

San José State University  
Department of English and Comparative Literature  
English 103, Sec. 1, Modern English, Spring 2020

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| <b>Instructor:</b>      | Dr. Linda C. Mitchell  |
| <b>Office Location:</b> | FOB 117  |
| <b>Telephone:</b>       | (408) 924-4453   |
| <b>Email:</b>           | <a href="mailto:linda.mitchell@sjsu.edu">linda.mitchell@sjsu.edu</a> |
| <b>Office Hours:</b>    | Monday, Wednesday 12:30-1:30   |
| <b>Class Days/Time:</b> | Mondays/Wednesdays. Sec. 1, 9:00-10:15                               |
| <b>Classroom:</b>       | Sweeney Hall 238   |
| <b>Prerequisites:</b>   | 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, for students preparing to enter a multiple-subject teaching credential program, and for professional tech writing concentrations.

The material taught in this course will help you improve your own writing. You will also learn how to teach grammar if you are going into teaching. This course will be challenging, but I am here to help you. At the Writing Center, you can find extra support from writing specialists who have taken English 103. 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, which will cause you great difficulty.

### **Required Time Investment**

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week attending class and preparing course assignments. This course will have

integrated into the syllabus the following 1-unit enhancement requirements (part of the four units), which will count for a total of 50 points.

- Define and provide an example of each of the 37 basic terms used in the course. These terms can be on either notecards or on notebook paper. You will need to understand these terms to master the concepts in Klammer's twelve chapters, the five quizzes, and the five exams.
- Complete Common Grammar Errors, Parts I and II handouts.
- Learn Latin and Greek affixes and roots. Make notecards if that helps. The roots and affixes will be part of exam #1. The list is in your course reader.
- Memorize the prepositions and write them from memory in class.

**Statement of SJSU'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, especially if you are coming in with a weak background in grammar. English 103 is taught with linguistic grammar and is therefore not a simple grammar review course.
- 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 and 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.
- Create flash cards.
- Organize study groups with like-minded, hard-working classmates.
- Keep up with new concepts 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 the exercises 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. 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 not always an absolute, and some standards of “correctness” have changed over time.
- Attend every class session. 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. Your participation grade is 20%.
- 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-\$23).

## Course Content

### Friday Emails

I send out an email each Friday that explains work for the coming week. You are responsible for reading the emails and following the instructions.

### 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    |
| 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 and exams are noted 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 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 or 50%

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

#### Participation and Board Work. 200 points or 20%

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.

#### One-unit enhancement. 50 points or 5% of grade

|                                  |           |
|----------------------------------|-----------|
| Part I of Common Grammar Errors  | 5 points  |
| Part II of Common Grammar Errors | 5 points  |
| Terms defined with examples      | 20 points |
| Etymology assignment             | 15 points |
| Prepositions by memory           | 5 points  |

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. There is a strong correlation between completing daily work and getting good test scores. The exams are based on the textbook and course reader exercises. Your test

scores will be higher if you do the daily exercises, check the answers with the key, and understand the concepts. Ask questions!

Class participation does not mean that you are just physically present in class. You are required to have class materials (Klammer book and course reader) on your desk at the beginning of each class, contribute to discussions, actively listen to your peers, and take notes. You can increase your participation grade if you write answers to exercises on the board. If your answers are not correct, you still get participation credit. It is a hidden bonus when your answers are not correct because you learn not to make those mistakes on exams.

If you need a grade verification for one of your programs, please tell me 24 hours in advance.

**Turn off cell phones (or put them on silent mode during the class period) and put them in your backpack. No texting during class. And if you use an Apple Watch for reference during an exam or quiz, you will get a zero on the test or quiz.** 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 prompt, 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 assignment, contact me *before* the due date in order to request an extension. 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: ]

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

## English 103, Spring 2020, 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   |
|--------------------------------|--|
| <b><u>Week 1</u></b><br>M 1/27 | <ol style="list-style-type: none"> <li>1. Introduction. Review syllabus and policies.</li> <li>2. 38 Terms Due for 20 points. Bonus for <b>completed</b> terms today: 10 pts.</li> </ol>   |
| W 1/29                         | <ol style="list-style-type: none"> <li>1. <b>Due today.</b> Parts I and II of Common Grammar Errors. Hard copy only. Must be completed 100 percent at the beginning of class to get 10 points. (SLO 3, 5).</li> <li>2. Turn in 38 terms for 20 points. Bonus for <b>completed</b> terms: 5 pts.</li> <li>3. Maple Press will deliver the <i>Course Reader</i> to our classroom. Cash or check.</li> <li>4. Chapter 1 (<i>AEG</i> 1-19). Read chapter 1 for today. Focus on concepts and vocabulary. No exercises.</li> </ol> |
| <b><u>Week 2</u></b><br>M 2/3  | <ol style="list-style-type: none"> <li>1. Chapters 2 (<i>AEG</i> 20-38). Know concepts and bolded terms. No exercises.</li> <li>2. Introduction to Latin and Greek Roots (CR). In class activity: Neocomorphism exercise from CR.</li> <li>3. Discussion: roots (Etymology). Start handout in CR, p. 88.</li> <li>4. Last day to turn in 38 terms assignment. 20 points.</li> </ol>  |
| W 2/5                          | <ol style="list-style-type: none"> <li>1. Workshop: Do the “Etymology” handout (CR) in class. Use the Latin and Greek roots list and the Form Clues handout in the CR. Double participation points today.</li> <li>2. You need an e-copy or a hard copy of a dictionary in class today.</li> <li>3. Turn in etymology handout for 15 points by Feb. 19.</li> <li>4. <b><i>AEG</i> not needed today.</b></li> </ol>   |
| <b><u>Week 3</u></b><br>M 2/10 | <ol style="list-style-type: none"> <li>1. In-class activity to introduce chapter 3.</li> <li>2. Go over first half of chapter 3, Morphology (<i>AEG</i> 39-64).</li> <li>3. Complete exercises in the first half of chapter before class.</li> </ol>   |
| W 2/12                         | <p>Second half of chapter 3. Complete remainder of exercises before class. Trial format #1 will be emailed to you tonight.</p>   |
| <b><u>Week 4</u></b><br>M 2/17 | <p><b>Quiz #1, Chapter 3 and Etymology (SLO 3)</b><br/>Exam #1 review. Bring questions on chapter and trial format.</p>  |
| W 2/19                         | <p><b>Exam #1 Chapter 3 and Etymology (SLO 3).</b> You do not need a test booklet—just a pen or a pencil. No pink or aqua ink.<br/>Last day to get 15 points for your <u>completed</u> etymology exercise.</p>   |
| <b><u>Week 5</u></b><br>M 2/24 | <ol style="list-style-type: none"> <li>1. Chapter 4 Form Class Words (<i>AEG</i>). One day only. Complete exercises.</li> <li>2. Headlines (CR, pp. 5-6)</li> <li>3. Nonsense-word exercise, CR, pp. TBA</li> <li>4. Class activity: apply proofs to new words; put the answers on the board.</li> </ol>   |

| Date                            | Topics, Readings, Assignments, Deadlines  |
|---------------------------------|---|
| W 2/26                          | 1. Chapter 5 Structural Class Words I ( <i>AEG</i> ) One day only.<br>Note: we do R-K diagramming, <b>not</b> phrase structure trees/phrase markers.<br>2. Complete all exercises in chapter 5 before class.  |
| <b><u>Week 6</u></b><br>M 3/2   | Finish chapter 5.<br>Start Chapter 6.   |
| W 3/4                           | 1. Chapter 6 Structure Class Words II ( <i>AEG</i> )<br>2. Complete all exercises in chapter 6 before class.<br>3. Trial format for exam #2 will be emailed to you tonight.<br>4. Write the single-word prepositions by memory in class. P. 135 in <i>AEG</i> .   |
| <b><u>Week 7</u></b><br>M 3/9   | 1. Review of chapters 4, 5, & 6. Bring questions.<br>2. <b>Quiz #2</b> (SLO 3)<br>3. Go over trial format #2.   |
| W 3/11                          | <b>Exam #2 (Chapters 4-6 and in-class material)</b> (SLO 3)   |
| <b><u>Week 8</u></b><br>M 3/16  | Chapter 7 Phrases ( <i>AEG</i> 158-206). Constituents, verb formulas, verb tenses.<br>Complete all the exercises in chapter 7 before class.   |
| W 3/18                          | 1. Chapter 8 Five Types of Sentences<br>2. Complete the exercises in chapter 8.<br>3. Memorize the formulas for five types of sentences.<br>4. Identify the five types of finites verb in the sentence: intransitive (no direct object), be as a main verb, linking verb with predicate adjective, linking with predicate nominative, and transitive (direction objective). |
| <b><u>Week 9</u></b><br>M 3/23  | 1. Practice diagramming five types of sentences.<br>2. Trial format #3 will be emailed to you tonight.  |
| W 3/25                          | <b>Quiz #3.</b> Battle of the Diagrammers, level 1.   |
| <b><u>Week 10</u></b><br>M 3/30 | Spring Recess   |
| W 4/1                           | Spring Recess   |
| <b><u>Week 11</u></b><br>M 4/6  | <b>Exam #3 (Chapters 7 &amp; 8)</b> (SLO 3)   |
| W 4/8                           | 1. Chapter 9: Basic Sentence Transformations ( <i>AEG</i> 249-294).<br>2. See chapter 9 focus sheet for six items to focus on.<br>3. Skip these exercises in chapter 9: 9.11, 9.12, 9.13, 9.15, 9.16, 9.17  |
| <b><u>Week 12</u></b><br>M 4/13 | 1. Chapter 10: Finite Verb Clauses, Part I ( <i>AEG</i> 295-331).<br>2. Do exercises for subordinate and relative clauses before class.<br>3. Use the subordinators and relatives you memorized for exam #2.  |
| W 4/15                          | 1. Finish relative clauses.<br>2. Start first half of chapter 11, nominative clauses.   |
| <b><u>Week 13</u></b><br>M 4/20 | Chapter 11: Finite Verb Clauses, Part II. Nominal clauses   |

| Date                           | Topics, Readings, Assignments, Deadlines   |
|--------------------------------|--|
| W 4/22                         | <ul style="list-style-type: none"> <li>• Chapter 11: Finite Verb Clauses, Part II (<i>AEG</i> 332-358). Nominal clauses</li> <li>• Practice diagramming all three types of clauses on the board.</li> <li>• Quiz #4, part 1: 20 points of 50. It will be transforming I.O. and prepositional phrase, who/whom, active/passive, restrictive/non-restrictive, and four sentence varieties.</li> <li>• The Battle of the Diagrammers will be the other 30 points on Wednesday.</li> </ul> |
| <b>Week 14</b><br>M 4/27       | <b>Quiz #4</b> (SLO 3): Battle of the Diagrammers<br>Questions on trial format   |
| W 4/29                         | <b>Exam #4 Chapters 9-11</b> (SLO 3)   |
| <b>Week 15</b><br>M 5/4        | Chapter 12: Nonfinite Verb Phrases” ( <i>AEG</i> 359-403). Infinitives, Participles, and Infinitives. See CR for tests/aids. Complete the exercises for chapter 12. In the three columns, you will 1) underline the type of phrase, 2) identify the phrase and how it functions, and 3) then in the third column, tell which tests you used to identify the phrase and how it functions. It is in the trial format.  |
| W 5/6                          | Chapter 12: Nonfinite Verb Phrases ( <i>AEG</i> 359-403). Exercise due at beginning of class.<br>Special exercise to be handed out in class and will be due next class. Bring it COMPLETED   |
| <b>Week 16</b><br>M 5/11       | Review the take-home exercise before the quiz.<br><b>Quiz #5 Chapter 12 Non-Finite Phrases. Infinitives, Participles, Gerunds</b>  |
| <b>Final Exam</b><br>(exam #5) | For a MW 9:00 class: ( <i>SLO</i> ) 3<br>Monday, May 18, 0715-09:30.   |