

San José State University  
Department of English and Comparative Literature  
English 103, Sections 1 & 2, Modern English, Spring 2023

<b>Instructor:</b>	Dr. Linda C. Mitchell
<b>Office Location:</b>	FOB 117
<b>Telephone:</b>	I will give you my cell # in class.
<b>Email:</b>	<a href="mailto:linda.mitchell@sjsu.edu">linda.mitchell@sjsu.edu</a>
<b>Office Hours:</b>	Monday & Wednesday, 3:30-5:00 & by appointment <a href="https://sjsu.zoom.us/j/81634875016">https://sjsu.zoom.us/j/81634875016</a>
<b>Class Days/Time:</b>	Monday/Wednesday Sec. 1, 9:00-10:15 Monday/Wednesday Sec. 2, 12:00-1:15
<b>Classroom:</b>	Sweeney Hall 411
<b>Prerequisites:</b>	Upper-division standing

### Required Texts and Materials

- Klammer, Thomas, et al. *Analyzing English Grammar*, 7<sup>th</sup> Edition (**not an e-copy or an 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 Modern English phonology, morphology, syntax, semantics, transformational grammar, and the universality of linguistic structures. Material in the course will also focus on some recurring problems of usage and/or correctness, regional and social varieties of English, the role of pragmatics in using language to communicate, and the historical development of English, especially as it affects the language today. The course also includes Reed-Kellogg Diagrams.

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.

What you learn in this course will help you improve your writing. You will also learn how to teach grammar if you are going into teaching. This course is challenging, but I am here to support you. The Writing Center offers online support from excellent writing specialists. 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.

### **Class Policies:**

- No late work will be accepted unless you (1) make arrangements with me in advance, or (2) provide written verification that circumstances completely beyond your control prevented you from getting the work in on time, e.g., an organized mandatory SJSU event, a signed and stamped doctor's slip verifying an illness, a court order, a documented hospital emergency, a natural disaster, or proof of attendance at a funeral.
- Unexcused absences are the following: having to work, going on vacation, or studying for another exam, babysitting siblings, or writing a paper for another class.
- You are required to bring your Klammer book and your course reader to every class. If you forget the book or the CR, you must tell me before class.

### **Class Etiquette**

- We begin class exactly on time, and I take roll right away.
- If you are going to be a minute or two late, please text me. (After a couple of times, you lose the privilege of texting me you'll be late.)
- Turn off cell phones and put them in your backpack. No checking phones or texting during class. (See me in advance if you are expecting an urgent call.)
- Laptops and tablets are not used or needed during class unless you have a documented need.
- Have your Klammer book and course reader on your desk at the beginning of each class.
- If you use an Apple Watch during an exam or quiz, you will get a zero on the exam.
- It is a professional courtesy that you email or text me if you are going to miss class.

### **You will be Successful in English 103 if you**

- take thorough notes.
- do not miss class.
- be a courteous listener.
- stay focused when I am explaining our complex material or an upcoming assignment. If you appear to be distracted, I'll probably call on you.
- read, the assignment before class, not afterwards.
- 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.
- volunteer to write answers on the board. You get full participation credit even if your answer is incorrect.
- check your mistakes in class or on the board so that you avoid them on the exams.
- avoid getting behind on the daily assignments because each concept builds on the next one.
- find a couple of study buddies. Explaining the concepts to each other reinforces the material.
- use the resources of the Writing Center, your class GA, or the instructor.
- check your work with the Klammer key as you do each AEG exercise.
- do the review exercises in the course reader. Keys are provided.

Note: If you need a grade verification for a program, please tell me 24 hours in advance.

### **Weekly Thursday Emails**

Every Thursday, I send out an email that reviews the week and details the work for the coming week. You are responsible for the information in the Thursday emails. If you do not receive a Thursday email by 10:00 PM, please let me know. I recommend that you make an email folder for English 103 emails so that you can reference them easily. It is too easy for English 103 emails to get swallowed up in all your other emails if they are not kept in a designated folder.

## **Required Time Investment**

Modern English 103 is a 4-unit course. SJSU states that students can expect to spend approximately sixteen hours per week attending class and preparing course assignments. The four units will include a one-unit enhancement required by the university, which includes the following.

Statement of SJSU's Credit Hour Requirement.

“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 language 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 not a grammar review; it is linguistic grammar that focuses on terminology and structure.
- Arrive a few minutes early and get into the mindset for class. Think about what you want to get from the day's lesson. Have texts and notebook 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 to preview and review concepts.
- Create flash cards.

- Organize study groups with like-minded, hard-working classmates. *Research has proved that “Students who form study groups outside of class tend to excel in a course of study (Uri Treisman, 1992).*
- Keep up with new concepts presented in each class, such as you would in a math or a foreign language class.
- Do the assigned exercises before coming to class. Doing the exercises after the discussion is not as effective in understanding and retaining the material. 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!
- Make a list of questions when you do your homework and ask them in class. 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 descriptive, and some standards of “correctness” change over time.
- 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 for a participation grade is 20%.
- Understand concepts—do not simply memorize the material!
- If you are not earning the grades you want, resources are available. Visit the Writing Center in MLK, or make an appointment with me or the GA.

### **Course Content. Reading**

In English 103, you have homework assignments for each class from *Analyzing English Grammar (AEG)*. Each assignment scaffolds and sequences the next assignment. They are incremental in building a foundation. To succeed in this class, complete the reading assignments and ask questions in class. You may text or email me questions.

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

#### **Participation: Engagement, Responses, and Board Work. 200 points or 20%**

Active participation in class discussion is important. If you are absent, you are not able to engage with new concepts. The degree to which you contribute to the exchange of ideas and information

will be 20% or 200 points of your final grade. Please Note: (1) You cannot contribute if you are not here. (2) Your presence alone does not constitute participation. (3) Participation is not for attendance taking; it is to give credit to students for actively engaging.

**One-unit enhancement is the fourth unit of a four-unit course. 50 points or 5%**

Part I of Common Grammar Errors	5 points	Submitted. Must be present for credit
Part II of Common Grammar Errors	5 points	Submitted. Must be present for credit
Etymology assignment	15 points	Submitted. Must be 100% complete
Preposition sentences	15 points	Submitted. Single words only
A color chart for diagramming	10 points	Subordinate, relative, & nominal clauses

**Extra Credit Opportunities:**

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

**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, 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 might be graded down half a letter grade. After one week, I no longer accept the assignment. If extenuating circumstances apply an assignment, contact me in writing *before* the due date in order to request an extension. I may request documentation of the circumstances.

**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, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit 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.

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**

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 MLK. 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](mailto:peggy.cabrera@sjsu.edu). Fourth floor of MLK Library.

**English 103, Spring 2023, Course Schedule**

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

Date	Topics, Readings, Assignments, Deadlines
<p><b><u>Week 1</u></b> W 1/25</p>	<p>1. Introduction. Review syllabus and policies. It's my contract with you. 2. Introduce Parts I and II of Common Grammar Errors. I'll do a few sentences as examples. You'll have time to work on it in class. (SLO 3, 5).</p>
<p><b><u>Week 2</u></b> M 1/30</p>	<p><b>1. Due today. Part I of the Common Grammar &amp; Punctuation Errors.</b> Submit it on Canvas by 8:00 AM today, Monday, January 30. Each question must have A) an answer, and B) a reason for the answer. It must be 100% completed for full credit. Assignment is worth 5 points. The grad assistant will not be accepting Part I after 8:00 AM, today, January 30.</p> <p>2. Beginning at 8:15 AM today, I will email you the key for Part I. Make corrections on your own handouts. We'll go over the answers in class, and you can ask questions. All of these questions will appear at least once on the five exams. You <u>must attend</u> class to get credit for this assignment.</p> <p>3. Read chapter 1 (<i>AEG</i> 1-19) for today. We will discuss it. You will use these concepts and key terms the entire semester. No exercises. (I've scanned chapters 1 and 2 in case your book is late. Let me know.) SLO 3, 5 Focus sheets for each chapter start in the <i>CR</i> on p. 31.</p>

Date	Topics, Readings, Assignments, Deadlines
W 2/1	<p>1. Read chapter 2 (<i>AEG</i> 20-38). We will discuss it. Know concepts and bolded terms. No exercises. Focus sheets, p. 31 in the CR.</p> <p><b>2. Due today. Part II of the Common Grammar &amp; Punctuation Errors.</b> Submit it on Canvas by 8:00 AM on February 1. Same rules apply as for Part I. You get 5 points for Part II plus a bonus point if you complete both I and II. The grad assistant will not be accepting Part II after 8:00 AM today.</p> <p>3. Beginning at 8:15 AM today, I will email the key for Part II. Make corrections on your handouts. We'll go over the answers in class. All of these questions will appear at least once on the five exams. You <u>must attend</u> class to get credit for this assignment.</p> <p>4. Introduction to Latin and Greek Roots. <ul style="list-style-type: none"> <li>a. Neocomorphism: a new word exercise. Handout in CR. p. 95. Make a new word, one that is not in the dictionary. You will share it in class.</li> <li>b. Latin and Greek roots are in your course reader following p. 96.</li> <li>c. Start handout Etymology in class on p. 96. (SLO 3, 5)</li> </ul> </p>
<u>Week 3</u> M 2/6	<ol style="list-style-type: none"> <li>1. Introduction to etymology</li> <li>2. Work on the "Etymology" handout during class (CR p. 96).</li> <li>3. Use the Latin and Greek roots (CR pp. 97 ff) and the Form Clues handout (CR, p. 39) to break down the 111 words.</li> <li>4. Use a reliable dictionary that has root information. You may use your devices today.</li> <li>5. Submit the etymology handout for 15 points by February 20. It <u>must</u> be before exam 1. You can type the words, but you <u>must</u> hand write the answers. Do not type the answers.</li> <li>6. <b><i>AEG</i> not needed today.</b> (SLO 1, 3, 5)</li> </ol>
W 2/8	<ol style="list-style-type: none"> <li>1. Read the first half of chapter 3. You will be lost if you haven't read the assignment.</li> <li>2. Go over the first half of chapter 3, Morphology (<i>AEG</i> 39-64).</li> <li>3. Complete exercises in the first half of the chapter before class. Check your answers in the Klammer key. (SLO 1, 3, 4, 5)</li> <li>4. Irregular verbs will be on the quiz and exam. CR, pp. 41-45</li> <li>5. The trial format will be sent out in the Thursday email.</li> </ol>
<u>Week 4</u> M 2/13	<ol style="list-style-type: none"> <li>1. Discuss the second half of chapter 3. Complete remainder of exercises before class. Check your answers in the Klammer key.</li> <li>2. Do the attached self-check on inflections.</li> <li>3. Quiz #1 will include chapter 3, irregular verbs, and etymology.</li> <li>4. <b>Take Quiz #1 on Canvas today, February 13 at 2:00 PM through tomorrow, Tuesday at 11 PM.</b> (SLO 1, 5)</li> </ol>
W 2/15	<p><b>Review chapter 3, irregular verbs, and etymology (SLO 3)</b> Review for Exam #1. Make a list of your questions. Questions on trial format #1</p>
<u>Week 5</u> M 2/20	<p><b>Exam #1 Chapter 3, Irregular Verbs, and Etymology (SLO 3).</b> Last day to get 15 points for your <u>completed</u> etymology exercise. Submit a hard copy before the exam. Required: write by hand the answers. (SLO 3, 5)</p>

Date	Topics, Readings, Assignments, Deadlines
W 2/22	<ol style="list-style-type: none"> <li>1. Chapter 4 Form Class Words (<i>AEG</i>). <u>One day only</u>. Complete exercises. Check your answers in the Klammer key.</li> <li>2. Form and function. Read Headlines, CR, pp. 5-6.</li> <li>3. Class activity: apply proofs to new words.</li> <li>4. See chart and model of proofs in CR, pp. 54-56. Follow this concise format for proofs on exam 2. Klammer's format is too cumbersome.</li> <li>5. Continue to use the Form Clues sheet, CR, p. 39.</li> <li>6. <u>The last day to turn in the 32 terms for 10 extra credit points is today</u>. Email them to the GA or turn in a hard copy. (SLO 3, 5)</li> <li>7.</li> </ol>
<b>Week 6</b> M 2/27	<ol style="list-style-type: none"> <li>1. Chapter 5 Structural Class Words I (<i>AEG</i>). <u>One day only</u>. Note: we do R-K diagramming, <b>not</b> phrase structure trees/phrase markers.</li> <li>2. Complete all exercises in chapter 5 before class. Check your answers in the Klammer key.</li> <li>3. Focus sheets, CR, pp. 32-33.</li> <li>4. Chapter 5. See my study sheets for a good review in the CR, pp. 57-60. (SLO 3, 5)</li> </ol>
W 3/1	<ol style="list-style-type: none"> <li>1. Start Chapter 6 Structure Class Words II (<i>AEG</i>)</li> <li>2. Do the exercises in the first half of chapter 6 before class. Check your answers in the Klammer key.</li> <li>3. Preposition assignment. 15 points. P. 135 (60 single words) in <i>AEG</i> (Klammer). Write a sentence for each of the 60 prepositions. Underline the prepositional phrase in each of the 60 sentences. <u>Hand it at the beginning of class on Monday, March 13</u>. If you want an extra credit of 5 points, write a sentence for each of the phrasal prepositions and designate it as extra credit.</li> <li>4. Verb particles take some effort, so plan for ahead. <i>AEG</i> pp. 136-37. (SLO 1, 3, 5)</li> </ol>
<b>Week 7</b> M 3/6	<ol style="list-style-type: none"> <li>1. Second half of chapter 6, Structure Class Words II (<i>AEG</i>)</li> <li>2. Do the exercises in chapter 6 before class. Check your answers in the Klammer key.</li> <li>3. Also, to review for the exam, do exercises in the course reader, pp. 62-67.</li> <li>4. Trial format for exam #2 will be emailed to you tonight.</li> <li>5. <b>Quiz 2 on canvas Monday, March 6, 2:00 p.m. to Tuesday March 7 at 11 p.m.</b> (SLO 3, 5)</li> </ol>
W 3/8	<ol style="list-style-type: none"> <li>1. Practice test on board.</li> <li>2. Review of chapters 4, 5, &amp; 6. Bring questions.</li> <li>3. Questions on quiz or trial format #2? (SLO 1, 3, 5)</li> </ol>
<b>Week 8</b> M 3/13	<p><b>Exam #2 Chapters 4-6 and in-class material (SLO 3)</b> <u>Preposition assignment of 60 sentences is due by exam time.</u></p>
W 3/15	<ol style="list-style-type: none"> <li>1. Chapter 7 Phrases (<i>AEG</i> 158-206).</li> <li>2. From this chapter, study these for exam 3: constituents, verb formulas, and verb tenses.</li> <li>3. Complete the exercises in chapter 7 before class. Skip 7.2. Check your answers in the Klammer key.</li> <li>4. I will do my own explanation of pages 182-84. Klammer makes verb formulas way too difficult.</li> <li>5. CR, pp. 68, I made a visual to help with verb phrase formulas.</li> <li>6. Exercise in CR, p. 69. (SLO 1, 3, 5)</li> </ol>

Date	Topics, Readings, Assignments, Deadlines
<u>Week 9</u> M 3/20	1. Chapter 8 Five Types of Sentences 2. Complete the exercises in chapter 8. Check your answers in the Klammer key. 3. Know the formulas for the five types of sentences for exam #3. See p. 77 in CR for chart. 4. Identify the <u>five</u> types of finite verb in the sentence: <ol style="list-style-type: none"> <li>intransitive (no direct object)</li> <li>be as a main verb</li> <li>linking verb with predicate adjective</li> <li>linking verb with predicate nominative</li> <li>transitive (direction object).</li> </ol> SLO 1, 3, 5)
W 3/22	1. Practice diagramming five types of sentences. 2. Review exercise on pp. 78-79. Check your answers. 3. Trial format #3 will be emailed to you tonight. (SLO 1, 3, 5) 4. <b>Take Quiz #3 on canvas from Thursday, March 22 at 4:00 PM through Sunday, March 26 at 11 PM.</b>
SPRING BREAK. NO CLASS 3/27 AND 3/29	
<u>Week 10</u> M 4/3	1. Review material for Exam #3. (SLO 1, 3, 5) 2. We'll do a new review exam in class. I printed copies for you. 3. Recreate chart in Klammer, p. 195. Copy it exactly except make a new sentence. Turn it in with your exam. It will count as part of exam 3.
W 4/5	<b>Exam #3 (Chapters 7 &amp; 8) (SLO 3)</b> Turn in the chart (p. 195) with your exam.
<u>Week 11</u> M 4/10	1. Chapter 9: Basic Sentence Transformations ( <i>AE</i> G 249-294). <u>One day only</u> 2. See chapter 9 Focus Sheet. CR pp. 35-36 and p. 80. 3. Skip these exercises in chapter 9: 9.11, 9.12, 9.13, 9.15, 9.16, 9.17. (SLO 1, 3, 4, 5) 4. Introduction to chapter 10.
W 4/12	1. Chapter 10: Finite Verb Clauses, Part I ( <i>AE</i> G 295-331). Focus sheet, CR, p. 36 & p. 81. Good chart in CR on p. 85. 2. Do exercises (Klammer) for subordinate clauses before class and check your answers in the Klammer key. 3. Start relative clauses. 4. Restrictive and nonrestrictive clauses will be on the exam. p. 325. 5. Use the subordinators and relatives you memorized for exam #2. <b>Subordinate conjunctions p. 145 and relatives p. 149.</b>
<u>Week 12</u> M 4/17	1. Relative clauses. Practice diagramming the <b>seven</b> patterns of relative clauses in chapter 10. (SLO 1, 5). See the chart in the CR on p. 85 for a summary of the three clauses. 2. Be able to distinguish when <b>when</b> is a subordinate conjunction and when it is a relative pronoun. p. 323 3. Introduce nominal clauses.
W 4/19	<b>Chapter 11: Finite Verb Clauses Nominal clauses (<i>AE</i>G 332-358). (SLO 1, 3, 5)</b> Know the <b>five</b> patterns for diagramming nominal clauses.

Date	Topics, Readings, Assignments, Deadlines
<b>Week 13</b> M 4/24	Chapter 11: Nominal clauses 1. Diagram nominal clauses. State the function: subject, direct object, subject complement, adjective complement, or appositive. (SLO 1, 3, 5) <b>2. Take Quiz #4 on canvas Monday, April 24 at 2:00 PM to Tuesday, April 25 at 11:00 PM.</b>
W 4/26	1. Battle of the Diagrammers, Level II (SLO 5) 2. Review chapters 9, 10, and 11.
<b>Week 14</b> M 5/1	Do the additional exercises in the CR. Check the key for each exercise. Exam #4: transformation--I.O. and prepositional phrase, who/whom, active/passive, restrictive/non-restrictive, four sentence varieties, three types of clauses, and diagramming.
W 5/3	Battle of the Diagrammers
<b>Week 15</b> M 5/8	<b>Exam #4 Chapters 9-11 (SLO 3)</b> (SLO 1, 3, 5)
W 5/10	<b>Chapter 12: Nonfinite Verb Phrases” (AEG 359-403). Infinitives, Participles, and Infinitives.</b> 1. Read chapter 12. 2. In the CR, I summarized the concepts succinctly in chapter 12. CR, pp. 86-87. Study these. 3. Do Exercise I in the CR as your homework. CR, pp. 88-89. At the beginning of class, I’ll assign everyone a sentence from the exercise. 4. You can write you answers directly into Exercise I. In the three columns, you will a) underline the phrase in column 1. b) identify the phrase and how it functions in column 2. c) then in column 3, 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 and on my CR handout. *Follow this format for the homework, the trial format, and exam 5. SLO 1, 3, 5 <b>5. Quiz #5 will open up on Canvas on Thursday, May 11, at 2:00 PM. through Sunday, May 14 at 11:00 PM.</b>
M 5/15	Chapter 12: Nonfinite Verb Phrases (AEG 359-403). For today, bring exercise II completed. CR, pp. 90-91. Follow the format. I’ll assign everyone a sentence at the beginning of class. (SLO 1, 3, 5)
Final Exam	9:00 class: Tuesday, May 23, 7:15-9:30 AM 12:00 class: Wednesday, May 17, 9:45-12:00