**Grammar for Educators**

**EN211**

**SYLLABUS**

**HYBRID WEB ENHANCED**



Central Methodist University

Graduate and Extended Studies

Online Programs

Last Revised July 2020

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**MISSION STATEMENTS:**

CMU: Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

Creed: The Central Methodist University community believes in seeking knowledge, truth, and wisdom; valuing freedom, honesty, civility, and diversity; living lives of service and leadership; and taking responsibility for ourselves and the communities in which we live.

**YOUR INSTRUCTOR**

Instructor: Nikki Hubbard

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**About the Instructor:**

**I have been a public school teacher for twenty-four years and have taught advanced English studies courses including SFCC dual-credit courses, IB and AP courses. I have two advanced fields of studies: one in English literature and the other in instructional design. I am very excited to again have the opportunity to teach at CMU and help you to explore your early collegiate study of language and potential future in the field!**

**COURSE INTRODUCTION**

**COURSE**

EN211: Grammar for Educators

**COURSE DESCRIPTION**

This course will introduce students to the basics of English grammar. Students will learn how to identify parts of speech, analyze sentences, and recognize the conventions of Standard American English. This course will prepare students for upper-level coursework in teaching language arts, assessing language development, and linguistic study.

**COURSE OBJECTIVES**

Upon successful completion of the course, each participant should be able to:

* Identify parts of speech
* Parse grammatical slots and their hierarchy of constituents, including heads and attributes
* Describe the status of verb phrases in terms of tense, modality, and aspect
* Employ tree diagrams to parse simple, compound, and complex sentences
* Rearrange statements into yes/no questions, wh-questions, and negative statements
* Understand the structure/effect of active and passive sentences
* Analyze/construct relative clauses and relative clauses that have been reduced to phrases
* Analyze/construct noun clauses, gerunds, and infinitives
* Add nonrestrictive modifiers, absolute phrases, and adverb clauses to sentences

**ENGLISH EDUCATION COMPETENCIES**

This course meets the following competency as set forth by the Department of Elementary and Secondary Education. 1.3: how the English language works, including its grammars, semantics, syntax, morphology, phonology, lexicon, history, and dialects.

**COURSE REQUIRED TEXTBOOK AND READINGS**

Morenberg, Max. *Doing Grammar*. 5th Edition. New York: Oxford University Press, 2013. ISBN: 9780199947331

**BIG BLUE BUTTON MEETING REQUIREMENTS**

This is a hybrid course that includes “live” synchronous class meetings one night a week during scheduled class time using the Big Blue Button web conferencing system. Students are required to log in and attend the synchronous meetings. Students will need access to a computer or tablet with reliable high-speed internet connection, along with a webcam, microphone and either speakers or headphones.

The remaining credit hours for the course will be fulfilled through online assignments completed in myCMU. Students must participate in the live meetings and online assignments to be successful in this course.

Students will access Big Blue Button Meetings by clicking “Online Meetings” located on the left side menu of this course in myCMU. To participate in the meeting click on the appropriate weeks link during the scheduled time and day of the course. Recorded sessions can also be accessed here.

**COURSE ANNOUNCEMENTS AND COMMUNICATION**

*Generally speaking, instructor announcements or instructions are provided in the announcements section of myCMU. That said, all students are responsible for having an email address capable of sending and receiving messages. Students are expected to check their email on a regular basis for course-related communications. It is the responsibility of the student to let the instructor know his or her email address.*

**COURSE ASSESSMENT**

**GRADING SCALE**

Grade Percent

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F <60%

**GRADING CRITERIA**

Grades will be based upon the following:

**Homework 15%**

**Quizzes 40%**

**Discussions 25% (Online and Big Blue Button Discussions combined)**

**Final Exam 20%**

**GRADING CRITERIA EXPECTATIONS**

**HOMEWORK**

Learning and understanding how to analyze English grammar takes a lot of practice, which is why our textbook includes a number of exercises in each chapter. Students will be responsible for completing most of those exercises. See the Course Study Plan for exercise numbers and due dates.

**Except for the first chapter**, all chapter exercises will ask students to use tree diagrams to identify parts of speech and analyze sentence constituents. There are two approaches to tree diagramming students may take when completing their homework:

1. Students may draw or use a computer to create traditional tree diagrams like this one seen here.



1. Students may use their word-processing program to create completely text-based tree diagrams like this one seen here.

**The boy threw the ball in the air.**

 Art N VT Art N Prep Art N

------NP:Subj----- ----NP:DObj---- --NP:ObjPrep--

 --PrepPh:Adv-location--

 -----------------------VP:Pred------------------------------

-----------------------------------S-------------------------------------------------

Our textbook employs both methods. In the body of the chapters, Morenberg provides examples using the traditional tree diagram. In the answer key located in the back of the book, Morenberg uses the text-based approach to conserve space.

Each individual student must make the decision about which method s/he finds most efficient and wishes to employ when completing the homework.

Completed homework assignments will be uploaded to MyCMU. Hand-drawn diagrams will need to be scanned/photographed in order to be uploaded. Students will receive full credit for submitting homework that is complete and meets the deadline listed in the syllabus.

Students are responsible for checking the accuracy of their exercises on their own. Our textbook provides an answer key for about half of the exercises. An answer key for the remainder of the exercises will be provided on MyCMU.

Students are responsible for seeking help from and posing questions to the course instructor whenever confusions or difficulties arise. With each chapter, students’ learning will be assessed in a quiz format. Thus, students would be wise to ask for assistance prior to taking a quiz.

**QUIZZES**

Except for the first quiz, each quiz will consist of two parts:

1. **Short Answer:** Students will be given five questions asking them to define and describe important grammatical concepts and terminology. Some questions will also ask students to provide supporting examples. The time limit for this section is **15 minutes.** Students are encouraged to take this section first because it highlights the chapter’s important concepts. This will be useful preparation for diagramming sentences in the second section of the quiz.
2. **Sentence Diagramming:** Students will be asked to diagram **5 sentences** using tree diagrams. Students may use either of the two methods described above in the Homework section. These diagrams will further demonstrate each student’s knowledge and understanding of the chapter material.

The time limit on this section is a bit different from the Short Answer section. Students are encouraged to take their time completing the diagrams, so they will have **until the end of the day** to complete these sentence diagrams. Like the homework exercises, completed quiz diagrams will be uploaded to MyCMU.

**DISCUSSIONS**

Discussions are an integral part of the learning experience. Discussions in this class will take place in both the Big Blue Button meetings each week and the online discussion forums in myCMU. Weekly topics for discussion will be posted in the myCMU Assignments area. Individual participation and contribution to discussions is encouraged and expected. In order to receive full credit for a discussion, you are encouraged to participate thoughtfully and fully engage with your professor and classmates.

Online discussion form topics require an initial response and minimum of **one** substantive reply to a classmate’s initial response. Please pay close attention to the specific requirements regarding post/reply due dates, word count, and use of sources/citations for online discussions.

Below is a rubric for scoring the **Online Discussion Forum** posts.

**9-10** **At least 250 words** and are thoughtful, insightful reflections that exhibit serious and original thought. These reflections answer the reflection prompt and are grounded in specific detail and connect those details back to specific elements from readings and course discussions. Likewise, these reflections will explore the implications or applications of their own ideas. These posts will also be carefully proofread.

**8** **At least 250 words** and are solid efforts. They are legitimate attempts to engage the reflection prompt but may be lacking in follow-through. While these reflections are grounded in specific detail, they may be a little less specific or may miss out on some important connection, implications or applications. These posts may have a few small errors in grammar, spelling, or conventions.

**6-7** These posts reflect an attempt to do the assignment that has at least one serious weakness. These posts may be fewer than 250 words (although some 250 word posts may score in this range), ignore significant elements of the reflection prompt, may rely too much toward generalities rather than specifics, or may not work to connect ideas to past coursework or to explore implications or applications. These posts may also have several small errors or grammar, spelling or conventions, or a few serious errors.

**1-5** These posts reveal some effort, but likely not a lot of effort. Usually these posts ignore most or all the reflection prompt and show little engagement. The posts will usually be much too general and will reveal little or no evidence that the student has completed the readings or other coursework necessary to complete the reflection.

**0**  Posts will receive a zero if they are not turned in on time OR if they are egregiously underdeveloped. One or two sentences that ignore the reflection prompt will receive a zero.

Likewise, plagiarized reflections will also be given a zero and may be subject to additional disciplinary measures. If you use outside sources to help you think about your ideas or compose your post, **THOSE SOURCES MUST BE CITED**.

**Additionally, discussions/attendance on Tuesday nights will also be awarded points. The expectation is that students be present for the entirety of the meeting and prepared to discuss the prompt provided. If a student cannot attend a given meeting, he or she should contact the instructor with the response which will be given partial credit.**

**FINAL EXAM**

The Final Exam will ask students to demonstrate their knowledge and understanding of all course content. Students, however, will have a little more control over how they demonstrate their abilities than in the quizzes. With this exam, students will **create their own sentences** and diagram them. Specific details on what types of constituents, phrases, and sentences must be included will be provided in the Final Exam instructions when it opens near the end of the term.

**DUE DATES AND DELIVERABLES**

*All due dates and deliverable requirements will be posted on the course website and are considered “firm.” Also note that any due dates and times are in Central Standard Time so please adjust accordingly. Any deviation in content or form should be discussed with the instructor prior to the due date. Late and/or incomplete work will result in a significant grade reduction. The only exceptions related to late work are covered under the* ***Late Work Policy*** *below. Typically, graded assignments will be returned in 3 days.*

**LATE WORK POLICY**

*Late assignments will only be permitted in cases involving extreme hardship (e.g., unplanned change of employment, transfer, severe illness, accident, or death in the immediate family). It is the student’s responsibility to inform the instructor prior to the due date of such circumstances and to provide acceptable documentation. Late assignments will be handled on a case-by-case basis. Due to the nature of the program and course you are encouraged to work ahead as possible to avoid missing deadlines. The course should be completed as scheduled, incomplete (“I”) grades will only be considered as a last resort (See University Catalog Regarding Incomplete (“I”) Grades).*

**INSTRUCTOR ACADEMIC CONDUCT POLICY**

*The expectation is that students will submit their own, self-generated work. When an outside source is used, as might be the case with discussion threads, students should quote, paraphrase, and cite properly.*

**COURSE STUDY PLAN – WEEK ONE**

**READINGS:**

*Doing Grammar*, Chapter 1: Relating Words, Phrases, and Slots

*Doing Grammar*, Chapter 2: Identifying Verbs and Core Sentences

**ASSIGNMENTS:**

Homework #1: Chapter 1 Exercises 1-25; **this assignment is due by 11:55 pm Central Standard Time on Wednesday night.  Failure to complete this assignment will result in your removal from the course for non-participation.**

Homework #2.1: Chapter 2 Exercises 1-20

Week 1 Forum Discussion Question

Week 1 Big Blue Button Discussion

Quiz #1 in myCMU

**COURSE STUDY PLAN – WEEK TWO**

**READINGS:**

*Doing Grammar*, Chapter 2: Identifying Verbs and Core Sentences

*Doing Grammar*, Chapter 3: Expanding Verb Phrases

**ASSIGNMENTS:**

Homework #2.2: Chapter 2 Exercises 21-40

Homework #3: Chapter 3 Exercises 1-15, 31-40

Week 2 Big Blue Button Discussion

Week 2 Discussion Forum Question

Quiz #2 Parts 1 and 2

**COURSE STUDY PLAN – WEEK THREE**

**READINGS:**

*Doing Grammar*, Chapter 3: Expanding Verb Phrases

*Doing Grammar*, Chapter 4: Exploring Noun Phrases

**ASSIGNMENTS:**

Homework #4.1: Chapter 4 Exercises 1-20

Homework #4.2: Chapter 4 Exercises 21-40

Week 3 Big Blue Button Discussion

Week 3 Discussion Forum Question

Quiz #3 Parts 1 and 2

Quiz #4 Parts 1 and 2

**COURSE STUDY PLAN – WEEK FOUR**

**READINGS:**

*Doing Grammar*, Chapter 5: Rearranging and Compounding

*Doing Grammar*, Chapter 6: Constructing Relative Clauses

**ASSIGNMENTS:**

Homework #5.1: Chapter 5 Exercises 1-20

Homework #5.2: Chapter 5 Exercises 21-40

Week 4 Big Blue Button Discussion

Week 4 Discussion Forum Question

Quiz #5 Parts 1 and 2

**COURSE STUDY PLAN – WEEK FIVE**

**READINGS:**

*Doing Grammar*, Chapter 6: Constructing Relative Clauses

*Doing Grammar*, Chapter 7: Reducing Relative Clauses to Phrases

**ASSIGNMENTS:**

Homework #6.1: Chapter 6 Exercises 1-20

Homework #6.2: Chapter 6 Exercises 21-40

Homework #7.1: Chapter 7 Exercises 1-20

Week 5 Big Blue Button Discussion

Week 5 Discussion Forum Question

Quiz #6 Parts 1 and 2

**COURSE STUDY PLAN – WEEK SIX**

**READINGS:**

*Doing Grammar*, Chapter 7: Reducing Relative Clauses to Phrases

*Doing Grammar*, Chapter 8: Making Noun Clauses, Gerunds, and Infinitives

**ASSIGNMENTS:**

Homework #7.2: Chapter 7 Exercises 21-40

Homework #8.1: Chapter 8 Exercises 1-20

Week 6 Big Blue Button Discussion

Week 6 Discussion Forum Question

Quiz #7 Parts 1 and 2

**COURSE STUDY PLAN – WEEK SEVEN**

**READINGS:**

*Doing Grammar*, Chapter 8: Making Noun Clauses, Gerunds, and Infinitives

*Doing Grammar*, Chapter 9: Adding Modifiers to Sentences

**ASSIGNMENTS:**

Homework #8.2: Chapter 8 Exercises 21-40

Homework #9.1: Chapter 9 Exercises 1-20

Homework #9.2: Chapter 9 Exercises 21-40

Week 7 Big Blue Button Discussion

Quiz #8 Parts 1 & 2

**COURSE STUDY PLAN – WEEK EIGHT**

**READINGS:**

*Doing Grammar*, Chapter 9: Adding Modifiers to Sentences

*Doing Grammar*, Chapter 10: What Can You Do Now That You Can Do Grammar?

**ASSIGNMENTS:**

Quiz #9 Parts 1 & 2

Week 8 Big Blue Button Discussion

Final Exam

**SUPPLEMENTAL INFORMATION**

**APA Reference Guide**
You may be asked to write a paper in “APA style”. If you are not sure what “APA style” means, here are some reference sites

* <http://owl.english.purdue.edu/owl/resource/560/01/>
* <http://apastyle.apa.org/>

 Depending on the requirements of your course, you should consider buying a style book.

**Accessing Library Databases**

Central Methodist University provides a number of online databases which are available to you for research and reference purposes. Since it is likely that you will not be on the Fayette campus when you access this material, you will need to use your myCMU login and password for access. For more information about how to access these online databases, reference the “Contact Information” section of this document.

**Discussion Forum Tips** (adapted from (<http://community.flexiblelearning.net.au/TeachingTrainingLearners/content/article_4183.htm>)

1. Give all postings a clear and relevant title. Avoid using vague or ambiguous titles such as ‘News’, ‘Hi’ ‘Latest work’ etc.
2. Remember the human. When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expression, gestures and tone of voice to communicate your meaning (apart from using emoticons); words - lonely written words - are all you've got. When you're holding a conversation online -it's easy to misinterpret your correspondent's meaning. And it's easy to forget that your correspondent is a person with feelings more or less like your own.
3. Respect other people's time. People seem to have less time than ever before and have a lot of information to absorb. When you send e-mail or post to a discussion group, you're taking up other people’s time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted.
4. Know what you're talking about and make sense. Make sure your notes are clear and logical and know what you are talking about. Be pleasant and polite. Don't use offensive language, and don't be confrontation for the sake of confrontation.
5. Help keep flame wars under control. "Flaming" is what people do when they express a strongly held opinion without holding back any emotions. Flames can be lots of fun, both to write and to read. But Netiquette does forbid the perpetuation of flame wars. Series of angry letters, most of them from two or three people directed toward each other that can dominate the tone and destroy the camaraderie of a discussion group. It's unfair to the other members of the group and it also can get boring very quickly to people who aren't involved in them.
6. Be forgiving of other people's mistakes. When someone makes a mistake (even if you feel strongly about it) think twice before reacting. Having good manners yourself doesn't give you license to correct everyone else. If you do decide to inform someone of a mistake, point it out politely, and preferable by private email rather than in public. Give people the benefit of the doubt; assume they just don't know any better.