



### **MVC ADA Statement**

Special Needs: If you have special needs as addressed by the Americans with Disabilities Act, please contact your instructor immediately. After proper documentation, reasonable efforts will be made to accommodate your special needs.

### **MVC Student Code of Conduct**

It shall be the responsibility of every student enrolled at Missouri Valley College to support the academic integrity of the institution. This applies to personal honesty in all aspects of collegiate work, all student records and all contacts with faculty and staff. Academic dishonesty will not be tolerated.

It shall also be the responsibility of every student enrolled at Missouri Valley College to be respectful of the right of other students, staff and instructors to ensure a safe, peaceful atmosphere conducive to the educational goals of an institution of higher learning. Rude or disruptive behavior will not be tolerated.

Student actions that do not adhere to the MVC Student Code of Conduct will be addressed according to College policies regarding academic dishonesty and disruptive behavior. Students who exhibit dishonest, disruptive, or disrespectful behavior risk suspension or expulsion from the institution.

### **DESE Subject-Specific Competencies**

Students will learn to:

1. discuss surface and deep structure features of English with understanding (MSSSC: 1.1, 1.2,1.3, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 3.5, 4.1; SSSC: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5).  
Performance Indicators: exercises, examinations, journal, and papers.
2. discuss the grammar of basic sentences (MSSSC: 1.1, 1.2, 1.3, 4.1; SSSC: 1.3, 2.2, 2.5, 2.6).  
Performance Indicators: exercises, examinations, journal, and papers.
3. discuss modification and coordination (MSSSC: 1.1, 1.2, 1.3, 4.1; SSSC: 1.1, 1.2, 1.3, 2.2, 2.3, 2.5).  
Performance Indicators: exercises, examinations, journal, and papers.
4. discuss morphemes, words, and word classes (MSSSC: 1.1, 1.2, 1.3; SSSC: 1.1, 1.3, 2.3,, 2.4, 2.5, 2.6, 3.4).  
Performance Indicators: exercises, examinations, journal, and papers.
5. discuss and apply rhetorical, theoretical, and historical grammar in well-organized papers (MSSSC: 1.1., 1.2, 1.3, 2.1, 2.2, 2.4, 2.6, 3.1, 4.1, 4.8; SSSC: 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 3.7, 3.9, 4.1, 4.2, 4.9).  
Performance Indicators: exercises, examinations, journal, and papers.

## Course Requirements

### Examinations

You will take four examinations during the semester. Each examination will consist of objective and short-answer questions based upon the readings and exercises in the core text. The fourth will also have a two- to three-page word-processed essay portion covering the entire semester, which will be submitted to [www.turnitin.com](http://www.turnitin.com).

### Two Short Field Research Papers

Both papers must be word processed in 12-point font, either Times New Roman or Courier New. Each will be submitted to [www.turnitin.com](http://www.turnitin.com).

For your first paper, please **purchase a notebook that you can carry with you starting today**. Record your observations for the second five-page paper that discusses the differences between common usage and formal usage of grammar. Begin your research immediately. As you research material for your second paper, **due Friday, February 6:**

Listen to conversations, discussions, and lectures. Note colloquial and formal uses of English grammar, as well as slips of the tongue.

1. What kinds of colloquial and formal grammar usage do you hear among native speakers?
2. What kinds of colloquial and formal grammar usage do you hear among ethnic groups?
3. What kinds of colloquial and formal grammar usage do you hear among non-native speakers?
4. Determine if apparent differences of usage create a conscious or unconscious assumption about social class.
5. If you tutor in the Learning Center, note the difficulties students have with written expression and the methods you used to teach them stronger writing skills.
6. If you do not tutor in the Learning Center, apply what you have observed to how you would teach formal spoken and written grammar;
  - a. to your children **if you do not plan to teach**, or
  - b. **if you plan to teach**, to your students who may be from either different ethnic groups or AFS cultural exchange students.

For your second paper, **due Friday, March 13**, compare the dictionaries listed below, and determine which are prescriptive and which are descriptive. Divide the questions among your research team; share your findings. Analyze your answers and write your own five-page response after you answer the following questions:

1. Consult the following dictionaries in Murrell Library and on-line: The American Heritage Dictionary (AHD); Merriam-Webster's International Unabridged Dictionary, 2<sup>nd</sup> and 3<sup>rd</sup> eds. (MUD); Merriam-Webster's Ninth New Collegiate Dictionary, or subsequent eds. (MWCD); Oxford English Dictionary (OED) Random House Dictionary (RHD).
2. Read the editorial preface of each of the bound volumes and determine if the editors prescribe word usage and pronunciation or if they simply describe, i.e. if they record word usage and pronunciation regardless of grammatical rules. Which of these would please the formalist such as an editor; which of these would please the field researcher such as an anthropological linguist?
3. Determine the date or period the do most of the words in each MUD begin. What is the justification for this starting point in each unabridged dictionary?
4. Look up the counties of origin in the etymologies of the following words: algebra, appendix, chino, diesel, denim, frankfurter, hot dog, Ferris wheel, geek, Google (noun and verb), hippie, khaki, mouse (animal and computer accessory), NATO, nerd, roller coaster, radar, RAM, ram, sonar, television, Wi-Fi, wiki, yuppie, x-ray. What do the etymologies of these words suggest about our culture?
5. Read the essay, "Indo-European and the Indo-Europeans" in The American Heritage Dictionary. Exclude the acronyms and recent technological terms. Choose three other words that you just looked up and locate their Indo-European roots in the appendix.
  - a. What do their Indo-European roots suggests about what may have been their original, literal meaning?
  - b. Locate a related word in the Indo-European appendix and explain why you think the ancient root branched into such different meanings.
6. Consult AHD and see which of these sentences is correct. Five divisions compose the academic structure of Missouri Valley College. Five divisions comprise the academic structure of Missouri Valley College. The academic structure of Missouri Valley College is comprised of five divisions.
7. Consult the OED and note the earliest and most recent recorded dates of hero, nice, woman, virtuous, worthy. What were the definitions of these words originally? How are they used now? Can you account for their semantic shifts, if any? Why should an English student and researcher use the OED when studying Ben Jonson, Samuel Johnson, Henry David Thoreau, and Aldous Huxley?

The papers will be assessed using the rubric appended to this syllabus.

Both papers will be submitted to [www.turnitin.com](http://www.turnitin.com) on the due date; likewise, the hard copy of each paper will be submitted at class time in this classroom on the due date. Late Turnitin.com submissions and hard copies will receive a "0"

### **Assigned readings**

You are required to read the assigned material in the core text, to complete the exercises, to ask questions for interactive class discussion for successful completion of this course.

### **Class Attendance**

Regular attendance is required. EN 350 is an interactive workshop course, not a lecture class. Your participation in workshops and discussion is required. **If you come to class without your textbook, you will be dismissed and counted absent.** Please bring a collegiate dictionary such as The American Heritage Dictionary to class because we will consult it regularly. Three absences may jeopardize your grade.

### **Missouri Valley College Attendance Policy**

Any student who misses two consecutive weeks of class will be administratively withdrawn from class. If the withdrawal takes place within the first 6 weeks of class, the student will receive a grade of “W.” If the withdrawal takes place after the 6<sup>th</sup> week of class, the student will receive a “WF” or a “WP.” The student will be notified of this action by the Registrar’s Office. Readmission will be considered only for extenuating circumstances as approved by the Vice President of Academic Affairs and the Registrar. In such cases, where readmission is approved, a readmit fee of \$350.00 will be charged. If a student drops below full-time status of 12 hours, financial aid may be adversely affected. Resident students dropping below 12 hours will be asked to move out of campus housing. Missing 50% of this class will also subject you to a “WF” or the grade of “F”.  
Note: If you know that you want to drop or withdraw from a class please see your advisor. Do not count on this policy to automatically withdraw you.

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## Academic Dishonesty

Avoid plagiarism, the unacknowledged use of others' ideas, organization, and words, is a most serious offense. Document all sources you use in your writing—whether alluded to, summarized, paraphrased, or quoted directly. Academic dishonesty, in any form, must be reported to the division chair and the Vice President of Academic Affairs, and it can result in dismissal from college.

## General Requirements

Please:

1. Disable your cell phone and other electronic gear, except for your laptop, and avoid texting and Web-surfing.
2. Avoid wearing headgear in this classroom.
3. Please avoid eating and drinking in this classroom.

## Portfolio

The State of Missouri's Department of Elementary and Secondary Education (DESE) requires students to retain a portfolio for each class while they are in school. Please retain this syllabus, your examinations, textbook with its exercises, research notebook, and research papers in a folder with pockets as your portfolio for EN 350-1, Modern Grammar.

## Grading

Each paper is worth 10% of your final grade; each examination is worth 20% of your final grade.

Percentages and Letter Grade Equivalencies:

21-25 = 105 - 125%	( A+ )		
19-20 = 95 - 100%	( A )	12-13 = 60 - 69%	( D )
17-18 = 85 - 94%	( B )	01-11 = 01 - 59%	( F )
14-16 = 70 - 84%	( C )	0 = Non-completed or late work	

Letter Grade Point Equivalencies:

A+ = 5.5	A = 5	A- = 4.6	F+ = 1.5
B+ = 4.5	B = 4	B- = 3.6	F = 1.0
C+ = 3.5	C = 3	C- = 2.6	F- = 0.6
D+ = 2.5	D = 2	D- = 1.6	0 = Non-completed or late work

**Required Textbooks**

Vitto, Cindy L. Grammar by Diagram. 2<sup>nd</sup> ed. Peterborough, Ontario: Broadview P, 2006.

A collegiate dictionary such as The American Heritage Dictionary.

**Tentative Schedule**

**Note: If you are offended by logic, metaphors, Gretel baking the evil witch, the use of words found in The American Heritage Dictionary, syntactic ambiguity caused by a panda that Eats, Shoots & Leaves, and Charles Lutwidge Dodgsonian silliness, you should not take this course.**

**The following schedule may be modified or changed. Exercises will be assigned as necessary, and will be due classtime. The *beginning* page of each part and chapter is listed. Exercises will be assigned in class**

**Week 1      Jan 9**

F:                    Introduction. Note that readings, exercises, examinations, and papers are due on the date indicated.

**Week 2      Jan 12-16**

M-F:                Chapter 1, 17; Chapter 12, 275.

**Week 3      Jan 19-23**

M:                    Martin Luther King Day. **Oops: Paper 1 Due Friday, February 6.**

W-F:                Chapter 2, 45.

**Week 4      Jan 26-30**

M-W:                Chapter 2, 45.

F:                    **EXAM I, JANUARY 30, CLASSTIME.**

**Week 5      Feb 2-6**

M-F:                Chapter 3, 63. **Submit Paper 1 to [www.turnitin.com](http://www.turnitin.com). Hard copy Due Class Time Friday, February 6.**

**Week 6      Feb 9-13**

M-F:                Chapter 3, 63.

**Week 7      Feb 16-20**

M:                    **EXAM II, FEBRUARY 16, CLASSTIME.**

W-F:                Chapter 4, 101. **Oops: Paper 2 Due Friday, March 13.**

<b>Week 8</b>	<b>Feb 23-27</b>
M-F:	Chapter 5, 117.
<b>Week 9</b>	<b>Mar 2-6 MIDTERMS</b>
M-F:	Chapter 6, 131.
<b>Week 10</b>	<b>Mar 9-13</b>
M-F:	Chapter 7, 145; Chapter 13, 319. <b>Submit Paper 2 to <a href="http://www.turnitin.com">www.turnitin.com</a>. Hard copy Due Class Time Friday, March 13.</b>
<b>SPRING</b>	<b>Mar 16-20</b>
<b>BREAK</b>	<b>Be safe!</b>
<b>Week 11</b>	<b>Mar 23-27</b>
M-F:	Chapter 7, 145
<b>Week 12</b>	<b>Mar 30-Apr 3</b>
M:	<b>EXAM III, March 30, CLASSTIME.</b>
<b>Week 13</b>	<b>Apr 6-10 (Good Friday)</b>
M-F:	Chapter 8, 179.
<b>Week 14</b>	<b>Apr 13-17</b>
M-F:	Chapter 9, 201.
<b>Week 15</b>	<b>Apr 20-24</b>
M-F:	Chapter 10, 219. <b>Two- to Three-page Word-processed Examination IV Essay Assigned, Friday.</b>
<b>Week 16</b>	<b>Apr 27-May 1</b>
M-F:	Chapter 11, 255.
<b>Week 17</b>	<b>May 4 (Stop Day)-8 (Finals)</b>
T:	<b>Examination IV, 8:00 a.m., this classroom. Hard copy due with objective examination.</b>

### **Bibliography and Internet Resources**

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