

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

York College

2022

Evaluation Rubric for Educational Resources for an Undergraduate English Syntax Course

Matt Garley
CUNY York College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/yc_oers/34

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu

EVALUATION RUBRIC FOR EDUCATIONAL RESOURCES FOR AN UNDERGRADUATE ENGLISH SYNTAX COURSE

Matt Garley, York College / CUNY
mgarley@york.cuny.edu

The rubric below focuses on a set of criteria for selecting and evaluating a textbook for an undergraduate course in English syntax. Where appropriate, mention is made of other educational resources (i.e., beyond the textbook proper).

The learning objectives for the course are:

- 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.

	1 - Unacceptable	2 - Acceptable	3 - Ideal
<p>Approach</p> <p>The textbook takes a descriptive (rather than prescriptive) and linguistically sound approach to English syntax and grammar</p>	<p>The textbook takes a primarily prescriptive approach to grammar and unproblematically promotes the notion of 'good academic English' or similar ideology</p>	<p>The textbook is generally descriptive in its approach, but might promote 'style' or 'writing' tips which are not grounded in linguistics</p>	<p>The textbook takes a consistent descriptive approach to English syntax and grammar. Students come away with a complete understanding of how and why to critique and challenge prescriptive 'grammar advice'</p>
<p>Diversity</p> <p>The textbook recognizes and leverages a diversity of Englishes</p>	<p>The textbook approaches English as a monolithic entity for which there is only one correct or proper grammar</p>	<p>The textbook acknowledges multiple varieties of English, but focuses on the description of an idealized academic English</p>	<p>The textbook acknowledges and includes examples from regional and ethnic varieties of English, establishing their rule-governed natures and validity</p>



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

	1 - Unacceptable	2 - Acceptable	3 - Ideal
<p>Scope</p> <p>The textbook has an appropriate scope for an undergraduate course in English syntax.</p>	<p>The textbook is too narrow in scope, and covers only e.g., parts of speech or subjects and predicates, without providing a more complete model of syntax</p>	<p>The textbook is too broad in scope, and requires extensive instructor intervention to be digestible by students. It may focus on syntactic theory exclusively, without considering the application of those theories to student writing</p>	<p>The textbook should be as complete as possible for a one-semester course while acknowledging that a complete description of English grammar is not possible in that time. It should cover the main points that students are concerned with, and focus on building confidence and flexibility in students' writing</p>
<p>Level and approachability</p>	<p>The textbook is too fundamental in its approach, and condescends to a college-level reader, or it fails to scaffold from basic to advanced concepts</p>	<p>The textbook is too advanced in its approach, and might be more suitable for a graduate audience. Jargon might require extensive explanation by the instructor</p>	<p>The textbook is suitable for a student with no background in linguistics, but with a working knowledge of English—it takes the time to explain and demonstrate the use of new terminology, and scaffolds from more basic concepts to more advanced concepts</p>
<p>Consistency</p>	<p>The textbook is extremely inconsistent, using multiple labels for the same phenomenon, or promoting multiple incompatible approaches to the analysis of syntax</p>	<p>The textbook is generally consistent, but has some redundancy in vocabulary and descriptors</p>	<p>The textbook uses a consistent set of descriptors and vocabulary to create a model of English syntax which works for the most straightforward sentences, giving students a vocabulary with which to talk about their and others' languages</p>



	1 - Unacceptable	2 - Acceptable	3 - Ideal
Opportunity for practice	The textbook and associated materials are entirely theoretical in its approach and provides few or no examples or exercises for students to use as practice	The textbook and associated materials give limited opportunities for students to practice course skills and concepts; the instructor must supplement these with original exercises	The textbook and associated materials give students opportunities to practice skills developed in the course, including metalinguistic awareness of parts of speech, phrases, clauses, and other constituents



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).