

## Syllabus

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

### Course Description:

Every company has at least one "grammar expert" who picks through prose looking for errors. Your company may even expect you to be that expert. If this prospect makes you nervous, you need this course! This course will teach you the fundamentals of English grammar. You'll also learn the difference between grammatical rules and folklore rules, so that you can safely navigate tricky passages when the rules aren't clear.

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.

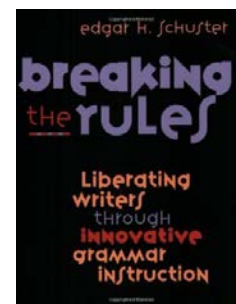
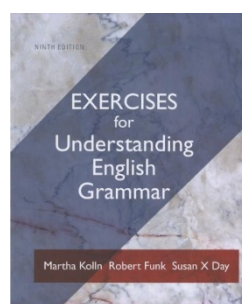
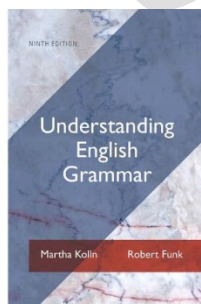
Because this class is offered as W class, we won't ever meet f2f. All work will be completed on Webcourses, an online course management system (accessed through [my.ucf.edu](http://my.ucf.edu) and then the "Online Course Tools" tab). Please check Webcourses daily to be sure you don't miss anything. If you haven't used Webcourses before, review the information at <http://online.ucf.edu>. 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 [http://www.registrar.sdes.ucf.edu/weg/quick\\_find/computer\\_labs/](http://www.registrar.sdes.ucf.edu/weg/quick_find/computer_labs/) and <http://www.sgalab.ucf.edu/>.

Catalog Description: PR: Graduate status or senior standing or C.I. (Consent of Instructor) An overview of modern grammar, including structural, transformational and rhetorical grammar, along with an examination of controversial usage.

### Course Objectives:

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

- Use grammar terminology correctly
- Analyze the grammatical structure of sentences within English texts, identifying various structures (e.g., prepositional phrases) and explaining their functions within the sentence
- Locate specific grammar elements in real-world texts
- Write texts that correctly use specific grammar elements
- 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. Although it is more difficult to use, another acceptable version of this text is available free online here: <http://books.google.com/books?id=2yJusPOvrdgC> **ONLY this book is acceptable. Do not substitute another dictionary.**
- Schuster, Edgar H. *Breaking the Rules: Liberating Writers Through Innovative Grammar Instruction*. Portsmouth, NH: Heinemann, 2003. ISBN 0325004781
- *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](http://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. You can probably use earlier editions, but doing so may make some coursework more difficult, because information has shifted from chapter to chapter. That said, 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 an older edition. You'll just need to compare the current table of contents to the older edition table of contents to make sure you're reading the right material, as chapters might have been rearranged. Beware of incomplete used workbooks.

For the table of contents of the textbook's current edition, go to [www.pearsonhighered.com](http://www.pearsonhighered.com) and search for *Kolln*.

## Comments from Previous Students:

Here are ALL the comments, unedited, submitted to the end-of-semester survey during Summer 2014 (not everyone submitted a comment). I hope these comments give you an idea of what to expect:

- Looking ahead at all of the assignments for the week will help you to manage your time effectively. Turn in as complete a grammar voyeur draft as you can; it makes for less work later and Dr. Young will get back to you with any big errors that she spots before you turn in the final copy.
- Try to complete the reading assignments at the beginning of each week so you can use and reference that material throughout the rest of the week.
- 1. Read the text and work through all the ungraded assignments. 2. Test yourself by looking for examples within reading you are already doing. 3. Check Webcourses daily. 4. Do the diagramming. 5. Ask lots and lots of questions of the instructor.
- Make sure you give this class the time it deserves. Granted, I took it in the summer which makes it even more time-intensive. But you should stay with it. Understanding grammar and its usage will empower you in whichever path you take in regards to writing.
- Find a rhythm that will allow you to complete the work the day before and check your web portal daily.
- The simple examples in the book are not representative of what is expected on the Grammar Voyeur Assignments and Tests. I would look for outside sources online whenever possible or in doubt. Stay current with the readings because it is easy to fall behind quickly, given the cumulative nature of the material.
- I would advise future students to keep a steady pace with the class, from the beginning, so they don't fall behind as the chapters become more complex. If they have a good grasp on the material from the get-go, especially with chapter 3, sentence patterns, they should do fine with most of the material. Above all, don't slack, as the material moves very quickly. Lastly, I would advise future students to seek out assistance from the instructor, work in groups, and take advantage of the quick communication you can receive on an on-line course. These things can make things much easier sometimes.
- The advice I would give would be to learn and learn thoroughly. Thankfully I had a pretty sound knowledge of grammar coming into this course, but there is always room to improve. If one speaks a language, it would be foolish not to command it at the greatest extent possible. Language is the most brilliant aspect of mankind's universe - it allows one access to the very world itself - and to squander that brilliance would be shameful.

- Check the website every day and don't fall behind on the readings. Read the chapters freshly before the quiz.
- Keep up to date on the assignments, read all the material, and do all the exercises before attempting the quizzes.
- I plan to use what I have learned this summer with my own secondary level students since traditional school grammar, in my experience, has not helped to make many students better writers. Categorizing grammar by sentence type made the material more comprehensible to me, and I hope will do the same for my students.
- It's very important to spend a lot of time reviewing the material. Some lessons are very intensive, including the sentence pattern and the relative clause units, and they take a lot longer to learn than earlier units.

And here's a summary of these students' answers to questions about the course:

<b>How often should the website be accessed?</b> 2-4 days a week: 9% 4-7 days a week: 54% More than once a day: 36%	<b>Will you keep your book?</b> I bought it and I'll keep it: 90% I bought it and I'll sell it or give it away: 9%
<b>The type of assignment that taught me the most was:</b> Grammar Voyageur: 45% Quizzes: 9% Ungraded exercises in workbook/textbook: 45% Corpus-based assignments: 27%	<b>The grammar I've learned this semester helps me see how grammatical choices influence the message:</b> Strongly agree: 54% Somewhat agree: 45%
<b>The grammar I've learned this semester will help me in my future writing / editing / teaching:</b> Strongly agree: 72% Somewhat agree: 27%	<b>After taking this class, how likely is it that you'll take another LIN class?</b> Very likely: 45% Somewhat likely: 45% Somewhat unlikely: 9%

### 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 "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:

I'll post all your assignment grades to the gradebook in Webcourses. Your course grade is based on a simple total of all the points you have earned by the end of the semester. 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 end up with 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.

To see how many points you have earned, look at the number in the “Total” row. The first number, the numerator of the fraction, is what your course grade will be based on. If, at the end 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 the Webcourses Conversations tool (click “Inbox” in the top right corner of the screen) if you have any questions.

See the Grade FAQs page on Webcourses for more information.

### 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.

If Webcourses is unavailable, email me at [byoung@ucf.edu](mailto: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.

Of course you’re always welcome to meet with me in my office! I see students f2f this semester on an appointment basis. 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 Disability Services, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, <http://sds.sdes.ucf.edu/> before any accommodations can be provided.

**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 put there 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 attack of appendicitis 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 Work:** Late work will not earn credit. If a deadline falls on an inconvenient day for you, submit your work early. If you miss a deadline, complete extra credit assignments to help make up the points. 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.

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 differs 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. I have no control over what does or does not appear on them.

**Plagiarism:** Plagiarism is using the words or ideas of another without proper acknowledgment, in an attempt to claim the work as your own. This includes sharing or discussing answers for homework, quizzes, extra credit assignments, tests, or any coursework for which you each receive individual credit. See the Golden Rule for more information on what constitutes academic misconduct. Academic misconduct can lead to your failing the course and/or being reported for university disciplinary action.

**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.

**Returned messages:** You can expect messages to be responded to within 48 hours, 72 hours on weekends, though often I respond much more quickly.

**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).

**Tutoring:** Unfortunately, I may not know of a grammar tutor (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 go to the UWC for 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.

**Ungraded 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).

## 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.
- 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>Files</i>	<i>Calendar</i>
<i>Announcement</i>	<i>Alerts</i> (everything in this category)
<i>Grading</i>	<i>Submission Comment</i>
<i>Invitation</i>	
- See here for more information: <http://guides.instructure.com/s/2204/m/8470/l/73162-how-do-i-set-my-notification-preferences> .

### 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 "Questions about homework," call it, "Questions about transforming passive to active." The Webcourses search function is terrible, so the more transparent 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 will not be counted for 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 complex 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 Voyer 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 in which you found it.
- Follow the formatting specified in each assignment.
- You have the choice of whether to work with a group or work by yourself on these assignments.
- 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.

#### ***Homework in the Quizzes Tool:***

- Homework in the quizzes tool normally allows unlimited attempts with no time limit per attempt.
- After you submit an attempt, you may not be able to see your answers from that attempt. If you think there is a chance you'll work more on the assignment, it's better to exit without submitting and resume that same attempt later. (Canvas will autosave your answers <http://guides.instructure.com/m/4212/1/50758-how-do-i-save-my-quiz> )
- On your final submission, be sure all of your answers are included in the SAME attempt, preferably the latest attempt. I cannot grade work that is spread across multiple attempts.

#### **Collaboration Guidelines:**

- Communicate regularly with your group. Exchange contact information at the beginning of the semester so that you can contact each other even during network outages. Check your class mail daily.
- Keep up with group deadlines. Many projects will have several deadlines in the same week. If you post your work late, your entire group will suffer.
- Consider using your group's Pages or Collaborations tool to compile and review group work. From there, you should be able to easily copy/paste into the assignment dropbox.
- Work through the assignment WITH your group.
- Address problems quickly. Little can be done to fix a situation several weeks after the fact. At the very least, contact people to try to find out why they aren't meeting their responsibilities.
- Decide in advance who will do which tasks. If you find yourself doing more than your fair share, don't just suffer in silence. Talk to your group about the problem. Maybe some of the work can be delegated to others; maybe some of the work is not necessary. Group members who don't participate in the assignment don't earn any points for the work.
- Early in the semester, agree on a method for resolving disagreements. For example, if you have a three-member group, a simple majority vote could settle any particular issue.
- Treat your group members courteously and professionally. For example, if someone in your group sends you a message, respond promptly. If you and your group agree to use synchronous chat to discuss issues, make sure you are online when you're supposed to be.

Groups that perform poorly often use the following procedure: 1. Divide up the work. 2. Appoint one person to compile and submit everyone's work. 3. Trust everyone to do their job. Your group will be more successful if you add a fourth step: **have EVERYONE in the group review the compiled work for correctness.** To do that, you must know the material well enough to spot mistakes. If you don't understand something, ask your group for an explanation. If no one in your group understands it, or if you don't understand the explanation, ask questions in the class Discussions. Formulating specific questions is a good activity for your group.

Sometimes the person who volunteers to compile the submission will order everyone to check their individual work and submit correct answers only. This strategy may sound good in theory, but I have never seen it work in practice. You are much more likely to notice problems with someone else's answers than with the answers you have been staring at on your own for some time. And you are even more likely to notice problems when your answers are side-by-side with the answers of everyone else in your group, because differences are more likely to stand out.

Above all, don't treat your group as a "drop box." **\*\*The most common reason for group failures is people "dropping off" their part I work and then disappearing until part II is about to be (or has already been) submitted.\*\*** It's NOT OK to say, "Gee, I'm sorry I didn't help with part II but I don't understand this stuff anyway." Talking through your confusion and trying to help complete the assignments is what will teach you the material. You won't learn much if you don't at least try to figure things out.

#### ***In Case of Problems in Your Group:***

You don't have to stay in a group if you don't want to. To leave a group, just tell your group members that you're leaving (so that they don't wait around for you) and submit your work individually from then on.

If one member of your group continually causes problems and your group can't stand it anymore, you all can form a new group without the problem person. You don't have to tell the problem person that you're forming a new group—you can just say you are



dropping out of the current group. You and the other group members can contact each other privately to arrange a new group. Do privately let Dr. Young know what is going on.

### **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. See the "Advice" page in Webcourses for some specific things you can do, and the "Resources" page for additional learning resources.

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 simply read it again hoping things will be different next time. You can't learn this material only through reading about it. And your job is NOT done when you understand the readings. Your job is done when YOU can APPLY the concepts to new examples. That's why I assign so much homework; that's why I provide so many additional resources. **Simply reading and understanding the chapter will not be enough.** Please share any great 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)823-3808 or <http://learn.ucf.edu/support/> \*\*\*

- Academic Services Office, AD 210, 407-823-2691, <http://www.academicsservices.ucf.edu>
- Canvas (Webcourses) documentation: <http://guides.instructure.com/>
- 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://learn.ucf.edu/>
- English Department: CNH 405, 407-823-2212, <http://www.english.cah.ucf.edu/>
- Office of Equal Opportunity and Affirmative Action Programs: MH 330, 407-UCF-1EE0 (407-823-1336), <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.asp> and "Ask A Librarian" <http://library.ucf.edu/Ask/>
- Student Disability Services: FC 132, 407-823-2371, <http://www.sds.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.

# LIN5675-14Summer CW61

[Jump to Today](#)



"Geometry is to sculpture what grammar is to the art of the writer."

-Guillaume Apollinaire, 1913. (trans.)

Welcome! Please read the official syllabus, which is [here](https://webcourses.ucf.edu/courses/1029838/files/36260786/download) (<https://webcourses.ucf.edu/courses/1029838/files/36260786/download>) in .pdf format. Also read an [introduction to the course](https://webcourses.ucf.edu/courses/1029838/wiki/front-page) (<https://webcourses.ucf.edu/courses/1029838/wiki/front-page>), including the [Advice](https://webcourses.ucf.edu/courses/1029838/pages/advice) (<https://webcourses.ucf.edu/courses/1029838/pages/advice>), [Grade FAQs](https://webcourses.ucf.edu/courses/1029838/pages/grade-faqs) (<https://webcourses.ucf.edu/courses/1029838/pages/grade-faqs>), and [Resources](https://webcourses.ucf.edu/courses/1029838/pages/resources) (<https://webcourses.ucf.edu/courses/1029838/pages/resources>) pages. Scroll down for a list of assignment deadlines. The list might take a little while to load.

**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 Disability Services, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, <http://sds.sdes.ucf.edu> (<http://sds.sdes.ucf.edu>) before any accommodations can be provided.

A GREAT DEAL OF ADDITIONAL INFORMATION is available in the [Readings Module](https://webcourses.ucf.edu/courses/1029838/modules/937172) (<https://webcourses.ucf.edu/courses/1029838/modules/937172>), and on the course [Pages](https://webcourses.ucf.edu/courses/1029838/wiki) (<https://webcourses.ucf.edu/courses/1029838/wiki>). Take some time to look around and familiarize yourself with what is here.

Date	Details	
Mon May 12, 2014	<a href="https://webcourses.ucf.edu/calendar?event_id=957073&amp;include_contexts=course_1029838">Classes Begin</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=957073&amp;include_contexts=course_1029838">https://webcourses.ucf.edu/calendar?event_id=957073&amp;include_contexts=course_1029838</a> )	12am
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186301">First Day Activities</a> ( <a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186301">https://webcourses.ucf.edu/courses/1029838/assignments/3186301</a> )	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186281">Grammar Machine (in First Day Activities)</a> ( <a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186281">https://webcourses.ucf.edu/courses/1029838/assignments/3186281</a> )	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186303">Readings week 1</a> ( <a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186303">https://webcourses.ucf.edu/courses/1029838/assignments/3186303</a> )	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186331">Exercises (do them EVERY WEEK)</a> ( <a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186331">https://webcourses.ucf.edu/courses/1029838/assignments/3186331</a> )	due by 11:59pm
Wed May 14, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186300">Grammar Instruction I</a> ( <a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186300">https://webcourses.ucf.edu/courses/1029838/assignments/3186300</a> )	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186304">Prescriptive/Descriptive Practice</a> ( <a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186304">https://webcourses.ucf.edu/courses/1029838/assignments/3186304</a> )	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186269">Syllabus and Calendar Quiz</a> ( <a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186269">https://webcourses.ucf.edu/courses/1029838/assignments/3186269</a> )	due by 11:59pm
Thu May 15, 2014	<a href="https://webcourses.ucf.edu/calendar?event_id=957074&amp;include_contexts=course_1029838">Drop/Swap ends</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=957074&amp;include_contexts=course_1029838">https://webcourses.ucf.edu/calendar?event_id=957074&amp;include_contexts=course_1029838</a> )	11:59pm
Fri May 16, 2014	<a href="https://webcourses.ucf.edu/calendar?event_id=957075&amp;include_contexts=course_1029838">Add ends</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=957075&amp;include_contexts=course_1029838">https://webcourses.ucf.edu/calendar?event_id=957075&amp;include_contexts=course_1029838</a> )	11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186249">Ch 1 The Study of Grammar: An Overview</a> ( <a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186249">https://webcourses.ucf.edu/courses/1029838/assignments/3186249</a> )	due by 11:59pm

	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186299">Grammar Instruction II (https://webcourses.ucf.edu/courses/1029838/assignments/3186299)</a>	due by 11:59pm
Sat May 17, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186282">Extra Credit: Identifying Form Classes (https://webcourses.ucf.edu/courses/1029838/assignments/3186282)</a>	due by 11:59pm
Mon May 19, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186274">Grammar Instruction III (https://webcourses.ucf.edu/courses/1029838/assignments/3186274)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186302">Perceived Grammaticality I (https://webcourses.ucf.edu/courses/1029838/assignments/3186302)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186319">Readings week 2 (https://webcourses.ucf.edu/courses/1029838/assignments/3186319)</a>	due by 11:59pm
Wed May 21, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186332">Online Practice As Needed (https://webcourses.ucf.edu/courses/1029838/assignments/3186332)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186273">Perceived Grammaticality II (https://webcourses.ucf.edu/courses/1029838/assignments/3186273)</a>	due by 11:59pm
Fri May 23, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186260">Exploring COCA (https://webcourses.ucf.edu/courses/1029838/assignments/3186260)</a>	due by 11:59pm
Sat May 24, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186259">Ch 2 An Intro to Words &amp; Phrases (https://webcourses.ucf.edu/courses/1029838/assignments/3186259)</a>	due by 11:59pm
Mon May 26, 2014	<a href="https://webcourses.ucf.edu/calendar?event_id=957080&amp;include_contexts=course_1029838">Memorial Day holiday (https://webcourses.ucf.edu/calendar?event_id=957080&amp;include_contexts=course_1029838)</a>	12am
Tue May 27, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186320">Readings week 3 (https://webcourses.ucf.edu/courses/1029838/assignments/3186320)</a>	due by 11:59pm
Wed May 28, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186330">Practice with Beginner Sentence Pattern Flashcards (https://webcourses.ucf.edu/courses/1029838/assignments/3186330)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186295">Web as Corpus (https://webcourses.ucf.edu/courses/1029838/assignments/3186295)</a>	due by 11:59pm
Sat May 31, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186258">Ch 3 Sentence Patterns (https://webcourses.ucf.edu/courses/1029838/assignments/3186258)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186288">Extra Credit: Group Bonus for Sentence Pattern Test (https://webcourses.ucf.edu/courses/1029838/assignments/3186288)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186264">SENTENCE PATTERN TEST (https://webcourses.ucf.edu/courses/1029838/assignments/3186264)</a>	due by 11:59pm
Mon Jun 2, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186305">E-Prime I (https://webcourses.ucf.edu/courses/1029838/assignments/3186305)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186307">Effective Verbs I (https://webcourses.ucf.edu/courses/1029838/assignments/3186307)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186321">Readings week 4 (https://webcourses.ucf.edu/courses/1029838/assignments/3186321)</a>	due by 11:59pm
Wed Jun 4, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186306">E-Prime II (https://webcourses.ucf.edu/courses/1029838/assignments/3186306)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186308">Effective Verbs II (https://webcourses.ucf.edu/courses/1029838/assignments/3186308)</a>	due by 11:59pm
Fri Jun 6, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186275">E-Prime III (https://webcourses.ucf.edu/courses/1029838/assignments/3186275)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186276">Effective Verbs III (https://webcourses.ucf.edu/courses/1029838/assignments/3186276)</a>	due by 11:59pm
Sat Jun 7, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186270">Ch 4 Expanding the Main Verb (https://webcourses.ucf.edu/courses/1029838/assignments/3186270)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186271">Extra Credit: Phrasal Verbs (https://webcourses.ucf.edu/courses/1029838/assignments/3186271)</a>	due by 11:59pm
Mon Jun 9, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3208881">Practice with Passive or Active? flashcards (https://webcourses.ucf.edu/courses/1029838/assignments/3208881)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186296">Prescription vs Practice Part I (https://webcourses.ucf.edu/courses/1029838/assignments/3186296)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186322">Readings week 5 (https://webcourses.ucf.edu/courses/1029838/assignments/3186322)</a>	due by 11:59pm
Wed Jun 11, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186309">Grammar Voyeur Passive Voice *G* I (https://webcourses.ucf.edu/courses/1029838/assignments/3186309)</a>	due by 11:59pm
Fri Jun 13, 2014		

	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186283">Grammar Voyeur: Passive Voice *G* II</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186283">https://webcourses.ucf.edu/courses/1029838/assignments/3186283</a>	11:59pm
Sat Jun 14, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186257">Ch 5 Changing Sentence Focus</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186257">https://webcourses.ucf.edu/courses/1029838/assignments/3186257</a>	11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3208737">Extra Credit: Effective Passive Voice</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3208737">https://webcourses.ucf.edu/courses/1029838/assignments/3208737</a>	11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3208761">Extra Credit: Measure Passives in WEAP</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3208761">https://webcourses.ucf.edu/courses/1029838/assignments/3208761</a>	11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186255">PART II TEST (https://webcourses.ucf.edu/courses/1029838/assignments/3186255)</a>	due by 11:59pm
		11:59pm
Mon Jun 16, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3202090">Practice with Clause and Phrase Flashcards</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3202090">https://webcourses.ucf.edu/courses/1029838/assignments/3202090</a>	11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186323">Readings week 6 (https://webcourses.ucf.edu/courses/1029838/assignments/3186323)</a>	due by 11:59pm
		11:59pm
Wed Jun 18, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186310">Grammar Voyeur: Adjectivals *G* I</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186310">https://webcourses.ucf.edu/courses/1029838/assignments/3186310</a>	11:59pm
Fri Jun 20, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186292">Grammar Voyeur: Adjectivals *G* II</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186292">https://webcourses.ucf.edu/courses/1029838/assignments/3186292</a>	11:59pm
Sat Jun 21, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186250">Ch 6 Modifiers of the Verb: Adverbials</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186250">https://webcourses.ucf.edu/courses/1029838/assignments/3186250</a>	11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186254">Ch 7 Modifiers of the Noun: Adjectivals</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186254">https://webcourses.ucf.edu/courses/1029838/assignments/3186254</a>	11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186262">Extra Credit: Raising and Reducing</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186262">https://webcourses.ucf.edu/courses/1029838/assignments/3186262</a>	11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186253">Extra Credit: Relative Clauses (https://webcourses.ucf.edu/courses/1029838/assignments/3186253)</a>	due by 11:59pm
		11:59pm
Mon Jun 23, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186312">Clauses I (https://webcourses.ucf.edu/courses/1029838/assignments/3186312)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186297">Prescription vs Practice Part II</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186297">https://webcourses.ucf.edu/courses/1029838/assignments/3186297</a>	
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186324">Readings week 7 (https://webcourses.ucf.edu/courses/1029838/assignments/3186324)</a>	due by 11:59pm
Wed Jun 25, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186311">Clauses II (https://webcourses.ucf.edu/courses/1029838/assignments/3186311)</a>	due by 11:59pm
		11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186313">Grammar Voyeur: Nominal Clauses *G* I</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186313">https://webcourses.ucf.edu/courses/1029838/assignments/3186313</a>	11:59pm
Fri Jun 27, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186277">Clauses III (https://webcourses.ucf.edu/courses/1029838/assignments/3186277)</a>	due by 11:59pm
Sat Jun 28, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186268">Ch 8 The Noun Phrase Functions: Nominals</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186268">https://webcourses.ucf.edu/courses/1029838/assignments/3186268</a>	11:59pm
Mon Jun 30, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186285">Grammar Voyeur: Nominal Clauses Part II *G*</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186285">https://webcourses.ucf.edu/courses/1029838/assignments/3186285</a>	11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3209275">Practice with Advanced Sentence Pattern Flashcards</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3209275">https://webcourses.ucf.edu/courses/1029838/assignments/3209275</a>	11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186325">Readings week 8 (https://webcourses.ucf.edu/courses/1029838/assignments/3186325)</a>	due by 11:59pm
		11:59pm

	<a href="https://webcourses.ucf.edu/calendar?event_id=957076&amp;include_contexts=course_1029838">Withdrawal Deadline (https://webcourses.ucf.edu/calendar?event_id=957076&amp;include_contexts=course_1029838)</a>	11:59pm
Wed Jul 2, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186289">Grammar Voyeur: Sentence Modifiers *G* I (https://webcourses.ucf.edu/courses/1029838/assignments/3186289)</a>	due by 11:59pm
Fri Jul 4, 2014	<a href="https://webcourses.ucf.edu/calendar?event_id=957079&amp;include_contexts=course_1029838">Independence Day holiday (https://webcourses.ucf.edu/calendar?event_id=957079&amp;include_contexts=course_1029838)</a>	12am
Mon Jul 7, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186326">Readings week 9 (https://webcourses.ucf.edu/courses/1029838/assignments/3186326)</a>	due by 11:59pm
Tue Jul 8, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186265">Ch 10 Coordination (https://webcourses.ucf.edu/courses/1029838/assignments/3186265)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186272">Ch 9 Sentence Modifiers (https://webcourses.ucf.edu/courses/1029838/assignments/3186272)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186293">Extra Credit: Phenomenology of Error (https://webcourses.ucf.edu/courses/1029838/assignments/3186293)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186286">Grammar Voyeur: Sentence Modifiers Part II *G* (https://webcourses.ucf.edu/courses/1029838/assignments/3186286)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186248">PART III TEST (https://webcourses.ucf.edu/courses/1029838/assignments/3186248)</a>	due by 11:59pm
Wed Jul 9, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186290">Inventing Sentences *G* I (https://webcourses.ucf.edu/courses/1029838/assignments/3186290)</a>	due by 11:59pm
Sat Jul 12, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186266">Ch 11 Morphemes (https://webcourses.ucf.edu/courses/1029838/assignments/3186266)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186251">Ch 12 The Form Classes (https://webcourses.ucf.edu/courses/1029838/assignments/3186251)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186263">Extra credit: Particle/Preposition Choice (https://webcourses.ucf.edu/courses/1029838/assignments/3186263)</a>	due by 11:59pm
Mon Jul 14, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186327">Readings week 10 (https://webcourses.ucf.edu/courses/1029838/assignments/3186327)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186318">Word Guess I (https://webcourses.ucf.edu/courses/1029838/assignments/3186318)</a>	due by 11:59pm
Wed Jul 16, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186287">Inventing Sentences *G* II (https://webcourses.ucf.edu/courses/1029838/assignments/3186287)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186317">Word Guess II (https://webcourses.ucf.edu/courses/1029838/assignments/3186317)</a>	due by 11:59pm
Fri Jul 18, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186278">Word Guess III (https://webcourses.ucf.edu/courses/1029838/assignments/3186278)</a>	due by 11:59pm
Sat Jul 19, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186247">Ch 13 The Structure Classes (https://webcourses.ucf.edu/courses/1029838/assignments/3186247)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186252">Ch 14 Pronouns (https://webcourses.ucf.edu/courses/1029838/assignments/3186252)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186256">PART IV TEST (https://webcourses.ucf.edu/courses/1029838/assignments/3186256)</a>	due by 11:59pm
Mon Jul 21, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186314">Effective Sentences I (https://webcourses.ucf.edu/courses/1029838/assignments/3186314)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186328">Readings week 12 (https://webcourses.ucf.edu/courses/1029838/assignments/3186328)</a>	due by 11:59pm
Wed Jul 23, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186316">Effective Paragraphs I (https://webcourses.ucf.edu/courses/1029838/assignments/3186316)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186315">Effective Sentences II (https://webcourses.ucf.edu/courses/1029838/assignments/3186315)</a>	due by 11:59pm
Fri Jul 25, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186279">Effective Paragraphs II (https://webcourses.ucf.edu/courses/1029838/assignments/3186279)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186280">Effective Sentences III (https://webcourses.ucf.edu/courses/1029838/assignments/3186280)</a>	due by 11:59pm
Sat Jul 26, 2014	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186246">Ch 15 Rhetorical Grammar (https://webcourses.ucf.edu/courses/1029838/assignments/3186246)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186294">Extra Credit: Rhetorical Punctuation Analysis (https://webcourses.ucf.edu/courses/1029838/assignments/3186294)</a>	due by 11:59pm

Mon Jul 28, 2014	<a href="#">Prescription vs Practice Part III</a> <a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186298">https://webcourses.ucf.edu/courses/1029838/assignments/3186298</a>	due by 11:59pm
	<a href="#">Readings week 13 (https://webcourses.ucf.edu/courses/1029838/assignments/3186329)</a>	due by 11:59pm
Thu Jul 31, 2014	<a href="#">End-of-Semester Survey--extra credit</a> <a href="https://webcourses.ucf.edu/courses/1029838/assignments/3186261">https://webcourses.ucf.edu/courses/1029838/assignments/3186261</a>	due by 11:59pm
Fri Aug 1, 2014	<a href="#">Summer C ends (https://webcourses.ucf.edu/calendar?event_id=957077&amp;include_contexts=course_1029838)</a> <a href="#">FINAL EXAM (https://webcourses.ucf.edu/courses/1029838/assignments/3186267)</a>	12am due by 11:59pm
Tue Aug 5, 2014	<a href="#">Course Letter Grade (https://webcourses.ucf.edu/courses/1029838/assignments/3186291)</a>	due by 11:59pm
Fri Aug 8, 2014	<a href="#">Grades available on MyUCF (https://webcourses.ucf.edu/calendar?event_id=957078&amp;include_contexts=course_1029838)</a>	12am