

## COURSE SYLLABUS MODERN GRAMMAR AND USAGE

**FALL SEMESTER 08** Monday, August 24 – Friday, December 4, 2009

**Course Prefix/Number:** LIN 3742

**Course Title:** Modern Grammar and Usage

**Course Credit Hours:** 3

**Course Schedule:** MW, 1 – 2:15, 51/165

### INSTRUCTOR NAME AND CONTACT INFORMATION:

Mamie Webb Hixon

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**PREREQUISITES OR CO-REQUISITES:** None

### WHAT IS MODERN GRAMMAR?

Modern Grammar is a course that describes the language, for instance, the difference in meaning and function of the word *beside* in the sentences below or the creative potential of the English language as demonstrated in our ability to use “Google” (*I’ll Google the information*) and “calendar” (*I’ll calendar the date in my planner*) as verbs.

***Anner is beside her “Nanna.”***

***Anner is beside herself.***

### COURSE DESCRIPTION:

Whereas a traditional grammar course provides regulative rules – language prescriptions, telling us what we should and should not write, what grammar we should and should not use, LIN 3742 Modern Grammar provides grammatical analysis-- descriptions of the language as it exists, as it is used, that is, what the English language “can and will do.” This course is designed for English Writing majors, Language Arts Middle School majors, students preparing for a career in secondary education, and other students who wish to learn both a semantic and grammatical analysis of the language. This course does not review basic grammatical, mechanical, and usage skills.

Klammer and Schultz in *Analyzing English Grammar* note that “as a speaker of English, whether as your first language or as a language you have learned or are still learning later in life, you already know much of the grammar that [will be presented in this course]. You already know enough English grammar to write acceptable standard English, to pass a multiple-choice grammar test. . . [or to explain] to others why any given [grammatical] answer is the best one” (15). In other words, you either know or have already internalized the rules of grammar – only some of the terminology should be new to you.

The purpose of this course is to change your way of knowing grammar, to expose you to a different way of knowing grammar, a different way of understanding the grammar of the language we use. In acquiring this deeper, better knowing, **you will understand grammar well enough to explain it to others simply enough.**

Through this “different way of knowing,” you will concentrate not only on traditional grammar but also on some structural, generative, and transformational grammars.

**This is a Modern Grammar question:**

*In which sentence is up a preposition?*

She looked up?

She looked up the phone number.

She looked up the hill.

**This is a Modern Grammar analysis:**

The following sentence is ambiguous: *I'm familiar with your teaching history.* Use dictates meaning. What the sentence means is determined by the function of teaching. If teaching functions as a gerund with history as its object and your as the gerund's possessive marker (subject), then the meaning is “your teaching of history.” If the noun teaching functions as an adjectival (a noun in an adjective slot), then the meaning is “your history of teaching.”

**GOALS OF MODERN GRAMMAR**

- Thinking about language
- Knowing English grammar so that you can use it
- Knowing English grammar so that you can explain how it works
- Using English grammar as a way of understanding and evaluating your own writing or speech
- Understanding how use dictates meaning
- Diagramming and/or parsing sentences to analyze the deep structure of the language

**STUDENT LEARNING OUTCOMES:**

Modern Grammar and Usage will enable you to

- Think critically and analytically about language, rather than simply memorizing rules and lists
- Analyze grammatical structures you have already studied
- Recognize peripheral and borderline cases that are “exceptions to rules”
- Learn the procedures by which you can test your own grammatical hypotheses – or your guesses – about language
- Apply “tests” and syntactical “tricks” to sentences to determine function and meaning
- Determine and understand the source of your own and – as prospective English teachers – your students' language difficulties
- Make effective language choices
- Parse and/or diagram sentences to prove that use dictates meaning
- Identify the class to which a word belongs by using its form and function
- Synthesize information from the texts, lectures, and class discussions and then make some determination about a modern grammatical concept
- Filter the material from class lectures and your textbooks through your own experience and understanding to make some kind of determination about language
- Describe and explain a particular element of contemporary English in such a way that it is understandable and accessible to a universal audience
- Differentiate between the surface and deep structure meanings of word groups and parts of a sentence
- Master the vocabulary and analytical skills that are part of the professional competence of classroom teachers

## TOPICS COVERED:

- The Creative Potential of the English Language (why and how we create new words and how they enter the dictionary)
- The parts of speech and larger syntactical structures (phrases, clauses, and sentences) as forms rather than functional constructions
- Language use and meaning rather than adherence to rules
- How the language works to achieve various purposes
- How deep structure provides meaning
- Sentence Analysis: Parsing and Diagramming
- Form Class versus Structure Class Words
- Phrasal Verbs and Particles
- Postposed Prepositions versus Superfluous Terminal Prepositions: *What are you looking at?* versus *Where is the Library at?*
- Sentence Patterns – the parts of an English Sentence
- Verbal Phrases: Gerunds, Participles, Infinitives, and Nominative Absolutes
- Gerunds versus *-ing* Nouns
- Dangling Participles, Gerunds, and Infinitives
- Split Infinitives
- The Arbitrary Nature of the English Language
- Clauses
- Elliptical Constructions

## TEXTBOOKS:

[Go to the webpage for the Department of English and Foreign Languages and order your textbooks from this page on amazon.com. Click the amazon.com link. The department will receive a percentage of the book sales income.](#)

### Required texts:

**UEG:** Martha Kolln and Robert Funk. *Understanding English Grammar* (Eighth Edition). Pearson Education, Inc., 2006.

**EEL:** Mamie Hixon. *Essentials of English Language*. Research & Education Association, 2000.

(Use primarily as a supplemental text because of its explanations on the parts of speech and the parts of a sentence.)

**RGG:** Mamie Hixon. *Real Good Grammar, Too* (Second Edition). Kendall/Hunt Publishers, 1997.

(Use as a supplemental text to help you review the rules of standard written English and to help you prepare for required Writing Lab work.)

### Recommended text:

**WLH:** *The Write Advice Writing Lab Handbook* (This booklet contains information about Writing Lab services that will help you succeed in this course.)

## COURSE REQUIREMENTS:

### Course Requirement 1 of 7: Writing Lab's Diagnostic Test

All Modern Grammar students must **take the Lab's Diagnostic Test during the first two weeks of class**. Please go to the Writing Lab (51/157) during the first two weeks of class to take the test. Lab hours are Monday through Friday from 10 to 5. **Deadline: Friday, September 4**

**A score of 90% and above** indicates that you have a very strong grasp of grammatical concepts and should be able to learn new concepts easily and quickly.

**A score of 89 to 70%** suggests good to average competency in the area of grammatical/language skills. Students with scores in this range may need to review traditional grammatical concepts and spend extra time studying new concepts.

**A score of 69 to 55%** suggests a weak to poor grasp of grammatical concepts and may inhibit your ability to grasp quickly and easily the linguistic concepts introduced in this class.

**A score of below 55%** indicates that the level of discourse and course content of this class may be too difficult for you.

### **Course Requirement 2 of 7: Class Attendance**

Presence during the entire class – 100 points

- Includes one Freebie Absence
- 1 absence = 50 attendance points, 2 absences = 25 points, 3 or more = 0 points
- Extra 25 points for perfect attendance: No Absences
- -10 per tardy. Includes one Freebie Tardy
- Extra 25 points for No Tardies

***Attendance Points Retrievable:*** *Up to two allowed. When you're absent, submit a representative collegiate paper (well written and edited) about the subject, discussion, or grammatical concept(s) you missed and turn the paper in upon your return for the succeeding class. The paper must be at least two pages and submitted in MLA manuscript and documentation format.*

*Offer not available to students who miss more than two days of class.*

*Instructor's call: the quality (depth, breadth, accuracy, correctness) of the written work will determine the retrievability of your attendance points*

**Tardies:** If you are tardy, it is your responsibility to notify me at the end of class to change your Absence to a Tardy, as long as you are not tardy more than fifteen minutes.

### **Course Requirement 3 of 7: Class Participation**

Participation in in-class class discussions about each assigned chapter in your textbook, including whether or not you bring your book to class (as proof that you probably read the assigned chapters) and whether or not you discuss the grammatical concepts and interact with your classmates.

Of the 900 possible points for this course, 100 can be accrued for participation in class discussions. Your receiving these points will be based on the following:

- (1) Your having your book in class and actually using it;
- (2) Your offering (voluntarily) your informed analysis and other commentary about the grammatical topic during the class discussions (your comments should indicate that you have read the relevant sections in UEG and EEL);
- (3) Your being actively and nonverbally engaged by watching any audio-visuals or by taking notes;

- (4) Your responding to a request to read aloud information from the textbook; and
- (5) You being able to answer a question reasonably well about a concept being discussed during class

#### **Course Requirement 4 of 7: A Grammar Exercise**

A take-home quiz due during the first week of class. This test will be emailed to you the day before classes begin, or it will be distributed in class on Day 1, with a due date of the next class meeting. **Due: Thursday, August 27, 2009, noon, Hixon's office doorpocket (50/214)**

#### **Course Requirement 5 of 7: 4 Take-home Essay Exams**

These exams contain short essay-response questions which will require you to synthesize information from the texts, lectures, and class discussions, and then make some determination about a number of modern grammatical concepts. The essay questions will require you to filter the material from my lectures and your textbooks through your own experience and understanding so that your responses reflect comprehension rather than memorization.

Take-home essay exams will be evaluated on not only content (your ability to describe and explain a particular element of contemporary English in such a way that it is understandable and accessible to a universal audience) but also on correctness of expression; that is, points are deducted for errors in spelling, grammar, mechanics, syntax, and usage.

**Take-home Essay Exam 1: Form Class and Structure Class Words Due noon Friday, 9/25**  
**THIS EXAM MUST BE READ BY A WRITING LAB PAPER READER UNLESS YOUR**  
**DIAGNOSTIC TEST SCORE IS 80% OR ABOVE. CALL 474-2229 TODAY AND MAKE A**  
**ONE-HOUR PAPER READING APPOINTMENT FOR A GRAMMAR CHECK.**

**Take-home Essay Exam 2: Sentence Patterns Due noon Friday, 10/30**

**Take-home Essay Exam 3: Verbal Phrases Due noon Wednesday, 11/25, beginning of class**

**Take-home Essay Exam 4: Clauses Due noon Friday, December 4, noon**

You will receive these exams at the beginning of each unit, thus giving you three to four weeks to work on the exam. I strongly encourage you to start working on the questions as soon as they are discussed in class rather than waiting till the night before the exam is due. Often, the answers to the essay questions or a facsimile of the answers is delivered in class during the lecture or discussion.

#### **POINTS RETRIEVABLE**

When one point per different mistake is deducted from your take-home essay, your overall percentage is, of course, reduced, often by as many as 20 points. You have the option of retrieving these points by doing Take-home Essay-based Lab Work. Either you will be assigned a Grammar Mini-lesson or lessons to do within one week (these lessons are based on recurring problems in your take-home essay), and/or you will be required to have a Writing Lab assistant review all the highlighted mistakes on your essay with you in an interactive Paper Tutoring session. In some rare cases, you may be assigned both the Grammar Mini-lesson(s) and an interactive Paper Tutoring session with a Writing Lab assistant. All Paper Tutoring readings are on a walk-in basis.

You may retrieve these lost points as long as you meet the Points Retrievable Requirements within **7 days** after receiving your graded paper. That is, **graded papers are usually returned on a Monday; you have until the following Monday (Monday of the following week) to meet the Points Retrievable requirements described above.**

### **Course Requirement 6 OF 7: Writing Lab Work:**

This requirement is a co-requirement of the Writing Lab's Diagnostic Test. Required Lab work will be based on the areas checked on your Lab Work Sheet as a result of your performance on the Lab's Diagnostic Test (**ATTEND THE ONE-HOUR TUTORING SESSIONS FOR ONLY SKILLS LESSONS FOR THE AREAS CHECKED**).

To receive the 100 points allotted for Writing Lab Work, just attend a one-hour 20-20-20 TUTORING SESSION for each skill checked on your Lab Work form. You must attend these sessions for each SKILL-OF-THE-WEEK checked on your Lab Work form by the specified deadlines shown on this Lab Work form and in the *Write Advice Writing Lab Handbook* or receive an "Incomplete" for each lesson missed. Skills marked "Incomplete" or "U" (Unsatisfactory) will be calculated as zeroes and will affect your receiving full credit (100 points). The deadline for Lab Work is **Friday, November 13.**

**WRITING LAB HOURS**  
**M-F, 10-5**

**TUTORING SESSIONS**  
**By Appointment Only**  
**Call 474-2129 or 474-2229 to make an appointment.**

**Prepare for the Lab Work 20-20-20 TUTORING SESSIONS by reviewing one of the following:**

Skills areas in *Real Good Grammar, Too*

Rules of Thumb Grammar Reviews in *The Write Advice Writing Lab Handbook*

Grammar Reviews at UWF's OWL (Online Writing Lab): <http://uwf.edu/writelab/reviews/index.cfm>

Write @Vice webcasts on grammar: <http://uwf.edu/learningcenter/argotutorarchive.cfm>.

### **Course Requirement 7 OF 7: Final Exam**

**A one- to two-question oral exam on exam day – Wednesday, December 9, from 11:30 a.m. to 2:00 p.m.**

The oral exam will give you an opportunity to demonstrate your grasp of some of the nuances of the English language that will have been the focus of this class. You will respond to ONE OR TWO QUESTIONS only. My assessment of your response will be based on your ability to synthesize the concepts and the practical application of these concepts to real-world language questions, issues, and concerns. You may be asked to analyze, parse, explain, or critique a sentence, word, or word group. Whatever the instructions, refer to your inherited or acquired knowledge and understanding of English grammar, your notes, and/or your textbook to help you provide a substantial and provable explanation. Expect me to ask for further details or clarification to ensure that your response is based on knowledge and understanding, not "guess work." No contrived responses, please. Note that the title of the question, when there is a title, will provide a clue to the concept being tested. **Each of you will be given your question on the last Monday of class – Monday, November 30.** Show that you understand the concept well enough to explain it simply enough.

**GRADING/EVALUATION:**

<b>1000</b>	<b>TOTAL POSSIBLE POINTS</b>
100 Points	Attendance
120 Points	Class Participation
100 Points	Writing Lab Diagnostic Test and Writing Lab Work
100 Points	Grammar Exercise
120 Points	Take-home Essay Exam 1 (Form Class and Structure Class Words)
120 Points	Take-home Essay Exam 2 (Sentence Patterns)
120 Points	Take-home Essay Exam 3 (Verbal Phrases)
120 Points	Take-home Essay Exam 4 (Clauses)
100 Points	Oral Exam – Final

**Extra Credit:**

1 to 5	Submission of a new word
5 to 10	Starter Points for answering a Modern Grammar question on the first day of class
10 to 20	Ten- to fifteen-minute oral presentation (using visual aids) on one of the following concepts of modern grammar not covered in class; ensure that you meet the Student Learning Outcome (SLO) listed below: <b>Expletives (UEG, 101-104; EEL, 28-29):</b> SLO –Students should recognize <i>there</i> and <i>it</i> as expletives and learn the difference between <i>it</i> as an expletive and <i>it</i> as a pronoun, between <i>there</i> as an expletive and <i>there</i> as an adverb. <b>Conjunctions (UEG, 293-297; EEL, 62-65):</b> Students should recognize the different kinds of conjunctions: coordinating, correlative, subordinating, conjunctive adverbs. <b>Use the sentences from the Grammar Exercise.</b> <b>Adjectival and Adverbial Modifiers—Prepositional Phrases (UEG, 144-146, 119-121; EEL, 71):</b> Students will learn to distinguish between prepositional phrases that function as adjectives and those that function as adverbs. <b>Use the sentences from the Grammar Exercise.</b> <b>Split Infinitives:</b> Students should recognize split infinitives that are considered “acceptable” ( <i>Are you sure you want to permanently delete the selected items?</i> ) and those that are considered incorrect ( <i>Try to not be late.</i> ). <b>Possessives with Gerunds (UEG, 184):</b> Students should identify and use the subject of a gerund as a possessive word.

**Extra Credit:**

<b>25 Points</b>	<b>WORD CLASSES COMPONENT:</b> Write a passage similar to the one on page 279 of the Kolln/Funk textbook that illustrates the many ways “up” can be used. You should use one of these prepositions: DOWN, OUT, or OFF. <b>Due Wednesday, September 23, at the beginning of class</b>
<b>25 Points</b>	<b>WORD CLASSES COMPONENT:</b> At least 10 examples you have collected of terminal prepositions that are acceptable in written and spoken English. No superfluous terminal prepositions – just good illustrations of what modern grammarians call “postposed” prepositions, including but not limited to idiomatic usage, particles, infinitives with elliptical objects, and prepositions with their objects in the pre-preposition slot. <b>Due Wednesday, September 23, at the beginning of class</b>
<b>25 Points</b>	<b>SENTENCE PATTERNS COMPONENT:</b> Prove that you’re really on the lookout for English sentences that illustrate each of the 10 patterns by providing a “live” example of each. Name and/or attach your source(s): television; radio; newspaper; magazine; billboard; business correspondence; email; marquee; school, church, or corporation bulletin; flyer or brochure, textbook other than an English grammar handbook, etc.

Your examples should illustrate depth and breadth of thought and observance. **Due Wednesday, October 28, at the beginning of class**



### Bonus Points

If time allows, bonus questions will be available on Final Exam Day. You may choose up to two questions for 25 points each.

### GRADING SCALE

1000 - 940	= A	849 - 800	= B-	739 - 730	= D+
939 - 900	= A-	799 - 780	= C+	729 - 700	= D
899 - 880	= B+	779 - 750	= C	Below 700	= F
879 - 850	= B	749 - 740	= C-		

### References/Bibliography:

Thomas P. Klammer and Muriel R. Schultz. *Analyzing English Grammar*, Second Edition. Boston: Allyn and Bacon, 1996.

**Special Technology Utilized by Students:** [Beyond baseline requirements of email and word processing.] None

### Schedule of Assignments (See attached)

The instructor reserves the right to increase or reduce the number of requirements as needed.

**MyRecord.ModernGrammar:** Please keep track of your grades for this course so that you can be assured of success at the end of the semester.

Requirement	Due Date	Possible Points	Points Received
Diagnostic Test	Friday, Sept. 4	100	
Attendance	Aug. 24 – Dec. 2	100	
Participation	Aug. 24 – Dec. 2	100	
Writing Lab Work	Sept 8 - Nov. 13	100	
Grammar Exercise	Thurs., Aug. 27, Noon Hixon's Door Pocket (50/214)	100	
Take-home Essay Exam 1	Fri., Sept. 25 12:00 noon Hixon's Door Pocket (50/214)	100	
Take-home Essay Exam 2	Fri., Oct. 30 12:00 noon Hixon's Door Pocket (50/214)	100	
Take-home Essay Exam 3	Wed., Nov. 25 12:00 noon Beginning of class	100	
Take-home Essay Exam 4	Fri., Dec. 4 Hixon's Door Pocket (50/214)	100	
Oral Final	Wed., Dec. 9 11:30 a.m. – 2:00 p.m.	100	
Extra Credit 1	Grammar Starters	5 to 10	
Extra Credit 2			
Extra Credit 3			
Extra Credit 4			



## GROUND RULES

**All tests and other class assignments will be emailed to you through UWF's student group email system. The attachment will appear as a link below the text of the email. Please check your email frequently.**

If you miss assignments, you can go to my webpage at [uwf.edu/mhixon](http://uwf.edu/mhixon)

As your instructor, I am not responsible for your misunderstandings or misinformation about assignment lengths, number of questions to be answered on a test, number of pages per essay exam, attachments, assignment due dates, assignment due times, and paper drop-off dates and points. Therefore, grading will be based on the established criteria and submission of written or oral work at the time that the work is due.

## NO LATE PAPERS ARE ACCEPTED.

No "Incompletes" will be assigned.

Please do not fax or email assignments to me without prior approval.

**If your Writing Lab's Diagnostic Test score is below 80%, you must get Take-home Essay Exam 1: Form Class and Structure Class Words read by a Writing Lab Paper Reader before submitting it to me. Please call 474-2229 and make a paper-reading appointment for a Grammar Check for this paper. Students who do not fulfill this paper-reading requirement will be ineligible for Points Retrievable.**

## SCHEDULE OF ASSIGNMENTS

LIN 3742 Modern Grammar

MW 1 – 2:15, 52/163

<b>Reading Assignments</b>	<b>Quiz and Exams</b>	<b>Writing Lab Work</b>	<b>Extra Credit</b>
<u>UEG</u> ( <i>Understanding English Grammar</i> ), <u>EEL</u> ( <i>Essentials of the English Language</i> )			

### WEEK OF AUGUST 24

**Monday, August 24**

Getting to Know You and Grammar Exercise  
Grammar for the Grammarless – Test Yourself  
**Grammar Exercise emailed 8/23 (Due: Thursday, August 27, Noon, Hixon's Office Door Pocket – 50/214)**  
**Writing Lab's Diagnostic Test (in the Writing Lab, 51/157)**

**Wednesday, August 26**

Course Overview  
**Take-home Essay Exam 1 to be emailed by Labor Day. (Due: Noon, Friday, Sept. 25, Hixon's office door pocket – 50/214)**  
**Writing Lab's Diagnostic Test (in the Writing Lab, 51/157)**

### WEEK OF AUGUST 31

**Monday, August 31**

VIDEO: *Grammar Rock*  
*Words and Word Classes: The Form Classes*

**Wednesday, September 2**

UEG, Chapters 2 and 4, pp. 19-30, 67-88  
UEG, Chapters 12 and 13, pp. 243-291  
EEL, Chapters 1, 4, and 5, pp. 1-11, 30-49, 50-57

**WEEK OF SEPTEMBER 7****Monday, September 7****LABOR DAY – NO CLASS****Tuesday, Sept. 8 – Fri., Sept. 11****Lab Work: Commas****Wednesday, September 9***Words and Word Classes: The Form Classes*UEG, Chapters 2 and 4, pp. 19-30, 67-88UEG, Chapters 12 and 13, pp. 243-291EEL, Chapters 1, 4, and 5, pp. 1-11, 30-49, 50-57**WEEK OF SEPTEMBER 14****Monday, September 14***Words and Word Classes continued***Extra Credit Presentation: Conjunctions**UEG, Chapters 2 and 4, pp. 19-30, 67-88UEG, Chapters 12 and 13, pp. 243-291EEL, Chapters 1, 4, and 5, pp. 1-11, 30-49, 50-57**Lab Work: TWO SKILLS - Semicolons & Colons and Sentence Errors****Wednesday, September 16***Words and Word Classes continued***WEEK OF SEPTEMBER 21****Monday, September 21***Words and Word Classes continued***Extra Credit Presentation: Expletives**UEG, Chapters 2 and 4, pp. 19-30, 67-88UEG, Chapters 12 and 13, pp. 243-291EEL, Chapters 1, 4, and 5, pp. 1-11, 30-49, 50-57**Lab Work: Subject-Verb Agreement****Wednesday, September 23***Words and Word Classes continued*UEG, pp. 37-38, 40-41, 108-109**Take-home Essay Exam 1 (Due: Fri., Sept. 25, Noon, Hixon's office door pocket – 50/214)****WEEK OF September 28****Monday, September 28***Sentence Patterns*UEG Chapters 3, 4, and 5, pp. 32-109; 112-118, 132-139EEL, "Parts of a Sentence," Chapter 8, 67-70**Take-home Essay 2 emailed by October 3. DUE Friday, October 30, Noon****Extra Credit Presentation: Prepositional Phrases****Lab Work: Pronoun Reference & Antecedent Agreement****Wednesday, September 30***Sentence Patterns***WEEK OF OCTOBER 5****Monday, October 5***Sentence Patterns continued*UEG Chapters 3, 4, and 5, pp. 32-109; 112-118, 132-139EEL, "Parts of a Sentence," Chapter 8, 67-70**Lab Work: Pronoun Case****Wednesday, October 7***Sentence Patterns continued*

**WEEK OF OCTOBER 12**

Monday, October 12

*Sentence Patterns continued*UEG Chapters 3, 4, and 5, pp. 32-109; 112-118, 132-139  
EEL, "Parts of a Sentence," Chapter 8, 67-70

Lab Work: Diction

Wednesday, October 14

*Sentence Patterns continued***WEEK OF OCTOBER 19**

Monday, October 19

*Sentence Patterns continued*UEG Chapters 3, 4, and 5, pp. 32-109; 112-118, 132-139  
EEL, "Parts of a Sentence," Chapter 8, 67-70

Lab Work: Possessives/Apostrophes

Wednesday, October 21

*Sentence Patterns continued***WEEK OF OCTOBER 26**

Monday, October 26

*Verbal Phrases*UEG pp 118-130, 145-179, 203-204  
EEL, "Phrases," Chapter 9, pp. 71-73; Chapter 11, pp. 76-79Take-home Essay 2 DUE Friday, October 30, Noon,  
Hixon's Office Door pocket (50/214)Lab Work: TWO SKILLS: Dangling & Misplaced  
Modifiers and Verb Forms and TensesTake-home Essay 3 emailed by October 31. Due  
Wednesday, November 25, beginning of class

Wednesday, October 28

*Verbal Phrases continued*

Extra Credit Presentation: Possessives with Gerunds

**WEEK OF NOVEMBER 2**

Monday, November 2

*Verbal Phrases continued*UEG pp 118-130, 145-179, 203-204  
EEL, "Phrases," Chapter 9, pp. 71-73; Chapter 11, pp. 76-79

Lab Work: Faulty Comparisons and Parallelism

Wednesday, November 4

*Verbal Phrases continued***WEEK OF NOVEMBER 9**

Monday, November 9

*Verbal Phrases continued*

Extra Credit Presentation: Split Infinitives

Lab Work: Adjective and Adverb Use  
Capitalization, Hyphenation, Italicization, Etc.

Wednesday, November 11

*Verbal Phrases continued*

**WEEK OF NOVEMBER 16****Monday, November 16***Verbal Phrases continued*UEG pp 118-130, 145-179, 203-204EEL, "Phrases," Chapter 9, pp. 71-73; Chapter 11, pp. 76-79**Wednesday, November 18****WEEK OF NOVEMBER 23****Monday, November 23***Clauses*UEG 141, 154, 181-191, 198-211EEL, "Clauses," Chapter 10, pp. 74-75**Take-home Essay 4 emailed by December 1. Due Friday, December 4, Noon, Hixon's Office Door Pocket (50/214)****Wednesday, November 25****Take-home Essay 3 Due Wednesday, November 25, beginning of class**UEG 141, 154, 181-191, 198-211EEL, "Clauses," Chapter 10, pp. 74-75**WEEK OF NOVEMBER 30****Monday, November 30***Clauses continued*UEG 141, 154, 181-191, 198-211EEL, "Clauses," Chapter 10, pp. 74-75**Wednesday, December 2****LAST DAY OF CLASS**

Student Evaluations

**Take-home Essay 4 Due Friday, December 4, Noon, beginning of class****WEEK OF DECEMBER 7****Wednesday, December 9****Class meets 11:30 – 2:00****ORAL FINAL – in class**