

**San José State University**  
**Department of English and Comparative Literature**  
**English 103, Sec. 1 and 2, Modern English, Fall 2014**

<b>Instructor:</b>	Dr. Linda C. Mitchell
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<b>Office Hours:</b>	Mondays and Wednesdays, 9-10:00, 12:15-1:15; by appointment after the 1:30 -2:45 class
<b>Class Days/Time:</b>	Mondays/Wednesdays. Sec. 1, 10:30-11:45. Sec. 2, 1:30-2:45.
<b>Classroom:</b>	Sec. 1 DMH 208 Sec. 2 BBC 120
<b>Prerequisites:</b>	Upper-division standing

### **Faculty Web Page**

Copies of the course materials such as the syllabus and major assignment handouts may be found on my faculty web page at <http://www.sjsu.edu/people/Linda.Mitchell>. If you navigate to the English 103 page, you can find links to additional grammar resources and electronic copies of class handouts.

### **Course Description**

Welcome to English 103! This course provides a survey of the growth and structure of Modern English including its phonology, morphology, syntax, and semantics. Material in the course will also focus on some recurring problems of “usage” and/or “correctness,” regional and social varieties of English, language development, and the historical development of English, especially as it affects the language today.

This class is one of the course options for English majors. It is a required course for English majors preparing for a single-subject teaching credential and for students preparing to enter a multiple-subject teaching credential program.

The material taught in this course will help improve your own writing, and it will demonstrate the diverse ways that grammar can be taught in the classroom. This course

will be challenging, but I am here to help you. Please do not hesitate to see me or visit a tutor at the on-campus Writing Center for extra help. If you keep up with the daily work in this class, you will do well. If you get behind on the assignments, you will have difficulty catching up.

## **Student Learning Objectives**

### **Department Objectives**

In the Department of English and Comparative Literature, students will demonstrate the ability to

- SLO 1** read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric;
- SLO 2** show familiarity with major literary works, genres, periods, and critical approaches to British, American and World Literature;
- SLO 3** write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;
- SLO 4** develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
- SLO 5** articulate the relations among culture, history, and texts.

### **Class Objectives**

Successful students in this course will demonstrate the ability to

- write clearly and effectively on the sentence-level;
- understand the development and variations of the English language;
- correct and identify sentence-level errors in their own writing;
- gain knowledge of the English language to the extent that they can articulate the rules and execution of English grammar to others;
- develop an enduring interest in language;
- understand morphology, etymology, and phonology;
- demonstrate the ability to diagram sentences effectively;
- develop awareness of form versus function;
- identify parts of speech, rules of punctuation usage, and sentence construction.

### **Class Tips/Strategies**

- Be prepared for a heavy workload. This course is difficult.
- Arrive a few minutes early and get into the mindset for class. Think about what you want to get from the class that day. Let go of outside distractions. Have texts and notebook on your desk when class starts.
- Read the “Chapter Preview” and “Chapter Goals” at the beginning of each section; read the “Summary” and learn the “Key Terms” at the end of each chapter.

- Create flash cards and form study groups.
- Keep up with new material presented in each class (the same as you would when you are learning math or a foreign language).
- Do the designated exercises **before** coming to class. Doing them after the discussion is not nearly as effective in understanding and retaining the material.
- Make a list of questions when you do your homework and ask them in class if they are not covered.
- Be prepared to look at the rules of grammar from new perspectives. Language is not always an absolute, and some standards of “correctness” have changed over time.
- Attend every class session. Absences affect your grade because you are not in class to learn and/or reinforce material as we discuss it. We also do in-class exercises.
- Understand underlying concepts—do not simply memorize the material!
- Seek out extra help when you need it. If you are not earning the grades that you want, you *can* change your performance in the class. You have two resources available for assistance: (1) see me or my graduate assistant during office hours, or (2) visit the Writing Center in Clark Hall 126.

### **Required Texts and Materials**

- Klammer, Thomas, et al. *Analyzing English Grammar*, 7<sup>th</sup> Edition
- Course Reader with the *Analyzing English Grammar* Exercise Answer Key and other course materials (to be purchased at The Maple Press)
- A comprehensive handbook of English grammar, punctuation, and usage. I recommend *The Everyday Writer* (Ed. Andrea Lunsford). However, you may use any edition of another grammar handbook of the same type.
- A college-level dictionary (e.g., *American Heritage* or *Merriam-Webster*). You may use a hard copy or an e-copy for the two days we use it in class.

### **Recommended Texts**

- Williams, Joseph. *Style: Lessons in Clarity and Grace* (any edition and my most used book)

### **Course Content**

#### **Reading**

In English 103, there will be reading from *Analyzing English Grammar* assigned on a daily basis. This material will form the basis for our study of Modern English, so it is crucial that you complete every reading assignment by the beginning of each class period. These readings will be the foundation for exams, quizzes, class activities, group discussions, and homework assignments. To succeed in this class, you must do the reading in advance.

## Semester Project

A major semester project is due toward the end of the semester. You will either (1) create lesson plans on language and/or linguistics if you are planning to enter a teaching credential program, or (2) do a professional portfolio if you are interested in another career field (e.g. journalism, editing, marketing, creative writing, technical writing, law, or grant writing). As the semester progresses, I will provide more detailed information regarding this project. **This final project will not be accepted late—no exceptions!** The semester project is worth 20% of your course grade (200 points).

## Exams and Quizzes

Exams and quizzes will cover the major concepts presented both in-class and in *Analyzing English Grammar*. Dates for the quizzes and exams are noted on the class schedule. **Tests and quizzes cannot be made up unless you have contacted me in advance. If you simply do not show up on the day of a test or quiz, you will receive a “0” 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 throughout the semester, worth 15% of your course grade (150 points). There will be five exams (including the final); the exams are worth 50% of your class grade (500 points total).

## Class Work, Participation, and Homework

For all class sessions, you will be assigned exercises to complete from the Klammer text; you may also be responsible for other handouts that are assigned as homework. You will find that there is a correlation between completing the day-to-day work and earning desirable test scores. The exams are based on the textbook exercises, so you will be at a distinct advantage if you do the daily work. We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you are not present in class. I expect you to attend class daily, come on time, and stay for the full class period. **Absences and/or tardiness will affect your grade because of missed work and participation.**

In addition, class participation does not simply mean that you are physically present in class. You are required to have all class materials (including your Klammer book and your course reader) on your desk for each class, contribute to discussions, actively listen to your peers, and take notes. **Turn off cell phones or put them on silent mode during the class period; put them in your backpacks. You will lose all participation points for the day if I see your cell phone (this especially includes text messaging—I do see you!).** This behavior is both rude and unprofessional. Laptop computers and tablets are not used during class time unless you have a documented need for a computer as a note-taking tool.

Class work, participation, and homework assignments are worth 15% of your grade (150 points).

## Grading Breakdown and Policies

### Grading Breakdown

Quizzes (5 at 3% each)	15%	(150 points)
Exams (5 at 10% each)	50%	(500 points)
Semester Project	20%	(200 points)
Participation, Workshops, and Homework	15%	(150 points)

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below.

930-1,000 points = A (93%-100%)
900-929 points = A- (90%-92.9%)
870-899 points = B+ (87%-89.9%)
830-869 points = B (83%-86.9%)
800-829 points = B- (80%-82.9%)
770-799 points = C+ (77%-79.9%)
730-769 points = C (73%-76.9%)
700-729 points = C- (70%-72.9%)
670-699 points = D+ (67%-69.9%)
630-669 points = D (63%-66.9%)
600-629 points = D- (60%-62.9%)
0-599 points = F (0%-59.9%)

### Late Policy

I am a prompt person, so I expect the same from you. While I will accept work up to one week after the due date, it will be graded down significantly. **For each calendar day that your work is late, it will be graded down one full letter grade.** If the assignment is turned in after the class period on the assigned due date, it will be graded down half a letter grade. **After one week, I will no longer accept the assignment.** If extenuating circumstances apply for any class work, you must contact me *before* the due date in order to request an extension or make necessary accommodations. Turn in your work on time to avoid late penalties.

## **Departmental Grading Policy**

The Department of English reaffirms its commitment to the differential grading scale as defined in the official *SJSU Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

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**

### **Academic Integrity**

Your commitment to learning is evidenced by your enrollment as a student at San José State University. The academic integrity policy of the university, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarizing (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade in this course and sanctions by the university.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **Add/Drop Policy**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the policies in the catalog for the current semester at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar at <http://www.sjsu.edu/calendars>. The late drop policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the “Advising Hub” at <http://www.sjsu.edu/advising/>.

## **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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.



## English 103, Fall 2014, Course Schedule

Assignments must be completed by the day they are listed! SLO = Student Learning Objective; *AEG* = *Analyzing English Grammar*; *CR* = *Course Reader* (from the Maple Press). **ALWAYS bring any books or materials to class from which reading is assigned for the day!**

Date	Topics, Readings, Assignments, Deadlines
Monday, August 25	Introduction. Review syllabus.  What's your Gap? Exercise
Wednesday, August 27	Chapter 1 ( <i>AEG</i> 1-19). <b>Be prepared to discuss chapter 1. Know concepts and vocabulary. Refer to focus sheets in course reader for each chapter.</b> <i>Also, bring a grammar handbook to class.</i> We will work on a usage handout. Reminder. Maple Press visit: Bring money to purchase your <i>Course Reader</i> .
Monday, September 1	<b>Labor Day. No class</b>
Wednesday, September 3	<b>Usage handout DUE at beginning of class (SLO 3, 5)</b> Chapter 2 ( <i>AEG</i> 20-38). <b>Be prepared to discuss Chapter 2. Know concepts and vocabulary.</b> Latin and Greek Roots ( <i>CR</i> ). "Neocomorphism" in-class handout. Discuss Roots.
Monday, September 8	Latin and Greek Roots. Exercise in class. You need an e-copy or a hard copy of a dictionary for today. Refer to the Latin and Greek roots list in your <i>Course Reader</i> .
Wednesday, September 10	Chapter 3 ( <i>AEG</i> 39-64). <b>Complete all exercises in Chapter 3.</b> "Appendix: The Sounds of American English" ( <i>AEG</i> 404-414). Note relevance to the Core Standards.
Monday, September 15	<b>Quiz #1 on Latin and Greek Roots and Chapter 3 (SLO 3)</b> <b>Semester project assignment (SLO 3, 4, 5). Refer to Course Reader.</b> Continue Chapter 3 discussion and practice with morphology. <b>Trial Test will be emailed to you.</b>
Wednesday, September 17	<b>Exam #1 review: Bring questions.</b> <b>More discussion on semester project</b>



Date	Topics, Readings, Assignments, Deadlines
Monday, September 22	<b>Exam #1 (Chapter 3) (SLO 3)</b>
Wednesday, September 24	Chapter 4 ( <i>AEG</i> 65-96). <b>Complete all exercises in Chapter 4</b>
Monday, September 29	Chapter 5 ( <i>AEG</i> 97-131). <b>Complete all exercises in Chapter 5.</b> <b><u>Ignore phrase structure trees/phrase markers throughout the textbook.</u></b>
Wednesday, October 1	Review Chapters 4 and 5. Introduce Chapter 6.
Monday, October 6	Chapter 6 ( <i>AEG</i> 132-157) <b>Complete all exercises in Chapter 6.</b> <b>Trial Test #2 will be emailed to you.</b>
Wednesday, October 8	<b>Exam #2 review: Bring questions.</b> <b>Quiz #2 (SLO 3)</b> <b>Go over Trial Test #2.</b> <b>Due: your first lesson plan or a segment of your professional project</b>
Monday, October 13	<b>Exam #2 (Chapters 4-6 and in-class material) (SLO 3)</b>
Wednesday, October 15	Chapter 7 ( <i>AEG</i> 158-206). <b>Cover all of exercises in Chapter 7.</b>
Monday, October 20	Overview of chapter 8 First half of Chapter 8 ( <i>AEG</i> 207-226). <b>Complete one half of the exercises in chapter 8.</b> <b>Trial Test #3 will be emailed to you.</b>
Wednesday, October 22	<b>Complete all exercises in Chapter 8.</b> <b>Quiz #3 (SLO 3)</b> <b>Exam #3 review. Trial Test. Bring questions.</b> <b>Go over extra worksheets sent by email.</b>
Monday, October 27	<b>Exam #3 (Chapters 7 &amp; 8 and in-class material) (SLO 3)</b>

Date	Topics, Readings, Assignments, Deadlines
Wednesday, October 29	“Chapter 9: Basic Sentence Transformations” (AEG 249-294). <b>Complete exercises in Chapter 9.</b>
Monday, November 3	“Chapter 10: Finite Verb Clauses, Part I” (AEG 295-331). <b>Complete exercises in Chapter 10.</b> <i>Semester Project (One half of your project is due by Nov 10.)</i>
Wednesday, November 5	<b>Finish chapter 10.</b> <b>Questions on semester project.</b>
Monday, November 10	“Chapter 11: Finite Verb Clauses, Part II” (AEG 332-358). <b>Complete exercises in Chapter 11.</b>
Wednesday, November 12	<b>Complete Chapter 11 exercises.</b> <b>Trial Test #4 will be emailed to you.</b>
Monday, November 17	<b>Quiz #4 (SLO 3)</b> <b>Exam #4 review: Bring questions.</b> <b>Review Trial Test #4.</b>
Wednesday, November 19	<b>Battle of the Diagrammers</b>
Monday, November 24	Nominalization Workshop <b>Review for Exam 4.</b>
Wednesday, November 26	<b>Exam #4 (Chapters 9-11 and in-class material) (SLO 3)</b>
Monday, December 1	“Chapter 12: Nonfinite Verb Phrases” (AEG 359-403). <b>Complete exercises in first half of Chapter 12.</b>
Wednesday, December 3	“Chapter 12: Nonfinite Verb Phrases” (AEG 359-403). <b>Complete exercises in second half of Chapter 12.</b> <b>Semester Projects DUE (SLO 3, 4, 5)</b> <b>Trial Test will be emailed to you.</b>
Monday, December 8	<b>Exam #5 (Final Exam) review: Bring questions</b> <b>Quiz #5</b>
Wednesday, December 10	<b>Exam #5 (Final Exam).</b>

Date	Topics, Readings, Assignments, Deadlines		
	<b>Final Examination, (SLO 3)</b>		
	Sec. 1: 10:30	Monday, December 15	0945-1200
	Sec. 2: 13:30	Tuesday, December 16	1215-1430

## Super Saturday Information Fall 2014

San Jose Area Writing Project (SJAWP) ·

**Register online at [www.sjawp.org](http://www.sjawp.org).**

*\*All seminars run from 9:00 AM – 11:30 AM on San José State University campus*

### **September 6, 2014: Got To Get You Into My Life: Opinion/Argument Writing**

- K-3 – Starting to Speak: Opinions – The Beginning, *Presented by Jenessa Locklin and Jennifer Kim*
- 4-7 – Transitioning from Opinion to Argument, *Presented by Kim Cosmas & Sarah Brennan*
- 8-12 – Speaking Patterns: Forming Arguments From The Ground Up, *Presented by Ariel Sarver*

### **October 4, 2014: She Said She Said: Informational Writing**

- K-3 – That’s What She Said!: Primary Grades Get Started With Informational/Explanatory Writing, *Presented by Susan Seyan*
- 4-7 – What Did She Say?: Finding Meaning in Information, *Presented by Phuong Phan*
- 8-12 – Why Did She Say It?: Interpreting Information, *Presented by Kate Flowers*

### **November 8, 2014: I Want To Tell You: Narrative Writing**

- K-3 – First Steps: Narrative as a Tool for Growing Up, *Presented by Lorena Lopez*
- 4-7 – Elaborating and Refining Narratives, *Presented by Laura Brown*
- 8-12 – Please Put Your Answer in the Form of a Question: Using Questions to Create Effective Narratives, *Presented by Jeff House*

Thursday..... August 21 .....Academic Year Begins – Fall Semester Begins  
 Thursday - Friday..... August 21-22 .....Pre-Instruction Activities: Orientation,  
 Advisement, Faculty  
 Meetings and Conferences **(P)**  
 Monday..... August 25 .....First Day of Instruction – Classes Begin  
*Monday..... September 1.....Labor Day - Campus Closed (L)*  
 Friday..... September 5.....Last Day to Drop Courses Without an Entry on  
 Student's  
 Permanent Record **(D)**  
 Friday..... September 12.....Last Day to Add Courses & Register Late **(A)**  
 Monday..... September 22.....Enrollment Census Date **(CD)**  
*Tuesday..... November 11.....Veteran's Day - Campus Closed (V)*  
 Wednesday..... November 26.....Classes that start at 5:00 PM or later will not  
 meet.  
*Thursday..... November 27.....Thanksgiving Holiday - Campus Closed (T)*  
*Friday..... November 28.....Rescheduled Holiday - Campus Closed (RH)*  
 Wednesday..... December 10.....Last Day of Instruction - Last Day of Classes  
 Thursday..... December 11.....Study/Conference Day (no classes or exams)  
**(SC)**  
 Friday..... December 12.....Final Examinations **(exams)**  
 Monday-Thursday..... December 15-18.....Final Examinations **(exams)**  
 Friday..... December 19.....Final Examinations Make-Up Day **(MU)**  
 Monday..... December 22.....Grade Evaluation Day **(E)**  
 Tuesday..... December 23.....Grades Due From Faculty