teach grammar if you are going into teaching. This course will be challenging, but I am here to help you. At the Writing Center, you can find online support from writing specialists who have taken English 103. To do well in this class, you must keep up with the daily work. If you get behind on the assignments, you will be missing concepts in building our weekly foundation, which will cause you great difficulty.

Zoom Etiquette

- Log on at least ten minutes before the start of class. I take roll first thing. I also record if you are late to class.
- You must turn on your video.
- In the chat, type “Hi” when you log on and “Bye” at the end of class when you log off. I use these to double check attendance.
- Please do not log off until I dismiss you. I will not hold you past the end of class.
- If you have to leave the screen for a minute, type in the chat “brb” for be right back.
- If you have technical problems, let me know right away. If your screen freezes or you get knocked off the internet, text me and log back on.
- No problem if you have coffee or a snack, but chomping down on a full meal on the screen is distracting.
- It is disrespectful to the class if you are lying in bed during class. Sitting okay, but lying there and trying to talk to us in a half-hearted way doesn’t cut it.
- It is disrespectful to carry on conversations with people in your room while we are focusing on class lectures and discussions. You wouldn’t do it in class, so you don’t do it during our Zoom class.
- You should be focusing on the screen or on taking notes. It is obvious when you are doing other things that distract you from class.
- Please text or email me if you are going to miss class. If I don’t hear from you, I will email to check in that you are okay.

Required Time Investment

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week attending class and preparing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement requirements (part of the four units), which will count for a total of 50 points.

- Complete Common Grammar Errors, Parts I and II handouts.
- Learn Latin and Greek affixes and roots and complete the exercise. Make notecards if that helps. The roots and affixes will be part of exam #1. CR
- Memorize the prepositions and complete the assignment.
- Give two short presentations.

Statement of SJSU’s Credit Hour Requirement below.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Student Learning Objectives

Department Objectives

In the Department of English and Comparative Literature, students will demonstrate the ability to

- SLO 1** read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric;
- SLO 2** show familiarity with major literary works, genres, periods, and critical approaches to British, American and World Literature;
- SLO 3** write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;

- SLO 4** develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
- SLO 5** articulate the relations among culture, history, and texts.

Class Objectives

Successful students in this course will demonstrate the ability to

- write clearly and effectively on the sentence-level;
- understand the development and variations of the English language;
- correct and identify sentence-level errors in their own writing;
- gain knowledge of the English language to the extent that they can articulate the rules and execution of English grammar to others;
- develop an enduring interest in language;
- understand morphology, etymology, and phonology;
- demonstrate the ability to diagram sentences effectively;
- develop awareness of form versus function;
- identify parts of speech, rules of punctuation usage, and sentence construction.

Class Tips/Strategies

- Be prepared for a heavy workload. This course is difficult, especially if you are coming in with a weak background in grammar. English 103 is taught with linguistic grammar and is therefore not a simple grammar review course.
- Arrive a few minutes early and get into the mindset for class. Think about what you want to get from the class that day. Let go of outside distractions. Have texts and notebook on your desk and open when class starts.
- Read the “Chapter Preview” and “Chapter Goals” at the beginning of each section. Read the “Summary” and learn the “Key Terms” at the end of each chapter.
- Create flash cards.
- Organize study groups with like-minded, hard-working classmates.
- Keep up with new concepts presented in each class (the same as you would when you are learning math or a foreign language).
- Do the designated exercises **before** coming to class. Doing the exercises after the discussion is not nearly as effective in understanding and retaining the material.
- Make a list of questions when you do your homework and ask them in class if they are not covered. I have a reserved section on the board where you may write your questions before class.
- Be prepared to look at the rules of grammar from new perspectives. Language is not always an absolute, and some standards of “correctness” have changed over time.
- Attend every class session. Absences affect your grade if you are not in class to learn and/or reinforce material as we discuss it. We also do in-class exercises. Your participation grade is 20%.
- Understand underlying concepts—do not simply memorize the material!
- Seek out extra help when you need it. If you are not earning the grades that you want, you *can* change your performance in the class. Visit the Writing Center in Clark Hall 126 ([online in Spring 2021](#)) for writing specialists trained in English 103 material. Appointments are difficult to get, so plan ahead. Online help is now available

Course Content

Friday Emails

I send out an email each Friday that explains work for the coming week. You are responsible for reading the emails and following the instructions. I will send out them out on regular email, which should also show up in canvas email.

Reading

In English 103, you will have homework assignments from *Analyzing English Grammar* for each class period. Each reading assignment builds part of the foundation of what we study in this course, so it is crucial that you keep up with the reading and the homework. The homework will be the foundation for exams, quizzes, class activities, and group discussions. To succeed in this class, do the reading assignments in advance and ask questions in class or by email about what you do not understand.

Grading overview

You can earn up to 1,000 points in this course.

Activities	Percentage	Points
Quizzes (5 at 5% each)	25%	250
Exams (5 at 10% each)	50%	500
Participation: engagement, responses, presentations, and white board work	20%	200
One-unit enhancement work	5%	50

Quizzes 250 points or 25%

Exams and quizzes will cover the major concepts presented both in class and in *Analyzing English Grammar*. Dates for the quizzes and exams are noted on the class schedule. **Tests and quizzes cannot be made up unless you have contacted me in advance and received approval for a make-up exam. If you simply do not show up for a test or quiz, you will receive a zero on the assignment.** If extenuating circumstances apply, please contact me as soon as possible (*before* the quiz or test date) in order to make necessary accommodations. There will be five quizzes worth 25% of your course grade (5 x 50 = 250 points).

Exams. 500 points or 50%

Five exams (including the final) are worth 50% of your grade (5 x 100 = 500 points). See the policy under quizzes regarding make-up exams.

Participation: Engagement, Responses, presentation, and White Board Work. 200 points or 20%

Active participation in class discussion is extremely important. If you are absent, you miss important concepts. The degree to which you arrive on time and are prepared to contribute to the classroom exchange of ideas and information will be a 20% factor in determining your final grade in this course. **Please Note:** (1) You cannot contribute if you are not here. (2) Your presence alone does not constitute participation. Participation is not an attendance taking mechanism; it is meant to reward with credit students who are actively engaging.

One-unit enhancement. 50 points or 5% of grade

Part I of Common Grammar Errors	5 points	Must be present for credit
Part II of Common Grammar Errors	5 points	Must be present for credit
Etymology assignment	15 points	
Preposition sentences	15 points	
Two charts for diagramming	10 points	5 types of sentences; 3 clauses

Extra Credit Work:

38 terms : definition & example	10 points	deadline firm on this assignment
Sentences, phrasal prepositions	5 points	

For all class sessions, you are required to do the assigned exercises before class. You are also responsible for other handouts that are assigned as homework. There is a strong correlation between

completing daily work and getting good test scores. The exams are based on the textbook and course reader exercises. Your test scores will be higher if you do the daily exercises, check the answers with the Klammer key, and understand the concepts. Ask questions!

Class participation does not mean that you are just physically present in class. You are required to have class materials (Klammer book and course reader) on your desk at the beginning of each class, contribute to discussions, actively listen to your peers, and take notes. You can increase your participation grade if you write answers to exercises on the board. If your answers are not correct, you still get participation credit. It is a hidden bonus when your answers are not correct because you learn not to make those mistakes on exams.

If you need a grade verification for one of your programs, please tell me 24 hours in advance.

Grading scale

930-1,000 points = A (93%-100%)
900-929 points = A- (90%-92.9%)
870-899 points = B+ (87%-89.9%)
830-869 points = B (83%-86.9%)
800-829 points = B- (80%-82.9%)
770-799 points = C+ (77%-79.9%)
730-769 points = C (73%-76.9%)
700-729 points = C- (70%-72.9%)
670-699 points = D+ (67%-69.9%)
630-669 points = D (63%-66.9%)
600-629 points = D- (60%-62.9%)
0-599 points = F (0%-59.9%)

Late Policy

While I will accept work up to one week after the due date, it will be graded down. For each calendar day that your work is late, it will be graded down one full letter grade. If the assignment is turned in after the class period on the assigned due date, it will be graded down half a letter grade. After one week, I will no longer accept the assignment. If extenuating circumstances apply for any assignment, contact me *before* the due date in order to request an extension. Turn in your work on time to avoid late penalties.

Departmental Grading Policy

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Courses graded according to the A, B, C, NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace D or F. In A, B, C, NoCredit courses NC shall also substitute for W (for Withdraw) because neither NC nor W affects students' grade point averages. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

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University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) at <http://www.sjsu.edu/gup/syllabusinfo>"

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website: http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.



Library Liaison: Peggy Cabrera. peggy.cabrera@sjsu.edu. Fourth floor of MLK Library.

English 103, Spring 2021, Course Schedule

SLO = Student Learning Objective; *AEG* = *Analyzing English Grammar*; *CR* = *Course Reader* (from the Maple Press). I will also offer the CR docs in modules on Canvas.

Assigned Readings are to be completed before the class period designated. Schedule is subject to change by instructor with reasonable notice given in class or by class email. ALWAYS bring books or materials to class.

Date	Topics, Readings, Assignments, Deadlines
Week 0 W 1/27	<ol style="list-style-type: none"> 1. Introduction. Review syllabus and policies. 2. Part I of Common Grammar Errors. I'll do a few as an example. Sent to you as an attachment. It is also in Module One on Canvas. (SLO 3, 5)
Week 1 M 2/1	<ol style="list-style-type: none"> 1. Due today. Completed Parts I and II of Common Grammar Errors. 10 points. All of these concepts will appear on your five quizzes and five exams. 2. Email your final copy showing answers and rules/reasons to the student assistant Emily by the weekend. 3. Read chapter 1 (<i>AEG</i> 1-19) for today. Focus on concepts and key terms. No exercises. (SLO 3, 5)
W 2/3	<ol style="list-style-type: none"> 1. Read chapter 2 (<i>AEG</i> 20-38). Know concepts and bolded terms. No exercises. 2. Introduction to Latin and Greek Roots. <ol style="list-style-type: none"> a. In class activity: new word exercise to be done in class. Handout in CR and in Module 1. New Word Exercise. Neocomorphism. b. Discussion: roots (Etymology). Start handout Etymology. Module 1. (SLO 3, 5)
Week 2 M 2/8	<ol style="list-style-type: none"> 1. Work on the "Etymology" handout in class. Use the Latin and Greek roots and the Form Clues handout in module 1 to break down the 109 words. 2. You need a reliable e-dictionary that has etymological listings.

	<p>3. Another source: etymology: etymonline.com.</p> <p>4. Turn in etymology handout for 15 points by February 22.</p> <p>5. AEG not needed today.</p> <p>(SLO 1, 3, 5)</p>
W 2/10	<ol style="list-style-type: none"> 1. Read chapter 3. "Headlines" in CR. 2. Go over first half of chapter 3, Morphology (<i>AEG</i> 39-64). 3. Complete exercises in the first half of chapter before class. <p>(SLO 1, 3, 4, 5)</p>
Week 3 M 2/15	<p>Second half of chapter 3. Complete remainder of exercises before class.</p> <p>Trial format for exam #1 will be emailed to you tonight.</p> <p>Take Quiz #1 on canvas: Friday at 11pm to Sunday at 11:00 pm.</p> <p>(SLO 1, 5)</p>
W 2/17	<p>Chapter 3 and Etymology (SLO 3)</p> <p>Exam #1 review. Bring questions on chapter and trial format.</p>
Week 4 M 2/22	<p>Exam #1 Chapter 3 and Etymology (SLO 3).</p> <p>Have your zoom screens on during the exam.</p> <p>Last day to get 15 points for your <u>completed</u> etymology exercise. Email them to Emily. (SLO 3, 5)</p>
W 2/24	<ol style="list-style-type: none"> 1. Chapter 4 Form Class Words (<i>AEG</i>). <u>One day only</u>. Complete exercises. 2. Headlines, CR or in module #2 on canvas 3. Class activity: apply proofs to new words; put the answers on the board. 4. See model of proofs in CR 5. <u>Last day to turn in 38 terms extra credit assignment</u>. 10 points. Email them to Dr. Mitchell. <p>(SLO 3, 5)</p>
Week 5 M 3/1	<ol style="list-style-type: none"> 1. Chapter 5 Structural Class Words I (<i>AEG</i>) <u>One day only</u>. <p>Note: we do R-K diagramming, not phrase structure trees/phrase markers.</p> <ol style="list-style-type: none"> 2. Complete all exercises in chapter 5 before class. 3. In the CR, see the information handout for chapters 5 & 6. (SLO 3, 5)
W 3/3	<p>Finish chapter 5.</p> <p>Start Chapter 6 Structure Class Words II (<i>AEG</i>)</p> <p>(SLO 1, 3, 5)</p>
Week 6 M 3/8	<ol style="list-style-type: none"> 1. Chapter 6 Structure Class Words II (<i>AEG</i>) 2. Complete all exercises in chapter 6 before class. 3. Trial format for exam #2 will be emailed to you tonight. 4. Preposition assignment. 15 points. P. 135 (single words) in <i>AEG</i>. Write a sentence for each of the 60 prepositions. Underline the prepositional phrase in each of the 60 sentences. Email it to student assistant by exam 2. 5. Quiz 2 on canvas Friday at 11pm to Sunday night at 11pm. <p>(SLO 3, 5)</p>
W 3/10	<ol style="list-style-type: none"> 1. Review of chapters 4, 5, & 6. Bring questions. 2. Go over trial format #2. (SLO 1, 3, 5)
Week 7 M 3/15	<p>Exam #2 Chapters 4-6 and in-class material (SLO 3)</p> <p>Exam will be during class on canvas. Have your zoom screens on.</p>
W 3/17	<p>Chapter 7 Phrases (<i>AEG</i> 158-206). Exam #3 will include constituents, verb formulas, verb tenses.</p> <p>Complete all the exercises in chapter 7 before class.</p>

	Pages 182-84, I'll need to explain. Klammer makes it too difficult. (SLO 1, 3, 5)
Week 8 M 3/22	<ol style="list-style-type: none"> Chapter 8 Five Types of Sentences Complete the exercises in chapter 8. Memorize the formulas for the five types of sentences for exam #3. Identify the <u>five</u> types of finites verb in the sentence: intransitive (no direct object), be as a main verb, linking verb with predicate adjective, linking with predicate nominative, and transitive (direction objective). (SLO 1, 3, 5)
W 3/24	<ol style="list-style-type: none"> Practice diagramming five types of sentences. Trial format #3 will be emailed to you tonight. (SLO 1, 3, 5)
Week 9 M 3/29	SPRING BREAK
W 3/31	SPRING BREAK
Week 10 M 4/5	Quiz #3. Take Quiz #1 on canvas Friday 11pm to Sunday 11:00 pm. Review in class for Exam #3. (SLO 1, 3, 5)
W 4/7	Exam #3 (Chapters 7 & 8) (SLO 3) Have your zoom screens on during the exam.
Week 11 M 4/12	<ol style="list-style-type: none"> Chapter 9: Basic Sentence Transformations (<i>AE</i>G 249-294). See chapter 9 focus sheet for six items to focus on. Skip these exercises in chapter 9: 9.11, 9.12, 9.13, 9.15, 9.16, 9.17 (SLO 1, 3, 4,5)
W 4/14	<ol style="list-style-type: none"> Finish passive voice in chapter 9. Chapter 10: Finite Verb Clauses, Part I (<i>AE</i>G 295-331). Do exercises (Klammer) for subordinate clauses before class. Start relative clauses. Use the subordinators and relatives you memorized for exam #2. Subordinate conjunctions p. 145 and relatives p. 149. Use the documents posted in module #4.
Week 12 M 4/19	Finish relative clauses in chapter 10 (SLO 1, 5)
W 4/21	<ol style="list-style-type: none"> Relative clauses. *Practice diagramming the seven configurations of relative clauses. *Know the difference between "when" as a relative adverb and a subordinate. p. 323 *Restrictive and nonrestrictive clauses will be on the exam. p. 325. Start chapter 11: Finite Verb Clauses Nominal clauses (<i>AE</i>G 332-358). Check Module #4 for helpful documents and exercises. (SLO 1, 3, 5)
Week 13 M 4/26	<ul style="list-style-type: none"> Chapter 11: Nominal clauses Diagram nominal clauses. Diagram all three types of clauses on the board. Prep for quiz #4: transformation--I.O. and prepositional phrase, who/whom, active/passive, restrictive/non-restrictive, and four sentence varieties. (SLO 1, 3, 5)

W 4/28	Review chapters 9, 10, and 11. Take Quiz #4 on canvas by Sunday at 11:00 pm. (SLO 5)
Week 14 M 5/3	a. In class today, you and a partner will diagram a sentence and explain it b. I will email the sentences and assigned teams to you. You will need to communicate with your teammate and divide the task equally. I'll also send an example of how to present it. (SLO 1, 3, 5)
W 5/5	Exam #4 Chapters 9-11 (SLO 3) Have your zoom screens on during the exam. (SLO 1, 3, 5)
Week 15 M 5/10	Chapter 12: Nonfinite Verb Phrases” (<i>AEG</i> 359-403). Infinitives, Participles, and Infinitives. Read the chapter. 1. Read the focus sheets. I stated the concepts in succinct language. (In the CR and in Module 5.) 2. Do Exercise I in CR as your homework. It is also in Module 5 in canvas. You will follow this format for all chapter 12 exercises, quiz 5, and exam 5. 3. Follow this format on Exercise I. . In the three columns, you will a) underline the phrase. b) identify the phrase and how it functions. c) then in the third column, tell which tests you used to identify the phrase and how it functions. All of these tests are in the Klammer book in chapter 12. ***Follow this format for the homework, the trial format, quiz 5, and exam 5. (SLO 1, 3, 5)
W 5/12	Chapter 12: Nonfinite Verb Phrases (<i>AEG</i> 359-403). For today, do the Exercise #2, which is attached to the weekend email. (SLO 1, 3, 5)
Week 16 M 5/17	Chapter 12 Non-Finite Phrases. Infinitives, Participles, Gerunds. For Monday. Exercise III. Assigned by teams. Quiz 5 on Canvas, from Dec. 5, Saturday 10pm to Dec. 6, Sunday 11pm. (SLO 1, 3, 5)
Final Exam	For a MW 9:00 class: (<i>SLO</i>) 3 Wednesday, May 19, 07:15-09:30