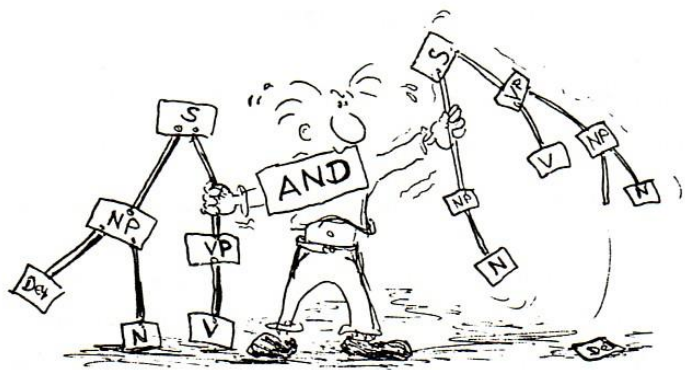


## ENGL2384 – STRUCTURE OF MODERN ENGLISH



**Class Number and Section:** 2384-003  
**Class Location:** PH 206  
**Meeting Time:** T/TH 12:30-1:50pm

**Instructor Name:** Mr. Sean Farrell

**Office:** Carlisle Hall 417

**Office Hours:** T/TH 11am-12:30pm

**Email:** [sean.farrell2@uta.edu](mailto: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 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 phrase 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

There is no required textbook for this course. That having been said, our discussion of grammar this semester is based on *The Grammar Book: Form, Meaning, and Use for English Language Teachers, 3<sup>rd</sup> Edition*, by Diane Larsen-Freeman and Marianne Celce-Murcia, so you may want to purchase or rent a copy for reference. You are NOT required to do so, of course.

### Grades

This course is graded on a 1000-point scale. Final grades will be determined as follows: A: 1000-895; B: 894-795; C: 794-695; D: 694-595; F: 594 and below. As you can see, I do round your grade to the nearest whole number.

Grades will be determined based on the following assignments:

Assignment	Points	Components (if applicable)
<b>Quizzes</b>	300	3 quizzes x 100 points each
<b>Final Exam</b>	300	
<b>Language Research Project</b>	300	4 Assignment Drafts x 20 points each
		1 Presentation x 20 points
		1 Final Draft x 200 points
<b>Problem Sets</b>	75	3 sets x 25 points each
<b>Participation</b>	25	

### Assignment Descriptions

**Quizzes** will be given at the end of each major unit; there are 3 overall. Quizzes are comprehensive, and are largely (though not necessarily entirely) based on the problem sets.

The **Final Exam** will be comprehensive, i.e., will ask you to answer questions related to all aspects of the course content. The Final Exam will be given during Exam week at the end of the semester.

**The Language Research Project** asks you to choose a particular grammatical feature and research/write about it in detail. You will work on this project throughout the semester. You will write three parts individually (LRP A-C) and receive feedback from me. These should then be revised and combined into the First Full Draft (LRP D). LRPs A-D are essentially completion grades, meaning that as long as you make a good-faith effort you will receive full points. You will then revise the first full draft and submit a Final Draft. Please note that a large portion of your grade on the Final Draft will depend on the quality of your revisions.

**Problem Sets** are homework questions about concepts discussed in-class. You may work with others on Problem Sets, but you must list all names of peers with whom you worked. Problem Sets are **completion grades**; as long as you attempt every question, you will receive full credit. Bear in mind, however, that quizzes are heavily based on the problem sets, and so failing to do the work to complete a problem set on your own, or neglecting them entirely, *will* negatively impact your grade in this course. Problem Sets will be completed incrementally, meaning that you will complete answers to some questions before class most days. You should then revise any errors and submit a completed, corrected Problem Set on the day indicated on the Course Schedule.

**Participation** is a record of your overall involvement in the course. I expect active engagement in course lectures and discussions, consistent attendance, and appropriate behavior. Failing to meet these expectations could result in a reduced Participation score. I will not generally provide reasoning for any deduction here, but you are welcome to ask if you are unsure why you have lost points.

## 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.

## Turning in Work

Components of the Language Research Project will usually be turned in via Blackboard. Any assignments turned in on Blackboard must be submitted by no later than one half hour before the beginning of class. If there are any issues with submission, you must let me know BEFORE the deadline. For this reason, you are highly encouraged to submit your work well in advance of deadlines.

Problem Sets, on the other hand, will be printed and brought to class on the day they are due. Problem Sets can be hand-written; any other assignments brought to class should be typed and printed. You must be in class on time to receive credit for Problem Sets. If you are more than thirty minutes late to class on a day that Problem Sets are due, I reserve the right to not accept your work.

## Late Work

In general, late work is not accepted. This is true regardless of the reason for its lateness. **Assignments must be submitted onto Blackboard by the due date.** 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>.

## Classroom Behavior

Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1302 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to Student Conduct and Discipline, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

Disruptive students will be asked once modify behavior. If disruptive behavior persists, these students will be asked to leave the classroom. If the behavior continues or becomes threatening, or if the student consistently disrupts the classroom over several successive class meetings, these students will be referred to the Office of Student Judicial Affairs for further disciplinary action.

### **Exceptions to Course Policy**

I may from time to time make exceptions to course policy, on a case-by-case basis (for instance, by allowing a student to turn in work late, given certain mitigating circumstances). Verbal agreements should always be followed up with an email from the student laying out the terms of the agreement. This is both so that I will remember the agreement, and so that there is a paper trail should any issues arise. You must email me with confirmation of the terms of our verbal agreement prior to the fulfillment of those terms.

### **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://www.uta.edu/aao/fao/>).

### **Disability Accommodations**

UT Arlington 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://uta.edu/eos).*

### **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](mailto:jmhood@uta.edu).*

### **Preferred Name/Pronoun Statement**

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### **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](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). 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](mailto: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](#) sessions, [Start Strong](#) Freshman tutoring program, and [Supplemental Instruction](#). 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** (2<sup>nd</sup> 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](http://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 2<sup>nd</sup> 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>

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

Note: This schedule is almost certain to change as I adapt the pace of the course to our particular needs. For this reason, past the first day of class, I HIGHLY encourage you to check the “Current Course Schedule” on Blackboard, which will be up-to-date. Any changes to this schedule will be announced at least one class period in advance.

Note: *TGB* is *The Grammar Book*. Readings are “Suggested” because while I may make reference to them, I do not require that you read them, and I will go over all relevant information during lecture. That said, the readings can be extremely helpful, especially as you review for quizzes and tests. All readings can be found on Blackboard.

Week	Date	Class Topic	Suggested Reading	Homework
1	1/15	Intro to Course 3 Dimensions of Grammar What’s in a word? Intro to Parts of Speech		
	1/17	Parts of Speech, cont’d	<i>TGB</i> pp. 17-22	
2	1/22	More on Parts of Speech Spotlight on <i>-ing</i> Words Assign LRP Entries	<i>Understanding English Grammar</i> pp. 28-30	PS1 Q1-2
	1/24	Phrases vs Clauses Simple Sentence Patterns	<i>TGB</i> pp. 23-24	PS1 Q3-4
3	1/29	Copular Verbs and Subject-Verb Agreement Principal Parts of Verbs	<i>TGB</i> pp. 57-61	PS1 Q5-6
	1/31	Unit 1 Review		PS1 Q7-8
4	2/5	Unit 1 Quiz		Full PS1 Due
	2/7	Intro to Phrase Structure: How to Read a Rule Sentence Modifiers and Subject NPs	<i>TGB</i> pp. 77-82	
5	2/12	Subject NPs: APs and PrepPs		LRP A Due
	2/14	Predicate: Intro Auxiliary Simple Aspect Present and Past Tense	<i>TGB</i> pp. 89-91	PS 2 Q1-Q2

6	2/19	Transitive Verbs and Direct Objects Copular Verbs and Subject Complements	<i>TGB</i> pp. 92-94	PS2 Q3-4
	2/21	Perfect and Progressive Aspects	<i>TGB</i> pp. 105-116	PS2 Q5-6
7	2/26	More on Perfect and Progressive Aspects Modality and Future Tense	<i>TGB</i> pp. 137-141	LRP B Due PS2 Q7-8
	2/28	Phrasal Verbs	<i>TGB</i> pp. 441-447	PS2 Q9-10
8	3/5	Imperative Mood and Passive Voice	<i>TGB</i> pp. 231-233	PS2 Q11-12
	3/7	Negation	<i>TGB</i> pp. 183-193	PS2 Q13-14
9	3/12	SPRING BREAK		
	3/14			
10	3/19	Unit 2 Review		LRP C Due PS2 Q15-16
	3/21	Unit 2 Quiz		Full PS2 Due
11	3/26	Coordinating Conjunctions	<i>TGB</i> pp. 481-485	
	3/28	Adverb Subordinators	<i>TGB</i> pp. 541-544	PS3 Q1-2
12	4/2	Adverb Subordinators, cont'd Linking Adverbs	<i>TGB</i> pp. 545-550	LRP D Due PS3 Q3-4
	4/4	Relative Clauses	<i>TGB</i> pp. 605-611	
13	4/9	Relative Clauses cont'd	<i>TGB</i> pp. 632-635	PS3 Q5-6
	4/11	Ordinary that-complements	<i>TGB</i> pp. 679-683	
14	4/16	Unit 3 Review		PS3 Q7-8
	4/18	Unit 3 Quiz		Full PS 3 Due
15	4/23	LRP Presentations		
	4/25	LRP Presentations		

16	4/30	LRP Presentations		
	5/1	Exam Review		LRP Final Draft Due