

Professor Reed
South Hall 105
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Office hours: (usually)
Mondays 3:00-4:00
Wednesdays 11:30-12:45

ENG 311: Grammar and the Politics of the English Language

Required:

Martha Kolln and Robert Funk, *Understanding English Grammar*, 9th edition

Other readings, as assigned, are available on moodle:

<https://moodle.cornellcollege.edu>

Print and bring to class all reserve/Moodle readings

<ul style="list-style-type: none">This course supports the Educational Priorities and Outcomes of:	By:
Inquiry Students will respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.	Reading and researching to understand the role of grammar and language in our society and our lives; developing research skills to better understand language
Communication Students will speak and write clearly, listen and read actively, and engage with others in productive dialogue.	writing both informal and formal assignments and papers; giving an oral presentation on research
Intercultural literacy Students will connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.	Reading and discussing ideas about grammar and language from diverse and pluralistic perspectives

Required Work:

Participation and Homework 15% Active class participation, vital to your success and the success of this course, means coming to class having read the assigned material in Kolln and having completed the exercises. It also means coming to class ready to articulate, examine, and negotiate the responses you have formed in response to the articles. I will not base your participation grade on the brilliance of your comments but rather on how well your presence in class helps discussion. This means not only speaking constructively but also refraining from activities that would inhibit class

discussion. More specifically: talking a lot will not necessarily get you an A; refusal to participate does not merit a passing grade.

Unlike most other English courses, this class has a textbook. I expect you to do all the exercises in Kolln. Doing the exercises will help you better understand the grammar – and will also help you identify trouble spots. I will also base some of the exam questions on these exercises, so you will likely find it useful to be familiar with the problems. I will not collect the exercises every time there is an assignment from Kolln, but I will ask you to present the material and teach it to the class and give spot quizzes to verify that you understand the material.

Linguistic Self-reflection 5% During the first week, you will write a short paper examining the role of language in your own life. Details to follow in a separate handout.

Exam #1 15% This exam will cover all material from Kolln, and the readings from the first week of class. The exam will consist of grammar (primarily modelled on the exercises in Kolln's book), style, and short essays questions on the readings.

Exam #2 15% This exam will cover all material from Kolln and the readings from the first two weeks of class. The exam will consist of grammar (primarily modelled on the exercises in Kolln's book), style, and short essays questions on the readings.

Poster Project 20% This project will ask you to engage with the larger, public conversation about the English language. This project is part group, part individual. You will develop a topic related to the general question: Whose English?

Group: You will work as a group to develop a poster explaining and analyzing the issues surrounding one topic;

Individual: you will will work on your own to write a paper detailing the research and analysis you contributed to the group poster.

Groups will present their posters on the OC during the 4th week of class. All group members, in order to receive credit, will submit a short paper evaluating the group project. Details to follow in a separate handout.

Final Exam 25% This exam will cover all the material for the course.

Class Policies:

Check your Cornell email at least once per day.

Turn your cell phone off--not on vibrate—during class and small group sessions.

Attendance: In this class, attendance is not optional. And in the class, more than in any other I teach, the material is progressive, meaning that you need what comes before to understand what comes later. Because of this, absences in this class can be fatal to your grade. I realize, though, that sometimes exigent circumstances or illness may require you to miss a class session. In those cases, inform me and contact a fellow student to get notes and assignment information. Because absences and tardiness affect the entire class, excessive tardiness or missing **more than two class sessions** may lower your final grade. More than four absences may be grounds for failure in the course. *Note: In accordance with college policy, I will consider signing 15th day drop forms only for students who have attended the majority of class sessions and who have turned in all assignments.

Graded Work: All written assignments are due on time. I accept late papers only in extreme cases, and I may significantly lower the grade of any late paper. I assign written homework specifically for use in class, thus I do not accept late homework assignments. Type or word-process and double-space all essays. Include one-inch margins on all sides, use an appropriate type font (12 point Times New Roman, for example), and use MLA citation style.

Academic Honesty: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading "Academic Policies - Honesty in Academic Work."

(http://www.cornellcollege.edu/student_affairs/compass/academicpolicies.shtml).

At the College, penalties for academic misconduct range from a reprimand to indefinite suspension from the college. At the very least, academic misconduct in this course will result in a grade of F for the assignment in question and possibly for the course.

The MLA Handbook explains how to use and document sources. The Writing Studio website links to a summary of MLA documentation:

http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_o.html Please see me if you have any questions about academic honesty or documentation.

Accommodations: If you have a documented physical or learning disability for which you need accommodations in this class, you must talk to me in the first three days of class to arrange those accommodations.

College policy states: Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see

cornellcollege.edu/disabilities/documentation/index.shtml

Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.

At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.

Disruptive Behavior. If your behavior in class compromises the learning of other students, I will remove you from the course.

Contacting Me: I am happy to meet you during office hours or by appointment if you want to discuss the readings, desire further guidance on the assignments, or if you want to discuss your work or progress in the course. Outside of class, email is the best way to contact me, but you may phone me at home if you need to reach me during the evening (895-8962). As a courtesy, please do not phone after 9 pm or before 7 am.

Schedule of Readings and Assignments Class meets M-F 10-11 or 11:30 and 1-3:00 unless otherwise specified		KEY: Grammar = <i>Understanding English Grammar</i> Readings = readings available on moodle
Date	Grammar	Readings
Mon 1 PM		
Tues 10-11 1 - 3	Ch. 1 and 2	Paul Roberts, "A Brief History of English"; Milroy, "Giving a History to English"; NCTE Statement; Code-switching
Wed 10-11:30 1 - 3	Ch. 3 (28-47) don't diagram sentences in ex 9 + Ch. 16 (read only) Bring a paper	Harvey A. Daniels, "Nine Ideas About Language"; George Orwell, "Politics and the English Language"; Leah Zuidema, "Myth Education: Rational and Strategies for Teaching against Linguistic Prejudice"
Thurs 10-11 1 - 3	Ch. 3 (48-end) + 309-312: Read Ch. 3 then go back and re-do ex 9 with diagrams	David Crystal "Language and Thought"; Patrick Hartwell, "Grammar, Grammars, and the Teaching of Grammar"
Fri 9-11 5 pm	9 am – 11 am Exam #1 Linguistic self-reflection due	

Week 2		
Mon 10-11:30 1 - 3	Ch. 4	Lee Pederson, "Dialects"; Ronald K. S. Macaulay, "Regional Dialects and Social Class"; Walt Wolfram and Natalie Schilling-Estes, "Standards and Vernaculars"
Tue 10-11 1 - 3	Ch. 5 + 312-320	Bring a paper you have written for another class 1pm – 3pm Small groups meet with Jen Rouse in Cole Library (TBA)
Wed 10-11:30 1 - 3	Ch. 6	Linda Greene, "Racial Discourse, Hate Speech, and Political Correctness"; Carlo Pedrioni, "Respecting Language as Part of Ethnicity"
Thurs 10-11 1 - 3	Ch. 7	
Fri 9-11	Exam #2	

Week 3		
Mon 10-11:30 1 - 3	Ch. 7 & 8	Boasso & c. "Benevolent Sexist Beliefs"; Ashewell, "Gendered Slurs"; Birk & Birk, "Selection, Slanting, and Charged Language"
Tue 10-11 1 - 3	Ch. 9	Ngũgĩ Wa Thiong'o, "Imperialism of Language: English, a Language for the World?"; Chinua Achebe, "The African Writer and the English Language"; Gloria Anzaldúa "How to Tame a Wild Tongue"
Wed am pm	Ch. 10	articles on PC-ness and language, TBA
Thurs 10-11 1 - 3	Ch. 13 & 14	
Fri		
Week 4		
Mon 10-11:30 1-3	Ch.15 & 16	Posters due at noon.
Tues 10:30-1 1 - 3	Poster Presentations: Commons Lobby 10:30-1pm 1pm-3pm Final exam review Paper due Tuesday at 10 am	
Wed 9 am	Final exam	Have a restful summer