

Syllabus for
ESL 453/TESL 583—Structure of Modern English
WRT 304—Advanced Grammar and Usage
3 Credit Hours
Summer 2004

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

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 TESL teachers 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

- A. Required Textbook
Kolln, Martha and Robert Funk. Understanding English Grammar. 6th ed. Boston: Allyn & Bacon, 2001.
- B. Required Materials
Packet of materials available from the Copy Center (LRC 3rd floor) or on the Intranet at <http://eli.oru.edu>.

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
 2. Double cuts will be assessed for absences immediately preceding or following holidays.
 3. Excessive absences can reduce a student's grade or deny credit for the course.
 4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
 5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
 6. 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.
- B. Department Policies and Procedures
 1. **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 also 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.
 2. **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 department. Very few incompletes are granted.
 3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must 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. Any test taken late will incur a

\$10 late-test fee. These responsibilities will assist the student in professional development.

- b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class one day during a summer school session. This allowance is for absences such as illness, personal business, and emergency. The student may consider this “sick leave.” If a student has absences in excess of this number, the earned grade for the course will be affected. A student who leaves class before dismissal will be marked absent. Extended illnesses will be handled on an individual basis and will require verification from a doctor.
5. **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:
 - a. 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.
 - b. 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.
 - c. obtain information covered during an absence. All work must be completed as scheduled.
 - d. 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.
6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
7. **Plagiarism** – Each student attending Oral Roberts University is required to do his or her own academic work and will not inappropriately collaborate with other students on assignments. 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 will result in an F for the paper. Flagrant cheating will result in an F for the course.

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. Graduate students in TESL 583-01 (Structure of Modern American English)

need to complete additional work on their semester projects.

e. The following scale is used for points accumulated:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=below 60%

2. Class Assignments

- 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). Points are given for turning in the semester project assignments and the chapter exercises.
- b. Students need to come to class with the appropriate textbooks, copy center notes, and supplies.
- c. Some assignments involve Internet research. Specific Websites used for this class are listed at Trackstar <http://trackstar.hprtec.org/> Look for this class listed under the professor's email address: lgray@oru.edu

3. Attendance

- a. Attendance is taken at each class session.
- b. Many class sessions involve activities that students cannot adequately duplicate if they miss class. Therefore, class attendance is very important.

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 Intranet; however, students are welcome to contact the teacher anytime.

Dr. Linda Gray

Office phone number 495-6761

English Dept. phone number 495-6752

Professor's email lgray@oru.edu

VI. COURSE CALENDAR

Week 1	Basic Sentence Patterns Covers 10 basic sentence patterns and how they can be transformed to create a variety of sentence structures.
Week 2	Expanding the basic patterns Covers methods of expanding sentences by incorporating adverbials, adjectivals, clauses, infinitives, and gerunds.
Week 3	Word Analysis Covers morphemes, form class words, and structure class words.

Course Inventory for ORU's Student Learning Outcomes

Advanced Grammar and Usage WRT 304

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 1/15/04)