

**San José State University**  
**Department of English and Comparative Literature**  
**English 103, Modern English, Sec. 1, Spring 2013**

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<b>Office Hours:</b>	Mondays, 12:00-1:00; Wednesdays, 3:00-4:00; and by appointment
<b>Class Days/Time:</b>	Mondays and Wednesdays, 9:00-10:15
<b>Classroom:</b>	Sweeney Hall 413
<b>Prerequisites:</b>	Upper-division standing

### **Faculty Web Page**

Copies of the course materials such as the syllabus and major assignment handouts 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 find links to additional grammar resources and electronic copies of class handouts.

### **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. 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 successful in this class.

## **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 course is difficult.
- 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 and form study groups.
- 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 always an absolute, and some standards of “correctness” have changed over time.
- 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.

### Required Texts and Materials

- Klammer, Thomas, et al. *Analyzing English Grammar*, 7<sup>th</sup> Edition
- A comprehensive handbook of English grammar, punctuation, and usage. I recommend *The Everyday Writer* (Ed. Andrea Lunsford).
- Course Reader with the *Analyzing English Grammar* Exercise Answer Key (to be purchased at The Maple Press)

### Recommended Texts

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

### 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. Exams, quizzes, class activities, group discussions, and homework assignments are based upon these readings. It will be 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. journalism, editing, marketing, creative writing, technical 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 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).

### Grading Breakdown and Policies

#### Grading Breakdown

Quizzes (3 at 5% each)	15%	(150 points)
Exams (5 at 10% each)	50%	(500 points)
Semester Project	20%	(200 points)
Class Work, Participation, and Homework	15%	(150 points)

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below.

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

### Late Policy

I am a prompt person, so I expect the same from you. While I will accept work 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.

### University Policies

#### Academic Integrity

Your commitment to learning is evidenced by your enrollment as a student at San José State University. The academic integrity policy of the university, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical

Development website is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarizing (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade in this course and sanctions by the university.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **Add/Drop Policy**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the policies in the catalog for the current semester at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar at <http://www.sjsu.edu/calendars>. The late drop policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the “Advising Hub” at <http://www.sjsu.edu/advising/>.

### **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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.



## English 103, Spring 2013, 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 23	Introductions, syllabus review Review of common grammar and punctuation errors
Monday, January 28	Read Chapter 1 ( <i>AEG</i> 1-19) <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, January 30	Read Chapter 2 ( <i>AEG</i> 20-38) 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> 38-81) <b>Be prepared to discuss Chapter 2 exercises</b> <b>Usage handout DUE (SLO 3, 5)</b>
Monday, February 4	Read Chapter 3 ( <i>AEG</i> 39-64) <b>Complete all Chapter 3 Exercises</b> “Neocomorphism” in-class exercise Continue memorizing prefixes, suffixes, and roots ( <i>CR</i> 38-81)
Wednesday, February 6	<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> 38-81)
Monday, February 11	Etymology in-class exercise/discussion—bring your college-level dictionary Continue memorizing prefixes, suffixes, and roots ( <i>CR</i> 38-81) <b>Trial Test will be provided in-class</b> <b>Exam #1 review—bring questions</b>

Date	Topics, Readings, Assignments, Deadlines
Wednesday, February 13	<b>Exam #1 (Chapters 1-3 and in-class material) (SLO 3)</b>
Monday, February 18	Read Chapter 4 ( <i>AEG</i> 65-96) <b>Complete all Chapter 4 exercises</b>
Wednesday, February 20	Read Chapter 5 ( <i>AEG</i> 97-131) <b>Complete all Chapter 5 exercises</b> <b>NOTE: Throughout the textbook, ignore phrase structure trees/phrase markers.</b>
Monday, February 25	<b>Quiz #2 (SLO 3)</b> More work with Chapters 4 and 5
Wednesday, February 27	Read Chapter 6 ( <i>AEG</i> 132-157) <b>Complete all Chapter 6 exercises</b>
Monday, March 4	<b>Trial Test will be provided in-class</b> <b>Exam #2 review—bring questions</b>
Wednesday, March 6	<b>Exam #2 (Chapters 4-6 and in-class material) (SLO 3)</b>
Monday, March 11	Read Chapter 7 ( <i>AEG</i> 158-206) <b>Complete Chapter 7 exercises</b>
Wednesday, March 13	Read first half of Chapter 8 ( <i>AEG</i> 207-226) <b>Complete Chapter 8 exercises</b>
Monday, March 18	Read second half of Chapter 8 ( <i>AEG</i> 227-248) <b>Complete Chapter 8 exercises</b>
Wednesday, March 20	<b>Trial Test will be provided in-class</b> <b>Exam #3 review—bring questions</b>
Monday, March 25	<b>NO CLASS—SPRING BREAK!</b>
Wednesday, March 27	<b>NO CLASS—SPRING BREAK!</b>
Monday, April 1	<b>NO CLASS—CAMPUS CLOSED FOR CESAR CHAVEZ DAY</b>
Wednesday, April 3	<b>Exam #3 (Chapters 7 &amp; 8 and in-class material) (SLO 3)</b>

<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
Monday, April 8	<b>In-class Semester Project Meetings (1/2 of your project is DUE)</b> Bring any materials necessary to work on your semester projects
Wednesday, April 10	<b>In-class Semester Project Meetings</b> <b>In-class Style Workshop</b>
Monday, April 15	Read “Chapter 9: Basic Sentence Transformations” ( <i>AEG</i> 249-294) <b>Complete Chapter 9 exercises</b>
Wednesday, April 17	<b>Quiz #3 (SLO 3)</b> Read “Chapter 10: Finite Verb Clauses, Part I” ( <i>AEG</i> 295-331) <b>Complete Chapter 10 exercises</b>
Monday, April 22	Read “Chapter 11: Finite Verb Clauses, Part II” ( <i>AEG</i> 332-358) <b>Complete Chapter 11 exercises</b>
Wednesday, April 24	<b>Trial Test will be provided in-class</b> <b>Exam #4 review—bring questions</b>
Monday, April 29	<b>Exam #4 (Chapters 9-11 and in-class material) (SLO 3)</b>
Wednesday, May 1	Final discussion about Semester Projects Read “Chapter 12: Nonfinite Verb Phrases” ( <i>AEG</i> 359-403) <b>Complete Chapter 12 exercises</b>
Monday, May 6	Read “Appendix: The Sounds of American English” ( <i>AEG</i> 404-414) <b>Review Appendix exercises</b>
Wednesday, May 8	<b>Semester Projects DUE (SLO 3, 4, 5)</b> Semester Project presentations
Monday, May 13	<b>Exam #5 (Final Exam) Trial Test will be provided in-class</b> <b>Exam #5 (Final Exam) review—bring questions</b>
Tuesday, May 21	<b>Final Examination, 7:15AM-9:30AM (SLO 3)</b>