ENG 495-005 syllabus

ENG 495-005 Grammar and Pedagogy  
Department of English, SFASU  
Fall 2017  
1 credit hour

Professor    Dr. Jessie Sams  
Office       LAN 229  
Office hours TBD  
Email        samsj@sfasu.edu

Readings     All readings will be posted in D2L.

Course description
Student will research best practices of teaching grammar and apply those concepts to compiling grammar exercises for a ninth-grade English classroom. All exercises will be specific to the TEKS standards for ninth grade students: active/passive voice, gerunds/participials/infinitives, restrictive/non-restrictive relative clauses, reciprocal pronouns, sentence structure, and subjunctive mood. Furthermore, all exercises will be integrated with other course goals so that they are contextualized within these student learning goals: reading skills, media literacy, and non-fiction texts. The final project is a portfolio of exercises for the classroom and an oral defense of the portfolio.

Department objectives
1. Develop students’ practical skills in reading, writing, and reasoning, and research skills in traditional print as well as electronic sources.
2. Enable students to think critically and analytically, and to communicate effectively in a variety of contexts.
3. Promote students’ understanding of literary and cultural history.
4. Empower students to understand and write about texts, as well as produce original texts.
5. Train students to apply the skills they have learned in the discipline to a variety of situations.

Course objectives
1. Encourage students to think about the nature of English studies as a discipline, leading to a variety of professional opportunities, and about the field’s various critical and pedagogical strategies.
2. Instill an awareness of English studies as a diverse and dynamic field which includes writing, linguistics, literature in translation, and culturally diverse texts in World, British, and American literature.

Program Learning Outcomes
1. The student will demonstrate the ability to think critically and perform close readings of linguistic-related texts.
2. The student will demonstrate the ability to comprehend and apply both traditional and contemporary methods in linguistics to language.
3. The student will demonstrate the ability to integrate theories and methodologies of the linguistics course with that of other disciplines taught at the university.
4. The student will demonstrate the ability to perform original research and/or data analysis relevant to linguistic study.
5. The student will demonstrate the ability to effectively communicate results of research and/or data analysis in a medium appropriate for the academic level.
Course Policies and Requirements
The two overarching principles for the course are the following: (1) adults make arrangements, and (2) poor preparation on your part does not constitute an emergency on my part. These two principles are reflected in all the following policies:

1. If you have a quick question, email me; if you have a complex question or need a concept explained further, utilize my office hours.
2. My scheduled office hours are posted on the syllabus and outside my office door; when you come to my office hours, show up prepared so we can get right to work. If there is a line at my door, I will limit each student to 10 minutes. If you show up while another student is in my office, please knock to get my attention so that I know you are in the hallway waiting.
3. I expect you to attend, participate in, and be prepared for every scheduled meeting and to keep up with the course schedule/work. All meetings will take place in my office, and we will schedule a time to meet outside of my office hours.
4. The due dates provided on the course schedule are the final due dates.
5. As in any relationship, the student/professor relationship is strengthened by communication. If I send something out, pay attention to it. If you have a question/concern/emergency, communicate that to me immediately. The only way I have of getting in touch with the class is your school email address; make sure you check your SFA email regularly.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

Attendance
As an independent study, attendance to weekly meetings is mandatory. Furthermore, the university policy on class attendance can be found here: [http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf](http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf).

Assignments and grading
The grades will be weighted according to this scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Weekly preparation</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>60%</td>
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<tr>
<td>Oral defense</td>
<td>20%</td>
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</tbody>
</table>

A 90-100  
Earning an A indicates that you mastered all of the necessary concepts for the course.

B 80-89.9  
Earning a B indicates that you did well with all of the necessary concepts and mastered some of them.

C 70-79.9  
Earning a C indicates that you did well with some of the concepts and not as well with other concepts. In other words, a C is the average grade.

D 60-69.9  
Earning a D indicates that you did not do well with a majority of the concepts.

F 0-59.9  
Earning an F indicates that you did not do the required work.
**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades: Semester Grades Policy**

The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Course schedule: August 28-December 15**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Week 1: 8/28-9/1</td>
<td>Best practices for teaching grammar in the classroom</td>
</tr>
<tr>
<td>Week 2: 9/4-8</td>
<td>Scaffolding: Organizing skills to build up grammatical foundation</td>
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<td>Week 3: 9/11-15</td>
<td>Contextualizing grammar: Media literacy</td>
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<td>Week 4: 9/18-22</td>
<td>Contextualizing grammar: Non-fiction texts</td>
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<td>Week 5: 9/25-9/29</td>
<td>Contextualizing grammar: Student interests/reading skills</td>
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<td>Week 6: 10/2-6</td>
<td>Constructed v. naturally-occurring data</td>
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<td>Week 7: 10/9-13</td>
<td>Methodology for compiling constructed data sets</td>
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<td>Week 8: 10/16-20</td>
<td>Methodology for compiling naturally-occurring data sets: using GoogleBooks</td>
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<td>Week 9: 10/23-27</td>
<td>Methodology for compiling naturally-occurring data sets: using COCA</td>
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<td>Week 10: 10/30-11/3</td>
<td>Best practices for assessing student progress</td>
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<td>Week 11: 11/6-10</td>
<td>Best practices for grading grammar and providing feedback for students</td>
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<td>Week 12: 11/13-17</td>
<td>Best practices for remediation</td>
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<td>Week 13: 11/27-12/1</td>
<td>Focus on portfolio collection</td>
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<tr>
<td>Week 14: 12/4-8</td>
<td>Focus on portfolio preparation</td>
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<tr>
<td>Finals: 12/11-15</td>
<td>Portfolio due and oral defense</td>
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