EGL3363: Advanced English Grammar

TTh 11:30-12:45
Cathedral 203

Professor Patty Kirk
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Office phone: 524-7208
Office hours: TTh 8:30-10:00 and 12:45-1:45
Email: pkirk@jbu.edu

Now the LORD God had formed out of the ground all the beasts of the field and all the birds of the air. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name. So the man gave names to all the livestock, the birds of the air and all the beasts of the field...

Genesis 2:19-20 (NIV)

Course Description (from 2009-2011 JBU Catalog): An intensive study of the systems of English grammar and an introduction to the history of the English language. Prerequisites: EGL1023 and junior standing.

Course Objectives:

In this course, students will

- review traditional English grammar (prescriptive grammar and usage) and become familiar enough with it to teach it effectively.
- develop and expand an understanding of the English language as it is spoken and used (descriptive grammar) well enough to analyze and discuss sentences intelligently.
- explore the history of the English language and become familiar with the major Englishes currently in use worldwide.
- experience God as the Word more fully through the study of how language works and evolves.

Required texts and other recommended course materials:

- In Search of the Source: A First Encounter with God’s Word. Anderson, Neil, and Hyatt Moore. Multnomah or Wycliffe Bible Translators—either publisher and any year or edition is fine.
videos comprising 9 segments, approximately 1 hour long each, on reserve in the library, where it may be viewed singly or in groups.]

- Half a package of 4X6, ruled, index cards in five different colors. (The bookstore carries them. You may share a package with a partner.)
- [http://grammar.ccc.commnet.edu/grammar. We won't have time to use this excellent website in class, but I recommend it for review or remediation of basic grammar skills that you should have been taught in junior high and high school but may have forgotten (or ignored, missed due to illness, actively rejected, etc.). The website is well organized and easy to get around in, has interactive self-graded quizzes, and is useful at all levels of proficiency. Best of all, it's entertaining. For the grammar-timid, I would recommend going through the grammar sections tutorial by tutorial until you begin to feel more confident. Use it! Attention virgin diagrammers: Under the drop down menu entitled "Word & Sentence Level" you will find an excellent diagramming tutorial.

**Grading policy:** I will assess the students' progress in the course objectives on the basis of seven grades of equal value:

- **four tests** (the last of the four is the final examination)
  - If, on any of your examinations, you believe that the answer you gave would also be correct (which is entirely possible, as you will be discovering), you may defend your correct answer in writing for possible credit.
- a number of smaller assignments such as reading quizzes and homework assignments that, averaged together, will constitute a daily effort grade
- two written *In Search of the Source* assignments, averaged together to form one grade
- nine written *The Story of English* assignments, which, averaged together, will form one grade

All of the specifications for any of the assignments must be followed for an optimal grade. For written assignments, use Standard Edited American English and MLA format, unless otherwise specified. All tests and assignments are graded as percentages of 100, and my grading scale for the class is:

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<thead>
<tr>
<th>Percentage</th>
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<tr>
<td>90 - 100%</td>
<td>A</td>
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<td>80 - 89%</td>
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<td>70 - 79%</td>
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<td>60 - 69%</td>
<td>D</td>
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<td>0 - 59%</td>
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**Attendance policy:** I will take attendance at the beginning of each class and mark any students not present at that time absent, even if they arrive late. In accordance with the JBU attendance policy (see catalog), each student is permitted 2 excused absences for this TTh course, to be used for whatever you like. *(Attending a relative or friend's marriage is an especially good use of an unexcused absence.)* Each unexcused absence beyond the two allowed will lower the student's final grade by 1.5 points, and students who are absent for half or more of the class meetings will fail, whether their absences are excused or unexcused. Work missed because of an unexcused absence may not be made up.
I will excuse absences due to circumstances described on pages 59-61 of the JBU 2009-2011 catalog. Soliciting my excuse or make up work for any excused absence is the student's responsibility and must be arranged at the earliest opportunity after an excused absence. Visit with me about excusing an absence or credit for work missed as soon as you return following an unforeseen excused absence. I will not entertain such discussions, excuse past absences, or give credit for work missed after a student has been back in class longer than one week following an absence.

Athletes and others who anticipate repeated excused absences: Absences excused due to JBU-sponsored activities are now posted on an official website available to faculty, so it is not necessary to provide documentation for those, but doremind me about them in advance of the class you will miss and make plans for how you will deal with late work.

**Late work:** All course assignments are due at the beginning of class on the due date unless otherwise specified in the syllabus. If, for any reason, you can't get one of the written assignments in on time, don't email or phone or even explain to me the reason why, but just hand it in in class as soon as you get it done. I will lower the grade you would have gotten had you handed it in on time by 10% per classday late, beginning with the due date itself, since anything not handed in at the start of class is considered late. The only exceptions are the electronically submitted assignments (statement of commitment, grammar devotional, etc.), for which I will take off 10% for each day late past midnight on the due date.

**What to bring to class:** The book, any homework or required materials for that day as listed in the daily schedule below, your index cards, a notebook, and any questions or problem sentences you may have come up with since the last class.

**Special assignments:**

**Statement of commitment to this course:** On the faculty information page of the Blackboard for this course, you will find my statement of commitment to you and this course. Please email me your own statement of commitment by the drop deadline, Friday, 22 October. Please be candid but also serious about this assignment: Reflect on what you want to get out of the course and what you intend to invest—behaviorally, emotionally, spiritually—to get the outcomes you desire. Even though you are submitting the assignment via email, please use complete words and sentences and standard capitalization and punctuation, and be sure to spellcheck before you hit send—just as you would with any communication you take seriously. Worth one daily effort grade.

**Index cards:** You may use index cards to construct an easily accessible taxonomy of the parts of speech and structure words that you can use on tests. The cards must be 4 X 6 and in four different colors, and I will let you know how many you may have for each test. Most brands have 100 cards in a package of 5 assorted colors. I will not allow any other size cards or colored paper cut to size to be used on the tests. I have ordered these cards in the bookstore. If they run out, they have promised me that they will get more. They are available at most office supply stores as well. This is not a graded assignment, merely a recommended one, designed to benefit you.
Quizzes: Expect a quiz for any assigned reading. My goal on these quizzes is to ensure that you come to class prepared to learn new material. To prepare for quizzes:

- Take notes as you read.
- Keep a list of all new vocabulary and learn it. Grammar vocabulary can be daunting. In learning new vocabulary, give some thought to why a word or term might have the name it has—how is the same or a similar word used in ordinary English? What I have found helps most in learning new words is to actually use them—or, as I like to call it, to incarnate them: feel them in the muscles of your tongue and fingers, make them an actual part of your flesh.
- Attempt to organize what you read into a framework that means something to you.
- Use the many study aids included in the textbook, such as chapter previews and reviews, the use of bold for new words within chapters, and the glossary at the back. See the book's preface for an overview of what all's available.
- Do the exercises in the text. I will put the answer key on reserve for this class in the Library.

The Story of English: View the nine video segments on reserve in the library and submit your responses to each of the segments on the due dates in the syllabus. I grade these assignments very carefully and care a lot whether you follow my specifications. For this reason, I will go over the assignments in class and provide rubrics covering mechanical details and even a template for the format of this assignment. If you want to get good grades on these reports, be careful to give me exactly what I am looking for.

You must watch the videos in the library viewing room, but you may do so whenever you want, by yourself, or in a group with others. You can even make a party of it by dragging in the more comfortable chairs from outside the viewing room and having popcorn or some other snack and drinks (in covered containers only) while you watch. (I have checked this out with the Library Director, in case anyone objects. Do, however, be scrupulous in cleaning up after yourselves and returning moved furniture to wherever you got it from.)

In Search of the Source: Reading quizzes plus two written assignments. Submit assignments on the due dates in syllabus.

Note: It is up to you to remember these special assignments. Due dates are in the schedule below.

How to prepare for examinations and do well in the class:

- Take notes in class and use what you learn each day to update and add to your index cards, which you are allowed to use on tests.
- Use the textbook's excellent study aids, such as chapter goals and summary text boxes, to organize your reading and help you take useful notes.
- Do the exercises in the book. I do not assign many of these, but I recommend that you do them all, especially if you are struggling. I will put the answer booklet on reserve in the library.
- Practice diagramming with others in the class. Start a recreational diagramming group. Use the diagramming tutorial linked above under recommended reading.
Whenever you don’t understand a concept, ask questions. 
Request tutoring and attend test review sessions with the course grammar tutor (to be arranged). 
Review assigned reading, exercises, and notes of in-class discussion before a test. You might want to form a study group with others for this purpose. 
Reread the summary of each chapter before a test, complete the review exercises, and check your answers in the answer booklet on reserve.

Some things you will know by the end of the semester: (This is just a taste.)

- the general history of the English language 
- how to identify the form and function of all parts of a sentence 
- how to answer grammatical questions others might put to you 
- how to test and defend grammatical hypotheses 
- how to diagram sentences

Some of the various ways I may assess your knowledge of new and prerequisite concepts (i.e., what will be on tests):

- systematically analyze the morphology of a word 
- identify that in a sentence as either demonstrative pronoun, demonstrative adjective, relative pronoun, complementizer, or part of a phrasal subordinating conjunction 
- punctuate restrictive/non restrictive modifiers in sentences 
- choose who vs. whom in sentences [that is, sorting out how what is functioning within a clause] 
- diagram sentences 
- box and label main constituents of complex sentences and their clauses and phrases

The purpose of the various assessment methods:

- systematically analyzing the morphology of a word: helps you understand how the English language works 
- identifying that in sentences: demonstrating that you can differentiate between clause types and thus know how each functions and also that you really understand clauses 
- punctuating sentences: applying a grammatical concept to your usage decisions 
- choosing between who and whom: differentiating between spoken and written English, testing hypotheses about language 
- diagramming sentences: figuring out how what is functioning in a sentence 
- boxing and labeling phrasal and clausal sentence components: same as diagramming plus demonstrating ability to break sentences into their constituent parts

Final Exam Policy

Students must sit for the final exam at the specified time. The only exceptions are death or serious illness of a member of the student's immediate family or illness of the student as documented by a medical professional. Any exception to the final exam policy must be approved by Becky Lambert, the Associate Dean of Academic Services.
Policy on Students with Disabilities

Students with documented disabilities who need academic accommodations should make an appointment with the Director of Student Support Services (238-8770) to begin the accommodation process. They are also encouraged to make an appointment with the instructor as soon as possible. Students without documented disabilities who feel they may have difficulty with this course are also encouraged to make an appointment with the instructor to discuss what steps need to be taken to be successful.

Course Tutor

Sarah Nealeigh, a successful previous student of the class, is available at no cost to tutor students individually and in groups. She will visit our first class session and give you her contact information. Please contact her if you find yourself struggling and be sure to attend the group study sessions she will set up before each test.

Statement on Academic Integrity

As a Christian institution of higher education, John Brown University seeks to maintain the highest standards of academic integrity. Violations of these standards will result in substantial penalties. At a minimum, any instance of cheating or plagiarism will result in a zero for the assignment and a report submitted to the academic dean. Further infractions will result in failure of the course and possible suspension. For additional information and examples, refer to the Academic Integrity section on pages 4-5 of your Student Handbook.

Fall Break (October 18-19) and Thanksgiving Break (November 24-26)

Friday, October 15, and Monday and Tuesday, November 22-23 are regular class days. Students should not make travel plans for these dates.

Statement on Academic Expectations

John Brown University is a selective academic institution that consistently ranks among the top southern baccalaureate universities in the U.S. News and World Reports college rankings. As a student here, you are expected to devote significant time and effort to your academic courses. This course has been designed with the expectation that students will spend, on average, approximately 2 hours preparing for each class session. Furthermore, an “A” grade in this course signifies exceptional achievement, not merely completion of assignments.

Concerning fairness, lack of enthusiasm, stress, despair, related issues, and urgent unrelated issues

In my years teaching this course, I have found that some students who “thought they knew” grammar or were accustomed to getting straight A’s end up struggling in Advanced Grammar. Such struggling students—out of shock, denial, and/or pride—often wait until late in the semester to come and see me. Sometimes they come too late for me to really be able to help them. Don’t be one of these. Please, let me know as soon as you find yourself struggling to understand or not getting the grades you expected. Much can be achieved by diagramming sentences with me one-on-one from early in the semester. I want you all to do well.
Also, if there is interest, I will try to make a grammar tutor available for this course. Again, let me know.

Note: Reading and assignments are **DUE** on the day cited, unless I tell you otherwise.

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<thead>
<tr>
<th>Date</th>
<th>Topics covered and independent study guides</th>
<th>Planned activities and reading and other assignments due</th>
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| Thur. 8/26 | **Review of Grammar You Already Know**       | Group basic grammar review activity: In the group to which you have been assigned, review what you already know about your group's assigned part of speech and report the material back to the group at large. Write down everything you and your group members can think of, no matter how minor. Use the following questions to help you:  
  - What have you previously been taught about this part of speech? Consider  
  - How you were taught to recognize this part of speech?  
  - How it might function in a sentence?  
  - What sort of formal changes does it undergo when it's used in different ways?  
  Homework assignment for next time: Read the entire syllabus, including any links to special assignments. As with all assigned reading, expect a quiz.  
  Also for next time, view the first video segment of the *The Story of English* assignment and follow my instructions for the written activity. (I strongly recommend you use the template and review my grading rubric, both linked to the assignment sheet)  
  (Note: For future assignments, I will not warn you that they will be due next time but will simply list them in the syllabus on the day they are due.) |
| Tues. 8/31 | **Dictionaries**                             | Reading due: Syllabus.  
  Continue the last class group discussion and recording using a hardcover dictionary (I'll bring a few hardcover dictionaries but will give you an extra credit reading quiz grade of 100% to anyone who brings his or her own.):  
  - What additional information about this part of speech is included in a large hardcover dictionary? |
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<th>Activity</th>
<th>Reading Due</th>
<th>Discussion</th>
<th>Group Activity</th>
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<tr>
<td>Thur. 9/2</td>
<td>The Four Major Parts of Speech</td>
<td><em>Analyzing English Grammar</em> Preface and <em>Analyzing English Grammar</em> Chapter 1: Introduction (Remember, always expect a quiz over assigned reading. In the hyperlink, you will find some things I might be thinking about in reviewing this assigned reading in order to create a quiz.)</td>
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| Thur. 9/2  | The Four Major Parts of Speech                                            |                                                                               | Discussion:  
|            |                                                                         |                                                                               | - "Suggestions for Reading This Book" (17-18).  
|            |                                                                         |                                                                               | - What sorts of subcategories can you envision for nouns, verbs, adjectives, and adverbs based on the material presented in the assigned reading?  
|            |                                                                         |                                                                               | - New vocabulary?  
<p>|            |                                                                         |                                                                               | Group activity: Return to your group from day 1 and together examine the following nonsense sentence: <em>The tarmiest morkle geemed my nerbs drackily</em>. Identify any your group's part of speech in the sentence. What formal and syntactical clues helped you to recognize it? |
| Labor Day, 9/6 |                                                                          |                                                                               |                                                                                               |                                                                                  |
| Wed. 9/8   |                                                                          |                                                                               | <strong>DUE:</strong> 2nd activity for <em>The Story of English</em>: Video-recording #1, part 2, &quot;Mother Tongue&quot; (57 min.) |
| Thurs. 9/9 | Morphology                                                               | <em>Analyzing English Grammar</em> Chapter 3: The Morphology of English.             | Group activity: Return to your group from day 1 and assemble morphological information about your group’s part of speech. What are your part of speech’s possible inflectional morphemes? Give examples. Then offer a selection of derivational morphemes for your group’s part of speech along with, for each derivational morpheme, an example of the same morpheme being used the same way in another word of the same part of speech. |                                                                                  |</p>
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<th>Topic</th>
<th>Notes</th>
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<td>Tues. 9/14</td>
<td>Morphology Test #1Study Guide</td>
<td>Bring cards. We will look at some of your cards in class with the document reader. We will also glance through the study guide for Test #1.</td>
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<td>Thurs 9/16</td>
<td>Test #1</td>
<td>Test #1 (covers Preface and Chaps. 1-3 of Analyzing English Grammar, reviewed material, and all new vocabulary used to this point in class and in course documents, including rubrics) Bring textbook. For this test, I have allotted one hour, after which time I will collect it. If you get finished in less than an hour, hand in your test but then sit in silence and read or reread Analyzing English Grammar, &quot;Grammatical Prototypes,&quot; pages 10-13 (review) and &quot;Form and Function,&quot; pages 63-66 (preview). In the remaining 15 minutes of class, we will discuss form versus function.</td>
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<td>Tues. 9/21</td>
<td>Form vs. Function</td>
<td>Reading due: Analyzing English Grammar Chapter 4: Form-Class Words, &quot;Nouns&quot; and &quot;Verbs,&quot; pages 63-76. Discuss formal and functional evidence for nouns and verbs and how to diagram them. DUE: 3rd activity for The Story of English: Video-recording #2, part 1, &quot;A Muse of Fire&quot; (58 min.)</td>
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<td>Thurs. 9/23</td>
<td>Adjectives</td>
<td>Reading due: Analyzing English Grammar Chapter 4: Form-Class Words, &quot;Adjectives&quot; and &quot;Adverbs,&quot; pages 76-84. Discuss formal and functional evidence for adjectives and adverbs and how to diagram them.</td>
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<td>Reading due</td>
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<td>Thurs. 9/30</td>
<td><strong>Structure-Class Words:</strong></td>
<td><em>Reading due: Analyzing English Grammar Chapter 5: Structure-Class Words, Part I, 95-106.</em></td>
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<td>Tues. 10/5</td>
<td><strong>Auxiliaries, Qualifiers, Pronouns</strong></td>
<td><em>Reading due: Analyzing English Grammar Chapter 5: Structure-Class Words, Part I, 106-129.</em></td>
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<td>Thurs. 10/7</td>
<td><strong>Prepositions, Particles, Conjunctions, Relatives, and Interrogatives</strong></td>
<td><em>Reading due: Analyzing English Grammar Chapter 6: Structure-Class Words, Part II, 131-156.</em></td>
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<td>Tues. 10/12</td>
<td><strong>History of English Varieties of English</strong></td>
<td>Catch up and review of form-class and structure-class words. Review vocabulary pages of Chapters 4 and 5.</td>
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<td>Thurs. 10/14</td>
<td><strong>Test #2</strong></td>
<td><strong>Test #2 is cumulative through Chapter 6.</strong></td>
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<td>Fri. 10/15</td>
<td>Midsemester Grade Reports</td>
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<td>Fri. 10/22</td>
<td>Last Day to Drop DUE via email: <em>Statement of commitment</em>, per my instructions. Must be emailed by midnight for full credit.</td>
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<td>Tues. 10/26</td>
<td>Verb Phrases DUE: 7th activity for <em>The Story of English</em>: Video-recording #4, part 1, &quot;Muvver Tongue&quot; (58 min.).</td>
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<td>Thurs. 10/28</td>
<td>Sentences DUE: Exercises 7.5, 7.6, 7.8, and 7.9.</td>
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<td>Tues. 11/2</td>
<td>Copular Sentences DUE: 8th activity for <em>The Story of English</em>: Video-recording #4, part 2, &quot;The Loaded Weapon&quot; (57 min.).</td>
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<td>Thurs. 11/4</td>
<td>Diagramming Practice diagramming the basic sentence types.</td>
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<td>Tues. 11/9</td>
<td>Basic Sentence Transformations Reading due: <em>Analyzing English Grammar</em> Chapter 9: Basic Sentence Transformations.</td>
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| Thurs. 11/11 | **History of English** Varieties of English | Discussion: indirect objects, object complements, and passive constructions, negatives, interrogatives, and imperatives and how to diagram them.  
DUE: 9th activity for *The Story of English*: Video-recording #5, "Next Year's Words: A Look into the Future" (58 min.). |
| Thurs. 11/18 | **Test #3** Study Guide for Test #3 | Test #3 is cumulative through Chapter 9. |
| Tues. 11/16  |                                | 11:30-12:00: Review test.  
DUE: 1st essay for *In Search of the Source* |
| Thurs. 11/18 | **Dependent Clauses** Subordinate Clauses | Reading due: *Analyzing English Grammar* Chapter 10: Finite Verb Clauses, Part I (Adverbial and Adjectival Clauses), 293-307.  
Diagramming subordinate clauses.  
Reminder: The 2nd *In Search of the Source* assignment is due in two weeks. Remind me to talk about it a bit in class. |
Diagramming relative clauses. |
| **Thanksgiving Break 11/24-11/26** |                                |                                                                      |
| Tues. 11/30  | **Nominal That Clauses** Interrogative Clauses | Reading due: *Analyzing English Grammar* Chapter 11: Finite Verb Clauses, Part II (Nominal Clauses)  
Diagramming nominal clauses. |
Diagramming infinitive phrases.  
DUE (posted by midnight): 2nd essay for *In Search of the Source*, the grammar devotional. |
Diagramming participial phrases. |
Diagramming gerund phrases.  
Review for final. |
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<tr>
<th>Tues. 12/14</th>
<th>Final Exam</th>
<th>The final examination is cumulative over all material covered.</th>
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