

**San José State University**  
**Department of English and Comparative Literature**  
**English 103, Modern English, Section 1, Spring 2012**

**Instructor:** Michelle Hager-Hernandez

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**Office Hours:** Tuesdays, 10:00-11:00; Thursdays, 3:00-4:00;  
and by appointment

**Class Days/Time:** Mondays and Wednesdays, 9:00-10:15

**Classroom:** Boccardo Business Center 120

### **Faculty Web Page**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/Michelle.Hager>. If you navigate to the English 103 page, you can also find links to additional grammar resources.

### **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, and the historical development of English, especially as it affects the language today.

This class is one of the course options for English majors to meet the “Language and Linguistics” requirement within the program; it is a required course for English majors preparing for a single-subject teaching credential and for students preparing to enter a multiple-subject teaching credential program.

The material taught in this course will help improve your own writing, and it will demonstrate the diverse ways that grammar can be taught in the classroom. This course will be challenging, but remember that I am here to help you, and please do not hesitate to see me or visit a tutor at the on-campus Writing Center for extra help. If you keep up with the work, you will find that you can be very successful in this class.

### **Prerequisites**

Passage of English 1A and 1B, successful completion of the WST, and upper division standing.

## **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;
- comprehend grammar “basics,” including identification of parts of speech, punctuation usage, etc.

### **Class Tips/Strategies**

- Be prepared for a heavy workload. This is a difficult, intensive course.
- Read the “Chapter Preview” and “Chapter Goals” at the beginning of each section; read the “Summary” at the end of each chapter; learn the “Key Terms” at the end of the chapter.
- Know the difference between a phrase and a clause.
- Review linking verbs, subordinating and coordinating conjunctions, and infinitives.
- Know the difference between form and function.
- Keep up with new material presented in each class (the same as you would when learning math or a foreign language).

- Do the designated exercises **before** coming to class. Doing them 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.
- Be prepared to look at the rules of grammar from new perspectives. Language is not an absolute.
- Attend every class session. Absences affect your grade because you are not in class to learn and/or reinforce material as we discuss it.
- Understand underlying concepts—do not simply memorize!
- Seek out extra help when you need it. If you are not earning the grades that you desire, you *can* change your performance in the class. You have two resources available for assistance: (1) come see me during office hours, or (2) visit the on-campus Writing Center located in Clark Hall.

## Academic Policies

You are responsible for reading the SJSU academic policies about add/drop, disability, and academic integrity which are available online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>.

## Course Content

### Reading

In English 103, there will be reading from *Analyzing English Grammar* assigned on a daily basis. This material will form the basis for our study of Modern English, so it is crucial that you complete every reading assignment by the beginning of each class period. Class activities, group discussions, homework assignments, exams, and quizzes are based upon these readings. It will be difficult, if not impossible, to excel in this course if you neglect to complete the reading.

### Semester Project

There will be a major semester project due toward the end of the semester. You will either (1) create lesson plans on language and/or linguistics if you are planning to enter a teaching credential program, or (2) do a professional portfolio if you are interested in another career field (e.g. editing, technical writing, marketing, creative writing, etc.). As the semester progresses, I will provide more detailed information regarding this project. ***This final project will not be accepted late—no exceptions!***

The semester project is worth 20% of your course grade (200 points).

### Exams and Quizzes

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. If you simply do not show up on the day of a test or quiz, you will receive a “0” 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 three quizzes throughout the semester, worth 15% of your course grade (150 points). There will be five exams (including the final); the exams are worth 50% of your class grade (500 points total).

### **Class Work, Participation, and Homework**

For most class sessions, you will be assigned exercises to complete from the Klammer text; you may also be responsible for other handouts that are assigned as homework. You’ll find that there is a correlation between completing the day-to-day work and earning desirable test scores. The exams are based on the textbook exercises, so you will be at a distinct disadvantage if you have neglected to do the daily work. We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you are not present in class. I expect you to attend class daily, come on time, and stay for the full class period. ***Absences and/or tardiness will affect your grade.***

In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary. ***Turn off cell phones or put them on silent mode during the class period; you will lose all participation points for the day if I see your cell phone (this especially includes under the desk/table text messaging—I do see you!). This behavior is both rude and unprofessional.*** Laptop computers and tablets are also forbidden during class time unless you have a documented need for a computer as a note-taking tool.

Class work, participation, and homework assignments are worth 15% of your grade (150 points).

### **Required Texts and Materials**

- Klammer, Thomas, et al. *Analyzing English Grammar*, 6<sup>th</sup> Edition
- A comprehensive handbook of English grammar, punctuation, and usage. I recommend *The Bedford Handbook* or *The Everyday Writer*.
- Course Reader with the *Analyzing English Grammar* Exercise Answer Key (to be purchased at The Maple Press)

### **Recommended Texts**

- A college-level dictionary (I recommend *American Heritage* or *Merriam-Webster*.)
- Strunk, William, and White, E.B. *The Elements of Style*
- Williams, Joseph. *Style: Lessons in Clarity and Grace*

## Grading Breakdown and Policies

### Grading Breakdown

- Quizzes (3 at 5% each) 15%
- Exams (5 at 10% each) 50%
- Semester Project 20%
- Class Work, Participation, and Homework 15%

### Late Policy

I am a prompt person, so I expect the same from you. While late work will be accepted up to one week after the due date, it will be graded down significantly. ***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 class work, you must contact me *before* the due date in order to request an extension or make necessary accommodations. 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 in the official SJSU *Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

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.

### SJSU Writing Center

The SJSU Writing Center is located in Suite 126 in Clark Hall. Writing Specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. Make an appointment online through the Writing Center website: <http://www.sjsu.edu/writingcenter>.

## English 103, Spring 2012, Course Schedule

Assignments must be **completed** by the day they are listed! **SLO** = Student Learning Objective; *AEG* = *Analyzing English Grammar*; *CR* = *Course Reader* (from the Maple Press). **ALWAYS bring any books to class from which reading is assigned for the day!**

Date	Topics, Readings, Assignments, Deadlines
Wednesday, January 25 <sup>th</sup>	Introductions, syllabus review What is “grammar”?
Monday, January 30 <sup>th</sup>	Read Chapter 1 ( <i>AEG</i> 1-18) <b>Complete all Chapter 1 exercises and be prepared for discussion</b> Bring your writing handbook to class for the usage handout Maple Press visit—bring money to purchase your <i>Course Reader</i>
Wednesday, February 1 <sup>st</sup>	Read Chapter 2 ( <i>AEG</i> 19-36) <b>Be prepared to discuss all Chapter 2 exercises</b> <b>Usage handout DUE (SLO 3, 5)</b>
Monday, February 6 <sup>th</sup>	Read “Part One: Fun with Language and the Flexibility of English” ( <i>CR</i> 2-8) “Differing Notions of Correctness” in-class exercise Begin to memorize prefixes, suffixes, and roots ( <i>CR</i> 38-83)
Wednesday, February 8 <sup>th</sup>	Read Chapter 3 ( <i>AEG</i> 37-62) <b>Complete all Chapter 3 Exercises</b> “Neocomorphism” in-class exercise Continue memorizing prefixes, suffixes, and roots ( <i>CR</i> 38-83)
Monday, February 13 <sup>th</sup>	<b>Quiz #1 (SLO 3)</b> <b>Semester Project Assignment (SLO 3, 4, 5)</b> Continue Chapter 3 discussion and practice with morphology Continue memorizing prefixes, suffixes, and roots ( <i>CR</i> 38-83)
Wednesday, February 15 <sup>th</sup>	Etymology in-class exercise/discussion—bring your college-level dictionary Continue memorizing prefixes, suffixes, and roots ( <i>CR</i> 38-83) <b>Trial Test will be provided in-class</b> <b>Exam #1 review—bring questions</b>
Monday, February 20 <sup>th</sup>	<b>Exam #1 (Chapters 1-3 and in-class material) (SLO 3)</b>

Date	Topics, Readings, Assignments, Deadlines
Wednesday, February 22 <sup>nd</sup>	Read Chapter 4 ( <i>AEG</i> 63-93) <b>Complete all Chapter 4 exercises</b>
Monday, February 27 <sup>th</sup>	Read Chapter 5 ( <i>AEG</i> 95-129) <b>Complete all Chapter 5 exercises</b> <i>NOTE: Throughout the textbook, ignore phrase structure trees/phrase markers.</i>
Wednesday, February 29 <sup>th</sup>	<b>Quiz #2 (SLO 3)</b> More work with Chapters 4 and 5
Monday, March 5 <sup>th</sup>	Read Chapter 6 ( <i>AEG</i> 131-156) <b>Complete all Chapter 6 exercises</b>
Wednesday, March 7 <sup>th</sup>	<b>Trial Test will be provided in-class</b> <b>Exam #2 review—bring questions</b>
Monday, March 12 <sup>th</sup>	<b>Exam #2 (Chapters 4-6 and in-class material) (SLO 3)</b>
Wednesday, March 14 <sup>th</sup>	Read Chapter 7 ( <i>AEG</i> 157-203) <b>Complete Chapter 7 exercises</b>
Monday, March 19 <sup>th</sup>	Read first half of Chapter 8 ( <i>AEG</i> 205-224) <b>Complete Chapter 8 exercises</b>
Wednesday, March 21 <sup>st</sup>	Read second half of Chapter 8 ( <i>AEG</i> 225-246) <b>Complete Chapter 8 exercises</b>
Monday, March 26 <sup>th</sup>	No Class—Spring Break!
Wednesday, March 28 <sup>th</sup>	No Class—Spring Break!
Monday, April 2 <sup>nd</sup>	<b>Trial Test will be provided in-class</b> <b>Exam #3 review—bring questions</b>
Wednesday, April 4 <sup>th</sup>	<b>Exam #3 (Chapters 7 &amp; 8 and in-class material) (SLO 3)</b>
Monday, April 9 <sup>th</sup>	<b>In-class Semester Project Meetings (bring ½ of your project to class)</b> Bring any materials necessary to work on your semester projects
Wednesday, April 11 <sup>th</sup>	<b>In-class Semester Project Meetings (bring ½ of your project to class)</b> <b>In-class Style Workshop</b>

<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
Monday, April 16 <sup>th</sup>	Read “Chapter 9: Basic Sentence Transformations” ( <i>AEG</i> 247-292) <b>Complete Chapter 9 exercises</b>
Wednesday, April 18 <sup>th</sup>	<b>Quiz #3 (SLO 3)</b> Read “Chapter 10: Finite Verb Clauses, Part I” ( <i>AEG</i> 293-330) <b>Complete Chapter 10 exercises</b>
Monday, April 23 <sup>rd</sup>	Read “Chapter 11: Finite Verb Clauses, Part II” ( <i>AEG</i> 331-359) <b>Complete Chapter 11 exercises</b>
Wednesday, April 25 <sup>th</sup>	<b>Trial Test will be provided in-class</b> <b>Exam #4 review—bring questions</b>
Monday, April 30 <sup>th</sup>	<b>Exam #4 (Chapters 9-11 and in-class material) (SLO 3)</b>
Wednesday, May 2 <sup>nd</sup>	<b>Final discussion about Semester Projects</b> Read “Chapter 12: Nonfinite Verb Phrases” ( <i>AEG</i> 361-406) <b>Complete Chapter 12 exercises</b>
Monday, May 7 <sup>th</sup>	Read “Appendix: The Sounds of American English” ( <i>AEG</i> 407-422) <b>Complete Appendix exercises</b>
Wednesday, May 9 <sup>th</sup>	<b>Semester Projects DUE (SLO 3, 4, 5)</b> Semester Project Presentations
Monday, May 14 <sup>th</sup>	<b>Exam #5 (Final Exam) Trial Test will be provided in-class</b> <b>Exam #5 (Final Exam) review—bring questions</b>
Monday, May 21 <sup>st</sup>	<b>Final Examination, 7:15AM-9:30AM! (SLO 3)</b>