



Date		Credits	3
Course Title	English Composition I	Course Number	ENC 1101
Pre-requisite (s)	None	Co-requisite (s)	None
Hours	45		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107 Avenue, Suite 301
Miami, FL 33178

Name and Contact Information of Instructor

Book required

(San Ignacio University recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

Understanding English Grammar, Ninth Edition
 Kolln, Funk
 ©2012 | Pearson | Published:
 ISBN-10: 0-205-20952-1 | ISBN-13: 978-0-205-20952-1

Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.

Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full



absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description (must correspond exactly to Catalog description)

In this course students will learn how to write clearly, correctly and effectively. The purpose of this course is to teach students the use of grammar and organizational skills to write an effective essay. The students will learn a general introduction to the principles of writing with emphasis on writing process, thesis, context, purpose and audience

Learning Objectives

At the end of this course the student will be able to:

- Define grammar and its major components.
- Understand and use phrasal verbs and simple compound structures.
- Expand the main verb.
- Understand the verb-expansion rule and use it to analyze and produce verb strings.
- Recognize the difference between active voice and passive voice verbs.
- Define and recognize the differences among complex sentences, compound sentences, and compound-complex sentences.
- Identify and punctuate preheadword modifiers: determiners, adjectives, nouns, and participles.
- Recognize gerunds, nominal infinitive phrases, and nominal clauses and identify their functions.
- Recognize elliptical clauses and revise ineffective ones.

Topical Outline and Schedule

DATE	WEEK 1
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe the course. • Identify the three definitions of grammar • Discuss John Locke’s concept known as prescriptive grammar



	<ul style="list-style-type: none"> • Compare and contrast prescriptive grammar and descriptive grammar • Examine the different features found in structural grammar • Discuss the basic components of noun phrases • Identify the subject-predicate relationship as the main structure in all sentences
TOPIC (S)	<ul style="list-style-type: none"> • Study the form classes and how they are used according to indicate number, case, tense and decree • Describe how functions deals with how words are used in a sentence, for example as a subject, main verb, direct object, indirect object, subject complement, object complement, object of a preposition, modifiers (adjectivals and adverbials). • Examine how the Syntax determines the combination and pattern of words • Define the linguistic theory of transformational grammar • Discuss Edited American English, and how it is used in mass media. • Differentiate between form classes and structure classes of words • Define the four form classes: nouns, verbs, adjectives and adverbs <p>Syllabus Discuss Library Orientation Course, Instructor to verify completion</p>
LEARNING ACTIVITIES	<p>Discussion of Syllabus Exercises in group Analysis of chapter topics</p>
HOMEWORK & ASSIGNED READINGS	<p>Review the Syllabus Complete the Library Orientation Course. Instructor to verify completion. Homework: Chapters 1 & 2 pp.3-27 Investigating Language 1.1 p.9 Exercise 3 p.25 Write prepositional phrases as either adjectival or adverbial.</p>
DATE	WEEK 2
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Distinguish the four types of verbs: be, linking, intransitive and transitive • Comprehend and gain the ability to diagram the ten basic sentence patterns • Compare and contrast subject complements, direct objects, indirect objects and object complements
TOPIC (S)	<p>Discuss Final Class Project & Presentation, List of Topics</p>



	<ul style="list-style-type: none"> Analyze the Reed-Kellogg diagram and how it is used to visually illustrate how words are used in sentences Define what a referent is and how it relates to a noun Discuss the elements or requirements needed for sentence completeness known as adverbial slot Discuss the exceptions to the intransitive pattern
LEARNING ACTIVITIES	Participate in a forum. Think-pair-share activity
HOMEWORK & ASSIGNED READINGS	Homework: Chapter 3 pp.28-62 Sentences for Practice pp.59-60 1-12 Identify the form and function of the sentences slots; identify the sentence patterns; and diagram each sentence Questions for Discussion p.60 1 & 2
DATE	WEEK 3
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Recognize the five forms that all verbs have Identify auxiliary verbs and comprehend how they combine with main verbs Discuss the six major models in the English language Identify how mood refers to the manner in which a verb is conveyed
TOPIC (S)	<ul style="list-style-type: none"> Examine the indicative mood that refers to a sentence dealing with a fact or a question in reference to a fact Discuss the conditional mood that relates to probability, possibility, obligation or necessity Compare the conditional mood and the subjunctive mood Review verbs that commonly take clauses in the subjunctive mood Discuss exceptions to the verb-expansion rule Discussion of student topic selection, library research, tentative bibliography
LEARNING ACTIVITIES	Analysis of examples brought up in class Sentences for Practice in groups
HOMEWORK & ASSIGNED READINGS	Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography Due: Project Topic Due: Tentative Bibliography Homework: Read Chapter 4 pp.63-85 Questions for Discussion p.83 1-4 Identify the components of the main verb in each of the following sentences. Discuss the answers that will be in the form of verb strings, such as those given in Exercise 12.
DATE	WEEK 4



SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Study the differences between active voice and passive voice • Discuss the three steps involved in the passive transformation • Determine when to use the passive voice, so it is effective • Identify the two types of cleft sentences • Discuss the definition of a retained object
TOPIC (S)	<ul style="list-style-type: none"> • Recognize the <i>there transformation</i> • Define the indefinite and definite article • Examine the purposes of the passive voice • Discuss exception the general rule of subject-verb agreement • Study the three operations that must be performed in order to transform a passive sentence into active voice <p>Due: Project Topic Due: Tentative Bibliography</p>
LEARNING ACTIVITIES	<p>Discussion Group activity led by instructor Chapter topics discussion</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 5 pp.86-104 Sentences for Practice p.101 1-12 Shift the focus of the following sentences by using the structural variations you have studied in this chapter: the passive voice, the “there” transformation, and the cleft transformations. Write as many variations as you can.</p>
DATE WEEK 5	
SPECIFIC OBJECTIVES	<p>EXAM I</p> <ul style="list-style-type: none"> • Recognize the five structures that add adverbial information: single-world adverbs, prepositional phrases, nouns and noun phrases, verb phases and clauses • Discuss adverbs of manner and the can be moved easily to appear before or after a verb as well as the beginning or end of a sentence • Differentiate between dependent and independent clauses • Study the differences found between complex sentences, compound sentences and compound-complex sentences • Review how to punctuate adverbials
TOPIC (S)	<ul style="list-style-type: none"> • Examine the most common structure of modification known as a prepositional phrase • Review how some prepositional phrases contain modifiers, such as adjectives and adverbs, that qualify or intensify them • Discuss the definition of adverbial objectives • Study the infinitive, which is known as the most common form of verb in adverbial role • Examine dangling infinitives



	<ul style="list-style-type: none"> • Determine when a clause is adverbial • Compare and contrast independent and dependent clause
LEARNING ACTIVITIES	<p>Group discussion Sentence exercises in groups Break off into groups to discuss class objective and review in Whole class instruction</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 6 pp.108-127 Questions for Discussion 1-3 p.126-127 Underline the adverbials in the following sentences and identify their forms. For additional practice, identify the sentence patterns and diagram the sentences.</p>
DATE	WEEK 6
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Recognize the ways in which noun phrases can be expanded • Identify pre-headword modifiers as the following: determiners, adjectives, nouns and participles • Review post-headword modifiers as the following: prepositional phrases, relatives clauses and participial phrases • Comprehend the peculiarity between restrictive and nonrestrictive modifiers • Determine when infinitives, noun phrases and adverbs function as post-noun modifiers
TOPIC (S)	<ul style="list-style-type: none"> • Discuss the proper use of a hyphen • Examine how hyphens and commas can make an important difference in meaning • Identify the uses of pronoun participles and how they are commonly modified by adverbs • Determine when and whether to use <i>who</i> or <i>whom</i> • Recognize how to find the source of ambiguity in a sentence
LEARNING ACTIVITIES	<p>Chapter topic discussion Sentence diagrams in groups Edit in groups Discuss in group work preliminary drafts for restrictive and non-restrictive modifiers</p>
HOMEWORK & ASSIGNED READINGS	<p>Homework: Read Chapter 7 pp. 128-162 Exercises 24-28 found in Chapter 7 p. 158 Identify all the post-noun modifiers in the sentences and label them by form.</p>
DATE	WEEK 7
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Recognize the use of appositives • Identify gerunds, nominal infinitive phrases and nominal clauses and recognize what their functions are • Define when commas are not needed in appositives • Review the patterns and subject of the gerund

	<ul style="list-style-type: none"> • Study how the subject of the infinitive can be expressed in a prepositional phrase
TOPIC (S)	<ul style="list-style-type: none"> • Identify nominal clauses and their use • Define how expletive and interrogative words signal nominal clauses • Differentiate nominal clauses from adverbial and adjectival clauses • Comprehend subordinating conjunctions and their function
LEARNING ACTIVITIES	<p>Discussion Chapter topic discussion Analysis of examples brought up in class</p> <p>Evaluate oral and written activities on p. 187</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 8 pp.163-188 Questions for Discussion p.186-187 Organize applications from classroom group work</p>
DATE	WEEK 8
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Examine the differences between adverbial adverbs and sentence-modifier adverbs • Define a vocative and identify its relationship to a sentence • Identify interjection and how it is categorized into the eight parts of speech • Demonstrate how subordinate clauses modifies the idea and how it explains the relationship of one idea to another
TOPIC (S)	<ul style="list-style-type: none"> • Review how indefinite relative pronouns introduce conditional clauses that are sentence modifiers • Identify how the proper punctuation of subordinate clauses • Discuss how the elliptical element sets up expectations in the reader and how the writer must fulfill them • Review the absolute phrase and how it introduces an idea related to the sentence as a whole and it is a noun phrase that includes a post-noun modifier
LEARNING ACTIVITIES	<p>Discussion Group activity led by instructor Chapter topic discussion And identify a group leader and recorder</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 9 pp. 189-208 Exercises 39-43 found in Chapter 9 Rewrite the sentences and paragraphs and eliminate broad references.</p>
DATE	WEEK 9

SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Identify how to punctuate coordinate structures within sentences • Define elliptical coordinate structures and how to revise them when they are unclear • Identify the three methods used when creating compound sentences • Review how to properly use parallel forms with coordinate constructions
TOPIC (S)	<ul style="list-style-type: none"> • Examine when a compound sentence is most effective • Determine when a semicolon is used to connect two coordinate clauses, and how the conjunction is omitted • Demonstrate when both the conjunction and adverbial are used with a semicolon • Identify how to properly diagram a compound sentence • Define how to transform compound sentences into compound-complex sentences
LEARNING ACTIVITIES	<p>Analysis of the examples raised in class. Sentence exercises in groups Chapter topic discussion</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 10 pp.209-226 Exercise 45 p. 216, Investigating Language 10.1 p.230</p>
DATE	WEEK 10
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Comprehend the morpheme structure of words • Compare and contrast bases and affixes • Recognize the grammatical impact of derivational and inflectional morphemes • Examine the differences between allomorphs, homonyms and homophones
TOPIC (S)	<ul style="list-style-type: none"> • Define the characteristic stress pattern of compound words • Identify phonology and how it studies individual sounds • Recognize bound and free morphemes and discuss examples • Examine the differences between derivational and inflectional morphemes • Define allomorphs and its relation to variations of morphemes • Discuss examples of homonyms and compound words
LEARNING ACTIVITIES	<p>Discussion Classroom Applications from textbook Group activity led by instructor</p>
HOMEWORK & ASSIGNED	<p>Continue research and work on final project Homework: Read Chapter 11 pp. 227-238</p>



READINGS	Questions for Discussion p.236-237 1-8
DATE	WEEK 11
SPECIFIC OBJECTIVES	<p>MIDTERM EXAM II</p> <ul style="list-style-type: none"> • Examine the use of derivational and inflectional suffixes to recognize words in the four form classes: nouns, verbs, adjectives and adverbs • Study how to transform verbs into nouns by adding derivational suffix • Review how the noun inflectional suffixes can alter the meaning of a word from singular possessive to plural possessive
TOPIC (S)	<ul style="list-style-type: none"> • Discuss William Strunk’s “Rule No.1” from the famous <i>Elements of Style</i> • Demonstrate examples of irregular plural inflections and plural-only forms • Recognize flat adverbs
LEARNING ACTIVITIES	<p>Chapter topic discussion Analysis of examples brought up in class Power Point presentation</p>
HOMEWORK & ASSIGNED READINGS	<p>Homework: Read Chapter 12 pp. 239-264 Exercises 49-51 found in Chapter 12 Investigate topics discussed in class</p>
DATE	WEEK 12
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Recognize the signalers of form-class words: determiners, auxiliaries and qualifiers • Determine the difference between qualifiers and adverbs • Define prepositions, conjunctions and interrogatives • Comprehend the structural operations that expletives perform • Review the differences between prepositions, adverbs and particles
TOPIC (S)	<ul style="list-style-type: none"> • Discuss the differences between definite and indefinite article • Define the expanded form of a determiner • Discuss words that can act as qualifiers and intensifiers • Review examples of phrasal prepositions • Examine the punctuation of coordinate sentences
LEARNING ACTIVITIES	<p>Sentence practices with in small group Group review of one another Group discussion</p>
HOMEWORK & ASSIGNED READINGS	<p>Homework: Read Chapter 13 pp.265-288 Exercises 54-57 found in Chapter 13 and Questions for Discussion p.286 1-5</p>



	Write Power Point presentation of prepositions, adverbs and particles
DATE	WEEK 13
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Define and correct errors in pronoun-antecedent agreement • Identify the standard case for pronouns • Recognize the use of reflexive and demonstrative pronouns in an effective manner • Distinguish pronouns in the subclasses of the following: intensive, reciprocal, relative, interrogative and indefinite
TOPIC (S)	<ul style="list-style-type: none"> • Define the uses of the reflexive pronoun as direct object, indirect object and object of the preposition • Identify the intensive pronouns and how they serves as an appositive to emphasize a noun • Discuss how a pronoun often replaces only the headword, instead of the entire noun phrases
LEARNING ACTIVITIES	<p>Discussion Group activity led by instructor Chapter topics discussion Power Point presentation</p>
HOMEWORK & ASSIGNED READINGS	<p>Editing & Revision of Final Project Homework: Read Chapter 14 pp.289-308 Exercises 58-60 found in Chapter 14 Questions for Discussion on pg. 303-305 1-7</p>
DATE	WEEK 14
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Examine the use of known-new contract in order to increase cohesion • Determine how to manipulate rhythm and end focus to manage the way your phrases are read • Identify precise verbs and how to avoid nominalizations
TOPIC (S)	<ul style="list-style-type: none"> • Discuss how to shift adverbials for importance and variety • Determine how to use metadiscourse in an effective manner • Analyze how to better style with variations in sentences as well as the punctuation • Examine how to properly avoid language that can be viewed as sexist • Discuss the link between be and metaphor
LEARNING ACTIVITIES	<p>Sentence diagrams Group activity led by instructor Chapter topics discussion</p>
HOMEWORK &	Editing & Revision of Final Project



ASSIGNED READINGS	Homework: Read Chapter 15 pp.309-339 Investigating Language 15.1, Exercise 61, 62 & 63
DATE	WEEK 15
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Final Project • Final Presentation • Final Exam • Determine how a comma splice is utilized • Discuss how a comma can be eliminated if the clauses are short and connected very closely • Identify exceptions of the use of a comma when there are compound pairs of words, phrases and clauses • Examine how to separate pronoun modifiers
TOPIC (S)	<ul style="list-style-type: none"> • Determine nonessential phrases or clauses that could be eliminated without altering the meaning of the sentence • Review the use of a colon to introduce a list of appositives renaming a noun • Examine the use of apostrophes for contraction and possessive case • Discuss exception for the use of an apostrophe for contraction and possessive
LEARNING ACTIVITIES	Editing in groups Group activity led by instructor Chapter topics discussion
HOMEWORK & ASSIGNED READINGS	Homework: Read Chapter 16 pp.340-348 Exercises 64, 65 pp.347-348

Instructional Methods

In developing methodological strategies, it is best to discuss them between teachers and students in an environment of freedom and mutual agreement in order to ensure that the students make them their own and take responsibility for their execution and for attaining the goals of this course.

The following strategies may be used in this class:

1. A review of the exercise at the end of each chapter.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.

6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Additional Instructional Materials and References

- Analyzing English Grammar by Thomas P. Klammer (6th 10)
- English Grammar Drills by Mark Lester (09)
- English Grammar Guide by Audrey L. Binkowski (09)

Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

Do not count on a curve!

Generally, the grades “A” through “C-” are considered passing grades. Grades “W” and “I” indicate that no grades were earned for the course. A “W” grade indicates that the student withdrew from the course. An “I” grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an “I” grade instead of an “F”, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Distribution of Grade Elements

Homework: 15% (5% each)

Exams I, II, III: 30% (10% each)



Final Presentation: 30% (15% each)

Final Research Project: 25%

Total: 100 %

Date Syllabus Was Last Reviewed: Date 7-17-12