

ENGL 5167G: ENGLISH GRAMMAR
Howard 202
Mondays and Wednesdays, 1:30-2:45 PM
(CRN 80565)

Instructor: Dr. K. Seon Jeon
Office: Woodall Hall Room 134
Phone: 568-2054 Ext. 115
Email: jeon_kyongseon@colstate.edu
Office Hours: 12:00 – 1:30 PM on Mondays and Wednesdays & by appointment

COURSE DESCRIPTION

This course is a critical study of Modern English grammar and provides a general survey of different aspects of English grammar.

COURSE OBJECTIVES

Students will:

1. Develop an ability to analyze various aspects of English language syntactically and semantically.
2. Become familiar with the practical and theoretical literature on various aspects of English grammar.

REQUIRED MATERIALS

1. Greenbaum, S. and Quirk, R. (1990). A student's grammar of the English language. Harlow: Longman.
2. Chalker, S. (1992). A student's English grammar workbook. Harlow: Longman.
3. A campus e-mail account.

CLASS FORMAT: lectures, discussions of readings and lectures, activities and student presentations.

ATTENDANCE: Attendance is required. You are permitted 5 absences. There are NO excused absences. It is your responsibility to use your absences wisely.

COURSE REQUIREMENTS

EXAMS (60 %): There will be three exams, worth 20 % each. Each will include a variety of question-types (e.g., fill in the blank, short essay, identification etc). Most of the questions will be similar to the grammar exercises that you find in the workbook. No makeup exam will be given to anyone in any instances. If you have to miss an exam for a medical reason, please bring me a written note from the doctor. If you have a planned sports or other non-academic activity for the exam dates, please bring a written note from the dean.

CHAPTER PRESENTATION (15 %): Each student will be assigned a chapter in the textbook for a presentation to class. Thoroughly read and understand the content of the assigned chapter and present the core information to the class in a concise manner. Prepare a handout for your presentation and other visual aids are optional. The presentation may last for 20 minutes.

GROUP PROJECT/PRESENTATION (20%-undergraduate students): In a group of 2-3 people, you will give 20- minute presentation on an assigned grammatical structure or item. Your goal is to design an audience-specific lesson that will be informative, entertaining and relevant. Your audience could be third graders, high school sophomores, beginning ESL students, writing tutors, employees of a computer company, etc. Your lesson may include some grammar games and activities which will help your audience understand the grammatical target. Your date of presentation will depend on the grammatical point in schedule. The grammatical points you will need to teach in your lessons include verbs, nouns, adjectives, adverbs, prepositions, and various sentence types (questions, negations, directives, relative clauses, conditional sentences, direct and indirect speech). Feel free to use the materials on sale or come up with your own creative games or exercises.

ARTICLE CRITIQUE (20%- graduate students): You can choose one of the following topics; verbs, nouns, adjectives, adverbs, prepositions, various sentence types (questions, negations, directives, relative clauses, conditional sentences, direct and indirect speech), complementation, theme, focus, and information processing. Based on your chosen topic, pick a pedagogically or descriptive oriented article on the assigned grammatical aspect. You may consider an article from the list of references provided. Read the article and present a summary of the article to class on the assigned date. Finally, prepare a written summary of the article and turn it in to me at the end of your presentation.

CLASS PARTICIPATION (5 %): You are required to participate in class discussions and activities. Class participation grade is determined based on the quantity and quality of your efforts at class discussions and activities.

GRADES: Final letter grades will be based on the following scale:
A= 90=100% B= 80-89% C= 70-79 % D=60-69% F=below 60%

NOTE: Cheating is prohibited. All work assigned to individuals must be done by the individual student without any assistance from any person other than this professor. The control of cheating is everyone's business. During exams, keep your answers covered. Simply do your own work, and let others do their own. Lastly, if you know of cheating, report it to your professor.

Plagiarism will not be tolerated. Plagiarism is the presentation of another's work or ideas as one's own. Any act of plagiarism will result in the course grad of "F". Plagiarism includes the failure to credit either direct quotes or paraphrased information, as well as submitting unpublished work written by someone else under your own name. Questions regarding the definition of plagiarism should be directed to the instructor before work is submitted for grading.

SPECIAL NEEDS: The American with Disabilities Act assures every student the opportunity to receive assistance if he/she requires it to be successful in this of any other course at Columbus State University. If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) that may require you to need assistance attaining accessibility to instructional content to meet course requirements, we recommend that you contact the Office of Disability Services in the Center for Academic Support and Student Retention, Tucker Hall (706) 568-2330, as soon as possible. It is then your responsibility to contact and meet with the instructor. The Special Needs Office can assist you and the instructor in formulating a reasonable accommodation plan and provide support in developing accommodations for your disability. Course requirements will not be waived, but accommodations may be made to assist you to meet the requirements. Technical support may also be available to meet your specific need.

COURSE CALENDAR

<i>Date</i>	<i>Topics</i>	<i>Reading</i>	<i>Workbook Exercises</i>
Week 1 (Aug. 23, 25)	<i>Introduction</i> <i>Basic Terms</i> <i>Organization</i>	Chapter 1, 2	# 1, 2, 3, 4, 5, 6, 7
Week 2 (Aug. 30, Sept. 1)	<i>Verb forms and meanings/functions of verb</i> Chapter 3 presentation	Chapter 3	# 8, 9, 10, 21, 22, 23
Week 3 (Sept. 8)	<i>Meanings/functions of verb</i> Chapter 4 presentation	Chapter 4	# 26, 28, 31, 33, 39, 43, 45
Week 4 (Sept. 13, 15)	<i>Noun</i> Chapter 5 presentation	Chapter 5	# 49, 50, 51, 52, 54
Week 5 (Sept. 20, 22)	<i>Noun</i> Chapter 6 presentation Verb Lesson	Chapter 6	# 62, 64, 66, 67
Week 6 (Sept. 27, 29)	<i>Adjectives</i> Chapter 7 presentations Noun lesson	Chapter 7	# 70, 74, 75, 76
Week 7 (Oct. 4, 6)	Review (Oct. 4) Exam I (Oct. 6) Adjective Lesson		
Week 8 (Oct. 13)	<i>Adverbs</i> Chapter 8 presentation Adverb Lesson	Chapter 8	# 79, 82, 83
Week 9 (Oct. 18, 20)	<i>Prepositions</i> Chapter 9 presentations Preposition Lesson	Chapter 9	# 89, 90
Week 10 (Oct. 25, 27)	<i>Simple sentence, subject-verb agreement</i> Chapter 10 presentation	Chapter 10	# 93, 96, 99, 105

Week 11 (Nov. 1, 3)	<i>Sentence types and discourse functions</i> Chapter 11 presentation Simple sentence lesson	Chapter 11	# 106, 107, 108, 109
Week 12 (Nov. 8, 10)	<i>Pro-forms and ellipsis</i> Chapter 12 presentation	Chapter 12	# 112, 116, 120
Week 13 (Nov. 15, 17)	Review and Exam II		
Week 14 (Nov. 22)	<i>Coordination</i> Chapter 13 presentation Coordination Lesson	Chapter 13	# 123, 124, 126
Week 15 (Nov. 29, Dec. 1)	<i>Complex sentence</i> Chapter 14, 15 presentation Relative clause lesson	Chapter 14	# 129, 130, 137
Week 16 (Dec. 6, 8)	<i>Functions of subordinate clauses</i> Chapter 15 presentation	Chapter 15	# 141, 154, 155
Week 17 (Dec. 13)	Exam III		

References

Verbs

- Bowen, J.D. and McCreary, C. F. (1977). Teaching the English modal perfects. *TESOL Quarterly*, 11(3), 283-301.
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- Koustoff, L. (1993). Teaching perfective forms using Cuisenaire rods. *The Language Teacher*, 17(12), 23-27.

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- Richards, J. (1979). Introducing the perfect: An exercise in pedagogical grammar. *TESOL Quarterly*, 15(4), 391-402.
- Riddle, E. (1986). The meaning and discourse function of the past tense in English. *TESOL Quarterly*, 20(2), 267-286.

Noun

Articles

- Master, P. (1987). Generic *the* in scientific American. *English for Specific Purposes* 6:3, 165-186.
- Master, P. (1990). Teaching the English articles as a binary system. *TESOL Quarterly*, 24: 3, 461-498.
- Master, P. (1994). Consciousness raising and article pedagogy. In D. Belcher and G. Braine, (eds.), *Academic writing in a second language: Essays on research and pedagogy*. Norwood, New Jersey: Ablex.
- Master, P. (1996). *Systems in English Grammar*. Englewood Cliffs: New Jersey: Prentice-Hall. See pp. 215-228.
- Pica, T. (1983). The article in American English: what the textbooks don't tell use. In N. Wolfson and E. Judd (eds.), *Sociolinguistics and language acquisition*, 222-233. Rowley, Mass: Newbury House.

Reference and possession

- Larson, P. (1977). Teaching possessives. *CATESOL Newsletter*, 8:4.
- Staczek, J. (1987). Variation in the plural reflexive in spoken English: Preliminary evidence for merger. In A. R. Thomas (Ed.), *Methods in dialectology*. Clevedon, England: Multilingual Matters.

Partitive, collectives, and quantifiers

- Celce, M. (1970). The duality of collective nouns. *English Language Teaching*, 24(2).
- Kennedy, G. (1987). Quantification and the use of English: A case study of one aspect of the learner's task. *Applied Linguistics*, 8(3), 264-286.

Adjective

- Bolinger, D. (1967). Adjectives in English: Attribution and predication. *Lingua*, 18, 1-34.
- Klima, E. (1964). Negation in English. In J. Fodor and J. Katz (eds.), *The structure of Language*, Englewood Cliffs, New Jersey: Prentice-Hall, 246-323.
- Thompson, S. (1983). Grammar and discourse: The English detached participial clause. In F. Klein (ed.), *Discourse perspectives on syntax*. New York: Academic Press, 46-65.

Winer, L. (1995). Adjective order with buttons. In M. Pennington (ed.), *New Ways in Teaching Grammar*, Alexandria, VA:TESOL.

Adverb

Danielson, D. and Porter, P. (1990). *Using English: Your Second Language* (2nd ed.), Englewood Cliffs, New Jersey: Prentice Hall Regents, 181-196.

Thewllis, S. (1997). *Grammar Dimensions*, Book 3 (2nd ed.), Boston: Heinle & Heinle, 27-43 and 360-374.

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Preposition

Kennedy, G. (1990). Collocations: where grammar and vocabulary teaching meet. In S. Anivan (ed.), *Language Teaching Methodology for the Nineties*. Singapore: RELC, 212-229.

Kennedy, G. (1991). Between and Through: The company they keep and the functions they serve. In K. Aijmer and B. Altenberg (eds.), *English Corpus Linguistics*, London: Longman, 95-110.

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Todaka, Y. (1996). *Between and Among*: A data-based analysis. *Word*, 47(1), 14-40.

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Sentence Types

Questions

Danielson, D. and Porter, P. (1990). *Using English: Your Second Language* (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall, Chapter 4.

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- Williams, J. (1989). Yes/no questions in ESL textbooks and classrooms. *IDEAL* 4, 149-156.
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Negation

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Directives

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Complex Sentences

Relative clause

- Chiang, D. (1980). Predictors of relative clause production. In R. C. Scarcella and S. D. Krashen (eds.), *Research in Second Language Acquisition*. Rowley, MA: Newbury House.
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Conditional sentences

- Ford, C. E. and Thompson, S. (1986). Conditionals in discourse: A text-based study from English. In E. Tranggott et al (eds.). *On Conditionals*. Cambridge: Cambridge University Press.
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Direct and indirect speech

- Goodell, E. W. (1987). Integrating theory with practice: An alternative approach to reported speech in English. *TESOL Quarterly*, 21(2), 305-325.
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Complementation

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Theme, focus, and information processing

- Birner, B. J. (1994). Information status and word order: An analysis of English inversion. *Language*, 70(2), 232-259.
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