

Syllabus for
WRT 304/ELL 453—Structure of Modern English
3 Credit Hours
Fall 2013

I. COURSE DESCRIPTION

A study of conventional grammar and usage through the analysis and diagramming of sentences. Consideration is given to traditional, structural, and transformational grammars and to the linguistic approach to language.

Prerequisites: None

Honors Distinctives: In addition to the regular course work, students in the honors section complete a word analysis on the semester project excerpt and discuss their findings in the semester project report.

II. COURSE GOALS

This course is designed to improve the student's understanding of the structure of modern English and to apply this knowledge to the student's English usage. It provides the analytical skills and grammatical knowledge needed by English teachers and writers to “go into every person’s world.”

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Demonstrate mastery by discussing the definitions, patterns, and description of traditional grammar and by identifying appropriate examples.
2. Demonstrate mastery by diagramming sentences.
3. Analyze sentences to determine the form and function of each word.
4. Analyze a selection from literature, a speech, or other work.
5. Apply grammatical theory to practical tasks of writing and revising sentences.
6. Show mastery of the subject matter by discussing the relationship between the spoken language and its written form—the relationship between sound and meaning and grammar.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following subject competencies (SC):

- SC 1: Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, and pragmatic).
- SC 2: Applies comprehension, analysis, interpretation, synthesis, and evaluation of auditory, written, and visual messages.
- SC 4: Communicates effectively in speaking and writing, using appropriate language conventions.

- SC 6: Uses the understanding of language acquisition and language learning processes to develop student proficiencies and to modify instruction for second-language learners.
- SC 11: Understands the literary process (i.e., reading process and writing process), and provides effective instruction in literacy skills and strategies.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

A. Textbook

Gray, Linda. Pearson Custom Library English/Mercury Reader. Tulsa: Oral Roberts University: 2012. ISBN 9781256539612

Kolln, Martha and Robert Funk. *Understanding English Grammar*. 9th ed. New York: Longman, 2012. ISBN 9780205209521

B. Other Required Materials

Class materials available from <http://D2L.oru.edu>

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at

the end of the semester.

5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University

sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

- a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.

- a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
- b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.

6. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

7. **Whole Person Assessment**—The Whole Person Assessment (WPA) handbooks explain the English and Modern Languages Department's policies concerning

required WPA artifacts. The handbooks can be accessed by choosing either the English or Modern Languages Handbook from ORU's WPA website:
http://www.oru.edu/current_students/my_academics/resources/whole_person_assessment/handbooks.php

C. Course Policies and Procedures

1. **Evaluation Procedures**

The final grade is based on the following requirements:

- a. assignments, quizzes, exams
- b. attendance and participation in class
- c. a course project—Each student chooses a passage from a literary work or another field (depending on his or her major) to analyze.
- d. Students enrolled in the honors section need to complete additional work on their semester projects.
- e. Points are deducted for work turned in late.
- f. Exams earning a D or F can be retaken by the Friday of the week the exam is returned. (Most exams are taken on Fridays and graded and returned the following Monday. Students then have until Friday of that week to retake the exam.) The score from the retaken exam is then entered into the grade book.
- g. The following scale is used for points accumulated:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60%
- h. **Minimum grade** – It is recommended that a minimum grade of “C” be achieved in this course before the next level is taken.
- i. **Extra Credit**—Students should not expect extra credit to help raise a grade.
- j. **Extra-credit** may not apply to raise a grade from a "D" to a "C" if the cumulative score is lower than a 68% before extra credit points are added.
- k. The WPA artifact (the semester project) counts for 5% of undergraduate students' final grades.

2. **Whole Person Assessment Requirement**

- a. The semester project fulfills the University's outcomes 2.3, Thinking Critically and 2.6, Mastering Knowledge of theory and Practice in Discipline. Students completing a writing major must upload this project into their ePortfolios on the due date.
- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

3. **Class Assignments**

Students need to come to class with the appropriate textbooks, course materials from Desire2Learn, and other supplies.

- a. Because of the quantity of the material for this course is significant, students need to keep up with the assignments (especially the semester project assignments).
- b. The student's semester project is due each week (usually Wednesdays)

with the grammatical features (indicated on the calendar below) marked in pencil. If a student is absent on a Wednesday, the project should still be turned in on time in order for the student to receive the project back on Friday. Data sheets and instructions for completing the semester project are included in the Desire2Learn pages <http://d2l.oru.edu>.

- c. Students absent when work is returned should pick up their work (especially the weekly semester project assignments) from the green folder in “out box” on the professor’s office door so students will be ready for the next assignment.
- d. Chapter exercises need to be answered on notebook paper. Exercises must be labeled by their chapter and exercise number, not page number. Answers should be checked with the answer keys in the back of the textbook before turning in the exercises. Points are given for turning in completed chapter exercises.
- e. The practice quizzes and tests—plus their answer keys—are included on the Desire2Learn class pages. It is recommended students complete the practice quizzes and tests before taking the actual quizzes and tests in the class.

4. **Faculty Contact**

Students need to keep in contact with the professor, especially if they are absent or if some problem arises. Office hours are listed on the professor’s door and on the ORU Desire2Learn pages <http://d2l.oru.edu>; however, students are welcome to contact the teacher anytime.

Dr. Linda Gray

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English and Modern Languages Dept. phone number 495-6765

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VI. COURSE CALENDAR

Wk	Date	Topic	Assignment Due	Kolln Chapters
1	Fri. Aug. 13	Introduction/ overview Language issues	Due: read chapter 1 Due: possible excerpts for semester project	
2	Mon. Aug. 16	Sentence patterns		1
	Wed. Aug. 18	Sentence patterns	Due: Sem project chosen Due: Data table printed	3
	Fri. Aug. 20	Sentence patterns	Due: Sem project typed/emailed	3
3	Mon. Aug. 23	Sentence patterns		3
	Wed. Aug. 25	Sentence patterns	Due: Sem proj chart/graph sentence lengths	3
	Fri. Aug. 27	Sentence patterns	Due: Sem proj prep phrases marked ()	3
4	Mon. Aug. 30	Sentence patterns		
	Wed. Sept. 1	Sentence patterns	Due: Sem proj adv/adj prep phrases labeled	3
	Fri. Sept. 3	Transformations	Quiz: sent patterns/diagrams	3

			Due: Chapter 3 exercises	
5	Mon. Sept. 6	Labor Day—No class		
	Wed. Sept. 8	Review for test	Due: Sem proj sentences patterns labeled	3
	Fri. Sept. 10	Sentence patterns/ diagrams/transfor mations	Test: sentence patterns/ diagrams/transformations	3 & 5 (“there” transfor mation)
6	Mon. Sept. 13	Verbs		
	Wed. Sept. 15	Verbs	Due: “Big Nine” counted/highlighted/mailed	4
	Fri. Sept. 17	Verbs	Due: Chapter 4 exercises	4
7	Mon. Sept. 20	Verbs		4 & 5 (passives)
	Wed. Sept. 22	Verbs	Due: Sem proj infins labeled Review for verb quiz	4
	Fri. Sept. 24	Adverbials	Quiz: verbs Due: Chapter 5 exercises	6
8	Mon. Sept. 27	Adverbials		6
	Wed. Sept. 29	Adverbials Sub. Conjunctions	Due: Sem proj adverbial clauses underlined	6
	Fri. Oct. 1	Adjectivals	Due: Chapter 6 exercises	6
9	Mon. Oct. 4	Adjectivals		6
	Wed. Oct. 6	Adjectivals	Due: Sem proj ptc labeled	7
	Fri. Oct. 8	Adjectivals Relative Pronouns		7
	Oct. 11, 13, 15	Fall Break—No classes		
10	Mon. Oct. 18	Adjectivals		7
	Wed. Oct. 20	Review for test	Due: Sem proj adjectival clauses underlined	7
	Fri. Oct. 22	Adv./Adj.	Test on adverbials/adjectivals Due: Chapter exercises 7	7
11	Mon. Oct. 25	Nominals		8
	Wed. Oct. 27	Nominals	Sem proj gerunds labeled	8
	Fri. Oct. 29	Nominals		8
12	Mon. Nov. 1	Nominals		8
	Wed. Nov. 3	Review for test	Sem proj nominal clauses underlined	8
	Fri. Nov. 5	Nominals	Test on nominals Due: Chapter 8 exercises	8
13	Mon. Nov. 8	Sem. Project Info	Sem proj conferences	
	Wed. Nov. 10	Sem. Project Info	Sem proj conferences	
	Fri. Nov. 12	Sem. Project Info	Summary charts/sheets	
14	Mon. Nov. 15	Sem. Project Info	Due: Summary charts/sheets	
	Wed. Nov. 17	Sem. Project Info	Due: Sample paragraphs	
	Fri. Nov. 19	Sem. Project Info		
15	Mon. Nov. 22	Sem. Project Info		

	Nov. 24, 26	Thanksgiving holidays—No classes		
16	Mon. Nov. 29			
	Wed. Nov.	Sem. Project Info	Due: Sem proj (section 01)	
	Fri.	Review for final	Due: Sem proj (honors section)	
			Final exam	Compre- hensive

Course Inventory of Oral Roberts University Student Learning Outcomes

WRT 304—Structure of Modern English Fall 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation		X		
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity				X

(Revised 3/17/10)