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## English 107 ELEMENTS OF GRAMMAR

### Purpose

To enable students to use with ease the correct grammatical code of formal English in college writing, a variety of writing activities, socially and professionally.

### Objectives

- To compose complete sentences and to avoid sentence errors.
- To extend and transform sentences into a variety of effective sentence structures.
- To study, understand and use the grammatical code (nouns, verbs, modifiers, etc.) correctly and effectively in all forms of written composition.
- To comprehend language and use diction effectively as an effective writing tool.
- To formulate short pieces of coordinated writing for a variety of purposes (college classes, work place, community).
- To transfer effective grammatical skills in writing to other areas of the student's curriculum and life.
- To encourage discussion/debate on English usage in the American way of life.

### Assignments

A variety of work assignments (written and discursive) will be given for completion within the class period. All of these assignments will be given credit, and used in the formulation of your final grade. "In class" assignments cannot be made up.

Homework assignments will also be given to augment and challenge your comprehension of grammatical skills. ALL THESE WORK ASSIGNMENTS WILL BE FACTORS IN THE FORMULATION OF YOUR FINAL GRADE.

All homework assignments must be done in **ink, neatly** and on standard-sized, ruled notebook paper. Please identify papers with your name, course title, and date on the upper right-hand corner of the paper. Do not write on the "flip" side of each sheet. Computers/word processors may be used.

LATE WORK IS UNACCEPTABLE AND WILL BE PENALIZED A GRADE.

Tests and homework assignments will be evaluated with a letter grade (as per the class handout sheet with criteria for grade evaluation) and returned to the student for self assessment.

Test and quizzes on material covered will be administered only as a means of comprehension not as a mode of memorization of material. Tests/quizzes missed may not be made up.

### NOTE WELL:

Time given in class for completion of homework assignments must be used for this purpose only. This is not free time nor does it signal that the class session is over. This time may also be used to conference with me.

If you have a documented disability which affects your academic performance and you need an academic accommodation, please contact the Office of Disability Services, Room D102; Ph: 686.9330 or contact Michael Cooper, Director of Disability Services, Room D102, Ph. 686.9322

### Student Responsibilities

Attendance plays an important part in the formulation of the final grade. Students are expected to attend class regularly and punctually, to exhibit responsibility and self-discipline.

### EARLY DEPARTURES AND LATE ARRIVALS ARE UNACCEPTABLE AND WILL AFFECT YOUR FINAL GRADE.

Frequent absences, sporadic attendance, early departures, and late arrivals are not accepted practices. Such irresponsibility could result in a low or a failing grade, and these actions are disruptive to the class and disrespectful to your classmates. Study the class attendance policy handout.

Avoid being an obstacle to the learning of your peers by disturbing the class with private conversations or disruptive behavior. This includes text messaging; checking cell phones, other class work and disturbance of class time or class space. IF THIS SHOULD OCCUR, YOU MAY BE EXCLUDED FROM CLASS SESSIONS.

Pagers and cell phones are to be turned off during class sessions. Please inform me at the beginning of class if you "have to have" your service on. IF YOUR CELL PHONE GOES ON DURING CLASS, OR IF YOU HAVE TO LEAVE CLASS TO ANSWER YOUR CELL PHONE. YOU WILL BE DISMISSED FROM CLASS FOR THAT SESSION. CONTINUED INFRACTIONS WILL LEAD TO DISCIPLINARY ACTION AND PERMANENT DISMISSAL FROM CLASS.

**Use of cell phones or electronic gadgetry as a means of passing class time is prohibited, unacceptable and will be reasonable cause to dismiss you from class.**

No eating in class, only sodas, water, coffee permitted in class.

Required Text: English Grammar for the Utterly Confused. By Laurie Rozakis, Ph.D.

Optional: Webster's New World Misspeller's Dictionary

Updated: 9/9/09

## Week I

*"Pardon My Grammar"*

- A. Introduction – "Who Am I" – Instructor
- B. Breaking the ice – class profiles – student introductions
- C. Diagnostic questions and answers
- D. In class writing: "Who Am I; What's the Problem; So Tell Me."

## Week II

*"Eureka! I Have Discovered"*

- A. Explaining the Process of Success – Policy, Evaluation, and Preamble.
- B. Reflexive Learning – Definition – Learning how to keep the Reflexive Journal
- C. Practical Aspects of Reflexive Learning
  - 1. Begin Reflexive Journal as instructed in the handout
  - 2. Extra credit assignment

## Week III

*"Everything Has An Identity"*

- A. Week in Review – The Discovery Zone.
- B. Understanding Nouns – Definitions, Patterns
- C. Avoid the Pitfalls – Plural forms
- D. Some Oddities of Plurals

## Task:

- 1. Do Study Text pages 85 to 90.
- 2. Complete handout for home assignment.

## Week IV

*"I Have A Bad Connection"*

- A. Focusing on the Noun – Class Problems
- B. Understanding the Sentence – definition & format.
- C. Avoiding Basic Sentence Errors
- D. Learning and Practicing Sentence Structure.
- E. In-class practice exercises from assigned text book.

## Task:

- 1. Complete handouts for homework. Following instructions
- 2. Do Study pages 115 and 124.
- 3. Pay particular attention to shaded boxes on page 119.

Week V

*"It's Alive"*

- A. Finding Solutions to Headaches – Reviewing Class Problems & Concerns on Sentence Structure.
- B. Explaining the Verb:
  - 1. Definition and impact on composing
  - 2. Parts and Tenses: How do they fit?
- C. Stop! Think! Use!
  - 1. Distinguishing between Regular and Irregular Verbs.
  - 2. Irregular verbs in composing
  - 3. "To Be or Not To Be."
  - 4. Six misunderstood verbs – Analysis and practice

- Task:

- 1. In textbook, carefully study pages 35 – 37.
- 2. Assignment – See class handout.

Extra Credit: Practice Exercises on pages 41, 42, 43. Check answers pages 63-44.

Week VI

*"Me, Myself and I"*

- A. What's your problem? Class questions and comments about verbs.
- B. Discussing the pronoun – definition and functions
- C. Understanding pronoun types.
- D. Obstacles in pronoun usage in composition
  - 1. References and shifts
  - 2. Nominative vs. Objective – Dilemma
  - 3. Colloquialism Hang-ups. Right/Wrong?

Task:

- 1. Do exercises on page \_\_\_\_\_ and \_\_\_\_\_ from assigned text. Follow book instructions. For extra help and practice, refer to your textbook: Pages 19-30.
- 2. Complete homework assignment following printed instructions.

Week VII

*"Exotic, Compelling, Brilliant"*

- A. Discussion on concerns and problems from the last lecture.
- B. Understanding the modifier – Definition and function.
- C. Putting the adjective in perspective. – Define – Types – Usage – Effectiveness
- D. Scoping the adverb – formation and usage.
- E. Avoiding composing errors when using modifiers.
- F. Modifiers and the wonderful world of advertising.

Task:

- 1. Complete exercise in text, pages 56-58 as a warm up before doing your assignment. Answers on page 60.
- 2. As per instructions given in class, complete handouts:
  - a. using adverbs and adjectives correctly
  - b. correct usage of comparative and superlative forms.

Week VIII

*"How Do You Spell Relief"*

- A. Understanding Subject-Verb Agreement.
- B. Overview of plural formations for Nouns and Verbs.
- C. Analyzing "problem areas" in the correct usage of Subject/Verb agreement.

Task:

- 1. Finish homework handouts as directed. Pay particular attention to rules on page 66 and page 69.
- 2. Study pages 62-70 in your text. Practice Completion questions page 72 – 73.

Week IX

*"The Tower of Babel"*

- A. Understanding Language – A quiz and an annotated history.
- B. Analyzing Language Patterns – Formal vs. Informal.
- C. Americanism vs. The Queen's English.
- D. Problems in Language usage – Beauty and the Beast.

In class Tasks:

1. Practicing and understanding of British Colloquialism – See handout.
2. Handout Study – illustration of informal English.
3. Student Crossfire – “What’s Troubling You?”

Week X

*“I Have An Excedrin Headache”*

- A. A philosophy of punctuation usage.
- B. Simplistic guidelines for the usage of major punctuations.
- C. Facing the Grinch of Comma usage.

Task:

- Complete unpunctuated literary passage by supplying the proper punctuation where needed.