

English 103: Modern English

Spring 2002

Section 3: TR 15:00 – 16:15

Room: DMH 208

Code: 17430

Instructor: Dr. Mark Calkins

Office: FO 115

Phone Number: (408) 924-4449

Office Hours: TR 12:00 – 1:30 and by appt.

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Dept. Office: FO 102

Dept. Phone Number: (408) 924-4425

Required Textbooks (available at the Spartan Bookstore):

Ehrlich, Eugene. Theory and Problems of English Grammar. 3rd ed. New York: McGraw Hill, 2000. (new \$15.95; used \$11.95)

Weaver, Constance, ed. Lessons to Share: On Teaching Grammar in Context. Portsmouth: Boyton/Cook, 1998. (new \$31.45; used \$23.55)

Weaver, Constance. Teaching Grammar in Context. Portsmouth: Boyton/Cook, 1996. (new \$28.80; used \$21.60)

Photocopies (to be provided by the instructor)

Klammer, Thomas P., Muriel Schulz, and Angella Della Volpe. "Varieties of English," and "The Morphology of English." Analyzing English Grammar. 3rd Edition. New York: Longman, 2000. 19-56.

Required Materials:

One or more "twin-pocket" portfolios

Large Blue Books (as needed)

A pocket English dictionary

Course Description: The growth and structure of modern English, including its phonology, morphology, syntax and semantics. Attention to social and regional varieties, with implications for language development and literacy among native and nonnative speakers.

Course Objectives:

- Examine differing rationales behind the teaching of English grammar
- Learn techniques for teaching grammar in the context of writing
- Understand the traditional reasons for teaching grammar as a subject
- Examine how language and grammar is learned in childhood
- Examine teaching the English language and its grammar to ESL students
- Learn English grammar!

Grade Distribution:

Participation:	20%
Informal Writing Assignments:	15%
Homework:	20%
Papers (3):	45%

Course Schedule (tentative and subject to change depending on the progress of the class):

	Teaching Grammar	Lessons to Share	English Grammar
Week 1	Chapter 1		Chapter 1
Week 2	Chapter 2		Chapters 2 & 3
Week 3	Chapter 3		Chapters 4 & 5
Week 4	Chapter 4		Chapters 6 & 7
Week 5	Chapter 4 & 5		Chapters 8 & 9
Week 6	Chapter 5 & 6		Chapters 10 & 11
Week 7	Chapter 6		Chapters 12 & 13
Week 8		TBD by reading groups	Chapters 14 & 15
Week 9		TBD by reading groups	Chapters 16 & 17
Week 10		TBD by reading groups	Chapters 18 & 19
Week 11		TBD by reading groups	Chapters 20 & 21
Week 12		TBD by reading groups	Chapters 22 & 23
Week 13		TBD by reading groups	Chapters 24 & 25
Week 14		TBD by reading groups	Chapters 26 & 27
Week 15		TBD by reading groups	Chapters 28 & 29

Course Policies:

Grading: All grades will be recorded as percentages until the final grade converts to a letter grade equivalent: A = 90–100%, B = 80–89%, C = 70–79%, D = 60–69%, below 60% = F. Both the instructor and the university use plus and minus grading.

Attendance: Since we will be doing group work on almost a daily basis, regular attendance is crucial. Simply put, you will not pass the course if you do not attend class regularly.

Lateness: Arriving late disrupts class. Class begins according to the time on the clock on the classroom wall. Upon your 3rd late arrival to class your course grade will automatically be dropped by one third (for example, from B to B-). Upon your next 2nd late arrival to class, your course grade will automatically be dropped by another third. Thereafter, *every* time you are late to class your course grade will automatically be dropped by another third. In sum, six cases of tardiness will result in the loss of one full grade point. If you will be regularly unable to get from one part of campus to class within the allotted time, please see me before the third week of classes.

Participation: To learn to apply, analyze, and synthesize course material you need to be an active participant in the course. Participation will consist of in-class group work, open class discussion, and in-class informal writing assignments. Informal writing assignments will *not* be evaluated according to spelling, organization, and grammar. Your overall participation will be evaluated according to evidence that you have done your reading and studying, are properly prepared for class, are engaged with the course material, and are thinking seriously about the readings.

Late paper policy: *No late papers will be accepted!* All papers must be handed in by end of class on the day they are due. Any papers turned in after that time are considered late; this includes papers turned in after class to my departmental mailbox. If you submit your paper via e-mail, it must be time-stamped no later than the time that class begins; if you turn in a paper to the

department a staff member must sign for it. If I am not there, papers turned in at my office (slipped under the door, for example) will not be accepted. *However*, each student is allowed one, penalty-free late paper so long as it is turned at the next class session.

Make-up work following an absence: Each student is responsible for obtaining class notes and assignment details, and for making up any applicable missed work by the next class session. In-class informal writing assignments cannot be made up for.

Paper Format: For outside-of-class, word-processed or typed essays, use standard 8 ½" x 11" white, unlined paper. You may use 12-point Times New Roman font *only* (see attached example). Fasten papers in the upper left corner with staples only (no paper clips, torn and folded edges, etc.). Do not use plastic covers/binders, but please turn in your paper in a "twin-pocket" portfolio (see below). For other in-class essays, use lined loose-leaf paper (not torn out of a notebook with ragged edges). Please use only black or blue ink for all in-class writing.

Saving your work: Be sure to save all of your work on a computer disk and *always create a back-up disk!* If you type, make a photocopy.

Course Portfolio: Please save all your graded work, drafts, notes, etc. in a portfolio that can be turned in at the end of the semester.

Assignment Portfolio: When you turn in a formal writing assignment you will be asked to also turn in one or more assignment-related handouts, as well as all rough drafts, brainstorming notes, and any other writing-related material in a "twin-pocket" portfolio.

From the Curriculum and Policy Committee: "In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs."

Use of outside assistance/Plagiarism zero-tolerance policy: Copying all, or in part, another's material and presenting it as one's own is a grave matter. It is easy for an instructor to detect bought, "borrowed" or mass-produced papers. Discrepancies in style and mechanics will be revealed in the comparisons between in-class and out-of-class efforts. Additionally, tutors may help with prewriting and assist with basic skills, but should *not* be altering structure, inserting their own ideas or be functioning as proofreaders who correct all grammatical errors.

- EVIDENCE OF PLAGIARISM (or cheating on a test) WILL RESULT IN A GRADE OF ZERO FOR THE ASSIGNMENT (or test) AND A GRADE OF 'F' FOR THE COURSE. (See also the SJSU publication. "Academic Dishonesty and Its Consequences.")

Statement of non-bias: It is an instructor's responsibility to teach the material of the course and see to it that students become informed citizens who can think on their own. An instructor's place is not to promote any particular political philosophy or agenda; the University's General Education "Perspectives" requirement states, "All courses shall address issues of race, class, and gender when appropriate. Readings which include perspectives of women and diverse cultural groups shall be incorporated in all courses whenever possible."