University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **English 362 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) The Grammar of Standard Written English

**25-Character Abbreviation:** Grammar of S.W.E

**Sponsor(s):** Daniel Baumgardt, Janine Tobeck, Marilyn Annucci, Patrick Moran

**Department(s):** Languages and Literatures

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments:

**Programs Affected:**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:**

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):** Languages and Literatures

**Instructor:** Daniel Baumgardt

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours:       Total lecture hours:

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information:

**Course justification:**In their academic and professional careers, English students will need to be able to craft sentences according to the norms and conventions of standard written English; for students of other disciplines, this demand may only be somewhat less. A primary aim of the course is to provide these students with a practical framework for understanding the grammar of standard written English. As such, it employs structural and functional analyses to outline this grammar and to address head-on a number of usage dilemmas.

While English students in particular may encounter explanations of English grammar in other courses, the grammatical information presented is understandably supplemental to the class content. This approach to understanding grammar can present a number of challenges for teachers and students alike. Students with little to no background in English grammar may find it difficult to grasp any distinctions which assume some background. Through this approach, students also may not acquire a comprehensive survey of English grammar since, across classes, discussions of grammatical concepts and problems may be partial or redundant. This course addresses both of these concerns. It makes little to no assumptions about a previous background in grammar while presenting across one term a comprehensive but sophisticated understanding of English grammar.

It is thus hoped that many students will benefit from a class devoted solely to a discussion of English grammar, one which scaffolds the level of explanation from simple and basic to increasingly more complex and challenging.

**Relationship to program assessment objectives:**

This will be a core course in the revised Professional Writing and Publishing major. It presents information which is foundational to students’ success in the program’s 300- and 400-level courses.

**Budgetary impact:** NA

**Course description:** (50 word limit)

This is a course in the grammar of relatively formal and planned written English. We will review a vocabulary for talking about the structural choices that are available to writers of English, and use this vocabulary to practice analyzing and constructing sentences and parts of sentences. The course is meant primarily for people whose professional plans include writing or editing. Co-req: English 230.

**Course objectives and tentative course syllabus:**

By the end of the course, students will:

▶ understand the role of standard written English in relation to other varieties of English;

▶ understand the prescriptivist vs. descriptivist debate over determining norms of

correctness for standard written English;

▶ gain significant understanding of the functional aspects of clauses, phrases, and words

in the sorts of sentences they will encounter in professional situations;

▶ gain significant understanding of the structural aspects of clauses, phrases, and words

in the sorts of sentences they will encounter in professional situations;

▶ be able to produce dual form-function analyses of such sentences (e.g., tree diagrams

that indicate grammatical functions in addition to grammatical categories);

▶ leverage this structural and functional knowledge to develop an expert understanding

of common usage dilemmas (*who* vs. *whom* in object position, *that* vs. *which* in

restrictive relative clauses, etc.);

▶ gain experience in explaining grammatical options to those with little or no formal

knowledge of these options; and

▶ gain an understanding of the role of discourse in constraining or determining the

selection of available grammatical options.

**Tentative course syllabus:**

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English 362 | Fall 2013

**The Grammar of Standard Written English**

**Instructor:** Dan Baumgardt (Assistant Professor), 3271 Laurentide, [baumgard@uww.edu](mailto:baumgard@uww.edu)

**Course Description**

This is a course in the grammar of relatively formal and planned written English. We will review a vocabulary for talking about the structural choices that are available to writers of English, and use this vocabulary to practice analyzing and constructing sentences and parts of sentences. The course is meant primarily for people whose professional plans include writing or editing.

**Course Objectives**

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▶ understand the role of standard written English in relation to other varieties of English;

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standard written English;

▶ gain significant understanding of the functional aspects of clauses, phrases, and words in the

sorts of sentences they will encounter in professional situations;

▶ gain significant understanding of the structural aspects of clauses, phrases, and words

in the sorts of sentences they will encounter in professional situations;

▶ be able to produce dual form-function analyses of such sentences (e.g., tree diagrams that

indicate grammatical functions in addition to grammatical categories);

▶ leverage this structural and functional knowledge to develop an expert understanding of

common usage dilemmas (e.g., *who* vs. *whom* in object position, or *that* vs. *which* in restrictive

relative clauses);

▶ gain experience in explaining grammatical options to those with little or no formal knowledge of

these options; and

▶ gain an understanding of the role of discourse in constraining or determining the selection of

available grammatical options.

**Required Texts**

1. Bookstore: Hopper, Paul J. (1999). *A short course in grammar*. New York/London: Norton.

2. D2L: I will post the syllabus and supplementary readings on the D2L course website. At the

site, you will also be able to view your grades.

**Assignments**

Nearly every day you will be responsible for a reading assignment, a short homework, or both. Be prepared to discuss readings and to discuss and turn in homework. Aim to participate in class discussions and to volunteer to put your work on the board or screen. In order to get credit, you must hand in exercises on the day that they are due: Late assignments are not graded.

The following are the grade categories for the course:

**exams** Each exam will cover the material indicated for it in parentheses on the schedule. The

Final Exam will not specifically cover the material in the first haf of the semester. Keep in mind though that you must have a solid grasp of the material from the first half to excel in the material in the second half.

**quizzes** Each quiz will cover the material indicated for it in parentheses on the schedule.

**exercises** In order to get credit, you must hand in exercises on the day they are due. Late exercises

will not be credited unless you have an excused absence (see below). Since they are supposed to be for practice, the exercises are simply counted as done or not, and not assigned a score. You can handwrite them as long as you do so neatly. (In fact, the tree diagrams we will quickly get into are hard to present well with a computer, unless you know Adobe Illustrator.)

**attendance** You start the semester with 25 points. One point is deducted for each of the following

classes you miss: third, fourth, and fifth. Two points are deducted for any class you miss

after that. At semester’s end your points are divided by 25 to derive a percent score.

**participation** This is based on how often and how well you comment in class, your work at the board,

and whether or not you submit texts due in the D2L dropbox on the assigned days.

Here are the criteria I will use to determine participation grades:

|  |  |
| --- | --- |
| A | Frequently draws from completed exercises to formulate questions for class discussion; always makes quality, to-the-point contributions that deal specifically with the content being discussed. |
| B | Typically draws from completed exercises to formulate questions for class discussion; makes acceptable contributions along with some that are quality, to-the-point remarks dealing specifically with the content being discussed. |
| C/D | Sometimes draws from completed exercises to formulate questions for class discussion; present but often silent; typically offers non-content remarks or questions (for example, "will this be on the test?"). |
| F | Never draws from completed exercises to formulate questions for class discussion; frequently absent or asleep in class; does not contribute or talks to others while someone is talking. |

I will post your score on D2L at the end of the semester.

Here are the point values for the above grade categories in this course:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Quizzes** | **Midterm exam** | **Final exam** | **Exercises** | **Attendance** | **Participation** |
| **% total** | 30 | 25 | 25 | 10 | 5 | 5 |

**Overall Course Grade**

Here is the grade range for determining your overall score:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **F** |
| 100% to 89.5% | less than 89.5% - 79.5% | less than 79.5% - 69.5% | less than 69.5% - 59.5% | less than 59.5% |

**General UW-W Policies**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and  non-discriminatory learning environment.  It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](http://www.uww.edu/StdRsces/csd/academic_index.php), [Academic Misconduct](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct), [Religious Beliefs Accommodation](http://www.uww.edu/Catalog/02-04/Legal/legal5.html), [Discrimination](http://www.uww.edu/Catalog/02-04/Legal/legal6.html) and [Absence for University Sponsored Events](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct) (for details please refer to the Schedule of Classes; the [“](file:///C:\Users\foxj\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\www.uww.edu\Catalog\02-04\Legal\Legal1.html)[Rights and Responsibilities](http://www.uww.edu/Catalog/02-04/Legal/Legal1.html)[”](file:///C:\Users\foxj\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\www.uww.edu\Catalog\02-04\Legal\Legal1.html) section of the [Undergraduate Catalog](http://www.uww.edu/Catalog); [the Academic Requirements](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#academicinformation) and Policies and the [Facilities and Services](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#facilitiesandservices) sections of the [Graduate Catalog](http://www.uww.edu/gradstudies/catalog0608/gradcat0608.php); and the “[Student Academic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html) (UWS Chapter14); and the “[Student Nonacademic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html)" (UWS Chapter 17).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Schedule** | | | (*We will most likely deviate from this schedule. I will let you know if / when we do*.) | | |
|  | | **Topic** | | **Read Hopper** | **Exercises, Quizzes, Exams** |
| **1** | |  | |  |  |
| M |  | Introductions | |  |  |
| W |  | Introductions | |  |  |
|  |  |  | |  |  |
| **2** | |  | |  |  |
| M |  | Preliminary concepts | | Ch. 1 | Ex. 1.10 |
| W |  | Words, parts of speech | | Ch. 2 |  |
|  |  |  | |  |  |
| **3** | |  | |  |  |
| M |  | Words, parts of speech [cont.] | |  | Ex. 2.2, **Quiz 1** (ch. 1, 2) |
| W |  | Phrases, diagramming | | Ch. 3 | Ex. 3.4 |
|  |  |  | |  |  |
| **4** | |  | |  |  |
| M |  | Sentences & their parts | | Ch. 4 |  |
| W |  | Sentences & their parts [cont.] | |  | Ex. 4.3, **Quiz 2** (ch. 3, 4) |
|  |  |  | |  |  |
| **5** | |  | |  |  |
| M |  | Objects & adjuncts | | Ch. 5 |  |
| W |  | Objects & adjuncts [cont.] | |  | Ex. 5.7 & 5.10 |
|  |  |  | |  |  |
| **6** | |  | |  |  |
| M |  | The verb phrase | | Ch. 6 |  |
| W |  | The verb phrase [cont.] | |  | Ex. 6.4, **Quiz 3** (ch. 5, 6) |
|  |  |  | |  |  |
| **7** | |  | |  |  |
| M |  | Prepositional phrases | | Ch. 7 | Ex. 7.6 |
| W |  | Pronouns, nouns, & determiners | | Ch. 8 |  |
|  |  |  | |  |  |
| **8** | |  | |  |  |
| M |  | Pronouns & nouns [cont.] | |  | Ex. 8.4 |
| W |  |  | |  | **Midterm Exam** (ch. 1-8) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **9** | |  |  |  |
| M |  | More on noun phrases | Ch. 9 |  |
| W |  | More on noun phrases [cont.] |  | Ex. 9.5 |
|  | |  |  |  |
| **10** | |  |  |  |
| M |  | Negation | Ch. 10 | Ex. 10.3 |
| W |  | The passive voice | Ch. 11 | **Quiz 4** (ch. 9, 10) |
|  | |  |  |  |
| **11** | |  |  |  |
| M |  | The passive voice [cont.] |  | Ex. 11.1 |
| W |  | Coordination | Ch. 12 | Ex. 12.1 |
|  | |  |  |  |
| **12** | |  |  |  |
| M |  | Subodination: relative clauses | Ch. 13 |  |
| W |  | Relative clauses [cont.] |  | Ex. 13.1, **Quiz 5** (ch. 11, 12, 13) |
|  | |  |  |  |
| **13** | |  |  |  |
| M |  | Subordination: noun clauses | Ch. 14, 15 | Ex. 14.1 |
| W |  | Subordination: noun clauses |  | Ex. 15.1, **Quiz 6** (ch. 14, 15) |
|  |  |  |  |  |
| **14** | |  |  |  |
| M |  | Subordination: adverbial clauses | Ch. 16 |  |
| W |  | Subordination: noun clauses |  | Ex. 16.4 |
|  | |  |  |  |
| **15** | |  |  |  |
| M |  | Discourse & grammar | Ch. 17 |  |
| W |  | Final Exam review |  |  |
|  | | | | **FINAL EXAM – T.B.A.** |

**Bibliography**

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*language*. London: Longman.

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