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Office hours: Monday-Thursday: 9:30-10:30
Tues. and Thurs. 11:30-12:30
Or by appointment

Course Title: Standard English Usage

Course Description and Prerequisites: The traditional or prescriptive approach to a comprehensive study of Standard English grammar and the conventions of punctuation and capitalization.

Course Objectives: Students will:

- Understand and use the terminology of Standard English usage.
- Practice identifying standard and non-standard elements in written English.
- Change non-standard English forms to follow Standard English conventions.
- Analyze and discuss examples of Standard English in academic and professional writing.
- Expand their active vocabulary.
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Content Outline: This course examines prescriptive grammar from a functional perspective and will analyze Standard English conventions from narrative (the *Mortal Syntax* text) and analytical (exercises and quizzes) perspectives.

Instructional Activities: Students will read material from the text and the Internet and will participate in discussions about those readings, will make two class presentations, will complete editing exercises and quizzes related to weekly topics, will have three exams plus a final exam, and will submit two word “biographies” and a journal which discusses usage the students encounter in everyday reading.

Field, Clinical and/or Lab experience: Students will spend time outside of class examining standard and non-standard usage in written language in the everyday world.

Texts and Resources:

Casagrande, June. *Mortal Syntax: 101 Language Choices That Will Get You Clobbered by the Grammar Snobs—Even if You’re Right*. London: Penguin Books, 2008. ISBN: 9780143113324.

Choy, Penelope, and Dorothy Goldbart Clark. *Basic Grammar & Usage*. 8E. Boston: Wadsworth, 2011. 9781428211551.

The Racer Writing Center offers free, one-on-one assistance with all aspects of writing, at any stage in the writing process, and for any class a student may be taking. To make an appointment, please call 809-2267, visit <http://libguides.murraystate.edu/writingcenter>, or drop by the center in the northeast corner of Waterfield Library. Please take a copy of your assignment and any brainstorming or writing that you have completed with you. The Writing Center will not proofread (mark corrections on) papers or talk with you about grades.

The Murray State University Library will serve as the principal resource. Additional internet resources will be available through Canvas.

Evaluation and Grading:

Semester grades will be determined as follows:

Quizzes & Homework assignments	20%
Word Biographies (2)	10%
Regular Exams (2)	15%
Midterm	15%
Final Exam	20%
Usage Journal	20%
Total	100%

Grading Scale:

A—90-100%	B--80-89.99%	C--70-79.99%	D--60-69.99%
E--0-59.99%			

Attendance Policy: Prompt and regular attendance is required and is crucial to succeed in this course. If you miss class, it is your responsibility to find out what was discussed and get the notes/information you missed. Quizzes, presentations, or exams may be made up if the absence falls under the definition of “excused” as described in the university bulletin. Coming late to class and missing class will lower your participation grade. **More than 6 absences will result in failure of the course.**

Additional Policies:

Late assignments: Late assignments will lose one letter grade for every 24 hours they are late. If you are unable to come to class when an assignment is due, you are still required to turn it in on time. Special exceptions for emergencies may be made in accordance with University Policy. Note that computer problems are not considered a special exception. As in other areas of life, plan ahead and leave yourself time to deal with problems if they arise.

Academic Honesty Policy:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

I expect you to know the difference between deliberate cheating and constructive collaboration. Our class is a community of learners, and as such we can offer suggestions to each other without infringing upon the academic honesty policy. **Any student found committing academic dishonesty will fail the course.**

XI. NON-DISCRIMINATION POLICY STATEMENT: Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Executive Director of the Office of Institutional Diversity, Equity, and Access (IDEA), 103 Wells Hall, [\(270\) 809-3155](tel:2708093155) (voice), [\(270\) 809-3361](tel:2708093361) (TDD).

XII. EXTRA INFORMATION:

I work to make my class an inclusive space. If you have accessibility needs, whether they are documented through the office of Student Disability Services or not, please contact me early in the semester so that I can provide you with the accommodations needed. If you have any questions about class, the materials, or assignments, please feel free to come and see me during my office hours or make an appointment. I am happy to speak with you. You may also use your chat function in your email account to access me during office hours.

Expectations for students

I expect students to

- Come to class prepared (having read and annotated the readings and ready to talk);
- Complete writing assignments on time;
- Respect their own and their classmates' ideas and comments;
- Ask for help when they're feeling confused.

Student expectations for Mrs. Evans

Students can expect that I will

- Respect their ideas and provide an inclusive and respectful classroom environment;
- Return graded papers with substantive comments within 14 days of handing them in;
- Be available during my office hours and alert students to changes in those hours;
- Meet with students by appointment who cannot attend office hours;
- Help students develop their close reading, writing, and critical thinking skills.

Word Biographies and Usage Journals

Word Biography

Students will sign up to give two very short, informal presentations of a “word biography.”

Using the *Oxford English Dictionary*, research a word from the English language that you do not know well but use in your coursework or professional reading (no jargon or technical terminology). Then, write an interesting “word biography” about the word paraphrasing in a paragraph the following information.

- In what context did you encounter this word?
- When did it originate and what is its language of origin?
- What did it mean then?
- What does it mean now?
- How has it changed?
- How many parts of speech can it be?

The “word biography” should be between 150-200 words. A formal, hard copy should be submitted to the instructor and an electronic copy must be posted in Canvas. Note: You must choose words that fall under the rubric of “standard English.” Do NOT include esoteric words that are no longer used or are used only in very technical fields (i.e., choose words that students might expect to see at some point in their college career). Each student will do two biographies (presentation plus discussion board posting) during the semester. Students may not do both biographies on the same day. Do not merely copy the OED, and do not forget to incorporate appropriate documentation and effective style. The two biographies are worth 10% of the course grade and will be evaluated on their Coverage of and Accuracy of the Word; Writing Style of Hard Copy; Preparedness, Thoroughness & Energy; and Presentation Style.

IF YOU DO NOT PRESENT TWO WORD BIOGRAPHIES, YOU CANNOT PASS THE CLASS.

Usage Journals

Your usage journal is a semester-long project in which you collect data about the Standard English usage you read or see every day. It has several components:

- A table of contents
- A reflection statement that explains the process you used in compiling the entries, that explains the actual material within it, and that recounts what you have learned as a result of your work. You write this part after you have compiled the rest of your journal.
- At least 20 examples of real-world language use you encounter of any usage, phrases/clauses, parts of speech, mechanics or punctuation that we cover throughout the semester. You can select examples that employ standard usage or pick non-standard examples and discuss them with respect to standard usage. In either case, **be sure to include some discussion on what each form exemplifies.** Examples could include: gerund phrases, passive voice, subject-verb agreement, pronoun case, multiple clauses, etc. Be sure to site the source of each example.
- 15 entries of a new word, a new use for a word, a misused word, or just an interesting use of language. For each print it out, cut it out (or photocopy it and then cut it out) and be sure to document the original source. You can also theorize about language use you hear or read (why did the speakers/writers make those choices?)

The journal itself can be contained in any sort of notebook or folder you choose as long as it has a clear sense of organization. It is worth 20% of the course grade and, along with the final exam, represents the culmination of your work for the semester, so its completeness, neatness, timeliness, and pertinence to issues in standard English usage will be vital to your course grade. **It is due December 3rd. However, you will be required to attend to the journal throughout the semester, evidenced by bringing in at least 10 new entries on each “Usage Journal Day” assigned on the reading list.**

IF YOU DO NOT SUBMIT A USAGE JOURNAL, YOU CANNOT PASS THE CLASS.

English 228 Tentative Assignment List Evans Fall 2015

Have work completed at the beginning of class, including all B exercises in BGU for possible submission. Additional work may be assigned on Canvas. June=Mortal Syntax; BGU=Basic Grammar & Usage

August

- 18
- 20 Introduction. Sign up for Word Biographies
- 25 Chapters 1-3 June; Read Ch. 1 BGU
- 27 Chapters 4-9 June; Read Chs. 2-3 BGU; Word Biographies

September

- 1 Chapters 10-15 June; Read Chs. 4-5 BGU; Word Biographies; Quiz 1
- 3 Chapters 16-21 June; Read Chs. 6-7 BGU; Word Biographies
- 8 Usage Journal Day (5-10 entries); Word Biographies; Quiz 2
- 10 Chapters 22-27 June; Read Ch. 8 & Do Unit Review 1 & 2 (pgs. 41-42 & 77-78)
- 15 Exam 1
- 17 Chapters 28-33 June; Read Chs. 9-10 BGU; Word Biographies
- 22 Chapters 34-39 June; Read Chs. 11-12 BGU; Word Biographies; Quiz 3
- 24 Chapters 40-45 June; Read Chs. 13-14 BGU; Word Biographies
- 29 Chapters 46-48 June; Read Chs. 15-16 BGU; Quiz 4

October

- 1—No Class for Fall Break
- 6 Exam 2 (Midterm)
- 8 Chapters 49-54 June; Read Chs. 17-18 BGU; Word Biographies
- 13 Chapters 55-60 June; Read Chs. 19-20 BGU; Word Biographies
- 15 Usage Journal Day (15-20 entries); Word Biographies; Quiz 5
- 20 Chapters 61-66 June; Read Chs. 21-22 BGU; Word Biographies
- 22 Chapters 67-72 June; Read Chs. 23-24 BGU; Word Biographies
- 27 Chapters 73-77 June; Read Ch. 25 BGU; Word Biographies; Quiz 6
- 29 Chapters 78-80 June; Do Unit Reviews 5 & 6 BGU; Review for Exam

November

- 3 Exam 3
- 5 Usage Journal Day (20-25 entries); Word Biographies
- 10 Chapters 81-86 June; Read Ch. 26 BGU (pgs. 259-268 only); Word Biographies
- 12 Chapters 87-92 June; Word Biographies; Quiz 7
- 17 Chapters 93-95 June; Word Biographies; Last Day for Extra Credit
- 24 Chapters 96-98 June; Last Day for Word Biographies; Quiz 8

December

- 1 Chapters 99-101 June; Bring Questions about Journals & Reflection Statement
- 3 Usage Journals Due and Prepare for Final

FINAL EXAM: Tuesday, December 8th 1:30 PM-3:30PM