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English 270 J INTRODUCTION TO ENGLISH GRAMMAR AND SYNTAX

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CUNY York College

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Department of English
York College/CUNY
Fall 2020
Section TBD
Meeting times: TBD
Room: TBD
Instruction mode: Face to face
Commons site: <https://commons.gc.cuny.edu/yorksyntax>

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SYLLABUS | ENGLISH 270 J

INTRODUCTION TO ENGLISH GRAMMAR AND SYNTAX

Course Description

3 hours, 3 credits; Prerequisite: English 125. Introduction to English Grammar and Syntax. Not open to students with credit for English 370. Analysis of English sentence structure, with focus on parts of speech, grammatical voice and mood, and written discourse. Students will examine real-world texts from a variety of genres, as well as their own writing practices. This is a Writing Intensive Course. This course may be offered in either online, hybrid, or face-to-face format.

Course Narrative

This course will take a *descriptive* approach to *multiple varieties* of English. Languages are not books in the sky, and they are not lists of rules, but everyone's language, whether standardized or not, has a structure we follow without even thinking about it. In this course, we will work together to examine and uncover the structures behind language, with special attention to the range of languages which are generally understood as varieties of English.

Active Learning Statement

In this course, the instructor and students will *co-create learning materials*, like quizzes, reference texts, and study guides, that students in future sections of this course can benefit from. The third major writing assignment will ask you to draft a text that can be used as part of the textbook in future sections of the course.

Writing Intensive Statement

English 270 is designated as a Writing Intensive (WI) course. This course, if completed successfully, satisfies a lower-division WI course requirement. Students must successfully complete 3 WI courses in order to graduate. In keeping with the WI designation, students can expect to submit at least 10-12 pages of formal written work over the course of the semester, in addition to in-class writing, and written homework tasks. All formal papers will have a rough and a final draft, and they will be revised according to feedback.

Required Texts and Technology Statement

Texts for this course will be provided by the instructor, either through the CUNY Commons course website, or (in some cases) through Blackboard. You will also help create, elaborate, and complete the texts for this course as we discover the structures through which language operates.

Technology is crucial for this class—you should make sure you have the ability to use a laptop or tablet with a reliable Internet connection to complete assignments. York College has computer labs and computers for student use available in the Library. Try to bring a laptop or tablet to class, if possible.

Learning Objectives

After completing this course, you will be able to:

- Explain and apply the system of grammatical rules underlying standardized written English.
- Deconstruct the ideology of Standard English: i.e., the "rules of written academic/professional English," while recognizing its abstract and variable nature.
- Appreciate and understand the logic and rule systems underlying multiple varieties of English, including regional and ethnic varieties in both formal and informal contexts.
- Effectively use grammatical terminology to accurately identify and label the parts of speech relevant to clause and sentence construction.
- Demonstrate familiarity with the syntax of different clause and sentence constructions, so that you can both identify these different constructions in other writers' work, and employ a variety of these constructions in your own work.
- Write analyses about the structure of language in an objective and scientific way.
- Build on the skills developed in introductory composition by using a variety of sentence constructions flexibly in your own writing.

Ancillary Learning Objectives

As part of the OER 3.0 focus of the course, students will additionally develop proficiency in:

- Writing for peers, rather than just for the instructor
- Annotating and discussing texts through the use of electronic annotation software
- Collaborating with other students to build a shared understanding of a specific topic

English 270 is required for Journalism majors, is recommended for English majors and teacher education students, and welcomes students from any discipline who want to learn about the structure of language. This course will review the most essential features of the grammar of Standardized American English (while keeping in mind that SAE is imaginary, poorly-defined, and continually changing). Special attention will be paid to applying what is learned to students' own writing.

Grading

Final grades ranging from A to F will be based upon completion of all course requirements (writing and reading assignments, class participation and attendance) and the examinations.

Assignment	Percentage of final grade
1. Paper #1 (3-4 pages)	20%
2. Paper #2 (3-4 pages)	20%
3. Textbook section (3-4 pages)	20%
4. Annotation assignments, quizzes and other homework	20%
5. Exam 1	10%
6. Exam 2	10%

The grade for paper assignments includes drafting. If a student only turns in one on-time draft (rough or final), it will be graded as the final draft, and will have a 20 point (20%) grade penalty.

Attendance Policy

Students who attend class will get the most out of the class, and missing class could mean missing an update to due dates or schedules. In-class activities, like group activities, workshops, and in-class writing assignments, cannot be made up outside of class time. Please attend class regularly to avoid missing out on course content.

Classroom Courtesy

Please arrive on time and stay in the room throughout the entire class period. *Walking in and out during class time is distracting and rude to the rest of the class.* Try not to do this unless there's a real need to disrupt class activity. Silence all cellphones and electronic devices when the class starts, and if you must take an emergency call, do it outside of the classroom.

Communication

The best way to reach me is via email. I will try to respond in 24 hours; occasionally it may take a little longer. One of the first things I'd like you to do after class is to send me an email from your York College email address, to mgarley@york.cuny.edu. This will get your email address in my address book, and make sure I can contact you if I need to, as well as make sure your York e-mail address is working. Blackboard generally sends emails to York College email addresses, so you will miss out on a lot if you don't check this email address.

This is a challenging course, and it requires students to think about language in ways that don't come naturally and develop new skills, so if you're having trouble with it, I promise you're not the only one!

If you're having problems with an assignment, if something that I have asked you to do is unclear, or if you're having personal issues – anything! – let me know as soon as you can, either in person, or via email. I will try my best to help you, and I can't help you if I don't know you're having trouble.

I have open office hours, which are listed at the top of the syllabus, and you are welcome to drop by—it's best to send me an e-mail beforehand so I know you're coming. I can also schedule office hours by appointment when needed.

Information about Assignments

All assignments are due on the date listed on the syllabus. Papers (first drafts and final drafts) should be **uploaded to Blackboard by midnight on the due date** (but see information about grace periods below). Format guidelines will be included with the essay assignments.

All formal papers must be prepared using a word processing program on a computer, following the standard format assigned, and all work must be prepared by you personally. You may not use the services of a typist or have anyone else type drafts. While you are permitted to receive editorial suggestions from a Writing Center tutor or classmate, you must be responsible for fixing your errors yourself. You may not have someone else proofread or correct your paper for you before it is submitted, and you may not receive assistance in editing or proofreading your work before it is submitted.

I do not accept papers or assignments by e-mail without prior arrangement. If you just e-mail me an assignment without talking to me first, it will not be graded. I have a mailbox in the English department office where assignments can be left.

Late assignments and missing class

I am experimenting this semester with a 2-day grace period on due dates--that is, if you are not able to get an assignment in by the due date, **you have 48 hours to turn it in** online or to my mailbox without penalty.

Please let me know if you will be unable to turn an assignment in on time beforehand--I can give longer extensions under certain circumstances.

If you do not turn in an assignment within 48 hours of the original due date, I may still accept it **if and only if, within a week of the due date, you schedule an appointment with me outside of class to discuss the assignment.** This is the only way I will accept an assignment after the 48-hour grace period has passed. If you know that you will miss a class, please submit any assignments due to my mailbox in the English department office or on Blackboard for online assignments.

The end of the semester has a way of sneaking up on everyone--for your own sake and mine, don't leave major assignments (or meetings with the professor) until the end of the semester.

Exams may happen at the beginning of class on the exam day; students who are late will miss part of the exam.

Blackboard

There will be homework throughout the semester (see course schedule). In order to complete some of the homework and to upload your papers, you will need access to Blackboard. Blackboard will also have the most up-to-date record of your grades and any assignment handouts, as well as the most recent version of this syllabus.

CUNY Academic Commons

Students will find (and contribute to) the course textbook on CUNY Academic Commons: <https://commons.gc.cuny.edu>. Students should create an account [instructions to follow], join the course group [instructions to follow] and the course site [instructions to follow]. The Commons will also host student-created study guides, a bibliography, and additional resources. For CUNY Commons support, go to <https://help.commonsgc.cuny.edu/>.

Academic Integrity Statement

A violation of academic integrity is any instance when a student attempts to pass off someone else's words or ideas as their own, *no matter where they obtained those words or ideas*, and no matter where these ideas are presented.

All academic integrity violations in this course will result in a zero on the assignment and/or a failing grade in the course and/or referral to the College's Academic Integrity officer.

York College gives four definitions of types of academic integrity violation (these definitions can be found in the York College policy on academic integrity, which I have linked to below):

- **Cheating:** Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
- **Plagiarism:** Plagiarism is the act of presenting another person's ideas, research or writings as your own.
- **Obtaining Unfair Advantage:** Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.
- **Falsification of Records and Official Documents**

York College’s policies and procedures concerning academic integrity can be found here:

<https://www.york.cuny.edu/academics/academic-affairs/academic-integrity>

For more information, see Purdue University’s Online Writing Lab resource, “Avoiding Plagiarism,” at https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/is_it_plagiarism.html

At this point in your college career, you are expected to understand what plagiarism is and how to avoid it--but please ask the professor **before** the assignment is due if you're unclear.

York College Resources

Computers with word processing software and Internet access are available in the library and in computer labs.

York College Library: <http://york.cuny.edu/library>

York College Computer Labs: <https://www.york.cuny.edu/academics/academic-affairs/ctlet/for-faculty/labs>

York College Collaborative Learning Center: <https://www.york.cuny.edu/academics/collaborative-learning-center> Located in the Academic Core 1C18, **The Collaborative Learning Center** assists students with writing skills. The Center offers scheduled tutoring and workshops. For more information, stop by, call (718) 262-2494, or check the website.

English as Second Language (ESL) Tutoring Center

Tutoring is available for ESL students in Academic Core 3C08. Call (718) 262-2831 for schedule.

Students with Disabilities

Students with disabilities may contact the Center for Students with Disabilities to learn about and gain access to resources available to them at the college. See their website at <https://www.york.cuny.edu/student-development/csd> for more details.

Class Schedule (Subject to Change)

Week	Dates	Reading (read before Monday's class!)	Assigned	Due	Topic
1	M 8/27 W 8/29	Pullum - Ideology, Power, and Linguistic Theory (Comment on Hypothes.is before Wednesday)	HW#1: Annotation		<i>Syllabus & Welcome Languages, dialects, and varieties Introduction to the Commons and annotation platform</i>
<i>Monday 9/3: Labor Day, No class</i>					

2	W 9/5	Hagen (Commons), Ch. 1 & 2	HW #2: Annotation Labelled Text & Paper #1 Assigned	HW #1 (due W 9/5)	<i>Introduction to linguistics, Types of Grammar</i>
<i>Monday 9/10: No classes at York College</i>					
3	W 9/12	Hagen (Commons), Ch. 3	HW #3: Annotation	HW #2 (W 9/12)	<i>Word Categories</i>
4	M 9/18	Hagen (Commons), Ch. 4	HW #4	HW #3 Labelled text due	<i>Analyzing Sentences: Subjects and Predicates</i>
<i>Wednesday, 9/19: No class</i>					
Week	Dates	Reading (read before Monday's class!)	Assigned	Due	Topic
5	M 9/25 W 9/27	Hagen (Commons), Ch. 5	HW #5: Annotation & Definitional comparison	HW #4	<i>Verb phrases pt. 1&2s</i>
6	M 10/1 W 10/3	Hagen (Commons), Ch. 6		HW #5 Paper #1 Draft Due	<i>Review of Parts of Speech Exam 1 Review</i>
<i>Monday, 10/8: No Class, Indigenous Peoples' Day</i>					
7	W 10/10			Labelled headlines due in class	
8	M 10/15 W 10/17	Hagen (Commons), Ch. 7 Phrase structure rules handout	Paper #2 Assigned Labelled headlines assigned	Paper 1 Final Due (Wednesday, Blackboard)	<i>Noun Phrases Phrase structure rules: Making tree diagrams</i>
9	M 10/22 W	Hagen (Commons), Ch. 8		Exam 1 (Wednesday)	<i>Other Phrases: AdjP, PP, AdvP</i>

	10/24				
10	M 10/29 W 10/31	Hagen (Commons), Ch. 9		Paper 2 draft (Wednesday, Blackboard)	<i>Tense & Auxilliary Verbs</i> <i>Exam 2 review</i>
Week	Dates	Reading (read before Monday's class!)	Assigned	Due	Topic
11	M 11/5 W 11/7	Hagen (Commons), Ch. 10, Phrase structure handout			<i>Diagramming, part 2</i>
12	M 11/12 W 11/14	Building on the textbook: from definition comparison to a research guide	Paper #3 assigned Trees assigned	Paper 2 final (Wednesday, Blackboard)	<i>Tree diagrams</i>
13	M 11/19 W 11/21	Hagen, Chapter 11	Textbook sections assigned	Trees due in class (Monday)	<i>Diagramming complex sentences</i> <i>Subordination and relative clauses</i>
14	M 11/26 W 11/28	Movement basics (online text)		Textbook section draft (Wednesday, Commons)	<i>Movement</i>
15	M 12/3 W 12/5				Punctuation & Style concerns
16	M 12/10 W 12/12			Textbook section final due on Commons (Wednesday)	<i>Final exam review</i>

Final exam week		<i>Final Exam, TBA</i>	Final exam week	Final exam	
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