1. Course Information

INSTRUCTOR: Christian F. Hempelmann, Ph.D.

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  aim: chempelmann
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Best way to contact me: e-mail

2. Materials

This course does not require you to purchase any textbooks. All required materials are online. Feel free to thank the instructor when you run into him. If you want to own a book that has some, but not all, of the ideas presented in the course, you may purchase this book:


For an accessible linguistic description of the grammar of modern English you can also consult this book:


3. Course Description

This is a course in basic English grammar. It is based on the idea that grammar is really fairly simple and that it has been turned into something confusing and scary by centuries of misrepresentation, misunderstanding, and lack of study.

A great part of the work is focused on identifying, analyzing, and using in context the parts of speech and the units of discourse of the English language. Detecting and analyzing errors is a great resource in writing and some attention will be dedicated to this, but this is not the primary goal of the course. The primary goal is rather to foster the realization that English grammar is a system, and a fairly simple one at that, whose purpose is to encode meanings that are used frequently in language. To put it differently, how does the system of English grammar work? The answer to this question is the content of this course.
Students will learn how to handle grammatical rules and their “exceptions” by approaching them through heuristics and particularly how to observe those mechanisms in actual texts. Students will be also guided to recognize the ambiguities and multiple possible interpretations of constructions.

4. COURSE OBJECTIVES
Students will demonstrate a basic understanding of the social, historical, and pedagogical issues surrounding grammar. These three objectives will be measured through a weekly assignments for each of the three areas in the form of exercises, most in multiple-choice format, some in self-correcting form, some in short essay format.

   a) They will be familiar with the history of the development of grammar.
   b) They will be familiar with the basic concepts of variationist sociolinguistics, as they relate to grammar.
   c) They will be exposed to issues of usage and orthographic and spelling conventions.

5. STUDENT LEARNING OUTCOMES
Students will develop a good grasp of the meta-language of grammar. This general outcome will be assessed in three specific areas by evaluation of the weekly exercises in the form of multiple-choice assessment quizzes, self-correcting exercises, a mid-term exam, and a final exam.

   a) They will be able to identify and manipulate parts of speech and phrases.
   b) They will be able to identify and manipulate the different types of clauses and sentences.
   c) They will be able to identify and manipulate the different types of voice and focal constructions.

6. COURSE REQUIREMENTS
In order to achieve the outcomes of the course, you will be involved in a number of different activities. It is fundamental to complete all of the readings and activities: the exercises, the exams, and the assessment tests. Most activities will be graded. If something is not directly graded that does not mean that it will not be tested (except for the contents of “Finding out more” boxes). We are covering a lot of material in 15 weeks, which is a relatively short period of time, so you will need to keep up with your readings on a regular basis.

Access and follow all course instructions found in the weekly content area of the eCollege course. The weekly content area of our course is found on the left navigation bar. Clicking on each week’s tab you will find a section called “Activities & Assignment for this week”, where you will find the list of what is due for the week. If you have never taken an eCollege course before, I strongly recommend you to take the SOT, Student Orientation Tutorial found under your "my courses" tab.

7. INSTRUCTIONAL METHODS/ACTIVITIES/ASSESSMENT
The MIDTERM and the FINAL EXAM will be timed objective tests. This means you will have a designated period of time to complete the test. If you do not complete the test in the designated time you will not be allowed to re-take the test.

The points within each unit are divided according to the chart below.

EXTRA CREDIT
There is no extra credit available for this course.
8. Grading Criteria

Your final grades will be based on the following components:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>PreTest</td>
<td>10 pts</td>
<td>0.5%</td>
</tr>
<tr>
<td>Self Correcting (5 pts x 12 weeks)</td>
<td>60 pts</td>
<td>3%</td>
</tr>
<tr>
<td>Exercises (25 pts x 12 weeks)</td>
<td>300 pts</td>
<td>15%</td>
</tr>
<tr>
<td>Discussions (20 pts x 12 weeks)</td>
<td>240 pts</td>
<td>12%</td>
</tr>
<tr>
<td>Variation Exercises (10 pts x 11 weeks)</td>
<td>110 pts</td>
<td>5.5%</td>
</tr>
<tr>
<td>Assessment Tests (40 pts x 12 weeks)</td>
<td>480 pts</td>
<td>24%</td>
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<tr>
<td>Final Exam</td>
<td>500 pts</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>300 pts</td>
<td>15%</td>
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<tr>
<td>Total</td>
<td>2000 pts</td>
<td>100%</td>
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<table>
<thead>
<tr>
<th>Points</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>1801-2000</td>
<td>A</td>
</tr>
<tr>
<td>1601-1800</td>
<td>B</td>
</tr>
<tr>
<td>1401-1600</td>
<td>C</td>
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<tr>
<td>1200-1400</td>
<td>D</td>
</tr>
<tr>
<td>BELOW 1199</td>
<td>F</td>
</tr>
</tbody>
</table>

9. Submitting Assignments and Posting Discussions

This course works on eCollege. You must submit assignments electronically.
Your Assignments should be submitted in designated Dropboxes under each particular week. Click Dropbox in the Tool Bar on the top of your eCollege page to access dropboxes (see further steps below). Assignments will not be accepted by e-mail.
Remember that your assignments should be submitted using Microsoft Word (either PC or Mac). If you are using any other word processor (for example, WordPerfect or Microsoft Works), you must convert your files to RTF (rich text format) before sending them to me. If you don't do so, your assignment will not arrive in a readable format.
You are responsible for sending me a file I can read. If I cannot read your first submission, I will alert you and give you the opportunity to correct the problem. After the first time, if you submit work that I cannot read, you will be given a zero on that assignment if the due date has passed.
In order to submit an assignment using the dropbox, please follow these steps

1. Click the Dropbox tab
2. Click Submit an Assignment
3. Select Basket (e.g. Week 1, Assignment 1)
4. Add Attachments (3 steps: Select File, Attach File, OK)
5. Add Comments (if any).
6. Verify that your Attachment is indeed attached.
7. If all is OK, click Submit.
8. If your Assignment was successfully submitted, you will see OK. (If you don't see OK, you need to identify the problem.)
9. Your assignment then goes to the Outbox of your Dropbox. Once it is graded, it will be in your Inbox.

You are responsible for submitting your work correctly and on time.
10. **Technology Requirements**
You will need reliable **internet access** for the duration of the course.

This course has a dedicated eCollege shell where you will be able to find the readings and assignments, post the assignments, and check the syllabus, the deadlines, and any other information concerning the course. It is your responsibility to check your university email address to receive and to submit the assignments or other information and materials.

11. **Course and University Procedures/Policies**

11.1 **Plagiarism/Academic Honesty**
Academic Dishonesty Defined. Texas A&M University-Commerce defines “academic dishonesty” in the following way (Procedure A13.12 “Academic Honesty”): Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

“Plagiarism”. Further Specified. The Department of Literature and Languages builds on the university definition of “plagiarism,” given in 1, in the following manner (taken from “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices,” undated, pages 1-2, 12 March 2003. http://www.wpacouncil.org/node/9 Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student would be considered to have failed to cite and document sources appropriately. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion.

11.2 **Attendance**
You have a whole week to participate to the discussions, to complete your assignments, and plenty of time to do your exams, so missing one of these, means not to receive a grade for that particular assignment/discussion/exam (zero points). Homework not turned in when due, earns zero points. No makeups are given.

If a student needs to be away from internet access for longer than a week, or is otherwise unable to fulfill the requirements of the course, he/she should contact the instructor as soon as possible (using any means available) to discuss arrangements to drop the course, request an incomplete, or receive alternate assignments, as appropriate. The instructor’s decision on the matter is final.

11.3 **Common Decency**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student’s Guidebook, Policies and...
Procedures, Code of Student Conduct). In this course debates are welcome, passionate discussions are welcome as well, Quarrels and fights will be not tolerated. You are expected to respect the differences of opinion, sex, religion, beliefs, origin, and mother tongues. Besides, you will be civil and polite. And yes, your behavior counts for the final evaluation.

11.4 Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services - Texas A&M University-Commerce
Gee Library - Room 132 © 903 886 5150 or 903 886 5835 Fax 903 468 8148
StudentDisabilityServices@tamuc.edu

11.5 Teacher Certification
If you are seeking teacher certification in English, Spanish or ESL, you must pass the TExES, the state’s certification examination. The TExES Preparation guides describing the English (#117, #131) and the ESL (#154) exams may be downloaded at http://www.texas.com/
Additional information regarding teacher certification in English, ESL, and Spanish is available from the following faculty advisors:
English: Dr. William Bolin HL 324 © 903 886 5272 Bill_Bolin@tamuc.edu;
ESL: Dr. Robert J. Baumgardner HL 116 © 903 886 5254 Robert_Baumgardner@tamuc.edu;
Spanish: Dr. Inma Lyons HL 311 © 903 468 8774 Inma_Lyons@tamuc.edu;
## 12. Course Calendar (Tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Applied Grammar</th>
<th>Exercises</th>
<th>Self correct. tests</th>
<th>Theoretical grammar</th>
<th>Discussions</th>
<th>Variation</th>
<th>Exercises</th>
<th>Assessment tests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Aug 27–Sept 2</td>
<td>Introduction</td>
<td>Pretest</td>
<td>NO</td>
<td>Introduction</td>
<td>NO</td>
<td>Introduction</td>
<td>NO</td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Sep 3–9&lt;br&gt;<strong>Labor Day</strong></td>
<td>Coherence and cohesion</td>
<td>Exercise 1</td>
<td>SCT 1</td>
<td>Linguistics as science</td>
<td>Discussion 1</td>
<td>Writing and Speech</td>
<td>Var Exercise 1</td>
<td>Assessment test 1</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Sep 10–16</td>
<td>Parts of Speech</td>
<td>Exercise 2</td>
<td>SCT 2</td>
<td>Prescriptive vs. Descriptive</td>
<td>Discussion 2</td>
<td>Formal vs. Informal</td>
<td>Var Exercise 2</td>
<td>Assessment test 2</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Sep 17–23</td>
<td>Noun – NP - Pronouns</td>
<td>Exercise 3</td>
<td>SCT 3</td>
<td>Competence vs. Performance</td>
<td>Discussion 3</td>
<td>Register</td>
<td>Var Exercise 3</td>
<td>Assessment test 3</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;Sep 24–30</td>
<td>Verbs - VP</td>
<td>Exercise 4</td>
<td>SCT 4</td>
<td>“Standard” English</td>
<td>Discussion 4</td>
<td>Variation across the social strata</td>
<td>Var Exercise 4</td>
<td>Assessment test 4</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;Oct 1–7</td>
<td>Auxiliaries Modals Tense and aspect</td>
<td>Exercise 5</td>
<td>SCT 5</td>
<td>History of Grammar I: Antiquity and Middle ages</td>
<td>Discussion 5</td>
<td>Variation across space</td>
<td>Var Exercise 5</td>
<td>Assessment test 5</td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt;Oct 8–14</td>
<td>Determiners and Adjectives</td>
<td>Exercise 6</td>
<td>SCT 6</td>
<td>History of Grammar II: Renaissance to Chomsky</td>
<td>Discussion 6</td>
<td>Language and Gender</td>
<td>Var Exercise 6</td>
<td>Assessment test 6</td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;Oct 15–21</td>
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<td><strong>Week 10</strong>&lt;br&gt;Oct 29–Nov 4</td>
<td>Sentence structure</td>
<td>Exercise 8</td>
<td>SCT 8</td>
<td>Types of Grammar</td>
<td>Discussion 8</td>
<td>Diachrony and Synchrony</td>
<td>Var Exercise 8</td>
<td>Assessment test 8</td>
</tr>
<tr>
<td><strong>Week 11</strong>&lt;br&gt;Nov 5–11</td>
<td>Transitive Intransitive Passive Copular verbs</td>
<td>Exercise 9</td>
<td>SCT 9</td>
<td>Pedagogy of Grammar: L1</td>
<td>Discussion 9</td>
<td>Language and Age</td>
<td>Var Exercise 9</td>
<td>Assessment test 9</td>
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<tr>
<td><strong>Week 12</strong>&lt;br&gt;Nov 12–18</td>
<td>Subordination and coordination</td>
<td>Exercise 10</td>
<td>SCT 10</td>
<td>Pedagogy of Grammar: L2</td>
<td>Discussion 10</td>
<td>Foreigner talk, EFL</td>
<td>Var Exercise 10</td>
<td>Assessment test 10</td>
</tr>
<tr>
<td><strong>Week 13</strong>&lt;br&gt;Nov 19–25&lt;br&gt;<strong>Thanksgiving</strong></td>
<td>Relative clauses</td>
<td>Exercise 11</td>
<td>SCT 11</td>
<td>Diagramming Sentences</td>
<td>Discussion 11</td>
<td>Ethnic languages</td>
<td>Var Exercise 11</td>
<td>Assessment test 11</td>
</tr>
<tr>
<td><strong>Week 14</strong>&lt;br&gt;Nov 26–Dec 2</td>
<td>Marked constructions</td>
<td>Exercise 12</td>
<td>SCT 12</td>
<td>Usage &amp; punctuation</td>
<td>Discussion 12</td>
<td>NO</td>
<td>NO</td>
<td>Assessment test 12</td>
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<tr>
<td><strong>Week 15</strong>&lt;br&gt;Dec 3–8</td>
<td>TBD</td>
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*Course Calendar (Tentative)*

- **No assignment is due**
- **Writing assignments**
- **Reading assignments**
- **Theoretical grammar**
- **Discussions**
- **Variation**
- **Exercises**
- **Assessment tests**