

San José State University  
Department of English and Comparative Literature  
English 103, Sec. 1, Modern English, Fall 2018

**Instructor:** Dr. Linda C. Mitchell

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**Office Hours:** Monday, 1:30-2:30

**Class Days/Time:** Mondays/Wednesdays. Sec. 1, 9:00-10:15  
Sec. 2, 3:00-4:15

**Classroom:** Sec. 1 Sweeney Hall 238

**Prerequisites:** Upper-division standing

**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.

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 aid you in improving your own writing, and you will also observe the diverse ways grammar can be taught in the classroom. This course will be challenging, but I am here to help you. Please do not hesitate to see a writing specialist at the Writing Center. If you keep up with the daily work in this class, you will do well. If you get behind on the assignments, you will have difficulty.

## Required Time Investment

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement:

- Increased course content and/or collateral readings
  - Prepare a special list of 37 basic terms used in the course. These terms will be on either notecards or on a computer printout. Each term will include a definition and an example. You will be expected to know these terms as they appear in Klammer's twelve chapters and they will be on the five exams.
  - Create five new words using the Latin and Greek affixes and roots. Participation grade.
  - Learn Latin and Greek affixes and roots. Make notecards if that helps. The roots and affixes will be part of exam 1.
- Higher Level Critical Thinking Exercises
  - Find at least three examples in the media of language abuse. Explain.
  - Turn in by the end of the semester. Two bonus points for this exercise.

All of these one-unit exercises will count as participation points.

### Restatement of the University'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.
- 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 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 and form study groups.
- Keep up with new material 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 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. We also do in-class exercises.
- 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 for writing specialists trained in English 103 material. Appointments are difficult to get, so plan ahead.

## Required Texts and Materials

- Klammer, Thomas, et al. *Analyzing English Grammar*, 7<sup>th</sup> Edition (not international edition)
- Course Reader. Someone from Maple Press will deliver the course readers to our second class. (Approximately \$22).

## Course Content

### Saturday Emails

I send out an email each Saturday that explains work for the coming week. Be sure to read the Saturday emails because you are responsible for the information.

### 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
Class participation (including board work)	20%	200
Workshops and assignments (5)	5%	50

### Quizzes (250 points)

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 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)

There will be five exams (including the final) worth 50% of your class grade (5 x 100 = 500 points).

### Participation and Board Work (200 points)

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. (3) Arriving late is both disruptive and disrespectful.

### **Designated Written Work (10 points each = 50 points)**

Part I of Common Grammar Errors

Part I of Common Grammar Errors

Etymology assignment

Prepositions by memory

Charts for clauses

For all class sessions, you are required to do the assigned exercises for each chapter before class. You will also be responsible for other handouts that are assigned as homework. You will find that there is a correlation between completing day-to-day work and getting good test scores. The exams are based on the textbook exercises, so you will be at a distinct advantage if you do the daily exercises, check the answers with the key, and understand the concepts.

A big part of the participation grade will be volunteering to put exercises on the board as we discuss concepts and apply them. You learn a lot from putting answers on the board. You learn even more when your answers are not correct because then you will not make that mistake on exams.

Class participation does not simply mean that you are physically present in class. You are required to have all class materials (including your Klammer book and your course reader) on your desk at the beginning of each class, contribute to discussions, actively listen to your peers, and take notes. **Turn off cell phones (or put them on silent mode during the class period) and put them in your backpacks. You will lose all participation points for the day if I see your cell phone (this includes text messaging—and I do see you!). And, if you use an Apple Watch during an exam or quiz, you will get a zero on the test or quiz.** This behavior is both rude and unprofessional. Laptops and tablets are not used or needed during class time unless you have a documented need.

### **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**

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 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:

Toby Matoush. [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu). Fourth floor of MLK Library.

## English 103, Fall 2018, Course Schedule

SLO = Student Learning Objective; *AEG* = *Analyzing English Grammar*; *CR* = *Course Reader* (from the Maple Press).

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 from which reading is assigned for the day.

Date	Topics, Readings, Assignments, Deadlines
<p><b><u>Week .5</u></b> W 8/22</p>	<p>Introduction. Review syllabus and policies.</p> <p><b><u>For today: complete section one of Common Grammar Errors and bring the hard copy to class.</u></b> (SLO 3, 5)</p>
<p><b><u>Week 1.5</u></b> M 8/27</p>	<p>Chapter 1 (<i>AEG</i> 1-19). <b>Read chapter 1 for today. Know concepts and vocabulary. No exercises. Refer to focus sheets in course reader for each chapter.</b></p> <p><b><u>Complete section two of the Common Grammar Errors for today and bring the hard copy to class.</u></b></p> <p>Maple Press will deliver the <i>Course Reader</i>. Bring money to purchase it.</p>
W 8/29	<p>Chapter 2 (<i>AEG</i> 20-38). <b>Be prepared to discuss chapter 2. Know concepts and vocabulary. No exercises.</b></p> <p>Introduction to Latin and Greek Roots (<i>CR</i>). In class: Neocomorphism exercise from <i>CR</i>.</p> <p>Discussion: roots (Etymology). Start handout in <i>CR</i>.</p>
<p><b><u>Week 2</u></b> M 9/4</p>	<p>Labor Day</p>
W 9/6	<p>Workshop: Do the “Etymology” handout (<i>CR</i>) in class. Use the Latin and Greek roots list and the Form Clues handout in the <i>CR</i>. Double participation points today.</p> <p><u>Use an e-copy or a hard copy of a dictionary today to do the handout. Next week, turn in handout for credit.</u></p> <p><i>AEG</i> <b>not</b> needed today.</p>
<p><b><u>Week 3</u></b> M 9/10</p>	<p>Go over first half of chapter 3, Morphology (<i>AEG</i> 39-64). <b>Complete exercises in the first half of chapter before class.</b></p>
W 9/12	<p>Discuss second half of chapter 3. <b>Complete remainder of exercises before class.</b></p>

Date	Topics, Readings, Assignments, Deadlines
	Trial format #1 will be emailed to you today.
<b><u>Week 4</u></b> M 9/17	<b>Quiz #1, Chapter 3 (SLO 3)</b> Exam #1 review: Bring questions on chapter and trial format.
W 9/19	<b>Exam #1 (Chapter 3) (SLO 3)</b> You do not need a test booklet—just a pen or pencil. Not shocking pink ink. Bring your <u>completed</u> etymology sheet to get 2 bonus points.
<b><u>Week 5</u></b> M 9/24	Chapter 4 Form Class Words ( <i>AEG</i> ). One day only. Apply proofs to new words and put the answers on the board. Complete all exercises in Chapter 4 before class.
W 9/26	Chapter 5 Structural Class Words I ( <i>AEG</i> ) One day only. <u>We do Reed Kellog diagramming in this class, not phrase structure trees/phrase markers.</u> Complete all exercises in chapter 5 before class.
<b><u>Week 6</u></b> M 10/2	<b>Write the prepositions by memory in class today. P. 135 in AEG</b> Complete 5. Introduce chapter 6.
W 10/4	Chapter 6 Structure Class Words II ( <i>AEG</i> ) <b>Complete all exercises in chapter 6 before class.</b> Trial format for exam #2 will be emailed to you today.
<b><u>Week 7</u></b> M 10/8	Review of chapters 4, 5, & 6. Bring questions. <b>Quiz #2 (SLO 3)</b> Go over trial format #2.
W 10/10	<b>Exam #2 (Chapters 4-6 and in-class material) (SLO 3)</b>
<b><u>Week 8</u></b> M 10/15	Chapter 7 Phrases ( <i>AEG</i> 158-206). <b>Complete all the exercises in chapter 7 before class.</b>
W 10/17	Overview of Chapter 8 Five Types of Sentences <b>Complete the exercises in the first half of chapter 8 before class.</b>
<b><u>Week 9</u></b> M 10/22	<b>Complete the exercises for chapter 8 before class.</b> Trial format #3 will be emailed to you.

<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
W 10/24	<b>Quiz #3</b> (SLO 3) Exam #3 review. Review trial format #3.
<b>Week 10</b> M 10/29	<b>Exam #3 (Chapters 7 &amp; 8 and in-class material)</b> (SLO 3)
W 10/31	“Chapter 9: Basic Sentence Transformations” ( <i>AEG</i> 249-294). Complete exercises in chapter 9 before class. Introduction to chapter 10.
<b>Week 11</b> M 11/5	“Chapter 10: Finite Verb Clauses, Part I” ( <i>AEG</i> 295-331). Do exercises for subordinate clauses before class.
W 11/7	Chapter 10: Finite Verb Clauses, Part I” ( <i>AEG</i> 295-331). Relative clauses. Do the exercises.
<b>Week 12</b> M 11/12	Chapter 11: Finite Verb Clauses, Part II. Nominal clauses
W 11/14	Chapter 11: Finite Verb Clauses, Part II ( <i>AEG</i> 332-358). Nominal clauses
<b>Week 13</b> M 11/19	<b>Review chapters 10-11. Diagramming Practice</b> Trial format #4 will be emailed to you.
W 11/21	Non-instructional holiday
<b>Week 14</b> M 11/26	<b>Quiz #4</b> (SLO 3): <b>Battle of the Diagrammers</b> Questions on trial format #4?
W 11/28	<b>Exam #4 (Chapters 9-11)</b> (SLO 3)
<b>Week 15</b> M 12/3	Chapter 12: Nonfinite Verb Phrases” ( <i>AEG</i> 359-403). Infinitives, Participles, and Infinitives. See CR for tests/aids Complete <u>specified</u> exercises <b>before</b> class. They will be in the trial format.
W 12/5	Chapter 12: Nonfinite Verb Phrases ( <i>AEG</i> 359-403). Special exercise assigned for today. Bring it to class completed.
<b>Week 16</b> M 12/10	<b>Quiz #5 Chapter 12 Non-Finite Phrases. Infinitives, Participles, Gerunds</b>

Date	Topics, Readings, Assignments, Deadlines
<b>Final Examination (Exam #5),</b> <i>(SLO 3)</i>	MW 9:00 class: Wednesday, Dec. 12, 0715-0930 MW 3:00 class: Friday, Dec. 14, 1215-1420