



# On-Campus Course Syllabus

## ENG 090 L1

### Developmental English

### Spring 2021

#### Class Information

**Day and Time:** Tuesday and Thursday 9:30 a.m. – 10:45 a.m.

**Room Number:** E207

#### Contact Information

**Instructor Name:** Dr. Nancy Turner

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

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

**Instructor Office Hours:** Tuesday and Thursday 10:45 a.m. – 11:00 a.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 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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors 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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **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 instructor, 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 Supports**

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 contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week 1 01/19	Introduction to the Course	Overview of the Course
Week 1 01/21	Review homework: "Learning about Nouns," chapter 1, pp. 10-14.  Discussion on how to write a well-developed paragraph.  Introduction to diagramming.	Identify nouns in Scripture.  In-class assignment: write a well-developed paragraph.
Week 2 01/26	<b>Quiz 1</b> on nouns.  Review homework: "Learning about Pronouns," chapter 2, pp. 17-24.	Identify nouns and pronouns in Scripture.  Diagramming exercises with emphasis on identifying nouns.  In-class assignment: write a well-developed paragraph.
Week 2 01/28	Further study of nouns and pronouns.	Diagramming exercises with emphasis on identifying nouns and pronouns.  In-class review of paragraph.
Week 3 02/02	<b>Quiz 2</b> on nouns and pronouns.  Review homework: "Learning about Verbs," chapter 3, pp. 27-31.  Introduction of How to Develop a Thesis Statement.	Identify nouns, pronouns, and verbs in Scripture.  In-class review of paragraph.  In-class assignment: Identifying and writing a thesis statement.
Week 3 02/04	Further study of nouns, pronouns, and verbs.  Discuss the components of an essay: Introduction, Body, and Conclusion.	Diagramming exercises with emphasis on identifying nouns, pronouns, and verbs.  In-class assignment: Begin writing an essay.
Week 4 02/09	<b>Quiz 3</b> on nouns, pronouns, and verbs.  Review homework: "Learning about Adjectives" chapter 4, pp. 35-37.	Identify adjectives in Scripture.  Class review of essay.
Week 4 02/11	Further study of adjectives.	Diagramming exercises with emphasis on identifying adjectives.  Class review of essay.

Week 5 02/16	<b>Quiz 4</b> on adjectives.  Review homework: "Learning about Adverbs," chapter 5, pp. 41-44.  Define and explain the four types of writing genres: expository, persuasive, descriptive, and narrative.	Identify adjectives and adverbs in Scripture.  Class review of essay.
Week 5 02/18	Further study of adverbs.	Diagramming exercises with emphasis on identifying adverbs.  In-class assignment: Begin writing an expository essay.
Week 6 02/23	<b>Quiz 5</b> on adjectives and adverbs.  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.	Identify prepositions, conjunctions, and interjections in Scripture.  Class review of expository essay.
Week 6 02/25	Further study of prepositions, conjunctions, and interjections.	Diagramming exercises with emphasis on identifying prepositions, conjunctions, and interjections.  Class review of expository essay.
Week 7 03/02	<b>Quiz 6</b> on prepositions, conjunctions, and interjections.	Class review of expository essay.
Week 7 03/04	Review for Mid-Term Exam	
Week 8 03/09	<b>Mid-Term Exam</b>	
Week 8 03/11	Review homework: "More Learning about Nouns," chapter 9, pp. 64-77.  Further study of nouns.	Identify noun usage in Scripture.  In-class assignment: Begin writing a persuasive essay.
03/15- 03/19	<b>Spring Break</b>	
Week 9 03/23	<b>Quiz 7</b> on nouns.  Review homework: "More Learning about Pronouns," chapter 10, pp. 81-86.	Identify pronoun usage in Scripture.  Class review of persuasive essay.

Week 09 03/25	Further study of pronouns.	Class review of persuasive essay.
Week 10 03/30	<b>Quiz 8</b> on pronouns. Review homework: "More Learning about Verbs," chapter 11, pp. 91-108.	Identify verb usage in Scripture. Class review of persuasive essay.
Week 10 04/01	Further study of verbs.	In-class assignment: Begin writing a descriptive essay.
Week 11 04/06	<b>Quiz 9</b> on verbs. Review homework: Complete "More Learning about Adjectives," chapter 12, pp. 113-116, and "More Learning about Adverbs," chapter 13, pp. 117-121.	Identify usage of adjectives and adverbs in Scripture. Class review of descriptive essay.
Week 11 04/08	Further study of adjectives and adverbs.	Class review of descriptive essay.
Week 12 04/13	<b>Quiz 10</b> on adjectives and adverbs. Review homework: Complete "More about Prepositions," Chapter 14, pp. 123-126, and "More about Conjunctions," Chapter 15, pp. 127-130.	Identify usage of prepositions and conjunctions in Scripture. Class review of descriptive essay.
Week 12 04/15	Further study of prepositions and conjunctions.	In-class assignment: Begin writing a narrative essay.
Week 13 04/20	<b>Quiz 11</b> on prepositions and conjunctions.	Class review of narrative essay.
Week 13 04/22	Overview of parts of speech: Nouns, pronouns, and verbs.	Class review of narrative essay.
Week 14 04/27	Overview of parts of speech: Adjectives and adverbs.	Class review of narrative essay.
Week 14 04/29	Overview of parts of speech: Prepositions, conjunctions, and interjection.	Class review of narrative essay.
Week 15 05/04	Proofreading.	In-class: Proofreading of various texts and genres.
Week 15 05/06	Review for Final Exam	
Week 16 05/11	<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.





## On-Campus Course Syllabus **ADDENDUM FOR SP-21** ENG 090 L1 Developmental English

In the event that Criswell College has to close the campus to on-campus classes during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. **Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics.***

### **Course Requirements and Assignments**

**Note: No Changes to Course Requirements and Assignments.**

### **Remote Class Sessions: Identity and Participation Verification**

Zoom will be provided for class sessions; an email will be sent with logon instructions. If a student does not have access to a computer, her or she may join by telephone. Every student will be required to keep their video turned on from the beginning to the end of class.

### **Course Outline/Calendar**

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Week 2 01/26	<b>Quiz 1</b> on nouns.  Review homework: "Learning about Pronouns," chapter 2, pp. 17-24.	Identify nouns and pronouns in Scripture.  Diagramming exercises with emphasis on identifying nouns.  In-class assignment: write a well-developed paragraph.
Week 2 01/28	Further study of nouns and pronouns.	Diagramming exercises with emphasis on identifying nouns and pronouns.  In-class review of paragraph.
Week 3 02/02	<b>Quiz 2</b> on nouns and pronouns.  Review homework: "Learning about Verbs," chapter 3, pp. 27-31.  Introduction of How to Develop a Thesis Statement.	Identify nouns, pronouns, and verbs in Scripture.  In-class review of paragraph.  In-class assignment: Identifying and writing a thesis statement.
Week 3 02/04	Further study of nouns, pronouns, and verbs.  Discuss the components of an essay: Introduction, Body, and Conclusion.	Diagramming exercises with emphasis on identifying nouns, pronouns, and verbs.  In-class assignment: Begin writing an essay.
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Week 5	<b>Quiz 4</b> on adjectives.	Identify adjectives and adverbs in Scripture.

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Week 6 02/23	<b>Quiz 5</b> on adjectives and adverbs.  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.	Identify prepositions, conjunctions, and interjections in Scripture.  Class review of expository essay.
Week 6 02/25	Further study of prepositions, conjunctions, and interjections.	Diagramming exercises with emphasis on identifying prepositions, conjunctions, and interjections.  Class review of expository essay.
Week 7 03/02	<b>Quiz 6</b> on prepositions, conjunctions, and interjections.	Class review of expository essay.
Week 7 03/04	Review for Mid-Term Exam	
Week 8 03/09	<b>Mid-Term Exam</b>	
Week 8 03/11	Review homework: "More Learning about Nouns," chapter 9, pp. 64-77.  Further study of nouns.	Identify noun usage in Scripture.  In-class assignment: Begin writing a persuasive essay.
03/15- 03/19	<b>Spring Break</b>	
Week 9 03/23	<b>Quiz 7</b> on nouns.  Review homework: "More Learning about Pronouns," chapter 10, pp. 81-86.	Identify pronoun usage in Scripture.  Class review of persuasive essay.
Week 09	Further study of pronouns.	Class review of persuasive essay.

03/25		
Week 10 03/30	<b>Quiz 8</b> on pronouns. Review homework: "More Learning about Verbs," chapter 11, pp. 91-108.	Identify verb usage in Scripture. Class review of persuasive essay.
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Week 14 04/27	Overview of parts of speech: Adjectives and adverbs.	Class review of narrative essay.
Week 14 04/29	Overview of parts of speech: Prepositions, conjunctions, and interjection.	Class review of narrative essay.
Week 15 05/04	Proofreading.	In-class: Proofreading of various texts and genres.
Week 15 05/06	Review for Final Exam	
Week 16 05/11	<b>Final Exam</b>	

