English 320: Grammar

Student: “Do you think I have what it takes to be a writer?
Author Annie Dillard: “Well, do you like sentences?”

Instructor: Rob Schnelle
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Office hours & location: M/W/Th 10:00-10:50, Language and Literature 417

Course time & location: M-Th 9:00-9:50, L&L 243

Course texts

Mr. Schnelle’s English 320 Coursepack (available in the Wildcat Shop)

Avidly recommended: (1) a reference handbook such as The Writer’s Harbrace Handbook and (2) a comprehensive dictionary such as The American Heritage Dictionary of the English Language

Course objectives
Whatever your academic major, English 320 can help you become a stronger writer and editor. If you’re a student of literature, the course will equip you with tools for analysis. If you plan to teach writing, reading, or foreign languages at any level, the grammatical knowledge we will study is also essential. And professional or creative writers can improve their fluency by studying grammar. But even if you’re majoring in chemistry or flight technology, this class can help you gain confidence in preparing written documents. With these points in mind, you will have the opportunity to do the following:

• learn to identify word classes, phrases, and clauses;
• describe the functions of words, phrases, and clauses;
• describe sentence patterns, sentence forms, and sentence types;
• correct common sentence-level errors;
• use your knowledge of grammar to revise and edit your own writing and to comment helpfully on the writing of others;
• describe at least three different approaches to the study of English sentences; and
• discuss the evolution of the English language and the historical influences on its various forms.
**Evaluation**

1. 25 ungraded exercise assignments (50 points)
2. Test 1 (100 points)  
   - A 930 and above
3. Tests 2-4 (200 points each)  
   - B+ 870-899
4. Comprehensive final exam (250 points)  
   - B 830-869
5. Revised applications paper (part of final exam)  
   - B- 800-829 etcetera . .

**Etiquette and advice**

Please treat others as you would like to be treated: Arrive on time, don’t leave before I dismiss class, disable your lunch, don’t eat your cell phone, and refrain from chitchat during lectures and discussions. If you want me to take you seriously, complete all assignments, ask clarifying questions, and use electronics only with discretion. (Devices for the hearing impaired, dictionary apps, and so on, are welcome.) In your approach to learning, practice diligence, curiosity, sincerity, good humor, and respect. I’ll do the same.

Absence policy: Try to limit no-shows to three. Missing more than three classes will almost certainly jeopardize your grade, and most people find English 320 a challenging course in the first place: why make it harder on yourself?

Homework: According to the CWU catalogue, “one credit represents a total time commitment of three hours each week of the quarter.” Since English 320 is a five-credit course, success depends on your allotting to it fifteen hours per week: four hours in class plus ten hours of homework/studying and an hour for collaboration* or meeting with me.

This fifteenth hour (office hours) is not mandatory. But if you feel any qualms about grammar—or if you find yourself scoring poorly on our tests—you should meet with me individually for extra help.

Revision of the Applications Paper will be ongoing during the quarter and through the final exam. In other words, revision at the sentence and paragraphs level is a fundamental feature of the class, not an opportunity for extra credit.

Academic Dishonesty: “Plagiarism” derives from a Latin root meaning *kidnapping*, which is a capital crime. Offenders are not prosecuted at Central, but their misdeeds go on record for the sake of future employers and graduate school admissions officers.

Disabilities: “Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact Student Disability Services to discuss a range of options to removing barriers in the course, including accommodations. Student Disability Services is located in Bouillon 140. Call (509) 963-1202 or email ds@cwu.edu for more information.”

*Students in 320 have reported that their test scores improve when they meet beforehand with a disciplined study group*
COURSE SCHEDULE

Changes to the calendar will be announced in class. Detailed readings and practice exercises will be given every day and posted on Canvas, where you can also access this syllabus. Note that each of the tests (including the comprehensive final exam) will include both in-class and take-home portions. Note also: In most cases, tests will cover material presented in our text as well as in class lectures. On rare occasions, a test question may refer to an item mentioned in the text only. Read and review conscientiously, assuming that attendance alone will not guarantee satisfactory grades.

Words and Phrases
T March 31  Introduction
Homework: Complete the student profile; draft your applications paper for Monday.

W April 1  Grammar: approaches and definitions
Homework: Read Rhetorical Grammar (RG) Introduction, p. 1-3; dictionary exercise

Th April 2  Words: form classes; prototype theory
Homework: Read RG chapter 12, read p. 212-22 & write exercises 38 & 39; applications paper (typed revised draft) due Monday

M April 6  Words: form classes; features of effective writing: paper exchange
Homework: Read RG chapter 12 (read p. 222-25) & write exercise 40; complete exercise in Writing Applications (WA) 1

T April 7  Words: structure classes
Homework: Read RG chapter 12 (p. 225-34) & write exercise 42 as well as the follow-up exercise in WA 2.

W April 8  Words: pronouns
Homework: Read RG chapter 12, p. 234-38 & write exercise 43

Th April 9  Words: pronouns
Homework: Read RG chapter 1 (p. 5-12) & write exercises 1 & 2; identify pronoun types used in a section of your applications paper, revising ineffective usages.

M April 13  Phrases
Homework: Read RG chapter 1 (12-17) & write exercise 3

T April 14  Phrases
Homework: Test prep, work on take-home assignment.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Subject</th>
<th>Notes</th>
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<tr>
<td>W April 15</td>
<td>Test 1 and submission of take-home assignment</td>
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<tr>
<td>Th April 16</td>
<td>The Structure of Sentences</td>
<td>Sentence Patterns</td>
<td>Homework: Read RG chapter 2, p. 18-23 &amp; write ex. 4 &amp; dictionary exs.</td>
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<td>M April 20</td>
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<td>Sentence Patterns</td>
<td>Homework: Complete RG chapter 2 &amp; write exercises 5, 6, &amp; 7</td>
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<td>T April 21</td>
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<td>Verbs</td>
<td>Homework: Read RG chapter 3, p. 36-42 and 48-50; write exercise 8 (RG) and 8 &amp; 9 (coursepack p. 35-36).</td>
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<td>W April 22</td>
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<td>Verbs</td>
<td>Homework: Read RG p. 42-47; write exercises 9 (A, B, &amp; C) and 10; write coursepack exercises 15 &amp; 16 on p. 37.</td>
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<td>M April 27</td>
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<td>Coordination</td>
<td>Homework: Complete RG chapter 4; write subordination exercise (posted on Canvas)</td>
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<td>T April 28</td>
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<td>Coordination and subordination</td>
<td>Homework: Write coursepack exercise at the bottom of p. 46 (“Survey the uses of compound sentences”) and exercise 6 on p. 50 (the latter as your take-home test).</td>
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<td>W April 29</td>
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<td>Review in class &amp; submission of take-home test</td>
<td>Homework: Test prep</td>
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<td>Th April 30</td>
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<td>Th April 30</td>
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<td>M May 4</td>
<td>Controlling the Message</td>
<td>Cohesion</td>
<td>Homework: Read RG chapter 5, p. 82-89; write RG exercise 16 and coursepack exercise 12 on p. 54.</td>
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<td>T May 5</td>
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<td>Cohesion &amp; parallelism</td>
<td>Homework: Read RG chapter 5, p. 90-100; write exercise 17; write an explanatory paragraph for C. (p. 100).</td>
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<td>W May 6</td>
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<td>Parallelism</td>
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Homework: Read RG chapter 6, p. 101-08; write exercises 18 & 19 and coursepack exercise 6, p. 61.

Th May 7   Sentence rhythm
Homework: Complete RG chapter 6 (p. 109-16); write coursepack exercise, p. 66.

**Making Choices: Form and Function**

M May 11   Choosing adverbials
Homework: Read RG chapter 8, p. 139-40 and 141-55; write exercises 25 & 26 and coursepack exercise 8 on p. 69.

T May 12   Choosing adverbials
Homework: Complete RG chapter 8; write exercise 27; write the take-home test: coursepack p. 72.

W May 13   Review in class; submit take-home test.
Homework: Test prep

Th May 14   Test 3

M May 18   Choosing adjectivals
Homework: Read RG chapter 9, 158-69; write exercise 28 & 29.

T May 19   Choosing adjectivals
Homework: Read RG chapter 9, 169-78; write exercises 30, 31, & 32; write coursepack exercise 11 on p. 75.

W May 20   Choosing adjectivals
Homework: Write the coursepack exercises on pgs. 84-86.

Th May 21   Choosing nominals
Homework: Read RG chapter 10, p. 179-88; write exercises 33 & 34.

T May 26   Choosing nominals
Homework: Read RG chapter 10, p. 189-93; write exercises 35 & 36.

W May 27   Other stylistic variations
Homework: Read RG chapter 11, p. 194-210; write exercise 37; write as your take-home test exercise 36, part A (p. 191-92): clearly label one example of each structure in your essay draft.

Th May 28   Other stylistic variations/ Review/ Submit take-home test.
Homework: Test prep

M June 1   Test 4
**Punctuation & some history**

T June 2  
Punctuation  
Homework: RG chapter 13 (239-50); *extra credit:* write exercises 44 & 45.

W June 3  
Punctuation  
HW: Read coursepack pages 99-110 for general ideas. (You will not be tested on details.)

Th June 4  
The Story of English  
HW: Review for the final exam; prepare revisions of the applications paper according to directions.

**Final exam:**  
TBA