

Course Syllabus

Course name

- Introduction to English Grammar

Reasons for taking the course

- Because you are interested in learning about English grammar
- To fulfill the requirements for the TESOL Certificate
- As an elective for the BA in Linguistics

Instructor contact Information

- Professor Palmer
- LNCO 2303
- 801-581-3440
- Email
 - Please use the Canvas messaging system to communicate with me for this course. Click on the "in box" icon from the left-hand menu of your home page. This will take you to the messaging system.
 - I try to check this messaging system first thing on weekday mornings. I do not check non-Canvas email on any specific schedule, so do not count on my receiving your non-Canvas email messages.

- Office Hours
 - Monday and Tuesday 8:00-10:00
 - Other hours by walk-in or appointment
 - It's always best to call first to be sure I'm in.

Occasionally situations arise that cause me to be out of the office, and I don't want to miss you.

Materials

- Required text
 - Barry, A.K. (2013). *English grammar: language as human behavior*. Upper Saddle River, NJ: Prentice Hall, **3rd Edition**.

Course Structure

- This course is taught fully on line.
- The course is entirely asynchronous, meaning that there is no real-time interaction between you and the instructor.
- The course material is organized by modules. You will move through the modules in sequence.
- Assignments must be completed by specific deadlines throughout the semester. You won't be able to catch up with past assignments after the dates at which they were due, so be sure to keep up with assignments right from the beginning.

Course objectives

- Core objectives
 - Provide you with a descriptive overview of the forms and functions of English grammatical structures. An understanding of English grammar should prove valuable to writers, English language teachers, ESL teachers, and anyone else interested in becoming more conscious of the patterns and regularities of the English language.
 - Acquaint you with the technical language used to describe the structure of English. This should help you establish professional credibility by enabling you to communicate clearly and precisely about the structure of English. It should also help you understand fundamental concepts that will help you read and understand professional literature and material on the Internet about the English language.
- Other objectives
 - Introduce you to language as human behavior: an instrument of people who seek patterns and regularity, who use language to communicate their needs and wishes and to exercise power over others, and who are capable of experiencing linguistic insecurity in the face of social judgments about their usage.
 - Provide you with guidance in standard usage. This

should help you make informed choices in how to express yourself in written and spoken English and help you feel confident about how these choices are made.

- Help you feel that you are an active participant in shaping your language rather than a passive victim of grammatical rules that someone imposes on you.
- Awaken your interest in the remarkable nature of language and the opportunity to observe and appreciate this in your daily life.

Main topics covered in the course

- What is grammar, and why do we study it?
- How do we study English grammar?
- English grammatical structures
 - Nouns and noun phrases
 - Verbs and verb phrases
 - Pronouns
 - Adjectives and adverbs
 - Prepositions and particles
 - Negation
 - Voice (active and passive)
 - Discourse function (declaratives, interrogatives, etc.)
 - Combining clauses in sentences: coordination
 - Combining clauses in sentences: subordination

Learning opportunities

- Readings in course text
 - This is the best text I have ever found for this course. The text provides a beautifully written, discourse-based version of the analysis of English grammar. It also helps you feel you are active participants in shaping your language rather than passive victims of grammar rules that someone imposes on you.
 - The text is used in this course in two ways:
 - To provide an introduction analysis to the analysis of English grammar that we will build upon and synthesize in the PowerPoint lectures. Reading the text prior to viewing the video PowerPoint presentations or looking at the handouts will make it much easier to understand the lectures when they are presented. Learning from the video PowerPoint lectures and handouts will be much more difficult if you have not read the text in advance.
 - To provide discussions of language usage and change. These will deepen your understanding of English grammar as well as providing a basis for your responding to the "Discussion-reflections" assignments and earning points in the process.
- PowerPoint Lectures

- These video lectures provide you with a systematic understanding of the main points of the text.
- Most of the content of the PowerPoint presentations is consistent with analyses in the text.
- *While you be tested only on course content as presented in the PowerPoint lectures, reading the text will make it much easier to follow the lectures.*
- Creating multiple-choice questions based upon readings.
 - Creating these questions will require that you read carefully and check your understanding of the content of the readings.
- Discussion-Reflections
 - These are open-ended questions at the end of each chapter in your course text. They are intended to get you to think about language use--your own and others--in real-life settings or to ponder some aspect of English structure that eludes analysis. These exercises are intended to stimulate discussion between you and your fellow students and engage you in timely, enjoyable discourse about your language. Instructions for the Discussion-Reflections are provided in the Discussion-Reflection assignments.

Evaluation

- Total possible points for this course: 119

- Ways to earn points
 - Unit tests (75 points possible). The number of points earned from unit tests is large because understanding this content is the primary objective of this course.
 - 25 points per test
 - The four unit tests cover Chapters 1-3, 4-6, 7-9, and 10-12.
 - Canvas will automatically drop your lowest test score and base your test points on those earned in the top three tests that you took.
 - Multiple-choice questions assignments (20 points possible)
 - 1 point for each Multiple Choice Assignment submitted on Canvas by the due date and time
 - There is a total of 33 Multiple-Choice Assignments. You only need to submit responses to any 20 Multiple-Choice Assignments (of your own choosing) to earn the maximum possible number of points.
 - See Module A for a description of the multiple-choice assignments.
 - Discussion-Reflections assignments (24 points possible).
 - There are four Discussion-Reflection assignments in the course.
 - 6 points possible for each of these assignments

- Letter grade for the course
 - Your course grade is determined by adding up the total number points earned, dividing this sum by the total number of possible points, and associating this percentage with the letter grade following the University of Utah grading standards (see below). Canvas does this automatically, and you can view your progress by clicking on the "Grades" tab on the left side of this screen.
- University of Utah grading standards
 - A 94%-100%
 - A- 90%-93.9%
 - B+ 87%-89.9%
 - B 84%-86.9%
 - B- 80%-83.9%
 - C+ 77%-79.9%
 - C 74%-76.9%
 - C- 70%-73.9%
 - D+ 67%-69.9%
 - D 64%-66.9%
 - D- 60%-63.9%
 - E 0%-59.9%
- Equitability (fairness)
 - To ensure that all students are treated equitably, grades need to be assigned in the same way for all students as described in this syllabus.
 - Exceptions to grading standards cannot be made for

one student without making exactly the same exceptions available for all students. This is not feasible.

Tests (called "Quizzes" on Canvas)

- Description
 - 25 questions in each test. 1 point for each correct answer. Test points are based upon the points earned in the top three of the four tests you take. I will drop the lowest test score (out of the four tests). If you take the first three tests and are satisfied with your grades on these tests, you do not need to take the fourth test.
 - Multiple-choice format with four answer choices provided for each question.
 - The answers to these questions are based *entirely* on the lectures/PowerPoint presentations.
- You need to take the tests on line within the announced time framework. Fairness requires that each student be treated the same and in accordance with pre-established procedures. Therefore, make-up exams cannot be given.
- **Be sure to schedule your test well in advance to make sure that space is available at a time convenient for you.** Instructions for setting up on-line testing can be found at the following link: [Link](#)
- <https://support.tlt.utah.edu/hc/en->

us/articles/208104916--Student-Scheduling-of-Exams-Involving-Face-to-Face-Proctors

- For phone support call (801) 581-6112 extension 3.

- **Canvas help**
 - Instructors are not equipped to deal with Canvas Technology.
 - A Canvas infrastructure telephone hotline, available 24/7, is available to help you with Canvas questions.
 - The hotline number is as follows: 844-527-0328.