COURSE DESCRIPTION

Modern Grammar (E 405) is a course in the study of English grammar that draws upon traditional, structural, and transformational grammatical theory to help a diverse group of students to become more aware and conscious of their own learning and language system. It employs a variety of instructional strategies to help students think critically and analytically about the written and spoken use of the English language. NCATE/NCTE (2.1, 3.1.6)

COURSE RATIONALE

Students/candidates who pursue a degree in English or English Education as well as other majors must demonstrate proficiency in English grammar and language usage. The purpose of this course is to help students achieve mastery of grammar and language skills through a variety of teaching and learning strategies. This course focuses on the linguistic basis of traditional and modern grammar to help students/candidates learn to analyze scientifically and discuss objectively the English language in context.

Additionally, candidates/students must also be able to design a plan of instruction that will allow them to reach students from diverse backgrounds and to accommodate the linguistic diversity that characterizes the use of the English language. To this end, explanations, linguistic and graphic analyses, along with numerous diagramming exercises and illustrations will be used to help prepare and inform the students and future teachers of English. Through the intense study of language that characterizes this course, students are encouraged to become “reflective decision makers,” and “effective performers” in a global, diverse, and technological society. NCATE/NCTE (2.2, 2.3, 2.4)

PERFORMANCE STANDARDS

Upon completion of English 405, students should demonstrate proficiency in descriptive analysis of grammar by doing the following with 70% accuracy.

1. Identify and analyze a variety of texts on the basis of their semantical, syntactical, morphological, and phonological design. NCATE/NCTE (3.1.7)

2. Create sentences or texts to illustrate knowledge of semantics, syntax, morphology, and phonology in the English languages. NCATE/NCTE (3.1.7)
3. Analyze sentences in terms of traditional, structural, and transformational grammar theory. **NCATE/NCTE (3.1.6)**

4. And analyze texts that reflect the diversity in language use, patterns, and dialects characteristic of the English language and society. **NCATE/NCTE (3.1.4, 3.1.8)**

5. Create model sentences to illustrate the linguistic and syntactical design of sentences in the English language.

6. Use derivational and inflectional suffixes to determine word forms and functions.

7. Create diagrams to demonstrate the structural design of sentences.

8. Analyze sentences to determine their phrasal and clausal composition.

9. Analyze sentences on the basis of morphological structures, verb expansion rules, structural types, and stylistic transformations.

10. Apply the strategies of critical thinking and analysis to literary texts. **NCATE/NCTE (2.4)**

11. Incorporate web activities and exercises into this study of the English language.

**METHODS OF INSTRUCTION AND EVALUATION**

Instructional methodological will include lecture, demonstration lessons, collaborative and individual presentations, practice activities, worksheets, diagramming exercises, study questions, web activities, all designed to encourage students to use and master the knowledge and techniques of analysis they are learning.

Evaluative methods used to determine student’s mastery of information and application of critical analysis include performance-based assessments, group and individual presentation, worksheets, demonstration lessons, practice exercises and summative assessments, quizzes, midterm, and final exams. **NCATE/NCTE (4.12.2)**

**A. Quizzes and Examinations**

1. Numerous quizzes and examinations will be administered. All examinations will be announced; quizzes may not be announced.

2. The test format will include illustrations, comment and statements, essay response, diagramming, multiple choices, sentence writing activities.
B. Grading Scale

100 – 90 = A  
79 – 70 = C  
59 – below = F  
89 – 80 = B  
69 – 60 = D

C. Methods of Evaluation NCATE/NCTE (4.12.2)

1. First Half
   a. Class Attendance & Participation………………………..10%
   b. Quizzes…………………………………………………..15%
   c. Tests and Written Assignments………………………….30%
   d. Exercises and Worksheets……………………………….15%
   e. Mid-Term Examination…………………………………30%

2. Second Half
   a. Mid-Term Average…………………………………….15%
   b. Class Attendance & Participation…………………….10%
   c. Quizzes, Worksheets & Exercises…………………….15%
   d. Tests and Written Assignments……………………….20%
   e. Language related Library Project……………………..15%
   f. Final Examination…………………………………….25%

COURSE REQUIREMENTS

Students will be expected to

1. Be regular and punctual in class attendance. (See student handbook and college catalog for policy concerning attendance; this policy will be strictly enforced.)

2. Read all assigned materials.

3. Complete and submit all assignments.

4. Submit assignments on the designated date to avoid penalty:
   - Assignments will be penalized one grade for each day late and there must be an acceptable excuse for late assignments.

5. Keep worksheets and practice exercises current.

6. Take quizzes and examinations as scheduled.
An official excuse must be provided for an exam missed on the scheduled dates. (Excuses from the infirmary will be considered at the teacher’s discretion.)

7. Each student will be required to submit a language related project that reflects an in-depth understanding and appreciation of the English language as it has been examined, analyzed, and studied in this course. Details of this assignment will be provided in a special handout.

SPECIAL REQUIREMENTS:

1. A grammatical analysis of a poem. (See handout)

Maintain a portfolio for this class. Your portfolio should contain the following:

a. Completed worksheets and workbook exercises.
b. “Practice Exercises” (found at the end of assigned chapters).
c. Diagramming exercises.
   a. Reed Kellogg
   b. Phrase Tree Structures
d. Examples of regional and dialectal usage of language.
e. Analysis of regional and dialectal variations in language usage.
f. Web exercises/activities.

Your portfolio will be assessed on a point system based on the number and appropriateness of entries:

<table>
<thead>
<tr>
<th>Items</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>36-40</td>
<td>A</td>
</tr>
<tr>
<td>30-35</td>
<td>B</td>
</tr>
<tr>
<td>25-29</td>
<td>C</td>
</tr>
<tr>
<td>24-20</td>
<td>D</td>
</tr>
<tr>
<td>Below 19</td>
<td>F</td>
</tr>
</tbody>
</table>

COURSE CONTENT:

The methodology of this text is eclectic. The text combines the sentence diagram of traditional grammarians, “the sentence pattern formulas of the structuralists, and the generative rules and branching diagrams of the transformationists,” to help students of modern grammar experience the “consciousness raising that the study of grammar can and should be.” This course will focus on such language related issues as language development and change, diversity usage, appropriateness, word function, and regional and dialectal variations in language usage. NCATE/NCTE (3.1.4)

Content

This chapter introduces the students to “grammar” as the system of rules that bring a conscious level of awareness to “the rules of the language that [they] already ‘know’ subconsciously.” It focuses on language variation and change, on the difference between usage rules and grammar rules, and on the issue of correctness.

Objectives

Upon the satisfactory completion of this chapter, the students should be able to:

1. Define prescriptive and descriptive grammar.
2. Explain the system of language development.
3. Explain how the rules of grammar account for our acquisition of language.
4. Account for and appreciate the variation in language usage.
5. Distinguish between usage rules and grammar rules.
6. Explain how one gains conscious knowledge about grammars.
7. Recognize the impact of environment upon language usage.

NCATE/NCTE (3.1.1, 3.1.4, 3.1.6)

Chapter 2:  “Sentence Patterns”

Content

This chapter focuses on syntax, by examining the basic sentence patterns, the underlying framework of sentences, looking for both their common and their distinguishing features. A knowledge of these patterns will provide a foundation for understanding sentence expansions and variations.

Objectives

Upon satisfactory completion of this chapter, the students should be able to:

1. Recognize, (identify, and create examples of the basic sentence patterns (and types of verbs).
2. Differentiate between be linking verbs, intransitive verbs, and transitive verbs.
3. Identify in a sentence or passage to create examples of the verb complements: adverb phrases, subject complements (predicate adjectives, predicate nominatives), and direct objects.
4. Distinguish between adverbial complements and adverbial complements and adverbial modifiers.
5. Draw phrase structure trees and Reed-Kellogg diagrams of simple examples of each basic sentence type.

Chapter 3: “Expanding the Main Verb”

**Content**

This chapter examines the expanded verb, the system of auxiliaries that make verbs so versatile.

**Objectives**

Upon the successful completion of this chapter, the students will be able to:

1. Illustrate the tenses of verbs.
2. Illustrate all the possible expansion of the verbs.
3. Recognize the variations in meaning they can convey.
4. Illustrate the difference between the principal parts and the tenses.
5. Illustrate the difference among action, state of being, and linking verbs.
6. Distinguish between the active and passive verb pattern.
7. Write and diagram sentences to illustrate the various verb patterns.

Chapter 4: “Transforming the Basic Patterns”

**Content**

This chapter focuses on the ways that the basic sentence pattern can be transformed into other sentence types.

**Objectives**

Upon successful completion of this chapter, the students will:

1. Know that transformational processes and what they involve.
2. Understand the function of do-support in interrogative, negative, emphatic, and imperative sentences.
3. Be able to recognize the underlying pattern of sentences that have undergone
Transformations.

4. Be able to identify and return to their base form sentences that have undergone interrogative, negative, imperative, and emphatic transformations.

5. Be able to use diagramming appropriately in analyzing transformed sentences.

Chapter 5: “Modifiers of the Verb: Adverbial”

Content

This chapter on sentence expansion focuses on modifiers of the verb.

Objectives

Upon successful completion of this chapter, the students will be able to:

1. Identify the form and function of adverbial structures.

2. Write sentences, which contain adverbs correctly used as to function and position.

3. Illustrate the function of prepositions and prepositional phrases.

4. Identify and illustrate noun phrases that function adverbially.

5. Identify and illustrate verb phrases in an adverbial role.


Chapter 6: “Modifiers of the Noun: Adjectivals”

Content

The topic of this chapter is “adjectives,” structures that modify nouns. The student will review the traditional definition and function of adjectives, but will expand that knowledge to a study of the various structures that function adjectivally.

Chapter 7: “The Noun Phrase Functions: Nominals”

This chapter focuses on the discussion of form and function of the Noun phrase slots in the sentence.

Objective

Upon successful completion of this chapter, the students should be able to:
1. Explain the term nominal.
2. Identify and write nominal clauses.
3. Explain the functions of nominal clauses.
4. Distinguish between dependent and independent clauses.
5. Recognize and illustrate the two basic forms of nominal verb phrases.
6. Identify the sentence pattern and functions of gerund phrases in sentences.
7. Diagram the sentences.
8. Identify the sentence pattern and function of the infinitive phrases in selected sentences.
9. Diagram the sentences.
10. Write a variety of sentences that incorporate nominals as part of the structure.

Chapter 9: “Coordination”

Content

The focus on this chapter is to “coordinate structures.” The student will review the various coordinating structures that may be employed to expand the sentence pattern.

Objectives

Upon satisfactory completion of this chapter, the students should be able to:

1. Distinguish between simple, compound, and complex sentences.
2. Write compound sentences joined by different types of conjunctions and different marks of punctuation.
3. Diagram sentences containing coordinate structures.

Chapter 11: “The Form Classes”

Content

This chapter focuses on the study of nouns, verbs, adjectives, and adverbs – form class words. The defining aspect of the four form classes will be on the function of the words
in the sentence rather than on their traditional meanings. This study of form class words will also include the derivational inflectional suffixes that distinguish form classes.

**Objectives**

Upon the successful completion of this course, the students will be able to

1. Identify in a word, sentence, or passage the derivational affixes and suffixes used to create various parts of speech.
2. Identify in a word, sentence, or passage instances of inflectional morphemes.
3. Identify nouns, verbs, adjectives, and adverbs in a sentence or a passage.
4. Give supporting criteria of form (morphology) or function (frame sentences) to justify assignment of a work to a given part of speech.

**Chapter 12: “The Structure Classes”**

**Content**

This chapter focuses on the study of words that signal specific form classes or serve as connectives in the sentence – (determiners, auxiliaries, qualifiers, prepositions, conjunctions, interrogatives, expletives).

**Objectives**

Upon successful completion of this chapter, the student will be able to:

1. Identify examples of determiners, auxiliaries, qualifiers, prepositions, conjunctions, relatives, interrogatives, and expletives.
2. Recognize as units expanded determiners, phrasal prepositions, and phrasal Conjunctions.
3. Create examples of each of the categories of structure-class words.

**WEBSITES**

- [http://webster.commnet.edu](http://webster.commnet.edu)
- [http://www.comfit.com/groups](http://www.comfit.com/groups)
APPENDIX B

“We An Introduction to Transformational Grammar”

Upon successful completion of this section, the student will be able to:

1. Know the transformational processes and what they involve.
2. Recognize the “deep structure” of sentences that have undergone transformation.
3. Use diagramming appropriately in analyzing transformed sentences.

BIBLIOGRAPHY


(A list for further reading appears at the end of chapter one.)