

ENGL 0002 - STRUCTURE OF ENGLISH

Catalog Description

Prerequisite: Completion of ENGL 1A with grade of "C" or better
Hours: 54 lecture

Description: Study of structure of English grammar, both descriptive and prescriptive. Introduction to terminology and structure of traditional grammar; analysis of standard rules for agreement, punctuation, pronoun reference, etc.; introduction to varied methods of language acquisition among culturally diverse populations. For students who plan to teach or who are particularly interested in grammar as it relates to writing. Intended to meet CSU requirement for Liberal Studies major. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Analyze traditional grammar by recognizing and describing parts of speech, parts of sentences, sentence types, verb forms, verb tenses, phrases, clauses, and verb complements.
- CSLO #2: Analyze, describe, and correct major usage problems including but not limited to apostrophe errors, sentence fragments, run-on sentences, comma splices, subject-verb agreement errors, and pronoun errors.
- CSLO #3: Analyze the methods of language acquisition, including acquisition of English among culturally diverse populations, and recognize and demonstrate the differences between standard and non-standard usage.
- CSLO #4: Illustrate correct sentence punctuation and illustrate how punctuation can affect meaning.

Effective Term

Fall 2017

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

Through exams, written essays, and class participation:

1. analyze the structure of English, the methods of language acquisition, including acquisition of English among culturally diverse populations;
2. analyze traditional grammar, recognize and describe parts of speech, sentence types, verb forms, verb tenses, helping verbs, phrases, clauses, and verb complements;
3. recognize, describe, and correct major usage problems including but not limited to apostrophe errors, sentence fragments, run-on sentences, comma splices, subject-verb agreement errors, and pronoun errors;

4. recognize and demonstrate the differences between standard & non-standard usage;
5. punctuate sentences correctly and illustrate how punctuation can affect meaning; and
6. write a minimum of 2000 words of clear, correct college level prose, dealing with usage issues, controversy revolving around the teaching of grammar, or other topics related to the study of the structure of English and the teaching of traditional grammar.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: 1. Students will work in small groups and as a whole class to discuss concepts presented in the lecture and the texts. Example Question: In a small group, discuss the concept of form verses function and how this affects the teaching of grammar. Be prepared to present your discussion to the class.
- Essay Examinations
 - Example: 1. Students will take tests that require short answers (paragraphs) explaining concepts, defining terms, etc. Example Question: Explain the difference between form and function. 2. Students will be asked to write sentences illustrating concepts covered in the class. Example Question: Write four original sentences: a simple sentence, a compound sentence, a complex sentence, a compound-complex sentence.
- Objective Examinations
 - Example: Students will take a series of tests asking them to do the following: 1. Analyze sentences to determine whether the sentence is simple, compound, complex, or compound-complex. Example question: What type of sentence is "After Jack became a teacher, he realized that teaching was very hard work. 2. Analyze sentences to determine sentence patterns, for example subjects/predicates/objects or complements. This requires determining whether the verb is transitive, intransitive, or linking. Example question: Identify the subject, predicate, and any objects or complements in this sentence: After Jack became a teacher, he realized that teaching was very hard work. Example Question: Jack became a teacher, he realized that teaching was very hard work.
- Problem Solving Examinations
 - Example: 1. Identify comma splices and fused/run-ons in the following sentence. If the sentence is correct, place a C at the end.
- Projects
 - Example: 1. Students will work in small groups to discuss and present assigned topics. Example Assignment: As a group, explain the difference between transitive and intransitive verbs and create and lead the class through an exercise to illustrate these concepts.
- Reports

- Example: 1. Students will work in small groups throughout the class, researching and studying various topics (i.e. Teaching English Language Learners, Teaching Students with Learning Disabilities, The History of the English Language, etc. They will write a research paper, and the group will also present their findings to the class as a whole. Example Question: Essay Assignment, Research Essay, Group research project Choose a topic from the following list. In groups, research the topic and present the findings both in a presentation and in writing. The presentation will be a group effort, but the research essay may either be done individually, as a group, or with a partner in your group. Write a brief evaluation of the group process and the members' efforts. Topics to choose from: English Dialects, Methods of Grammar/Language Arts Instruction, Issues in Grammar Instruction, Teaching Grammar to English Language Learners, Teaching Grammar to Students with Learning Disabilities, Language Acquisition.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will ask students to do exercises at the end of each chapter in the text, self-correct the exercises, and write an analysis explaining the student's level of understanding of the concepts being studied. Students will compare answers in small groups, and the instructor then will lead the class through an analysis of these exercises.
2. Students will read the chapter in the text about grammar, usage, and composition, as well as consult grammar handbooks. They will also read for the research project. They will apply what they've learned from the reading to group exercises, discussions, and presentations.
3. Students will write a reflective journal, a reflective essay, and an essay requiring research.
4. Students will complete a series of tests illustrating the students' understanding of basic grammar and usage. The instructor will assist students in correcting any errors on the test as part of the testing process.
5. The instructor will have students 'deconstruct' sentences and identify the functions of the parts to identify and understand the structure of English.

Distance Learning

1. Students will read or listen to a lecture, read a chapter in the text book, and participate in a guided discussion of the concepts covered.
2. Students will take a series of reading quizzes, chapter quizzes, and tests online.

Typical Out of Class Assignments

Reading Assignments

1. Read the chapter in the text on "The Simple Sentence" and do the exercises analyzing verb types.
2. Read the chapter in the text on

"Grammar and the Writing Process" and write a summary analyzing the challenges grammar poses for beginning writers.

Writing, Problem Solving or Performance

1. Write a reflective essay analyzing your personal experiences studying grammar and the place that grammar instruction should have in elementary and high school English instruction.
2. In groups, analyze and 'teach' a lesson to the class on a portion of a chapter in the Grammar text, including leading the class through exercises and activities.
3. Working with other students, review and correct tests to be resubmitted with completely correct answers.

Other (Term projects, research papers, portfolios, etc.)

1. Complete an English 2 journal in which you do the assigned exercises from the text. Include also your questions and comments on the material; any feelings, or perceptions, or insights you have as you work through the exercises; and any problems you are having with the exercises, readings, and/or essay assignments.
2. With other members of the class, complete a research project on one of the following topics: English Dialects, Methods of Grammar/Language Arts Instruction, Issues in Grammar Instruction, Teaching Grammar to English Language Learners, Teaching Grammar to Students with Learning Disabilities, Language Acquisition, the Reading/Writing Connection. Research findings will be presented both as a research paper and as a group presentation to the class.

Required Materials

- Grammar for Language Arts Teachers
 - Author: Calderonello, Martin, Blair
 - Publisher: Longman
 - Publication Date: 2003
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Rules for Writers
 - Author: Hacker, Diana
 - Publisher: Bedford
 - Publication Date: 2016
 - Text Edition: 8th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Analyzing English Grammar
 - Author: Klammer, Schulz, Volpe
 - Publisher: Allyn & Bacon
 - Publication Date: 2013
 - Text Edition: 7th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Understanding English Grammar
 - Author: Kolln, Martha
 - Publisher: Longman
 - Publication Date: 2016

- Text Edition: 10th
- Classic Textbook?:
- OER Link:
- OER:

Other materials and-or supplies required of students that contribute to the cost of the course.