**ENGL2384 – STRUCTURE OF MODERN ENGLISH**

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| **Class Number and Section**: 2384-003**Class Location**: PH 100**Meeting Time**: T/TH 12:30-1:50PM | **Instructor Name**: Mr. Sean Farrell**Office**: Carlisle Hall 417**Office Hours**: F 1-4**Email**: sean.farrell2@uta.edu**Office Phone**: 817-272-2692**Faculty Profile**: <https://mentis.uta.edu/explore/profile/sean-farrell> |

**Course Description**

This course is an introduction to the grammatical structure of modern English at the level of the word, clause, and discourse, with applications for teaching effective writing. In this course, we will examine English grammar *not* to teach you “proper” English, but to discover how English is used and what is unique about this particular language. We will then apply this knowledge to the teaching of English, either in ESL or first language contexts, with the understanding that a side benefit of such knowledge is that it can also be used to improve your writing.

In other words, in this class we will focus on three main questions: *First*, what are the grammatical features of English in use, especially at the level of the word and clause? *Second*, how are these features often presented to native and nonnative students of English? And *third*, how can we use our answers to the first two questions to design effective lesson plans?

**Learning Outcomes:**

By the end of this course, you should …

* Have a functional understanding of core concepts in English linguistics, including and especially English phonology, morphology, and phrase structure;
* Be able to apply your knowledge of English linguistics in a variety of contexts, including as a writing instructor, editor, or ESL teacher;
* Have a clear sense of best practices in language education and, specifically, lesson planning;
* Be able to teach grammar with confidence; and
* Be well-prepared for future classes in the history of the English language or technical writing

**Required Texts/Materials**

*How English Works: A Linguistic Introduction* (3rd Ed), Anne Curzan and Michael Adams. ISBN: 978-0-205-03228-0

Note: You can purchase the textbook at <https://www.vitalsource.com/publisher/products/how-english-works-anne-curzan-v9780321995629?term=How+English+Works> (you will need to make an account), at the UTA Bookstore, or at Amazon.com ([https://www.amazon.com/How-English-Works-Linguistic-Introduction/dp/0205032281/ref=mt\_paperback?\_encoding=UTF8&me=)](https://www.amazon.com/How-English-Works-Linguistic-Introduction/dp/0205032281/ref%3Dmt_paperback?_encoding=UTF8&me=)). Choose the best and most affordable option for you!

You may wish to purchase a reference grammar for your own personal use. I have found both *The Grammar Book, 3rd Edition*  (Diane Larsen-Freeman and Marianne Celce-Murcia) and *The Teacher’s Grammar of English* (Ron Cowan) very useful.

**Grades**

This course is graded on a 1000-point scale. Final grades will be determined as follows: A: 1000-900 points; B: 899-800 points; C: 799-700 points; D: 699-600 points; F: 599 points and below.

Grades will be determined based on the following assignments:

* English Grammar Exams – 500
	+ Midterm: 200
	+ Final: 300
* Language Research Portfolio – 200
* Lesson Plan – 200
* Problem Sets – 100 (10 points ea.)

**Assignment Descriptions**

**Exams** will test your familiarity with grammatical concepts discussed in the course, as well as your ability to use that knowledge to make inferences or conclusions about grammatical problems. Exam questions will be based directly on Problem Sets (see below).

This semester, you will work on a **Language Research Portfolio**. First, you will choose one grammar point on which to focus your research and teaching. Then, every two weeks, you will submit a short (1-2 page) assignment, specific instructions for which will be given on Blackboard. Your goal is to determine (a) how your grammar point is instantiated in the “real world” in different contexts, and (b) how that grammar point is presented to students. Doing both should allow you to compare how grammar is *used* to how it is *taught*, which is what you will be asked to reflect on in a final Cover Page that will accompany the full Portfolio. You will use this research and reflection to help guide your Lesson Plan design (see below).

There are five components to the Language Research Portfolio:

* Text Variation Assignment – Obtain two or more short texts from different sources; these can be written (e.g., newspaper article, recipe, letter from a friend) or transcribed spoken English (e.g., .a magazine interview). You will count the number of times your chosen grammar point is used, compare the different uses, and discuss how different formats may require (or at least induce) different grammatical expressions.
* Speech Variation Assignment – Use an English corpus (such as The Corpus of Contemporary American English, at [https://corpus.byu.edu/coca/)](https://corpus.byu.edu/coca/%29) to research and make some conclusions about how your chosen grammar point varies by time, region, dialect, or genre.
* Textbook Analysis – Find an English language textbook and look at how it approaches the grammar point you are researching. How is the grammar point presented?
* Reference Comparison – Look at dictionaries or reference grammars, and compare how the information on your grammar point is presented. You may consider whether there are any differences in terms of emphasis, form, etc., and what these imply for student learning.
* Cover Page -- Summarize your findings by (a) explaining relevant details about the usage of the grammar point you have selected, including a comparison of its *prescriptive* and *descriptive* grammar; and (b) describing the salient features that would be necessary for learners to know, along with some strategies for communicating those features to learners.

Individual components will be graded for clarity, cohesion, and completeness—Have you addressed the topic? Have you followed instructions? Have you missed a salient point of analysis? The final draft of the Portfolio will be graded for consistency and depth of thought—Do the documents in your Portfolio support the conclusions you make in the cover letter? Have you revised the individual components to include any missing information? How deeply have you considered both how this grammar point is used and how it might be taught? Ultimately, the Portfolio should ultimately tell a cohesive “story” about your chosen grammar point.

The **Lesson Plan** will give you practice in designing materials for a classroom setting. Every week, we will connect our discussion of grammar to pedagogy. How would you teach this? What would students struggle to understand? What do *you* need to understand to effectively communicate how it works? We will also discuss throughout the semester what makes for a strong lesson plan. At the end of the semester, you will put together a short plan for an activity that trains students in ONE of the language skills we will have discussed. Your lesson plan does not need to be comprehensive (i.e., cover an entire class period), although it can. The idea is to write a description that ANYONE could use to adopt your activity.

You should think of your Language Research Portfolio and Lesson Plan as connected. Use the LRP to help you determine a best practice for a particular grammar point. The more you know about the subject you are “teaching,” the more confidently you can design a lesson plan around it!

In Week 14, you will submit to me a rough draft of your lesson plan; I will give you feedback for improvement. You will also give a presentation at the end of the semester to your classmates, who will similarly suggest areas of improvement. You will submit a final lesson plan the last week of class.

**Problem Sets** are homework assignments designed to help you practice (or learn more about) the grammar structure of the week. Problem sets will generally be assigned on class Tuesday, to be turned in the next class meeting, on Thursday. We will grade Problem Sets together. Answers should generally be typed**, although you are free to hand-write phrase structure trees when these are required**. There are 10 Problem Sets due over the course of the semester. Each one counts 10 points. **I will replace your lowest Problem Set grade with a 10 at the end of the semester**. Practically speaking, this means that you have one “free” Problem Set.

**Question Space**

Linguistics can be challenging, as it explains in detail information that we often take for granted. It can even be challenging for me—I certainly don’t know everything! If you ask a question in class that I don’t know the answer to, we’ll put it in a box on the board. After class, I’ll look into it and answer it next time. In addition, I invite you to post questions in the *“Question Space”* on Blackboard. This is a discussion board that allows anonymous posting. Please feel free to post any questions you have, especially after class on Tuesdays, when we’ll generally be introducing course topics. If you post questions in a timely fashion, I can answer them in a reply, or, if it’s a particularly important question, in class.

**Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, **I will take attendance, but will not factor attendance into the grade**.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Late Work**

In general, late work is not accepted. This is true regardless of the reason for its lateness. **Assignments are due on the date and time listed on the syllabus. Assignments must be printed; I do not accept electronically emailed homework assignments, even if you send it to me ahead of the deadline**. The only exception is in the case of University-excused absences.

**Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. You can find more information about grade grievances here: <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>.

**Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations**

UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability.

Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives. Visit their website at [www.uta.edu/caps/](http://www.uta.edu/caps/) or call 817-272-3671.

**Non-Discrimination Policy**

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C%3A%5CUsers%5Channabas%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5C697W32M3%5Cjmhood%40uta.edu).

**Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey**

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week**

For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located down the hall to the right or left. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**University Tutorial & Supplemental Instruction** (Ransom Hall 205) offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php) sessions, [Start Strong](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/start-strong.php) Freshman tutoring program, and [Supplemental Instruction](http://www.uta.edu/universitycollege/current/academic-support/learning-center/si/index.php). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsi](http://www.uta.edu/utsi) or call 817-272-2617.

**The IDEAS Center (**2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**Course Schedule**

Readings marked with a double asterisk (\*\*) are available on Blackboard. *HEW =* How English Works.

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| Wk | Day | Session Topic | Reading Due | Homework Due |
| 1 | 1/16 | Intro to Human Languages |  |  |
| 1/18 |  |  |
| 2 | 1/23 | English Phonology | *HEW* Ch. 3, “English Phonology” |  |
| 1/25 |  | Problem Set 1 |
| 3 | 1/30 | English Morphology | *HEW* Ch. 4, “English Morphology” |  |
| 2/1 |  | Problem Set 2 |
| 4 | 2/6 | Lexicogrammar | *HEW* Ch. 5, “The Grammar of Words” | **Text Variation** |
| 2/8 |  | Problem Set 3 |
| 5 | 2/13 | Grammatical ConstituencyPhrase Structure Diagrams | *HEW* Ch. 6, “Phrases, Clauses, and Sentences” |  |
| 2/15 |  | Problem Set 4 |
| 6 | 2/20 | Tense-Aspect SystemModals | Review *HEW* pp. 185-187Ch. 7 from *The Grammar Book*\*\* | **Speech Variation** |
| 2/22 |  | Problem Set 5 |
| 7 | 2/27 | Review |  |  |
| 3/1 | MIDTERM |
| 8 | 3/6 | Adverbials | Review *HEW* p. 179Ch. 23 from *The Teacher’s Grammar of English\*\** | **Textbook Analysis** |
| 3/8 |  | Problem Set 6 |
| 9 | 3/13 | **NO CLASS – SPRING BREAK** |
| 3/15 |
| 10 | 3/20 | Relative Clauses and Complementizers | Review *HEW* pp. 179-184Ch. 28. from *The Grammar Book\*\** | **Reference Comparison** |
| 3/22 |  | Problem Set 7 |
| 11 | 3/27 | Reduced Subordinate Clauses (Infinitives, Gerunds, Participials) | Review *HEW* pp. 183-185Ch. 21 from *The Teacher’s Grammar of English\*\** |  |
| 3/29 |  | Problem Set 8 |
| 12 | 4/3 | Transformations | Review *HEW* pp. 187-190 | **Full Language Research Portfolio (with Cover Page)** |
| 4/5 |  | Problem Set 9 |
| 13 | 4/10 | Pragmatics and Spoken Discourse | *HEW* Ch. 8, “Spoken Discourse” |  |
| 4/12 |  | Problem Set 10 |
| 14 | 4/17 | Stylistics and Focus Structures | *HEW* Ch. 9, “Stylistics” | **Lesson Plan RD** |
| 4/19 |  |  |
| 15 | 4/24 | Review and Lesson Plan Workshop |  |  |
| 4/26 | Lesson Plan Presentations |  | **Lesson Plan Final Draft due the day of your presentation** |
| 16 | 5/1 |  |  |
| 5/3 |  |  |
| 17 | 5/10 | FINAL EXAM |