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 an M class, we will meet f2f on a limited basis. Most 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. 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/ and http://www.sgalab.ucf.edu/.

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
- 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
Course Texts:


- *The Oxford English Dictionary*. [available free online from the UCF library to students with valid library cards]


- 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.

**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. You will also learn to use the advanced search functions of the online Oxford English Dictionary to Investigate historical changes in the English lexicon.

**Comments from Previous Students:**

Here are ALL the comments, unedited, submitted to the anonymous end-of-semester survey during Fall 2013 (not everyone submitted a comment). That class was partly online, not fully online as our class will be. I hope the comments give you an idea of what the class is like:

- Attending class is necessary, but it is helpful. Make sure to check the syllabus and do not rely on webcourses.
- Make sure you do all the ungraded excersise and read all the chapters given. Keep track of the due dates.
- Make it your number one priority class or there is no way you will get an A. Unless you already have advanced technical grammar knowledge. In that case I guess you should just be annoying and offer to tutor people for money
- Do the exercises!!
- Take initiative, review past lessons, and analyze sentence and paragraph structures in the works you're currently reading.
- Furthermore, you should hire Alexander Page as your personal tutor. He holds a strong understanding of the course material, and his hourly rate is highly reasonable. Group sessions cost even less! [Remember: This comment was submitted by a student; it is not an endorsement by Dr. Young.]
- Visit the Professor for one-on-one help.
- Read the chapters and do the ungraded assignments! Don't be afraid to ask questions, dig deep, and get creative.
• Definitely join a group!!! And do as much extra credit as you can, it will help you in the end. Also, check web courses frequently.

• Read the chapters thoroughly and do the ungraded assignments in the workbook and textbook! Never miss class and always participate in the group work in class because talking it out and seeing how other people understand the material can help you to understand it. The class is scary at first, but it ends up being a lot of fun and really helpful in everyday life.

• Keeping up with the class is a must. Some of the material can be difficult but if you do the exercises and read the book it is definitely a class you can succeed in.

• Do the exercises, the homework, the quizzes, read the chapters, do everything and anything you can to succeed in the course. It is not a hard class, but not a class that you can pass by doing just the minimal amount of work.

• Be prepared to study.

• Definitely do the ungraded assignments in the workbook, they’re very helpful!! Also go to class because Professor Young is awesome, and she gives in class exercises that are even more helpful.

• The workbook concisely teaches much of the what the textbook teaches...do all of the workbook exercises and use the textbook to supplement...unless you love grammar and want to study every page of the text—which is cool. Also, find a good group. We were able to pick up slack for each other over the semester. Thanks for a great semester! This was a straightforward, no BS kind of class. I appreciated it, and your teaching style.

• Make sure to stay on top of everything, and you will be perfectly okay. Take the time to do the exercises both in the workbook and the book. The teacher is a great resource, so ask a lot of questions, utilize her office hours.

• If you are rusty with basic grammar rules, try to study that as much as possible in the first week before the heavy workload kicks in. It will be worth it. Do every single assignment, even if you don’t do well it will end up helping your grade.

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

<table>
<thead>
<tr>
<th>How often should the website be accessed?</th>
<th>Will you keep your book?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-4 days a week: 5</td>
<td>I bought it and I’ll keep it: 12</td>
</tr>
<tr>
<td>4-7 days a week: 9</td>
<td>I bought it and I’ll sell it or give it away: 3</td>
</tr>
<tr>
<td>More than once a day: 4</td>
<td>I borrowed/rented my book so I can’t keep it: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The type of assignment that taught me the most was:</th>
<th>The grammar I’ve learned this semester helps me see how grammatical choices influence the message:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Voyeur: 5</td>
<td>Strongly agree: 14</td>
</tr>
<tr>
<td>Discussion: 5</td>
<td>Somewhat agree: 4</td>
</tr>
<tr>
<td>Quizzes: 2</td>
<td></td>
</tr>
<tr>
<td>Ungraded exercises in workbook/textbook: 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The grammar I’ve learned this semester will help me in my future writing / editing / teaching:</th>
<th>After taking this class, how likely is it that you’ll take another LIN class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree: 13</td>
<td>Very likely: 5</td>
</tr>
<tr>
<td>Somewhat agree: 3</td>
<td>Somewhat likely: 7</td>
</tr>
<tr>
<td>Somewhat disagree: 2</td>
<td>Somewhat unlikely: 5</td>
</tr>
</tbody>
</table>

| 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+  
A- 900-930   
B+ 861-899   
B  831-860  
B- 800-830   
C+ 761-799   
C  700-760   
C-  (not used)  
D+ 661-699  
D  631-660  
D- 600-630  
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, just hover your mouse over the percent and it will display 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.

Example and FAQs:
Let’s say that you look in the gradebook right before you take the final exam. Webcourses tells you that your total is 82.3% (see image below). Does that mean you have a B- in the course? No, because the percent average is NOT your grade.

“Wait, how come the percent average is wrong?” The percent average is not wrong. It just tells you how many points you’ve earned *from the assignments you have completed**. If you only completed one 10-point assignment, and if you earned 9 points on it, your percent average would be 90%, but you would obviously not deserve an A in the class.

“Hey! My percent average without the extra credit is 82.4% and with the extra credit it’s 82.3%! I should not be penalized for doing extra credit!” Of course you are not penalized for doing extra credit! The percent average is NOT your grade. Every point you earned on the extra credit is included in the total points you have earned. Doing the extra credit can only help your grade, never hurt it.

“How do I know how many points I have? Do I have to add everything up myself?” You could add everything up yourself, but you don’t have to. Hover your mouse over that 82.3% and here is what you’ll see:

You have earned 728 points (out of 885 points possible on assignments you have completed). A 728 earns you a C. You already know you’re going to pass the class, and you haven’t even taken the final yet!
“But I want to earn a B in the course, not a C!” Keep earning points, and if you earn enough, you’ll get a B in the course. In this example, the final is still to come. Whatever points you earn on the final will be added to 728, and that new total will determine your grade in the class. For example, if you earn 103 points on the final, you’ll have 728 + 103 = 831 points in the class, a B.

“Hey, you said the course grade will be based on 1000 points. If I add the 885 points possible (in the above example) to the 110 points possible on the final, that’s only 995 points! Where are the missing points?” I have assigned more than 1000 points this semester, including the extra credit. All the points possible don’t show up if you don’t complete all the assignments.

Course Policies:

Assignment Format: All coursework should be completed according to the course protocols (below). Work that is not completed properly will not earn 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 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 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 available 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 down to view your submission in order to see the comments, which are often not visible on an “overview” or “summary” page.

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 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.

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.

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 count on me to respond to messages 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 what 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 in such a way that you won’t overlook important information.
- I recommend that you set the following items to notify you “ASAP”:
  - **Due Date**
  - **Course Content**
  - **Files**
  - **Announcement**
  - **Grading**
  - **Invitation**

- Discussions (everything in this category)
- Communications (everything in this category)
- Calendar
- Alerts (everything in this category)
- Submission Comment


**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 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, even if the assignment doesn’t specifically request 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.
• 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.
• 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. Here’s some advice if you absolutely need to pass this class this semester:

1. Keep up with the work! Each chapter builds on the next, so you can’t easily catch up if you fall behind. If you don’t understand a chapter, spend extra time on it NOW. The next chapter will be more of the same—only harder. Read the information I post in the Modules, Pages, and Discussions sections of the course. It seems that every semester, at least one desperate, failing student will confess that he or she didn’t read this material because “I didn’t have time.” If you’re busy, you’re busy, but skipping this information is like skipping class: you’ll learn less.

All deadlines are listed on the Webcourses Syllabus page and in the Webcourses Calendar. Take the time to note these deadlines on your own calendar—don’t rely on the “to do” prompts in Webcourses to tell you everything you need to know. I have already heard more “But I didn’t see it in the Webcourses to-do list” complaints than I can count. It’s not Webcourses job to make sure you do your work—it is your job. (I know you know this.)

A special note to those of you who are working full-time, enrolled in 12 hours or more, dealing with serious medical problems and taking care of family members, all during the same semester: don’t be too hard on yourselves. You may not be able to earn an A or even a B when you are extremely busy. This doesn’t mean you’re a failure; it just means you are overloaded.
2. **Do all the exercises!** Learning grammar is a lot like learning math. The material is easier to understand when you practice with it. Also, quiz questions are drawn directly from the exercises, so if you do the exercises, you'll do better on the quizzes. If you are saving money by not buying the workbook, maybe you can find someone to share it with and split the cost. If you are saving money by not buying the textbook, you’re very unlikely to pass the course.

3. **Identify where problems are coming from.** If your grade isn’t what you need it to be, why not? Are you having trouble meeting deadlines? Are you having trouble understanding sentence patterns—and if so, does the problem occur with every sentence pattern or just a couple of patterns? Or do you get mixed up when the sentence has been transformed to passive voice? Etc. The solution will obviously be different depending on what the problem is. It’s very rare for someone to be confused about everything, and if you let yourself believe the problem is everything, you can become too overwhelmed to continue. Look back through your graded work and see if you can identify where the problems occur and why. Then you’ll be able to ask better questions.

4. **Ask questions!** You don’t have to teach yourself. When you run into trouble understanding something, or when something doesn’t seem to be sinking in, ASK ME ABOUT IT. I CAN HELP YOU.

I can't tell what needs more explanation until you ask. But not all questions are equally answerable.

**Ask specific questions with specific examples.** I can’t respond effectively to "I don’t understand any of this stuff!” but I can answer questions such as, "Why does 'The kids on our block and their dogs' only equal one sentence slot?" (Because the nouns are both doing the same verb—they can be replaced by the pronoun "they"—they function together as the subject of the sentence.)

I’ll try to copy/paste the private Q&A anonymously to Discussions, since I’ve noticed that many times more than one person has the same question. It’ll help immensely if you put your questions in the Discussions to begin with, and even more immensely if you’ll help answer each other’s questions. :)

5. **Don’t ditch your team!** If you’re confused when completing teamwork, don’t disappear and tell yourself “I couldn’t have helped them anyway.” You’ll learn by participating, not by letting other people do the work for you. And if your team seems equally confused, work together to formulate useful questions to ask me.

6. **Seek out ancillary resources both in and out of the course.** Many helpful resources are linked from the Materials page. Some good external links:

- Sentence pattern flashcards: [https://materia.ucf.edu/play/2173/beginner-sentence-patterns](https://materia.ucf.edu/play/2173/beginner-sentence-patterns)
- Sentence pattern summaries: [http://www.towson.edu/ows/SentPatt.htm](http://www.towson.edu/ows/SentPatt.htm)
- Diagramming: I put diagramming resources, INCLUDING VIDEOS, in the Materials section of the course (scroll down to the bottom of the page).
- This link has parts-of-speech review information and sentence diagramming links too: [http://eleaston.com/grammar.html](http://eleaston.com/grammar.html)
- This site simplifies verbs a bit too much (e.g., conflating “be” verbs with “linking” verbs), but it does explain things very clearly: [http://www.chompchomp.com/menu.htm](http://www.chompchomp.com/menu.htm)

Also, remember that you very likely have other references at your fingertips. Some of these questions will be answered in a handbook (e.g., *Quick Access, Everyday Writer*, etc.---often required by first-year composition) or a dictionary (you DO have a good dictionary, right? For this class, we will use [www.ahdictionary.com](http://www.ahdictionary.com)) or even google (insert standard web “don’t believe everything you see online—be cautious” disclaimer here).

For general study advice, see these research-based articles:

- Why Students Think They Understand—When They Don’t: [http://www.aft.org/newspubs/periodicals/ae/winter0304/willingham.cfm](http://www.aft.org/newspubs/periodicals/ae/winter0304/willingham.cfm)

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. **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, e.g., Slate’s search function searches the www.slate.com website). 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/ ***

- Canvas (Webcourses) documentation: http://guides.instructure.com/
- Computer Lab Information (look for “Student Computer Labs” link): http://www.computerlabs.ucf.edu
- Computer Store: http://www.cstore.ucf.edu
- BYU Corpora (COCOA, COHA, etc.): http://corpus.byu.edu/problems.asp
- Distributed Learning at UCF Student Information Pages: http://online.ucf.edu/index.html
- Golden Rule (UCF student handbook): http://www.goldenrule.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.
Welcome! Please read this page AND read the complete course syllabus, which is here, in .pdf format. Also read an introduction to the course.

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.

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.

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, 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/ and http://www.sgallab.ucf.edu/.

A GREAT DEAL OF ADDITIONAL INFORMATION (including the first few reading assignments, for those waiting for textbooks to arrive) is available in the Readings Module. Take some time to look around and familiarize yourself with what is there.

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https://webcourses.ucf.edu/courses/1005575
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