ENGL 3510: ENGLISH GRAMMAR FOR EDUCATORS

4:20 – 5:45 p.m., Tues. & Thurs.

3 Credit Hours

INSTRUCTOR INFORMATION

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Virtual Office Hours (via Zoom): 12:45 – 2:45 p.m. on Tues. & Thurs., 10 a.m. – 12 p.m. on Mon., and by appointment

COURSE INFORMATION

Description

This course provides students with an introduction to English grammar and usage, English varieties, and grammatical analysis. It fulfills the grammar and usage requirement for English majors seeking teacher licensure.

That said, this will not be a course in which we simply study grammatical rules for the sake of memorizing and mastering them. Language is a living thing, and the "rules" of grammar change constantly. Because of that, this course will be much more focused on helping all of us develop vocabularies and frameworks for understanding and describing how grammar operates in our everyday lives and those of our future students. It will not present grammar as a set of abstract rules than are universally correct and not to be broken. To use a pair of key terms from this course, we'll talk about language and grammar in ways that are much more *descriptive* than *prescriptive*.

Objectives

This course is designed to help students

1. develop vocabularies and frameworks to better understand, analyze, and describe how grammar and language operate;
2. understand the social, cultural, rhetorical, and linguistic forces that shape how people use grammar and language and are affected by grammar and language;
3. prepare to teach grammar in a manner informed by ongoing research in writing studies, linguistics, education, and other relevant fields;
4. learn to address grammar with their own students in ways that are compassionate and attuned to those students' experiences with and knowledge of grammar and language.

Topics Covered

In this course, we will cover a few key topics. These topics will not be covered in separate modules or sections of the course, but will be interwoven with each other. Those key topics are:

1. **Grammar and Usage:** We will study the concepts and practices that inform how language and grammar happen in the world, developing vocabularies to describe and discuss how language and grammar work.
2. **Linguistic Varieties:** We will read and write about how and why grammar and usage differ across communities and contexts, with an emphasis on understanding and learning to recognize the features of a wide variety of linguistic varieties rather than labelling them right or wrong.
3. **Grammar and Technology:** We will study the ways new technologies shape grammar and vice versa.
4. **Teaching Language and Grammar:** We will discuss and practice how the other key topics translate into classroom practices and theories.

Prerequisites and Co-requisites

Completion of 1000- and 2000-level English requirements with a grade of C- or better.

COURSE MATERIALS

Required Textbooks

Textbooks may be ordered online at Phillips Bookstore. As long as you have consistent access to the required books throughout the semester, I don't care how you get access to them (paperback, ebook, rented copies, etc.). There are two required books for this course:

- *Because Internet* by Gretchen McCulloch
- *Other People's English: Code-Meshing, Code-Switching, and African American Literacy* by Vershawn Ashanti Young, Rusty Barret, Y'Shanda Young-Rivera, and Kim Brian Lovejoy

All other readings will be available via D2L as links or PDFs. We will be reading a lot of sections from *The Chicago Manual of Style Online*, which you have access to through Walker Library. If you can't access it using the link in the previous sentence, just go to library.mtsu.edu and do a search for "chicago manual of style online." It should be the first result, and you can access it by clicking "Online Access" and logging in using your MTSU credentials.

Supplementary Materials

No supplementary materials will be required for this course.

ASSESSMENT AND GRADING

Grading Procedure

This semester is going to be different from most semesters, and I know that will come with challenges. For many of you, you'll be learning to navigate online classes for the first time. Because of that, I've tried to make the grading system for the course as straightforward as possible. Your grades on all individual assignments will be pass/fail. That means if you meet the requirements of the assignment, you'll get full credit for it. See the tables below for a breakdown of how coursework will correspond to different letter grades. This will be a little different from how grades work in most courses and may take a minute for you to wrap your head around. But my hope is that, in the end, it will make it simpler for you to succeed in the course and keep the focus on learning instead of hitting specific percentages with each assignment just so you can maintain the GPA you want. I will update the D2L gradebook regularly, so you can keep track of the work you've completed there.

Grading Scale

Assignment	Points/Percentage
D2L Discussion Forums (at least 12 of 24)	15%
Reading Notes (at least 16 of 19)	15%
Statement on Teaching Usage (2 drafts)	20%
Lesson Plan (presentation and written version)	25%
Discourse Analysis (2 drafts)	25%
Total	100%

Letter Grade	Range
A	At least 100% of required coursework completed.
B	90% - 100% of required coursework completed.
C	80 – 90% of coursework completed.
D	70 – 80% of coursework completed.
F	Less than 70% of coursework completed.

Incomplete Grades

Incomplete grades are given rarely and only in extenuating circumstances. Page 56 of the MTSU Undergraduate Catalog states: "The grade I indicates that the student has not completed all course requirements because of illness or other uncontrollable circumstances, especially

those which occur toward the end of the term. Mere failure to make up work or turn in required work on time does not provide the basis for the grade of "I" unless extenuating circumstances noted above are present for reasons acceptable to the instructor." Please refer to the Undergraduate catalog for the complete Incomplete Grade Policy.

Feedback

- I will provide feedback on both versions of your Statement on Teaching Usage, Lesson Plan, and Discourse Analysis via D2L. I will provide feedback no later than two weeks after you submit an assignment. In most cases, you will receive both an audio recording and a transcript of that recording. If there is any reason why that combination (audio recording and transcript) will not work or be accessible for you, please let me know and I'm happy to find a form of feedback that will.
- Assignments must be submitted to the corresponding D2L dropbox or discussion forum and will not be accepted via email. If you ever have trouble getting a file uploaded to a D2L dropbox, please let me know and we can figure out a solution.
- All assignment deadlines are listed in the calendar in D2L.

Deadlines and Late Work

I have deadlines in my classes for three main reasons, which I think it's worth taking a moment to explain as a way of helping you understand where I'm coming from as a teacher:

1. Because of my own limitations. If I have every student turning in every assignment at a different time, it gets easy for me to overlook things, which can delay my feedback and cause confusion for you all.
2. Because you all will be reading and writing together. As much as we sometimes think of reading and writing as solitary activities (a lone author sitting in their room typing away at a novel or essay), these are deeply social experiences. That means you'll be discussing readings and planning/developing projects in conversation with each other. For that to work, you'll need to be reading and working on writing assignments at roughly the same time as your classmates.
3. Because the assignments in this class build on each other. That means you'll apply things you learn from earlier assignments while you're working on later assignments. If you try to do everything in the last few weeks of the semester, then you won't be able to build on what you've already learned. It would be like trying to climb a ladder by immediately jumping to the highest step—a difficult if not impossible task.

So there will be deadlines in this class, which you'll be able to see using the D2L calendar. I ask that you stick to those deadlines as much as possible. But because I know that personal emergencies and technological problems pop up, I am more than willing to offer extensions as needed and will not penalize late work. I just ask that, if you anticipate needing an extension on a project or day-to-day work, you email me in advance of the deadline so that I can plan accordingly. If you don't provide me with advance notice, I may not be able to provide you with a way to make up the work.

PARTICIPATION

Course Ground Rules

Students in this course are expected to

- learn how to navigate D2L, referring to the D2L resources within our course shell for help as needed;
- address technical problems as soon as possible (feel free to email me if you have a technical problem you aren't sure how to address on your own); and
- be respectful to your instructor and peers; refrain from derogatory statements.

Class Participation

Student participation is required in all aspects of the course. Here are the expectations:

- Log in to course a *minimum* of 3 times per week.
- Attend real-time course meetings and/or view recordings of them afterward.
- Communicate with other students via required D2L discussion boards, Zoom meetings, etc. on a regular basis.
- Keep track of the deadlines in the D2L calendar and let me know if you anticipate any problems meeting those deadlines.
- Use the FAQ discussion board when you have questions about course.
- Communicate with me via office hours, email, discussion boards, and/or Zoom meetings.
- Read or watch any announcements posted to the course home page.

Attendance and Real-Time Course Components

This is a remote course, which means that (unlike fully online courses) you are expected to be available for synchronous (real-time) meetings during the course's scheduled meeting times. We will be using Zoom for those meetings. You can find instructions for accessing them in the "Welcome to ENGL 3510" news item on D2L. That news item will also include instructions for attending my office hours, which will take place in a different Zoom meeting room.

That said, I know that this semester is going to come with some major technological and scheduling challenges. For better or for worse, all of us are about to be part of an unprecedented experiment in online learning. Some students will discover their internet bandwidth isn't sufficient to stream live video. Some will have computers crash in the middle of the semester. Some will get sick or have to care for family members who get sick in ways that interfere with their ability to attend synchronous course meetings. For that reason, I will be recording all our Zoom meetings so that any students who aren't able to attend can watch them after the fact. Because I will be recording these Zoom meetings and posting the recordings to our D2L shell, you are *not* required to have your video turned on in Zoom. I understand some students may not be comfortable having their faces or personal spaces recorded.

Here's the key part: **I ask that you miss no more than four Zoom meetings.** I won't require documentation of why you missed class or differentiate between excused or unexcused absences, so how you allocate those four absences is up to you. However, if you do miss more than four class meetings due to the kinds of challenges mentioned above (personal or family health issues, technological problems, etc.), please let me know. In some cases, I will let

watching the recording of the meeting after the fact count as attending. However, I'll be making that decision on a case-by-case basis. If you miss class because you're trying to unlock something in *Animal Crossing*, I'd still encourage you to watch the recording, but it will count as an absence. No offense to *Animal Crossing* players.

MTSU administration requires that instructors complete an attendance report for each course each semester. Regular class attendance is required and will be monitored by the D2L system report, participation in Zoom meetings, and timely submission of course assignments. Students who stop attending meetings, logging into D2L, and turning in assignments will be reported as "no longer attending."

Academic Integrity/Misconduct

Please review MTSU's policy on [Academic Integrity and Misconduct](#).

When it comes to detecting and addressing plagiarism, I refuse to use Turnitin because I have [major problems](#) with its business model and the assumption that students are guilty of plagiarism until proven innocent. I've been teaching for over a decade and am pretty good at noticing when a student is plagiarizing. If I do, I will almost always use it as an opportunity to start a one-on-one conversation about plagiarism rather than automatically failing the student or reporting them to university authorities. If you're ever concerned that you might be plagiarizing in a project you're working on (by not citing sources correctly, etc.), I encourage you to check in with me. I hope this is obvious, but I won't penalize you for accidentally plagiarizing in an early draft of a project that you share with me. If you submit a plagiarized assignment to one of the D2L dropboxes, you will have to redo it to get credit for the assignment. Resources on how to cite work correctly are available through the website of the [University Writing Center](#), and I'm happy to talk about citation with you. You may read more about how to avoid plagiarism from the [Office of the University Provost](#).

Plagiarism includes, but is not limited to:

- submitting someone else's work (papers, themes, reports, drawings, laboratory notes, computer programs, etc.) as if it's your own;
- knowingly assisting another student in obtaining or using materials they attempt to pass off as their own work (this does *not* include collaborating with each other while you're working on a writing project, which I encourage you to do);
- submitting assignments previously used in other courses where you received credit for the work (in other words, you can plagiarize yourself); and
- improperly crediting or not crediting another author's work.

Ultimately, the consequences for plagiarism are my call. If you repeatedly and intentionally plagiarize assignments in this course, possible disciplinary sanctions (including expulsion from the university) may be imposed through the regular institutional procedures for addressing academic misconduct. I do have the option of not giving you credit for plagiarized assignments or giving you an F for the course. Students guilty of plagiarism may be reported to the Vice Provost for Academic Affairs.

Email

If you need to get in touch with me outside of office hours, my MTMail address is the best way to do so: eric.detweiler@mtsu.edu. In most cases, I'll reply to any email I receive before 5 p.m. on a weekday by the end of the day. If it's during the workweek and you email me after 5, I usually reply the next day. I do sometimes reply to emails during the weekend, but don't depend on it. If you have a pressing question or concern and the weekend is coming up, make sure to email me before 5 p.m. on Friday.

Per the Family Educational Rights and Privacy Act (FERPA), all communication related to your grade will happen inside D2L. While I do not typically use my D2L email account, if you ask me a grade-related question via MTMail, I may suggest we continue the conversation using D2L email because it provides a little more privacy. While we're on the topic of FERPA: I cannot and will not communicate with your parents, guardians, or others about your grades or how you're doing in the course. That's because of the privacy protections FERPA grants you as a college student. If there is a parent, guardian, or other person you want to grant access to your grades and other educational records, they will need to register through the Partners in Education program. Once they are enrolled in that program, they can request relevant records through the MT One Stop.

True Blue Pledge

As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

STUDENT RESOURCES

Technical Support

D2L Resources are available to MTSU Online Students. You can also find help for the basic D2L functions used most often directly in your D2L course under the D2L Help for Students module.

Students with Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website and/or contact the DAC for assistance at 615-898-2783 or DAC Email.

I know that the remote nature of this course as well as the mental and emotional stress of COVID-19 may present additional accessibility challenges that extend beyond what is officially documented by the DAC. If I can assist with any additional accommodations or accessibility needs, please don't hesitate to get in touch. I'm happy to help.

Tutoring

MTSU Online supports multiple Online Student Services.

Grade Appeals

University Policy 313, Student Grade Appeals, provides an avenue for MTSU students to appeal a final course grade in cases in which the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX

Students who believe they have been harassed, discriminated against or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review MTSU's Title IX website for resources.

MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence and stalking with the University's Title IX coordinator to help ensure student's safety and welfare. Please refer to MTSU's Title IX website or contact information and details.

Hope (Lottery) Scholarship Information

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship

eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

If you drop this class, withdraw, or if you stop attending this class you may lose eligibility for your lottery scholarship, and you may not be able to regain eligibility at a later time.

For additional Lottery rules, please refer to your Lottery Statement of Understanding form or contact your MT One Stop Enrollment Counselor.

COURSE CALENDAR

The following schedule lays out deadlines for reading and writing assignments. Reading assignments are in *italics* and writing assignments are in **bold**. It also provides information about specific topics we'll be covering and activities we'll be doing on some days. Readings and drafts of writing assignments are due the day they're listed in the calendar below. See the D2L course calendar, as well as dropboxes and discussion boards, for the specific time at which a given assignment is due.

I will do my best to keep us in line with this schedule throughout the semester. However, I reserve the right to make changes as needed (in the event of things like natural disasters, personal health issues, etc.). If I ever do make changes to this calendar, I will announce them via a news item on our D2L homepage and update due dates across D2L. If you ever see any discrepancies between this calendar and a deadline listed somewhere else in D2L, please let me know and I'll address it ASAP.

OPE is short for *Other People's English*, and *CMOS* is short for *Chicago Manual of Style Online*. "McCulloch" refers to Gretchen McCulloch's *Because Internet*. All other readings can be found in the Content section of our course's D2L shell.

Week 1	
Aug. 25	Introductions, Overview of Syllabus
Aug. 27	*Erin McKean: "Go Ahead, Make New Words"* *Latino USA: "Transwording"*
Week 2	
Sep. 1	*Conference on College Composition and Communication: "Students' Right to Their Own Language"* (Note: This is a long document, but more than half of it is a bibliography. You only need to read to the end of page 23.)
Sep. 3	*Patricia A. Dunn and Kenneth Lindblom: "Why Revitalize Grammar?"* *CMOS: 5.1 – 5.26 (Introduction, Nouns)*
Week 3	
Sep. 8	*OPE: 1 – 52*
Sep. 10	*CMOS: 5.27 – 5.67 (Pronouns)* *Katy Steinmetz: "This is Why Singular 'They' Is Such a Controversial Subject"*
Week 4	
Sep. 15	*OPE: 55 – 83*
Sep. 17	*CMOS: 5.68 – 5.96 (Adjectives)* *Jim Meyer: "Living With Competing Goals: State Frameworks vs. Understanding of Linguistics"*
Week 5	
Sep. 22	*OPE: 87 – 117*
Sep. 24	*CMOS: 5.97 – 5.155 (Verbs)* *Amy D. Clark: "Voices in the Appalachian Classroom"*
Week 6	

Sep. 29	*OPE: 121 – 156*
Oct. 1	*CMOS: 5.156 – 5.209 (Adverbs)* *Min-Zhan Lu: "Professing Multiculturalism: The Politics of Style in the* *Contact Zone"*
Week 7	
Oct. 6	*McCulloch: Chapter 1*
Oct. 8	*CMOS: 5.210 – 5.248 (Syntax)* *Lynn Sams: "How to Teach Grammar, Analytical Thinking, and Writing: A* *Method That Works"*
Week 8	
Oct. 13	*McCulloch: Chapter 2*
Oct. 15	**Workshop: Statement on Teaching Usage**
Week 9	
Oct. 20	*McCulloch: Chapter 3*

Oct. 21	Extra Credit Opportunity: Attend "A Conversation About Racism: Connecting
	    the Past to the Present"
	  • MTSU event featuring Dr. Ersula Ore of Arizona State University
	  • 5:30 – 7:00 p.m. CST via Zoom
	  • Additional details will be posted to D2L

Oct. 22	Lesson Plan Presentations *CMOS: 6.9 – 6.55 (Quotation Marks, Periods, and Commas)*
Week 10	
Oct. 27	*McCulloch: Chapter 4*
Oct. 29	Lesson Plan Presentations *CMOS: 6.56 – 6.74 (Miscellaneous Punctuation)*
Week 11	
Nov. 3	*McCulloch: Chapter 5*
Nov. 5	Lesson Plan Presentations *CMOS: 6.75 – 6.94 (Hyphens and Dashes)*
Week 12	
Nov. 10	*McCulloch: Chapter 6*
Nov. 12	Lesson Plan Presentations **Workshop: Discourse Analysis**
Week 13	
Nov. 17	*McCulloch: Chapter 7*
Nov. 19	Lesson Plan Presentations
Week 14	
Nov. 24	*McCulloch: Chapter 8* Wrap-Up and Prepare for Final Projects
Finals	

Dec. 4 – Dec. 9	Virtual Conferences in Preparation for Final Portfolios
Dec. 10	**Final Portfolios (Lesson Plan, Statement on Teaching Usage, and Discourse Analysis) due by 11:59 p.m.**