

ENGED 305
Sacramento City College
Spring 2012

TTh 10:30-11:50 - Section 17701 - Room BUS 145

Ann Doersch, Professor

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Office Hours in RS319:

MW 9:55-10:25

TTH 9:00 -10:20

Online Office Hour: Website:

F 8:00 – 8:55 or by appointment

Course Description and Goals:

English/Ed 305 is titled *The Structure of English*. This course is designed to help you become familiar with grammar systems, especially as they relate to writing and teaching writing. It includes the study and practice of traditional and transformational grammar as well as standard usage. The course also includes the study of varied methods of language acquisition among the culturally diverse population in California schools. The material is designed for those who plan to teach or who are especially interested in grammar as it relates to writing. Class meetings will involve discussion sessions, including group instruction; in addition, individual instruction will help you improve critical thinking and analytical skills. You will write a minimum of 2000 words including self-critiques, Learning Log entries, a midterm, and a final exam.

Prerequisites:

In order to be eligible for this course, you must have passed English 300. By our second meeting, please have documentation to show that you have done so, or you may be dropped from the class.

Course Expectations:

➔ *Class Attendance:*

Regular attendance is essential. Periodically, assignments worth points will be assigned and collected on the same day, and you may not make up such assignments. According to the Sacramento City College attendance policy, students may be dropped from a course after missing 6% of the total class hours. Missing more than 15 minutes of class (at the beginning, at the end, or in the middle) will be counted as an absence. You will be dropped on the day of your 4th absence. Please be on time to class. Late arrivers break the momentum of a productive learning environment; therefore, being late three times will count as one full absence.

➔ *Class Participation:*

Presentations, quizzes, and discussions of reading assignments

➔ **Assessment:**

- Two self-critiques (75 points each)
- Four quizzes on course material (50 points each)
- Fifteen roots quizzes (10 points each)
- One teaching demonstration with write-up (100 points)
- Word Power presentation (25 points)
- Roots final (50 points)
- Final project with write-up ((100 points)
- Learning Log with completed exercises (150 points)
- Final usage test (100 points)

(Required total will be a minimum of 2000 words written for the semester)

Learning Outcomes and Objectives:

Upon completion of this course, the student will be able to:

- examine the history and structure of English.
- compare and contrast the methods of language acquisition, including acquisition of English among culturally diverse populations.
- analyze and apply principles of phonology and orthography.
- apply the principles of traditional and transformational English grammars as those principles relate to writing.
- apply knowledge of standard usage and differentiate between standard and non-standard usage in writing.
- employ critical thinking skills in making appropriate rhetorical choices based on grammatical considerations.
- apply techniques such as sentence combining to explain relationships between grammar and writing.

Additional Information:

- Critiques and Write-ups: Typed, double-spaced, in standard MLA format. Papers are due at the beginning of the class on the due date. Please staple the pages ahead of time.
- Late Policy: Usually late assignments are not accepted at all. If announced ahead of time or if an exception is made, 10% will be taken off for each day late.
- Always bring your text book and Learning Log to class. Don't say, "It's on my computer."
- You are responsible for staying current even if you have missed a class. I suggest that you exchange phone numbers with at least two other people in the class so that in the unlikely event that you miss class, you may stay current and remain prepared for the next class.
- Please turn off pagers and cell phones during class as interruptions detract from a productive learning environment.
- Civil, respectful behavior should be expected from all people in our classroom. No one in the class should be asked to tolerate rude or disruptive behavior. Violators will be asked to leave.
- Plagiarism Policy: The following is taken directly from the *SCC Student Guide* and will be used in this class: (please see next page)

Plagiarism Policy

Plagiarism is representing the work of someone else as your own and submitting it for any purpose.

Plagiarism includes the following:

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as your own work.
- Representing another's artistic/scholarly work as your own.
- Submitting a paper purchased from a research or term paper service.

Consequences of Dishonesty

Depending on the seriousness of the infraction, the following may occur as a result of the dishonesty:

- Receive a failing grade on the paper.
- Have the course grade lowered.
- Receive an "F" in the course.
- Be placed on disciplinary probation or suspension.
- Be expelled.

In any conflict related to student discipline, students shall be informed in writing of charges to be brought against them, and they shall have the right to participate in an informal investigative meeting with the Student Discipline Officer. At such informal meetings or even at more formal Discipline Appeal hearings, students may not be represented by an attorney.

Required Texts and Materials:

Analyzing English Grammar, 6th edition, by Klammer, Schulz, and Volpe

Computer and printer access to use for assignments that require typing

Internet access so that you can download answers to exercises and check your current grade in the class on D2L.

Three-ring binder and tab dividers

Binder paper

Recommended Materials:

A Writer's Reference, the latest edition by Diana Hacker or any other reference book

A recently published dictionary and thesaurus

Accommodations:

During the course of this class, some students will utilize prearranged accommodations.

If you are a student with a learning disability, physical disability, or have other special needs, please let me know as soon as possible if you need special accommodations.

These kinds of confidential discussions are best handled during my office hours or by special appointment. You can expect confidentiality and cooperation regarding any circumstances and needs that have been verified through the disability centers on campus.

For Your Reference

I. Classmates

A. Name: _____ ph: _____

B. Name: _____ ph: _____

II. Word Power Presentation

A. Word: _____ Presentation Date: _____

III. Teaching Demonstration/Review

A. Chapter ____ Concept: _____

B. Demo due: _____

C. Partners:

_____ ph: _____

_____ ph: _____

_____ ph: _____

_____ ph: _____

_____ ph: _____

_____ ph: _____

ENGED 305 Syllabus: Spring 2012 – TTh – 10:30-11:50 – Doersch

WEEK	TUESDAY	THURSDAY
1	<p>1/17:</p> <ul style="list-style-type: none"> • Introduction to the course • Check of pre-requisites • Self-evaluation assignment • Word Power assignment • Roots List • Preview of Ch. 1 & 2 <p>HW – Skim Ch. 1 & 2 and focus on Preview Sheet. Do journal entry for Ch. 1-2. Write self-evaluation.</p>	<p>1/19:</p> <ul style="list-style-type: none"> • Turn in Self-Evaluation #1 • Roots Quiz #1: 1-10 • Discuss Self-Evaluation. Ch 1 & 2 dialects, language acquisition, diversity, & journal entries • Teaching strategies • Preview Sheet for Ch. 3 • Last chance to provide written proof of pre-requisites <p>HW – Read Ch. 3 and do the assignments outlined in the Ch. 3 Preview Sheet</p>
2	<p>1/24:</p> <ul style="list-style-type: none"> • Word Power Presentation #1 • Go over Ch. 3 exercises and journal entries • Preview of Ch. 4: Form-Class Words – Nouns <p>HW – Read Ch. 4 and do assignments outlined on Preview sheet.</p>	<p>1/26:</p> <ul style="list-style-type: none"> • Word Power Presentation #2 • Roots Quiz #2: 1-20 • Go over Ch. 4 (Nouns) and HW exercises. • Preview of Ch. 4 (Adj./Adv.) -- do exercises in class. <p>HW – Re-read pp. 76-93. Finish Ch. 4 exercises not completed in class.</p>
3	<p>1/31:</p> <ul style="list-style-type: none"> • Word Power Presentation #3 • Go over Ch. 4 HW exercises • General Discussion and Questions • Teaching Demo #1: Ch. 4 Noun Sub-Classes • Class feedback <p>HW – Teaching Demo #1 Presenters write up teaching demo self critique.</p>	<p>2/2:</p> <ul style="list-style-type: none"> • Presenters #1 turn in critiques • Word Power Presentation #4 • Roots Quiz #3: 1-30 • General Discussion and Questions • Teaching Demo #2: Ch. 4 Adj./Adv. • Class feedback <p>HW – Study Ch. 3 & 4. Teaching Demo #2 Presenters write up teaching demo self critique.</p>
4	<p>2/7:</p> <ul style="list-style-type: none"> • Presenters #2 turn in critiques • Word Power Presentation #5 • General Discussion and Questions • Quiz: Ch. 3 & 4 – Morphology & Form-class words • Preview of Ch. 5 – Determiners, Auxiliaries, Qualifiers <p>HW – Read Ch. 5 (pp. 95-117) and do the assignments outlined for this section of Ch. 5</p>	<p>2/9:</p> <ul style="list-style-type: none"> • Word Power Presentation #6 • Roots Quiz #4: 1-40 • Go over Ch. 5 (pp. 95-117) – Determiners, Aux., Qual. – and exercises • General Discussion and Questions • Teaching Demo #3: Det./Aux./Qual. • Preview Ch. 5 – Pronouns <p>HW – Read Ch. 5 (pp. 117-127) – Pronouns – and do assignments outlined for this section of Ch. 5. Teaching Demo #3 Presenters write up teaching demo self critique.</p>

WEEK	TUESDAY	THURSDAY
5	<p>2/14:</p> <ul style="list-style-type: none"> • Presenters #3 turn in critiques • Word Power Presentation #7 • Go over Ch. 5 (pp. 117-127) – Pronouns and exercises • General Discussion and Questions • Teaching Demo #4: Ch. 5 – Pronouns • Class feedback • Preview Ch. 6 – Prepositions • Return and review of Ch. 3 & 4 Quiz <p>HW – Read Ch. 6 (pp. 131-138) – Prepositions – and do the assignments outlined for this section of Ch. 6.</p> <p>Teaching Demo #4 Presenters write up teaching demo self critique.</p>	<p>2/16:</p> <ul style="list-style-type: none"> • Presenters #4 turn in critiques • Word Power Presentation #8 • Roots Quiz #5: 1-50 • General Discussion/Questions • Teaching Demo #5: Ch. 6 – Prepositions • Class feedback • Preview Ch. 6 – Conjunctions <p>HW – Read Ch. 6 (pp. 138-156) – Conjunctions – and do the assignments outlined for this section of Ch. 6.</p> <p>Teaching Demo #5 Presenters write up teaching demo self critique.</p>
6	<p>2/21:</p> <ul style="list-style-type: none"> • Presenters #5 turn in critiques • Word Power Presentation #9 • Go over Ch. 6 – Conjunctions – and exercises, journal entries • General Discussion and Questions • Teaching Demo #6: Ch. 6 – Conjunctions • Class feedback • Review for Ch. 5-6 quiz <p>HW – Study for Ch. 5-6 quiz.</p> <p>Teaching Demo #6 Presenters write up teaching demo self critique.</p>	<p>2/23:</p> <ul style="list-style-type: none"> • Presenters #6 turn in critiques • Word Power Presentation #10 • Roots Quiz #6: 1-60 • General Discussion and Questions • Quiz: Ch. 5-6 – Structure-class words • Preview Ch. 7 – Subjects and Predicates <p>HW – Read Ch. 7 (pp. 157-64) – Subjects and Predicates – and do the assignments outlined for this section of Ch. 7</p>
7	<p>2/28:</p> <ul style="list-style-type: none"> • Word Power Presentation #11 • Go over Ch. 7 (pp. 157-64) – Subjects and Predicates – and exercises • Preview Ch. 7 – Phrase Types/Main Verb Phrases (pp. 164-92) • Do exercises in class. <p>HW – Finish any exercises not completed in class. Read summaries of “Meanings of Modal Auxiliaries” (pp. 192-94) and, on this same paper, write a journal entry for Ch. 7.</p>	<p>3/1:</p> <ul style="list-style-type: none"> • Word Power Presentation #12 • Roots Quiz #7: 1-70 • General Discussion/Questions • Return and review Quiz 5-6 <p>HW – Study for Ch. 7 Quiz</p>

WEEK	TUESDAY	THURSDAY
8	<p>3/6:</p> <ul style="list-style-type: none"> • Word Power Presentation #13 • General Discussion and Questions • Teaching Demo #7: Ch. 7 – Sentence Constituents and Verb Tenses • Class feedback • Review for Ch. 7 Quiz <p>HW – Study for Ch. 7 Quiz Teaching Demo #7 presenters write up demo self-critique</p>	<p>3/8:</p> <ul style="list-style-type: none"> • Presenters #7 turn in critiques • Word Power Presentation #14 • Roots Quiz #8: 1-80 • General Discussion and Questions • Quiz: Ch. 7 – Sentence Constituents & Verb Tenses • Assignment of Midterm Self-evaluation <p>HW – Write Midterm Self-Evaluation</p>
9	<p>3/13:</p> <ul style="list-style-type: none"> • Word Power Presentation #15 • Turn in Midterm Self-Evaluation • Share/discuss Midterm Self-evaluations • Preview Ch. 8: Basic Sentence Types –Si <p>HW – Read Ch. 8 (pp. 205-215) and do the exercises outlined on the Ch. 8 Preview sheet.</p>	<p>3/15:</p> <ul style="list-style-type: none"> • Word Power Presentation #16 • Roots Quiz #9: 1-90 • Go over Ch. 8 – Si exercises • Preview Ch. 8: Basic Sentence Types Sii and Siii (pp. 215-224) and do exercises in class. • Return and review Ch. 7 Quiz <p>HW – Review Ch 8 (pp. 215-224), finish exercises begun in class (8.5 and 8.6).</p>
10	<p>3/20:</p> <ul style="list-style-type: none"> • Word Power Presentation #17 • General Discussion/Questions • Teaching Demo #8: Ch. 8 – Si, Sii, Siii • Class feedback • Preview Ch. 8: Basic Sentence Types –Siv <p>HW – Read Ch. 8 (pp. 225-229) and do assigned exercises on Preview sheet.</p> <p>Teaching Demo #8 Presenters write up teaching demo self critique.</p>	<p>3/22:</p> <ul style="list-style-type: none"> • Presenters #8 turn in critiques • Word Power Presentation #18 • Roots Quiz #10: 1-100 • Go over HW exercises and journal entries • Preview Ch. 8: Basic Sentence Type – Sv (pp. 229-241) and do exercises in class. <p>HW- Finish exercises begun in class.</p> <p>Do Ex. 8.15 on p. 239 but you do not have to provide the formulas. Write journal entry for Ch. 8</p>

WEEK	TUESDAY	THURSDAY
11	<p>3/27:</p> <ul style="list-style-type: none"> • Word Power Presentation #19 • Go over HW exercises • General Discussion/Questions • Teaching Demo #9: Ch. 8 – Siv-Sv • Class feedback • Review for Quiz: Ch. 8 – Basic Sentence Types (pp. 241-246) <p>HW – Study for Ch. 8 Quiz and Study Roots</p> <p>Teaching Demo #9 Presenters write up teaching demo self critique.</p>	<p>3/29:</p> <ul style="list-style-type: none"> • Presenters #9 turn in critiques • Word Power Presentation #20 • Roots Quiz #11: 1-110 • General Discussion/Questions • Quiz: Ch. 8 – Five Basic Sentence Types • Ch. 9 – Basic Transformations – Explanations and practice – No Preview Sheet. Just discussion in class. <p>HW – Skim topics, charts, and exercises in Ch. 9</p>
4/2-4/8	SPRING BREAK	
12	<p>4/10:</p> <ul style="list-style-type: none"> • Word Power Presentation #21 • Discuss highlights of Ch. 9 – Basic Transformations – • Preview of Ch. 10 – Verb Clauses • Read Ch. 10 (pp.293-98) and begin exercises outlined on Preview sheet <p>HW – Finish exercises not completed in class.</p>	<p>4/12:</p> <ul style="list-style-type: none"> • Word Power Presentation #22 • Roots Quiz #12: 1-120 • Go over HW exercises • Usage: Phrases and clauses • Preview Ch. 10 - Subordinate Clauses <p>HW – Read Ch. 10 (pp. 299-307): Subordinate Clauses and do exercises outlined on Preview sheet.</p>
13	<p>4/17:</p> <ul style="list-style-type: none"> • Word Power Presentation #23 • Go over pp. 307-330 and HW exercises • Teaching Demo #10: Ch. 10 – Subordinate Clauses • Final Project explained and assigned • Preview Ch. 10: Relative Clauses <p>HW – Read pp. 307-330: Relative, Restrictive and Nonrestrictive Clauses and do exercises outlined in Preview/Assignment sheet.</p> <p>Teaching Demo # 10 presenters write up teaching demo self-critique</p>	<p>4/19:</p> <ul style="list-style-type: none"> • Presenters # 110 turn in critiques • Word Power Presentation #24 • Roots Quiz #13: 1-130 • Go over HW exercises • Go over who/whom • Group work on Final Project <p>HW – Do Review exercises on 328-29: “Identifying Dep. Clause types” and “Restrictive and Nonrestrictive Clauses.”</p> <p>Write journal entry for Ch. 10</p> <p>Note: Last day to drop with a W is April 15</p>

WEEK	TUESDAY	THURSDAY
14	<p>4/24:</p> <ul style="list-style-type: none"> • Word Power Presentation #25 • Go over HW exercises • Discussion of Sentence Faults: fragments, comma splices, run-ons • Go over Ch. 11 (pp. 331-59): Noun clauses, interrogatives, & appositives • Group work on Final Projects <p>HW – Do Ex. 11.6 and Review Exercises on pp. 356-58)</p> <p>Work on Final Project</p>	<p>4/26:</p> <ul style="list-style-type: none"> • Word Power Presentation #26 • Roots Quiz #14 & #15 combined: 1-150 (20 pts. possible) • Go over Ch. 12: infinitive phrases, prepositional phrases, participle phrases, gerunds, & dangling modifiers • Do exercises together in class <p>HW – Study for Final Usage Test and Final Roots Test.</p> <p>Work on Final Project</p>
15	<p>5/1:</p> <ul style="list-style-type: none"> • Word Power Presentation #27 • Usage Test • Roots Test <p>HW – Work on Final Project</p>	<p>5/3:</p> <ul style="list-style-type: none"> • Word Power Presentation #28 • Final Projects – Groups 1, 2, & 3 present <p>HW – Get binder in order</p>
16	<p>5/8:</p> <ul style="list-style-type: none"> • Binder Check • Final Projects – Groups 4, 5, & 6 present 	<p>5/10: No Class – SCC finals have begun</p>
	<p>5/15: Final Exam – 10:15-12:15</p>	