

LIN 4680.0w61 Modern English Grammar
 Fall 2015
 Office Hours: T 10a-noon (f2f)
 M 10a-noon (online)

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Syllabus

"Geometry is to sculpture what grammar is to the art of the writer."
 --Guillaume Apollinaire, 1913. (trans.)

Course Description:

Can you explain the difference between transitive and intransitive verbs? Between complements and objects? Between clauses and phrases? Between active and passive voice? This grammar class will teach you how.

English grammar is a fascinating subject that transcends questions such as, "Is it ok to end a sentence with a preposition?" Even the simple rules are not as simple as you might think. Experts often disagree, for example, about where to put the comma. Unfortunately, many self-appointed grammar cops know little about how the English language actually works.

It is true that if you're a native speaker of English, you're already an expert. However, this expertise is "innate"--it isn't conscious knowledge, but subconscious knowledge. In this class, you'll learn to consciously understand how your language works so you can enhance your own communication skills.

Making the transition from subconscious to conscious knowledge may not be easy. For one thing, whatever conscious knowledge you already have may be clouded by inaccuracies, even folklore. Since this class is based on research about how good speakers and writers actually use English, you may find it difficult because it's not what you're used to. For another, making the transition to conscious knowledge will require frequent practice. Because of this, you'll be expected to complete several assignments every week, and you'll be encouraged to complete additional practice exercises on your own.

Please note: Writers benefit from studying grammar in the same way that athletes benefit from studying anatomy. Grammar isn't a "how to write" class any more than anatomy is a "how to play your sport" class, but knowing how English works can help you write more effectively.

Because this class is offered as a W class, we will have no class meetings. Your work will be completed on Webcourses, an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab). Please check Webcourses daily to be sure you don't miss anything. If you haven't used Webcourses before, review the information at <http://online.ucf.edu/learn-online/knights-online/>. You will need reliable access to a computer with internet access. In a pinch, there are computers accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, see the links on the last page of this document.

Prerequisites: A grade of 'C' (2.0) or better in ENC 1102 and sophomore standing.

As the UCF catalog states: LIN 4680 CAH-ENG 3(3,0) Modern English Grammar: PR: Sophomore standing, and C (2.0) or better required in ENC 1102. Emphasis upon the analysis and comparison of traditional, structural, and transformational grammar.

Course Objectives:

By the end of the semester, you will be able to:

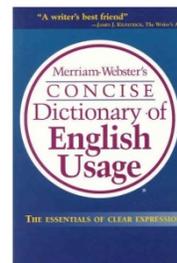
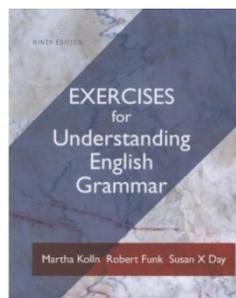
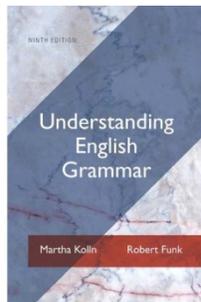
- Use grammar terminology correctly
- Distinguish form from function
- Locate specific constituent structures (e.g., passive voice verb phrases, relative clauses, etc.) in real-world texts
- Write texts that correctly use specific constituent structures
- Demonstrate knowledge of how sentence-level grammar contributes to the coherence of paragraphs and texts
- Understand and appreciate the natural variation that occurs in language across time, social situation, and social group, while recognizing the need for mastering Standard English
- Conduct basic research using digital language corpora

Course Texts:

- Kolln, Martha, and Robert Funk. *Understanding English Grammar and Exercises for Understanding English Grammar*. 9th ed. NY: Pearson, 2012. ISBN 9780205881772. You need both the textbook and the workbook.
- *Merriam-Webster's Concise Dictionary Of English Usage*. Springfield, MA: Merriam-Webster, 2002. ISBN 9780877796336 [MWCDEU] Every English major should own this book. ONLY this edition of this book is acceptable. Do not substitute another dictionary. If your cover doesn't look like the picture below, you have the wrong book!
- *The Oxford English Dictionary*. [available free online from the UCF library to students with valid library cards]
- *The American Heritage College Dictionary* 5th ed., ISBN 9780547041018, online at www.ahdictionary.com .
- Other readings available inside the course and on the Internet

Some have asked if other editions of the *Understanding English Grammar* textbook and *Exercises for Understanding English Grammar* workbook are acceptable. The grammar of English hasn't changed significantly from one edition to the next, so if you understand the concepts, you can probably succeed with a different edition. Because information can shift from chapter to chapter in different editions, you'll need to compare the current table of contents to the table of contents in your edition to make sure you're reading the right material. Beware of incomplete used workbooks. See additional information on the "Textbooks" page inside Webcourses.

For the table of contents of the textbook's current edition, go to www.pearsonhighered.com and search for *Kolln*.



Digital Humanities:

The digital humanities use digitized and digital materials to promote a greater understanding of traditional humanities concerns. In LIN 4680 Modern English Grammar, you will learn to use digital language corpora to research contemporary English usage in both spoken and written language. These corpora have transformed the work of practicing linguists.

Advice from Previous Students:

Here is ALL the "advice to future students," unedited, submitted to the end-of-semester survey during Fall 2014 (not everyone completed the survey). That class was an M class. I hope the comments give you an idea of what the class is like:

- Future students should complete all of the exercises and assignments in the grammar book and workbook. Many of the questions on the quizzes are extremely similar to the questions in the textbooks. Also, give yourself enough time each week to review many times. Some of the concepts in the class can be hard to understand.
- Do the exercises!! They help bring the chapters together.
- Some of the assignments are in multiple parts with different due dates, some of which don't show up in the "assignment" tab on the homepage, so I frequently found myself not realizing a part of it was due until almost too late. Make sure to check all parts of the course content for dates and consider getting a planner or other organizational device. [NB: THE "ASSIGNMENT" TAB IS NOW THE "TO DO" LIST; UNFORTUNATELY, IT STILL DOES NOT SHOW EVERY ASSIGNMENT. See here for more information: <http://online.ucf.edu/support/webcourses/other/to-do-list/>]
- Definitely work with a group. The assignments don't require meeting in person, so don't worry about working with strangers!
- Use a google calendar to keep due dates organized since webcourses dates aren't always accurate, especially for multi-part assignments.
- Stay on top of dates. Not everything that is due will show on Webcourses because there are multiple parts to some assignments.
- I would just make sure you keep up with Webcourses, because it's so easy to lose track of assignments. As long as you stay on top of things, you will do a good job in the course.
- Make sure that you buy all the reading material for this class prior to the class starting, because you will not survive without it.

- CHECK WEBCOURSES. CHECK WEBCOURSES. CHECK WEBCOURSES. A lot of the assignments are not difficult, but they are time consuming. So, start early!
- Just to do the workbook exercises and ask for help if you are struggling.
- First, keep up with the reading. Second, do all of the ungraded homework assignments. Third, do all the extra credit assignments offered. Fourth, work in a group for the GV assignments. Fifth, always check the calendar for assignments and do not rely upon the week-by-week updates on the WebCourses homepage. Sixth, email Dr. Young! She will always make time for your questions as long as you put forth effort in solving any issues before you email her.
- Be prepared to study a lot as well as work on Grammar several times over the course of a week. If you do, you will do well throughout the course.
- Definitely perform the exercises in the workbook, and also form a group with 4-5 other students for the group assignments. Make sure to designate the leader of the group to the person with the strongest sense of grammar knowledge (for this purpose you can compare scores from the Sentence Pattern test - a person who scored a 50/50 score should be the go-to person). The group leader should make time to look over the group members' answers and to investigate possibilities by using online dictionaries and the textbook. The group leader should be able to explain errors and make an effort to fix them. Use the Announcements section of your group's Webcourses page as a discussion thread for every group assignment.
- Don't come into this class thinking you're a grammar snob or a grammar Nazi because you're not. You just are not. Grammar is more complex than whatever assignments and lessons you had in high school. Stop thinking you're the shit because you'll just feel like shit.
- Get into groups early and participate as a group.
- I would tell other students to definitely read the textbook and highlight the information. Don't just read the textbook and forget about it. Mark what you want to know and what's important. Definitely make sure to complete all of the exercises in the textbook and workbook because those will help a lot for quizzes and discussions. Also, don't be afraid to join a group for the grammar voyeur assignments; working with a group greatly helped the workload and take off some of the pressure to complete those assignments accurately.
- Do the readings before the day Webcourses says they're due. Most grammar voyeur assignments are about the readings for that week and are due early in the week, and if you haven't done the readings before the first grammar voyeur you will have no idea what's going on.
- Group work is the key to success in this class; it can only help!
- Try to complete the work ahead of time, otherwise you will most likely fall behind. Do the readings and the workbook exercises; they help more than you could possibly imagine.
- When it comes to the Grammar Voyeur assignments, it's so much easier to turn the whole thing in the first time and then correct any mistakes for the graded turn in than it is to do something else. This way you have a higher chance of doing each task correctly.
- Join a study group! It's the most helpful thing for this class.
- Don't be overwhelmed with the workload. I was worried in the beginning of the course because I thought I wouldn't be able to complete the grammar voyeur assignments without a group. Even though there was more ground to cover completing the assignments without a group, I think I learned so much more and got the most out of this class. If you know you work better alone, then you will be able to complete all of the grammar voyeur assignments without a group and still pass the class. Also, don't be afraid to contact the professor when you have questions. She is very helpful and very encouraging. She wants you to succeed, and she wants you to know all of the material.
- This will most likely be your most difficult class. Do not take it lightly!
- Be organized, do your best to keep up, and do all the reading and ungraded assignments right from the beginning, but don't get too overwhelmed if every new concept doesn't seem to fall into place immediately. For me, this was a subject I just needed to learn through practice. In the first half of the semester I felt like I was struggling to understand everything and I had to look things up in the textbook to double check almost every part of an assignment in order to get through it. After a while, things started to sink in, and I realized I was actually understanding concepts and feeling more confident in my answers. Just make sure you do all the work, especially if you are struggling. It will help!

And here's a summary of these students' answers to questions about the course (N=23):

<p>How often should the website be accessed? 2-4 days a week: 9% 4-7 days a week: 57% More than once a day: 39%</p>	<p>Will you keep your book? I bought it and I'll keep it: 69% I bought it and I'll sell it or give it away: 4% I borrowed/rented my book so I can't keep it: 26%</p>
<p>The type of assignment that taught me the most was: Grammar Voyageur: 65% Discussion: 4% Quizzes: 17% Ungraded exercises in workbook/textbook: 57%</p>	<p>The grammar I've learned this semester helps me see how grammatical choices influence the message: Strongly agree: 65% Somewhat agree: 39%</p>
<p>The grammar I've learned this semester will help me in my future writing / editing / teaching: Strongly agree: 78% Somewhat agree: 22% Somewhat disagree: 0% Strongly disagree: 0%</p>	<p>After taking this class, how likely is it that you'll take another LIN class? Very likely: 39% Somewhat likely: 48% Somewhat unlikely: 9% Very unlikely: 9%</p>

Course Grading:

This information may change as the semester progresses. For current details about assignments and deadlines, please see the "Calendar" inside the course website and the gradebook inside the course website. Work starts in the course on the very first class day of the semester.

Learning the technical material in this class will require frequent practice, which translates to a significant time commitment and numerous deadlines. Expect at least 3 deadlines a week. If you know your schedule will be irregular due to business trips or other commitments, you should complete your work early. Work submitted late will not earn credit.

Your course grade will be based on completion of weekly assignments and test scores, using a 1000-point scale:

A	931 - 1000+	B-	800-830	D+	661-699
A-	900-930	C+	761-799	D	631-660
B+	861-899	C	700-760	D-	600-630
B	831-860	C-	(not used)	F	below 600

Any extra assigned points (i.e., past 1000) are intended to compensate for occasional problems such as a brief illness or technical problem. If you encounter such problems often, you should expect to earn a lower course grade. Because I provide plenty of opportunity for everyone to earn a good grade, I do not also "round up" semester grades. If you finish the semester with 899 points, your grade is a B+. Please do not ask me to round it up to an A-.

See policy on "Late and Missed Assignments, Quizzes, Tests" below. For information on Late Add, Late Drop, Late Withdrawal, Medical Withdrawal, and Grade Forgiveness processes, contact UCF Academic Services (below).

Gradebook:

The gradebook in Webcourses adds up all the points you have earned. You start the semester with a grade of zero, and every time you complete an assignment, your grade increases by the points you earned on that assignment. For example, if you have earned 497 points so far, and you earn 3 of 20 possible points on the next assignment, you then have 500 points.

Webcourses will display your average grade so far, but that average will include extra credit points in the total and may or may not include missed assignments in the total. THE WEBCOURSES AVERAGE IS A ROUGH INDICATOR, NOT YOUR ACTUAL GRADE.

Your actual grade is calculated from the points you have earned. To see the points you have earned, scroll to the end of the gradebook. The "Total" row displays points as a fraction: points earned / points possible. The first number, the numerator of the fraction, is what your course grade will be based on. If, at the end of the semester, you've earned 791 points, your grade will be a C+, regardless of Webcourses considers that 791 of 800 points or 791 of 1100 points. (Why? Because the "points possible" denominator can change depending on how many assignments you have attempted.)

The advantages of this type of gradebook:

- You always know where you stand. I have no "private" gradebook. You see the same grades that I see (except that I can see everyone's grades and you can only see your own).
- Your grade never goes down. If you have 750 points and you earn a zero on the next quiz, you still have 750 points.

- It's easy to see how many points you need to get the grade you want. For example, if you have 750 points going in to the final exam and you want a B in the course (which is 831 points or higher (above)), you need to earn an 81 on the final ($831 - 750 = 81$).
- When we get to the end of the semester, it'll be easy to figure out your course grade. Just look at your total points and match them to the grading scale above.

Please monitor your grades throughout the semester and contact me privately through Webcourses mail if you have any questions. Also, please review the page called "Grade FAQs" inside Webcourses for answers to frequently asked questions.

Course Policies:

Assignment Format: All coursework should be completed according to the course protocols (below). Work that is not completed properly will not earn full credit.

Broken links: All URLs were checked for accuracy at the beginning of the semester, but web links can change without warning. If you notice any broken links, please (1) search for the correct link and (2) let me know.

Changes to this syllabus: It may be necessary to change this syllabus during the semester. Any changes will be posted to the course website.

Computer Viruses: You are required to use a reputable anti-virus program to participate in this course. Please remember to update your virus definitions regularly (your software documentation will tell you how to do this). Every time you transmit a virus, your grade for the course will be reduced by one full letter.

Conduct: As you learned when you were accepted at UCF, you must follow the personal and academic conduct guidelines in The Golden Rule (<http://www.goldenrule.sdes.ucf.edu>)

Contacting Your Instructor: Once the semester starts, *all private communication with me should be sent through the Conversations tool inside Webcourses*. Check Webcourses daily. Even if you contact me via another means, I will ordinarily respond via Webcourses, because Webcourses is FERPA compliant, and because Webcourses content needs to be as complete as possible for archival purposes.

You can count on me to respond to messages within 48 hours, 72 hours on weekends, though usually I respond much more quickly, often within an hour or two. If you write while I am teaching another class f2f, obviously I can't respond until the class is over and I'm back at the computer. If you write after I have shut down my computer for the night, I won't respond until the next day. If you write on a weekend, I may not be able to respond until the following Monday.

If Webcourses is unavailable, email me at byoung@ucf.edu from your Knight's Email account—not from any other email address. Be sure to tell me your full name and which course/section you're taking.

Due to university budget cuts, I have no office phone. Emergency phone messages can be left with the English department (407-823-5596). That phone number connects with voice mail; periodically during business hours, a staff member retrieves messages, writes them down, puts them in mailboxes, and if they seem urgent, sends them via phone or email. You'll save time by contacting me through Webcourses or (if you can't access Webcourses for some reason) email from your Knight's email account.

Of course you're always welcome to meet with me in my office! I see students f2f this semester during my f2f office hours and by appointment. I'm also able to arrange online meetings via the Webcourses Conferences tool.

All communication between you and me, and between you and other students, should be respectful and professional. Also, you should regularly check your Knight's Email account at <http://www.knightsemail.ucf.edu> for separate official communication from the university.

Copyright: Some materials used in this course may be protected by federal copyright law and are only for the use of students enrolled in this course, and only for the purposes associated with this course. It is a violation of US copyright law to retain or disseminate any such materials. Materials I have developed myself for this course are copyright ©2013-2023 Beth Rapp Young.

Disability Accommodation: If you have a disability that might affect your performance in this class, please let me know before the second week of the semester so that we can discuss what accommodations will be necessary. UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. The instructional media and materials for this class are accessible to students with disabilities. If you are having difficulty accessing them, let me know. No accommodations will be provided until you have met with me to request them. Students who need accommodations must be registered with Student Accessibility Services <http://sas.sdes.ucf.edu/> before any accommodations can be provided.

Documenting Academic Activity: All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the "Grammar Machine" assignment by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Final Exam: UCF requires that a final exam be given in every course (exceptions require special advance permission from university administration). So yes, we will have a final exam, it will be cumulative, and it will be administered online.

Graded Work: You can expect graded work to be returned to you two weeks after the deadline or two weeks after you turn it in, whichever is later (although often I return work more quickly). Be sure to read my comments in Webcourses! You need to click through to the individual questions view in order to see the comments, which are often not visible on an “overview” or “summary” page. The individual questions view will also show whether you have earned partial credit for an answer. Contact tech help if you cannot find the detailed comments I write on graded assignments and quizzes. If you wish to question or appeal a grade, please do so in writing via Webcourses within ten calendar days of when the grades for that assignment were distributed. Course grade appeals will follow the procedure outlined in The Golden Rule (<http://www.goldenrule.sdes.ucf.edu>).

Grammar Mistakes in Course Materials: You may occasionally notice grammar mistakes or typos on course materials. As you probably suspect, these mistakes are intentionally inserted for the amusement of students who enjoy finding them and pointing them out to others. You can demonstrate your skill at proofreading by (nicely) letting me know what you have discovered, so the mistake can be corrected.

Group Work: I very strongly urge you to join a study group to discuss the exercises and prepare for the tests. In fact, collaboration is encouraged strongly enough that you can treat the assignments marked with a *G* (but only those—not other assignments, papers, quizzes, or tests) as group projects if your study group so desires. Generally the group assignments are more work, and are worth more points, than individual assignments. If you work as a group, please turn in one answer for the entire group, and mark it with the name of everyone who worked on the assignment. After the work has been graded, whoever has submitted the assignment must share my comments with the group. Please also make an effort to determine who is responsible for what part of your group’s work at the outset. I have no desire to adjudicate intragroup disputes. NOTE: Individual assignments must be entirely your own work, and there must be no collaboration on the tests and quizzes.

Incompletes: A grade of “incomplete” can be awarded only for a documented emergency that occurs at the end of the semester (e.g., an appendectomy causes you to miss the final exam). For emergencies that occur earlier in the semester, contact UCF Academic Services (below) about other options such as Medical Withdrawal. Incompletes are given at my discretion. If, in my judgment, you couldn’t pass the class even with more time, I reserve the right to deny your request.

Language Taboos: Any course about language will address some of the negative uses of language, including words that are considered not just impolite, but abhorrent. Please be forewarned that there may be some use, discussion, and/or analysis of words and phrases which may make you uncomfortable or perhaps even offend you. Sometimes we have to analyze uses of language that some may find wrong in order to understand how language works. When such cases arise, I will attempt to handle them with as much sensitivity as possible. Even if you feel that such discussions have no place in the classroom, please be aware that I am not attempting to insult or attack you in any way, but rather that I am attempting to bring us all to an understanding of the ways language is used in real life.

Late or Missed Assignments, Quizzes, Tests: Assignments will earn no credit if submitted late. Missed quizzes may not be made up. Missed exams may be made up only if you have a documented approved reason for missing the exam, such as hospitalization. There are two reasons for this policy: (1) The nature of the work. Many assignments build on work submitted previously. For example, you may be required to share information with your team on one day, and then analyze all the shared information two days later. There's no point in submitting additional information after your team has already finished its analysis. (2) The pace of the class. Spending time on past assignments can prevent you from keeping up with current assignments.

To compensate for unavoidable scheduling conflicts and last-minute emergencies, I’ve provided extra credit assignments, and made most assessments available for more than one day. If you experience so many scheduling conflicts or emergencies that the extra credit and lengthy assessment availability can’t make up for them, you should expect to earn a lower course grade.

Webcourses will close quizzes and tests precisely at the deadline. To be sure you get the full allotment of time to finish, start early enough. For example, if the quiz allows you 60 minutes and closes at 11:59 p.m., be sure you start 60 minutes BEFORE 11:59 p.m. If you start at 11:58 p.m., you will have only one minute. Occasionally Webcourses may display a range of “available” dates that differ from the “due date.” Your deadline is the “due date.”

Notifications: You are responsible for maintaining Webcourses Notifications settings that keep you apprised of course developments, including any changes to assignment requirements. I cannot adjust deadlines or requirements because you somehow did not see a Notification. You can find a complete list of assignment deadlines on the Syllabus Webcourses page. Do not rely on the “To Do” list or the drop-down “Assignments” list; these lists are compiled through an automated process and students have reported that they are incomplete (see here for more information: <http://online.ucf.edu/support/webcourses/other/to-do-list/>). I have no control over what does or does not appear on the “To Do” list.

You can import the calendar information from Webcourses to an electronic calendar such as Google or Outlook. See here for more information: <https://community.canvaslms.com/docs/DOC-1286> or contact tech support.

Plagiarism: Collaboration is encouraged on exercises marked with a *G* (see Group Work, above). However, collaboration is NOT allowed—it is considered plagiarism or cheating—on all other papers, assignments, quizzes, and tests. Plagiarism is using the words or ideas of another without proper acknowledgment. This includes sharing or discussing answers for homework, quizzes, extra

credit assignments, tests, or any coursework for which you each receive individual credit. This also includes using teacher's manuals that give answers to you, and software that diagrams sentences for you, rather than figuring out these out yourself. If any of your coursework is plagiarized, you can expect to fail the course and/or to be reported for university disciplinary action.

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/> .

Privacy: Your work may be used anonymously as an example in other classes or workshops for educational/research purposes only. For example, I might quote from one of your assignments in a journal article or conference presentation, without revealing your identity. If you do NOT wish your work to be used in this manner, let me know *in writing* within one week of the date your course grades are available to you on myUCF. (This date is listed on UCF's Academic Calendar as "Grades available on myUCF.") Your course grade will stay the same whether or not you allow your work to be quoted in this way. If you give me your "opt out" note after the date I'm required to input grades (listed as "Grades due on myUCF"), I won't even know of your decision when submitting your grade.

Record Keeping: Save copies of all your work, including graded homework assignments, all your drafts, and any work with my comments on it. (Comments on teamwork can be found in the assignment dropbox of whoever turned it in; that team member should share comments with everyone who worked on the assignment.) You should save this information until you have received your final grade for the course.

Sexual Harrassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act, intended to eliminate sex discrimination in education, covers discrimination in programs, admissions, and activities, as well as student-to-student sexual harassment. It covers not only employees of the University but also students. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the University's Equity Coordinator. The campus Equity Coordinator is the Director of the Office of Equal Opportunity and Affirmative Action Programs (contact information below).

Textbook Exercises: Exercises in the textbook and workbook are assigned because completing the exercises will help you learn the material. In fact, students in previous semesters have consistently indicated that they learned more from the ungraded exercises than any other kind of assignment! Questions from these exercises will be included on quizzes. Your textbook and workbook supply answers to odd-numbered questions, which should enable you to determine whether you have understood the material. If you want me to check your even-numbered questions for correctness, I will, provided that you send them to me during the week that they are assigned. I won't have time to check several weeks' worth of exercises at once. The more of you who request me to check the weekly exercises, the longer it will take, especially if you submit answers towards the end of the week, so I can't promise to get you the information before the quiz period closes, but I'll do the best I can. Note that this applies to UNGRADED exercises only. I won't pre-grade any graded assignments (though I will answer specific questions about them and I'm happy to coach you through solving them).

Tutoring: Unfortunately, I don't normally know any grammar tutors (though you should check with me to be sure). The University Writing Center (UWC) does not offer grammar tutoring, though it's a great resource for writing papers. As you know from experience, someone can be great at writing but not so great at analyzing syntax. Do not expect the UWC to help with identifying sentence patterns, clause types, etc. If you know of a good grammar tutor, or if you would like to offer your services as a grammar tutor, please post the information to Webcourses.

Course Protocols:

All coursework should be completed according to these protocols. Work not completed according to protocol will not earn credit.

Notifications:

- Click your name in the top right corner of Webcourses, then click "Notifications" in the left toolbar, then set your Notifications in such a way that you won't overlook important information.
- I recommend that you set the following items to notify you "ASAP":

<i>Due Date</i>	<i>Discussions</i> (everything in this category)
<i>Course Content</i>	<i>Communications</i> (everything in this category)
<i>Calendar</i>	<i>Submission Comment</i>
<i>Announcement</i>	<i>Alerts</i> (everything in this category)
<i>Grading</i>	

Conversations:

- Check Webcourses daily.
- Send course-related private correspondence to Dr. Young via Webcourses Conversations, not email. (See "Contacting Your Instructor" above.)

- Do not send Conversation messages to “Everyone” or “All Students.” Replies to those messages also default to everyone, and inboxes can get cluttered very quickly. If you have a general question for the class, post it to the Discussions.
- Before mailing Dr. Young with general questions about the course, post your questions to the Discussions. The more people who see your question, the quicker you're likely to get an answer. Also, if you're wondering about something, chances are that someone else is wondering, too. By asking questions publicly, you're helping your classmates learn.
- Please be patient. Remember that most of us receive mail from many different sources outside this class; repeated "Did you get . . ." messages will overload mailboxes, making it more difficult for people to respond quickly. Do let Dr. Young know if a classmate hasn't answered your message within 48 hours.
- Please be prompt. If a classmate sends you a message, please respond in a timely fashion (within 48 hours). Poor communication with classmates will affect your grade.

Discussions:

- Send messages intended for just one reader by Conversations instead of posting them to the discussion. For example, questions about why you got your grade should be sent via Webcourses Conversation to Dr. Young.
- Give your discussion topic a very clear, specific title! For example, instead of calling it “Homework,” call it, “Transforming passive to active.” The more informative your discussion titles, the easier it will be to locate information later.
- Every discussion message you post should be courteous and clear. (Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.) Avoid posts that only say "I agree"; they won't earn credit.
- Do not post discussion messages that do nothing more than complain about the assignments or the class. Such messages are disruptive and will be deleted. Students who are repeatedly disruptive will be banned from course discussions, making it impossible for them to earn full credit for discussion assignments.
- Sometimes you won't be able to see other students' messages until you have posted your own message.
- Consider composing longer messages in a word processor, then copying/pasting your words into the discussion message.

File Attachments

- Whenever possible, copy/paste your work into Webcourses. Do not submit work as an attachment unless you have no other choice.
- Any attachments should be submitted in .pdf format.
- Remember that once your attachment is downloaded or printed, it has been completely disconnected from your message. Therefore it is very easy for your work to be misplaced or overlooked if you haven't labeled your attachment properly. Every attachment you submit during this course should:
 - Include your full name and the assignment name in the FILENAME of the attachment
 - Include your full name and the assignment name INSIDE the attachment
- Work that does not follow these protocols (especially if your name is missing) will not earn full credit!

Grammar Voyeur *G* Assignments:

- Copy/paste your answers into the assignment drop box—no attachments, please.
- Include bibliographic information, along with the URL where each “snapshot” was taken, whether or not the assignment specifically requests URLs. If you found the snapshot in a BYU corpus, include a link to the search that retrieved it.
- Follow the formatting specified in each assignment.
- Groups should designate ONE person to submit the assignment on behalf of the group. That person should name everyone who contributed to the work, and that person should share Dr. Young's comments on the graded work.
- Organize group submissions so that similar snapshots are grouped together. For example, all examples of passive phrases using “not” should be grouped together.
- No points will be awarded for examples taken from a grammar book or grammar website.
- Group members who don't contribute to the assignment will earn a zero. Everyone who does contribute will earn the same grade. Dr. Young grades only the answers that are submitted for grading in part II.
- Each “snapshot” can only earn points once per assignment. For example, the passive phrase “have not been being read” can earn points either for “not” or for “been being,” but not for both.

Group Work:

- Clearly label group work with the names of EVERYONE who contributed. Everyone who contributes to a group project will earn the same grade for that project.
- Only ONE person in the group should submit the work—don't make me sort through multiple copies of the same answers! Webcourses may tell everyone else that the project was “missed,” but as long as I can determine who did what, I can record grades for everyone no matter what Webcourses says.
- Sometimes Webcourses will reset group member grades back to zero after they have been entered. If this happens to you, let me know, and I will re-enter your grade. In my experience, the grade sticks the second time it is entered.
- Format your work consistently. For example, questions should be answered in order, fonts should not change unnecessarily, numbering should go in numerical order, answers should be reasonably parallel in structure, and so on. Someone will probably need to clean up the document formatting after all contributions have been copied and pasted together. Work with glaring format problems will not earn full credit.

- Read my comments on graded group work. Whoever submitted the assignment is responsible for sharing my comments with everyone else. You can access my comments the same way you access comments on graded individual assignments in the assignments tool.
- Review the page in the webcourse called “Study Groups” for more information.

Homework in the Quizzes Tool:

- Homework in the quizzes tool normally has no time limit, just a deadline.
- Do not click “submit” until you are ready for the assignment to be graded. If you want to pause your work and start it again later, you should be able to exit without submitting and resume that same attempt any time before the deadline.
- After you submit an attempt, you won’t be able to see your answers from that attempt until the work has been graded. If you accidentally click “submit” too soon, you can ask me to allow a new attempt, but you’ll need to start from the beginning. I can’t re-open your old attempt and I can’t grade answers that are scattered across multiple attempts.

HELP! I need this class to graduate this semester, and I’m not doing very well!

This class can be challenging, but every semester, people DO learn the material and go on to graduate. You can succeed too. Inside Webcourses, the pages called “Resources” and “Advice” have useful information for you.

Some students run into trouble because they dutifully read the chapter, understand the chapter, and figure their job is done. Or they read the chapter, don’t understand it, and just keep re-reading it hoping things will clear up.

You can’t learn this material only by reading about it. And your job isn’t done when you understand how your textbook author has explained concepts. Your job is done when you can apply the concepts to new examples. That’s why so much homework has been assigned: **simply reading and understanding the chapter will not be enough for you to learn the material.**

Please share any study ideas you develop—I’m always collecting good strategies to pass along to future classes.

Technical Support and Useful Links:

Print this page NOW and store it in a safe place so that you'll have the information available whenever you experience computer problems.

NEVER SPEND MORE THAN AN HOUR trying to fix problems by yourself! UCF offers wonderful technical support—please save yourself some time and stress by availing yourself of it. Don't assume they can't help you—ask them. See the list of useful contact information below. When you ask for help, you are also doing a good deed: you are teaching UCF's tech help people about the kinds of problems students encounter in these courses. The more that is known about problems you encounter, the more that can be done to help prevent such problems in the future.

So **DON'T STRUGGLE ALONE!** Ask the tech people for help when you encounter glitches. Especially ask tech support when you have a problem during a quiz or test; in fact, it's best to take quizzes and tests when tech support is available by phone. (NB: your professor is not trained to do tech support, though she is happy to provide sympathetic moral support.)

Network outages: On occasion, you may be unable to access the course due to network outages. Such problems are usually resolved quickly. Please don't panic if this happens to you—just keep checking the network, and eventually you'll be able to access the course again. Depending on where the problem has occurred, the tech support staff at your internet service provider or UCF's Help Desk (see "Useful Links" below) should be able to estimate when everything will be back to normal. When you are able, post your work along with an explanation of what happened.

Broken Links: Although all links are checked immediately before the semester starts, "link rot" is a fact of online life. If you discover a broken link in the course, try to find the page through an alternate route (google, yahoo, the search function at the site you need). If it's a Webcourses link that is broken (e.g., a class assignment page), let Dr. Young know, and then check back periodically to see if it has been fixed. If the link can't be fixed within a reasonable time, we'll work out some kind of alternative, don't worry.

Back-ups: Technical difficulties can cause serious problems, especially if you procrastinate. Back up your files regularly and store backup copies in a location separate from your computer. Use a surge-protected power source (one that also protects your internet connection) and avoid using your computer during thunderstorms. A lightning strike could wipe out you and your computer.

Break-downs: Think of your computer as your transportation to the class. If you are enrolled in a face-to-face class and your car keeps breaking down, you will be expected to find another way to get to class. In an "M" or "W" class, if your computer keeps breaking down, you will be expected to find another way to access the class. Fortunately, public libraries and campus computer labs offer free Internet access. See "Useful Links" below for more information about campus computer labs.

If you experience repeated technical problems, consider dropping the course. Petitions for late withdrawal may be filed in UCF's Academic Services Office. (See "Useful Links" below for contact information.)

Useful links:

***Webcourses Tech Help: Contact Online@UCF Support (407) 823-0407, onlinesupport@ucf.edu or online.ucf.edu/support/

- Academic Services Office: <http://www.academicsservices.ucf.edu>
- Canvas (Webcourses) documentation: <https://community.canvaslms.com/community/answers/guides>
- Computer Lab Information (now called "Technology Commons"): <http://www.computerlabs.ucf.edu>
- Computer Store: <http://www.cstore.ucf.edu>
- BYU Corpora (COCA, COHA, etc.): <http://corpus.byu.edu/problems.asp>
- Online Learning Student Information Pages: <http://online.ucf.edu/learn-online/>
- English Department: <http://www.english.cah.ucf.edu/>
- Office of Equal Opportunity and Affirmative Action Programs: <http://eeo.ucf.edu/>
- Golden Rule (UCF student handbook): <http://www.goldenrule.sdes.ucf.edu>
- Library: <http://library.ucf.edu> See also "Off-Campus Access" <http://library.ucf.edu/Databases/OffCampus/default.php> and "Ask A Librarian" <http://library.ucf.edu/Ask/>
- Student Accessibility Services: <http://sas.sdes.ucf.edu/>
- UCF Ombuds Office: <http://www.ombuds.ucf.edu/> The University Ombuds Office provides all members of the university community (students, staff, faculty, and others) an informal, independent, confidential, neutral office that offers assistance and impartial advice regarding concerns related to the University.

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[Jump to Today](#)



“Geometry is to sculpture what grammar is to the art of the writer.”
 –Guillaume Apollinaire, 1913. (trans.)

Welcome! Please read this page AND read the complete course syllabus, which is [here, in .pdf format](#)

(<https://webcourses.ucf.edu/courses/1134170/files/47004073/download?wrap=1>) (<https://webcourses.ucf.edu/courses/1134170/files/47004073/download?wrap=1>)
 (<https://webcourses.ucf.edu/courses/1134170/files/47004073/download?wrap=1>). Also read an [introduction to the class](#)
 (<https://webcourses.ucf.edu/courses/1134170/pages/introduction-to-the-class>).

For a complete list of assignment deadlines in chronological order, scroll down. The list might take a little while to load.

Please note: Writers benefit from studying grammar in the same way that athletes benefit from studying anatomy. Grammar isn't a "how to write" class any more than anatomy is a "how to play your sport" class, but knowing how English works can help you write more effectively.

Disability Accommodation: If you have a disability that might affect your performance in this class, please let me know before the second week of the semester so that we can discuss what accommodations will be necessary. UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. The instructional media and materials for this class are accessible to students with disabilities. If you are having difficulty accessing them, let me know. No accommodations will be provided until you have met with me to request them. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone (407) 823-2371, sas@ucf.edu, sas@ucf.edu, sas.sdes.ucf.edu (<http://sas.sdes.ucf.edu>), before any accommodations can be provided.

If you are on active duty in the military or deployed overseas, please contact me so we can discuss technology needs and assignment timelines.

No f2f meetings: Because this class is offered as W class, we won't ever meet f2f. All work will be completed here on Webcourses. Please check Webcourses daily to be sure you don't miss anything. If you haven't used Webcourses before, click the "Help" button in the top right of this screen and select "Knights Online." You will need reliable access to a computer with internet access. In a pinch, there are computers accessible to you in all UCF's computer labs, and most public libraries provide computers connected to the internet.

A GREAT DEAL OF ADDITIONAL INFORMATION (including the first few reading assignments, for those waiting for textbooks to arrive) is available in the course [Pages](#) (<https://webcourses.ucf.edu/courses/1134170/pages/>). Take some time to look around and familiarize yourself with what is there.

Date	Details	
Mon Aug 24, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123413&include_contexts=course_1134170)	10am to 12pm
	First Day Activities (https://webcourses.ucf.edu/courses/1134170/assignments/3981491)	due by 11:59pm
	Readings: Grammar Overview (https://webcourses.ucf.edu/courses/1134170/assignments/3981509)	due by 11:59pm
Tue Aug 25, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123414&include_contexts=course_1134170)	10am to 12pm
Wed Aug 26, 2015	Exercises (do them every week) (https://webcourses.ucf.edu/courses/1134170/assignments/3981503)	due by 11:59pm
	Practice Quiz for Prescriptive vs Descriptive Rules (https://webcourses.ucf.edu/courses/1134170/assignments/3981493)	due by 11:59pm
Thu Aug 27, 2015	Drop/swap ends (https://webcourses.ucf.edu/calendar?event_id=1122908&include_contexts=course_1134170)	12am
	Syllabus and Webcourses Quiz (https://webcourses.ucf.edu/courses/1134170/assignments/3981459)	due by

Fri Aug 28, 2015	Add ends (https://webcourses.ucf.edu/calendar?event_id=1122907&include_contexts=course_1134170)	12am
	Grammar Machine (in First Day Activities) (https://webcourses.ucf.edu/courses/1134170/assignments/3981481)	due by 11:59pm
Sat Aug 29, 2015	Ch 1 The Study of Grammar: An Overview (https://webcourses.ucf.edu/courses/1134170/assignments/3981458)	due by 11:59pm
	Extra Credit: Identifying Form Classes (https://webcourses.ucf.edu/courses/1134170/assignments/3999807)	due by 11:59pm
Mon Aug 31, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123423&include_contexts=course_1134170)	10am to 12pm
	Perceived Grammaticality I (https://webcourses.ucf.edu/courses/1134170/assignments/3981492)	due by 11:59pm
	Readings: Constituency & Parts of Speech (https://webcourses.ucf.edu/courses/1134170/assignments/3981510)	due by 11:59pm
Tue Sep 1, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123416&include_contexts=course_1134170)	10am to 12pm
Wed Sep 2, 2015	Practice Grammar Basics with Online Quizzes As Needed (https://webcourses.ucf.edu/courses/1134170/assignments/3981504)	due by 11:59pm
Thu Sep 3, 2015	UCF game day closure (https://webcourses.ucf.edu/calendar?event_id=1124098&include_contexts=course_1134170)	12pm to 11:59pm
Fri Sep 4, 2015	Perceived Grammaticality II (https://webcourses.ucf.edu/courses/1134170/assignments/3981476)	due by 11:59pm
Sat Sep 5, 2015	Ch 2 An Intro to Words & Phrases (https://webcourses.ucf.edu/courses/1134170/assignments/3981460)	due by 11:59pm
Mon Sep 7, 2015	UCF Holiday (https://webcourses.ucf.edu/calendar?event_id=1123422&include_contexts=course_1134170)	12am
Tue Sep 8, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123497&include_contexts=course_1134170)	10am to 12pm
	Readings: Sentence Patterns (https://webcourses.ucf.edu/courses/1134170/assignments/3981511)	due by 11:59pm
Wed Sep 9, 2015	Practice with Beginner Sentence Pattern flashcards (https://webcourses.ucf.edu/courses/1134170/assignments/3981502)	due by 11:59pm
Sat Sep 12, 2015	Ch 3 Sentence Patterns (https://webcourses.ucf.edu/courses/1134170/assignments/3981469)	due by 11:59pm
Mon Sep 14, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123482&include_contexts=course_1134170)	10am to 12pm
Tue Sep 15, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123498&include_contexts=course_1134170)	10am to 12pm
Wed Sep 16, 2015	Practice by Playing Beginner Sentence Pattern Roulette (https://webcourses.ucf.edu/courses/1134170/assignments/3981527)	due by 11:59pm
Sat Sep 19, 2015	Extra Credit: Group Bonus for Sentence Pattern Test (https://webcourses.ucf.edu/courses/1134170/assignments/3981487)	due by 11:59pm
	SENTENCE PATTERN TEST (https://webcourses.ucf.edu/courses/1134170/assignments/3981466)	due by 11:59pm
Mon Sep 21, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123498&include_contexts=course_1134170)	10am to

	event_id=1123483&include_contexts=course_1134170	12pm
	E-Prime I (https://webcourses.ucf.edu/courses/1134170/assignments/3981494)	due by 11:59pm
	Readings: Verb Expansion & Corpus Searching (https://webcourses.ucf.edu/courses/1134170/assignments/3981512)	due by 11:59pm
Tue Sep 22, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123499&include_contexts=course_1134170)	10am to 12pm
Wed Sep 23, 2015	Practice by Playing Verb Rule Concentration (https://webcourses.ucf.edu/courses/1134170/assignments/3981525)	due by 11:59pm
Fri Sep 25, 2015	E-Prime II (https://webcourses.ucf.edu/courses/1134170/assignments/3981495)	due by 11:59pm
Sat Sep 26, 2015	Ch 4 Expanding the Main Verb (https://webcourses.ucf.edu/courses/1134170/assignments/3981468)	due by 11:59pm
	Extra Credit: Phrasal Verbs (https://webcourses.ucf.edu/courses/1134170/assignments/3981467)	due by 11:59pm
Mon Sep 28, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123484&include_contexts=course_1134170)	10am to 12pm
	E-Prime III (https://webcourses.ucf.edu/courses/1134170/assignments/3981478)	due by 11:59pm
	Grammar Voyeur Passive Voice *G* I (https://webcourses.ucf.edu/courses/1134170/assignments/3981496)	due by 11:59pm
	Readings: Transformations, Clefts, & Passive Voice (https://webcourses.ucf.edu/courses/1134170/assignments/3981513)	due by 11:59pm
Tue Sep 29, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123509&include_contexts=course_1134170)	10am to 12pm
Wed Sep 30, 2015	Practice with Passive Or Active? flashcards (https://webcourses.ucf.edu/courses/1134170/assignments/3981526)	due by 11:59pm
Fri Oct 2, 2015	Grammar Voyeur: Passive Voice *G* II (https://webcourses.ucf.edu/courses/1134170/assignments/3981483)	due by 11:59pm
Sat Oct 3, 2015	Ch 5 Changing Sentence Focus (https://webcourses.ucf.edu/courses/1134170/assignments/3981473)	due by 11:59pm
Mon Oct 5, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123485&include_contexts=course_1134170)	10am to 12pm
	Grammar Voyeur: Adverbials *G* I (https://webcourses.ucf.edu/courses/1134170/assignments/3981507)	due by 11:59pm
	Readings: Adverbials (https://webcourses.ucf.edu/courses/1134170/assignments/3981514)	due by 11:59pm
Tue Oct 6, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123511&include_contexts=course_1134170)	10am to 12pm
Wed Oct 7, 2015	Practice with Clause? Phrase? Neither? flashcards (https://webcourses.ucf.edu/courses/1134170/assignments/3981528)	due by 11:59pm
Fri Oct 9, 2015	Grammar Voyeur: Adverbials *G* II (https://webcourses.ucf.edu/courses/1134170/assignments/3981508)	due by 11:59pm
Sat Oct 10, 2015	Ch 6 Modifiers of the Verb: Adverbials (https://webcourses.ucf.edu/courses/1134170/assignments/3981475)	due by 11:59pm
Mon Oct 12, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?	10am to

	event_id=1123486&include_contexts=course_1134170	12pm
	Grammar Voyeur: Adjectivals *G* I	due by
	https://webcourses.ucf.edu/courses/1134170/assignments/3981506	11:59pm
	Readings: Adjectivals (https://webcourses.ucf.edu/courses/1134170/assignments/3981515)	due by
		11:59pm
Tue Oct 13, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar? event_id=1123512&include_contexts=course_1134170)	10am to 12pm
Wed Oct 14, 2015	Practice with Phrase Types flashcards	due by
	https://webcourses.ucf.edu/courses/1134170/assignments/3981529	11:59pm
Thu Oct 15, 2015	Dr. Young at a conference (https://webcourses.ucf.edu/calendar? event_id=1124686&include_contexts=course_1134170)	12am
Fri Oct 16, 2015	Dictionary Day (https://webcourses.ucf.edu/calendar? event_id=1123421&include_contexts=course_1134170)	12am
	Dr. Young at a conference (https://webcourses.ucf.edu/calendar? event_id=1124688&include_contexts=course_1134170)	12am
	Grammar Voyeur: Adjectivals *G* II	due by
	https://webcourses.ucf.edu/courses/1134170/assignments/3981505	11:59pm
Sat Oct 17, 2015	Dr. Young at a conference (https://webcourses.ucf.edu/calendar? event_id=1124690&include_contexts=course_1134170)	12am
	Ch 7 Modifiers of the Noun: Adjectivals	due by
	https://webcourses.ucf.edu/courses/1134170/assignments/3981465	11:59pm
	Extra Credit: Relative Clauses (https://webcourses.ucf.edu/courses/1134170/assignments/3981471)	due by
		11:59pm
Mon Oct 19, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar? event_id=1123487&include_contexts=course_1134170)	10am to 12pm
	Clauses I (https://webcourses.ucf.edu/courses/1134170/assignments/3981498)	due by
		11:59pm
	Grammar Voyeur: Nominal Clauses *G* I	due by
	https://webcourses.ucf.edu/courses/1134170/assignments/3981499	11:59pm
	Readings: Nominals (https://webcourses.ucf.edu/courses/1134170/assignments/3981516)	due by
		11:59pm
Tue Oct 20, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar? event_id=1123513&include_contexts=course_1134170)	10am to 12pm
Wed Oct 21, 2015	Back to the Future! (https://webcourses.ucf.edu/calendar? event_id=1123681&include_contexts=course_1134170)	4:29pm
	Practice with Clause Types flashcards	due by
	https://webcourses.ucf.edu/courses/1134170/assignments/3981530	11:59pm
Fri Oct 23, 2015	Clauses II (https://webcourses.ucf.edu/courses/1134170/assignments/3981497)	due by
		11:59pm
	Grammar Voyeur: Nominal Clauses II *G*	due by
	https://webcourses.ucf.edu/courses/1134170/assignments/3981484	11:59pm
Sat Oct 24, 2015	Ch 8 The Noun Phrase Functions: Nominals	due by
	https://webcourses.ucf.edu/courses/1134170/assignments/3981474	11:59pm

Mon Oct 26, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123489&include_contexts=course_1134170)	10am to 12pm
	Clauses III (https://webcourses.ucf.edu/courses/1134170/assignments/3981479)	due by 11:59pm
	Grammar Voyeur: Sentence Modifiers *G* I (https://webcourses.ucf.edu/courses/1134170/assignments/3981488)	due by 11:59pm
	Readings: Sentence Modifiers (https://webcourses.ucf.edu/courses/1134170/assignments/3981517)	due by 11:59pm
	Review Your Course Grade (https://webcourses.ucf.edu/courses/1134170/assignments/3981524)	due by 11:59pm
	Tue Oct 27, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123515&include_contexts=course_1134170)
Wed Oct 28, 2015	Practice with Advanced Sentence Pattern flashcards (https://webcourses.ucf.edu/courses/1134170/assignments/3981531)	due by 11:59pm
Fri Oct 30, 2015	Grammar Voyeur: Sentence Modifiers II *G* (https://webcourses.ucf.edu/courses/1134170/assignments/3981485)	due by 11:59pm
Sat Oct 31, 2015	Ch 9 Sentence Modifiers (https://webcourses.ucf.edu/courses/1134170/assignments/3981463)	due by 11:59pm
	Extra Credit: Raising and Reducing (https://webcourses.ucf.edu/courses/1134170/assignments/3981464)	due by 11:59pm
Mon Nov 2, 2015	Withdrawal deadline (https://webcourses.ucf.edu/calendar?event_id=1122922&include_contexts=course_1134170)	12am
	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123491&include_contexts=course_1134170)	10am to 12pm
	Inventing Sentences *G* I (https://webcourses.ucf.edu/courses/1134170/assignments/3981489)	due by 11:59pm
	Readings: Coordination (https://webcourses.ucf.edu/courses/1134170/assignments/3981518)	due by 11:59pm
Tue Nov 3, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123516&include_contexts=course_1134170)	10am to 12pm
Wed Nov 4, 2015	Practice by Playing Advanced Sentence Pattern Roulette (https://webcourses.ucf.edu/courses/1134170/assignments/3981532)	due by 11:59pm
Sat Nov 7, 2015	Ch 10 Coordination (https://webcourses.ucf.edu/courses/1134170/assignments/3981461)	due by 11:59pm
Mon Nov 9, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123492&include_contexts=course_1134170)	10am to 12pm
	Readings: Form Classes (https://webcourses.ucf.edu/courses/1134170/assignments/3981519)	due by 11:59pm
Tue Nov 10, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123519&include_contexts=course_1134170)	10am to 12pm
Wed Nov 11, 2015	UCF holiday (https://webcourses.ucf.edu/calendar?event_id=1123424&include_contexts=course_1134170)	12am
Fri Nov 13, 2015	Inventing Sentences *G* II (https://webcourses.ucf.edu/courses/1134170/assignments/3981486)	due by 11:59pm
Sat Nov 14, 2015	Ch 12 The Form Classes (https://webcourses.ucf.edu/courses/1134170/assignments/3981462)	due by 11:59pm
Mon Nov 16, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123493&include_contexts=course_1134170)	10am to 12pm

	event_id=1123493&include_contexts=course_1134170	12pm
	Readings: Structure Classes (https://webcourses.ucf.edu/courses/1134170/assignments/3981520)	due by 11:59pm
	Word Guess I (https://webcourses.ucf.edu/courses/1134170/assignments/3981501)	due by 11:59pm
Tue Nov 17, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123520&include_contexts=course_1134170)	10am to 12pm
Thu Nov 19, 2015	UCF closed for football (https://webcourses.ucf.edu/calendar?event_id=1123425&include_contexts=course_1134170)	3pm
Fri Nov 20, 2015	Word Guess II (https://webcourses.ucf.edu/courses/1134170/assignments/3981500)	due by 11:59pm
Sat Nov 21, 2015	Ch 13 The Structure Classes (https://webcourses.ucf.edu/courses/1134170/assignments/3981470)	due by 11:59pm
	Extra credit: Particle/Preposition Choice (https://webcourses.ucf.edu/courses/1134170/assignments/3981456)	due by 11:59pm
Mon Nov 23, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123494&include_contexts=course_1134170)	10am to 12pm
	Readings: Rhetorical Grammar & Purposeful Punctuation (https://webcourses.ucf.edu/courses/1134170/assignments/3981521)	due by 11:59pm
	Review the Grammar Cops I (https://webcourses.ucf.edu/courses/1134170/assignments/3981522)	due by 11:59pm
	Word Guess III (https://webcourses.ucf.edu/courses/1134170/assignments/3981480)	due by 11:59pm
Tue Nov 24, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123523&include_contexts=course_1134170)	10am to 12pm
Thu Nov 26, 2015	UCF holiday (https://webcourses.ucf.edu/calendar?event_id=1123426&include_contexts=course_1134170)	12am
Fri Nov 27, 2015	UCF holiday (https://webcourses.ucf.edu/calendar?event_id=1123427&include_contexts=course_1134170)	12am
Sat Nov 28, 2015	UCF holiday (https://webcourses.ucf.edu/calendar?event_id=1123428&include_contexts=course_1134170)	12am
Mon Nov 30, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123495&include_contexts=course_1134170)	10am to 12pm
	Review the Grammar Cops II (https://webcourses.ucf.edu/courses/1134170/assignments/3981523)	due by 11:59pm
Tue Dec 1, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1123524&include_contexts=course_1134170)	10am to 12pm
Fri Dec 4, 2015	Review the Grammar Cops III (https://webcourses.ucf.edu/courses/1134170/assignments/3981477)	due by 11:59pm
Sat Dec 5, 2015	End-of-Semester Survey--extra credit (https://webcourses.ucf.edu/courses/1134170/assignments/3981457)	due by 11:59pm
	Extra Credit: Grammar Voyeur Passive Voice Transformations *G* (https://webcourses.ucf.edu/courses/1134170/assignments/3981533)	due by 11:59pm
Mon Dec 7, 2015	Last Day of UCF Classes (https://webcourses.ucf.edu/calendar?event_id=1122925&include_contexts=course_1134170)	12am
	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1123496&include_contexts=course_1134170)	10am to 12pm
Tue Dec 8, 2015	Study Day (https://webcourses.ucf.edu/calendar?event_id=1122924&include_contexts=course_1134170)	12am

Fri Dec 11, 2015	FINAL EXAM (https://webcourses.ucf.edu/courses/1134170/assignments/3981472)	due by 11:59pm
Wed Dec 16, 2015	Course Letter Grade (https://webcourses.ucf.edu/courses/1134170/assignments/3981490)	due by 11:59pm
Mon Dec 21, 2015	Grades Available in MyUCF (https://webcourses.ucf.edu/calendar?event_id=1122923&include_contexts=course_1134170)	12am
