



### **Class Information**

**Day and Time:** Tuesday 7:00 p.m. – 9:30 p.m.

**Room Number:** E209

### **Contact Information**

**Instructor Name:** Dr. Nancy Turner

**Instructor Email:** nturner@criswell.edu

**Instructor Phone:** (214) 335-4485

**Instructor Office Hours:** Tuesday 6:25 p.m. – 6:55 p.m.

### **Course Description and Prerequisites**

A course of remedial instruction in the basic skills needed for effective college-level work. (Developmental courses do not count toward the total number of hours required for a degree program of study).

### **Course Objectives**

At the completion of this course, the student will be able to

1. Name and define the parts of speech;
2. Categorize the different kinds of each part of speech (personal, relative, demonstrative, reflexive, intensive as categories of pronouns);
3. Identify the parts of speech in a sentence;
4. Recognize the functions for each part of speech.

### **Required Textbooks**

Ebner, Louise J. *Learning English with the Bible: A Systematic Approach to Bible-Based English Grammar*. Chattanooga: AMG Publishers, 1998. ISBN 0-89957-565-X.

### **Course Requirements and Assignments**

At the completion of this course, the student of English Grammar will demonstrate the ability to identify the parts of speech and their usage in sentences and to write and speak the English language more fluently. The evaluation procedures will be based on weekly quizzes, comprehensive Mid-Term and Final Exams, and homework assignments.

Weekly Quizzes	50%
Mid-Term & Final Exams	40%
<u>Homework Assignments</u>	<u>10%</u>
Total	100%

Unless changed by the professor, homework assignments, weekly quizzes, and the Mid-Term & Final Exams are due on the dates listed herein. At the end of the semester, the professor will drop the lowest grade of one weekly quiz for all students. Grades earned on the Mid-Term Exam and the Final Exam will not be dropped.

## Course/Classroom Policies and Information

During class cell phone usage is not permitted; therefore, cell phones will be turned off. If the student has an emergency or a special needs situation in which he or she needs to be contacted during class, the student needs to speak with the professor at the beginning of class. All other mobile devices will remain off unless they are being used for class-related tasks in English grammar.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

**Canvas and SONIS:** Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

**Student Services:** The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

**Wallace Library:** Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

**Writing Center:** Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

Week 1 01/21	Introduction to the Course.  Complete “Learning about Nouns,” chapter 1, pp. 10-14.	Course overview.  Review chapter 1.
Week 2 01/28	<b>Quiz 1</b> on nouns.  Review homework: “Learning about Pronouns,” chapter 2, pp. 17-24.  Discussion on how to write a well-developed paragraph.  Introduction to diagramming.	In-class assignment: write a well-developed paragraph.
Week 3 02/04	<b>Quiz 2</b> on nouns and pronouns.  Review homework: “Learning about Verbs,” chapter 3, pp. 27-31.	Diagramming exercises with emphasis on identifying nouns and pronouns.  In-class review of well-developed paragraph.
Week 4 02/11	<b>Quiz 3</b> on nouns, pronouns, and verbs.  Review homework: “Learning about Adjective” chapter 4, pp. 35-37.  Introduction of How to Develop a Thesis Statement	Diagramming exercises with emphasis on identifying nouns, pronouns, and verbs.  Identifying a thesis statement.  Discussion of comma rules.

Week 5 02/18	<p><b>Quiz 4</b> on adjectives.</p> <p>Review homework: "Learning about Adverbs," chapter 5, pp. 41-44.</p> <p>Discuss the components of an essay: Introduction, Body, and Conclusion.</p>	<p>In-class assignment: Identifying and writing a thesis statement.</p> <p>In-class assignment: Begin writing an essay.</p>
Week 6 02/25	<p><b>Quiz 5</b> on adjectives and adverbs.</p> <p>Review homework: "Learning about Prepositions," chapter 6, pp. 47-49; "Learning about Conjunctions," chapter 7, pp. 51-52; and "Learning about Interjections," chapter 8, pp. 55-56.</p> <p>Define and explain four types of writing genres: expository, persuasive, descriptive, and narrative.</p>	<p>Diagramming exercises with emphasis on identifying adjectives and adverbs.</p> <p>Class review of essay.</p> <p>In-class assignment: Begin writing an expository essay.</p>
Week 7 03/03	<p><b>Quiz 6</b> on prepositions, conjunctions, and interjections.</p> <p>Review homework: "Learning about Prepositions," chapter 6, pp. 47-49; "Learning about Conjunctions," chapter 7, pp. 51-52; and "Learning about Interjections," chapter 8, pp. 55-56.</p>	<p><b>Review for Mid-Term Exam.</b></p> <p>Diagramming exercises with emphasis on participles, gerunds, infinitives, and compound sentences.</p> <p>Class review of expository essay.</p>
Week 8 03/10	<b>Mid-Term Exam</b>	
03/16 - 03/20	<b>Spring Break</b>	
Week 9 03/24	<p>Review homework: "More Learning about Nouns," chapter 9, pp. 64-77.</p>	<p>In-class assignment: Begin writing a persuasive essay.</p>
Week 10 03/31	<p><b>Quiz 7</b> on noun usage.</p> <p>Review homework: "More Learning about Pronouns," chapter 10, pp. 81-86.</p>	<p>Class review of persuasive essay.</p>
Week 11 04/07	<p><b>Quiz 8</b> on pronoun usage.</p> <p>Review homework: "More Learning about Verbs," chapter 11, pp. 91-108.</p>	<p>In-class assignment: Begin writing a descriptive essay.</p>
Week 12 04/14	<p><b>Quiz 9</b> on verb usage.</p> <p>Review homework: "More Learning about Adjectives," chapter 12, pp. 113-116; and "More Learning about Adverbs," chapter 13, pp. 117-121.</p>	<p>Class review of descriptive essay.</p>

Week 13 04/21	<b>Quiz 10</b> on adjective and adverb usage.  Review homework: "More about Prepositions," chapter 14, pp. 123-26; and "More about Conjunctions," chapter 15, pp. 127-30.	In-class assignment: Begin writing a narrative essay.
Week 14 04/28	<b>Quiz 11</b> on prepositions/conjunctions.	Class review of narrative essay.
Week 15 05/05	<b>Review for Final Exam.</b>  Proofreading.	<b>Review for Final Exam.</b>  In-class: Proofreading of various texts.
Week 16 05/12	<b>Final Exam</b>	

## Selected Bibliography

Barrett, Grant. *Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking*. Berkeley, CA: Zephyros Press, 2016.

Casagrande, June. *The Best Punctuation Book, Period: A Comprehensive Guide for Every Writer, Editor, Student, and Business Person*. New York: Ten Speed Press, 2014.

Gill, C.M. *Essential Writing Skills for College & Beyond*. Blue Ash, OH: Writer's Digest Books, 2014.

Hopper, Vincent F., Cedric Gale, Ronald C. Foote, and Benjamin W. Griffith. *Essentials of English: A Practical Handbook Covering all the Rules of English Grammar and Writing Style*. 5<sup>th</sup> Edition. Hauppauge, NY: Barron's Educational Series, Inc., 2000.

LaRocque, Paula. *The Book on Writing: The Ultimate Guide to Writing Well*. Arlington, Texas: Grey and Guvnor Press, 2003.

Lester, James D., Sr. and James D. Lester, Jr. *Writing Research Papers: A Complete Guide*. 16<sup>th</sup> Edition. New York: Pearson, 2018.

Thurman, Susan and Larry Shea. *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*. Avon, MA: Adams Media, 2003.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9<sup>th</sup> Edition. Chicago: University of Chicago Press, 2018.

Williams, Sean. *English Grammar: 100 Tragically Common Mistakes and How to Correct Them*. Emeryville, CA: Zephyros, 2019.

Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. 7<sup>th</sup> Edition. New York: Harper Collins, 2006.