

**Carleton University
Winter 2021
Department of English**

ENGL 1008A: English Grammar: Fundamentals

Prerequisites: None

Preclusions: None

Format: Blended

Tuesday class: “asynchronous” lecture material to be posted by 10:05 am

Thursday class: “synchronous” lecture (10:05 am – 11:25 am)

Professor Wallace

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Phone: 520-2600 ext. 1039

Office Hours are by appointment, but please note the following:

**I will host a live, optional “group session” via Zoom every Tuesday and Thursday
Morning from 9:30 am – 10:00 am.**

PLEASE NOTE: This is not an ESL course. Students are expected to be fluent in English. For ESL courses please see: <https://carleton.ca/slals/esl/>

Studying English grammar can benefit students in several ways. A firm grasp of fundamentals can give you a better understanding of the nature (and even the peculiarities) of the English language. A better understanding of these phenomena can, in turn, give you the tools to be a better and more confident communicator in both written and spoken English.

The study of grammar is commonly divided into “descriptive” and “prescriptive” approaches. “Descriptive” approaches to the topic describe how a language actually functions across the totality of contexts in which it is used. “Prescriptive” approaches study and describe standards of correctness. This course strives to balance these approaches in an attempt to provide students with a firm command of the fundamentals of English grammar and grammatical terminology. Some attention to the origins and history of grammatical inquiry and the English language will sharpen our understanding of the parts of speech, syntax (word order), morphology (word forms), semantics (word meanings), and punctuation. Throughout the course, our attention will be on the basic unit of the sentence.

Students who complete the course will gain a clear understanding of how English “works.” They will also be able to work with traditional grammatical terminology, diagnose and correct errors, and express themselves in writing with clarity and precision.

Format: This “blended” course has been divided into 13 units. Each unit will combine asynchronous and synchronous elements. Every Tuesday, a group of presentation slides with voiceover lectures will be posted on cuLearn. Every Thursday, a synchronous (i.e., “live”) lecture / discussion will be held at the scheduled time. The synchronous meeting will take place via an online platform (likely Zoom). **Please note that this live session will be recorded and made available via cuLearn. Should scheduling conflicts or exceptional circumstances arise, I may have to record one or more asynchronous Zoom lectures in place of the expected synchronous sessions. In such cases, the asynchronous Zoom recordings will still be posted on cuLearn.**

Learning Outcomes

Students who complete this course will be able to:

- distinguish between descriptive and prescriptive approaches to grammar
- explain how the history of the English language shapes the language’s grammar
- use precise grammatical terminology for the parts of speech
- recognize and diagram a wide range of sentence patterns
- identify, produce, and punctuate simple, complex, and compound sentences according to academic / professional standards of speech
- diagnose and correct common errors in their own writing and in the writing of others

Required Texts

This course will run parallel to material in the following text:

Cindy L. Vitto, *Grammar By Diagram: Understanding English Grammar Through Traditional Sentence Diagramming*, 2nd ed. Peterborough: Broadview Press, 2006.

You can purchase this text directly from Broadview Press (either in print or as a digital PDF) at the following link: <https://broadviewpress.com/product/grammar-by-diagram-second-edition/#tab-description>

*Please note that copies of this text will also be available at Haven Books 43 Seneca Street, Ottawa, ON, K1S 4X2, (613) 730-9888: www.havenbooks.ca.

Broadview Press publishes a very helpful companion to this textbook: *Grammar By Diagram Workbook*. You may find this useful, and the two books can be purchased as a bundle for a discount via the Broadview website. You do not, however, need to purchase the workbook.

Required Evaluations

- 5% Early feedback quiz (via cuLearn)
- 30% Test 1 (via cuLearn)

- 30% Test 2 (via cuLearn)
 35% Final Exam (via cuLearn)

Please note that students must complete all course requirements in order to be eligible to pass the course.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Unit 1: Jan 12 and 14

- Introduction and overview; course business; history of grammar; history of the English language

Unit 2: Jan 19 and 21

- Eight Parts of Speech

Unit 3: Jan 26 and 28 (January 31 is last day for withdrawal with full fee adjustment)

- Seeing the Skeleton: Recognizing and Diagramming Basic Sentence Patterns (1)
- **Early feedback quiz (15 minutes) is to be completed on cuLearn on Thursday 28 January**

Unit 4: Feb 2 and 4

- Seeing the Skeleton: Recognizing and Diagramming Basic Sentence Patterns (2)

Unit 5: Feb 9 and 11

- Identifying and Correcting Common Errors (1)

WINTER BREAK Feb 15-19

Unit 6: Feb 23 and 25

- Compound Sentences

Unit 7: March 2 and 4

- Complex and Compound-Complex Sentences
- **Test 1 (based on Units 1-6) is to be completed on cuLearn between 11:30 am, January 4, and 4:00 pm, January 6. Details about the format of the test will be distributed during the first two weeks of class.**

Unit 8: March 9 and 11

- Identifying and Correcting Common Errors (2)

Unit 9: March 16 and 18

- Verbs (i.e., Finite Verbs)

Unit 10: March 23 and 25

- Verbals (i.e., Nonfinite Verbs)
- **Test 2 (based on Units 7-9) is to be completed on cuLearn between 11:30 am, March 23, and 4:00 pm, January 24. Details about the format of the test will be distributed during the first week after the Fall Break.**

Unit 11: March 30 and April 1

- Identifying and Correcting Common Errors (3)

Unit 12: April 6 and 8

- Punctuation
- Unit 13: April 13
- Conclusion / Review

***A Final Exam of three hours will take place during the formally scheduled exam period.**

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information, please go to: <https://carleton.ca/registrar/academic-integrity/>

REQUEST FOR ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520- 6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>