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ENG 5091A-600: Studies in Language Linguistics and Literacy

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ENG 5091-600 Course Policy
Studies in Language/Linguistics/Literacy
Writing Instruction & Grammar: Searching for Practical Solutions
Summer 2018, Six-Week Session

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“Great writing is created in revision—rethinking, rewriting, adding, subtracting, repositioning, editing. In effect, fine writing is born in change.”

~Ralph Wahlstrom, *The Tao of Writing*

“Whoever does not study rhetoric will be a victim of it.”

~Ancient Greek wall inscription

“Having to say something is a very different matter from having something to say.”

~John Dewey, *How We Think*

Texts

- Noguchi, Rei R. *Grammar and the Teaching of Writing: Limits and Possibilities*.
- Weaver, Constance. *Teaching Grammar in Context*.
- Articles, websites, and other materials available via D2L

Materials

Writing instruments, paper, paper clips, a good college dictionary, a typewriter or computer, and other appropriate supplies

Course Description

One of the most famous statements about grammar and writing instruction is Braddock, Lloyd-Jones, and Shoer’s conclusion in *Research in Written Composition* (1963) that “the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in composition, even harmful effect on the improvement in writing” (37-38). To some composition instructors, that statement acts as a threat to their belief systems. To other writing teachers, that conclusion validates their experiences. To yet other writing instructors, they are conflicted and confused. What’s a writing teacher to do?

In an attempt to answer to that question, this graduate seminar will explore the research about grammar and the teaching of writing. We will discuss practical solutions for helping students learn and implement grammatical principles to improve their writing.

Learning Objectives

Participants will...

- Grow as critical thinkers and writers
- Gain knowledge about writing pedagogy and effective grammar instruction
- Explore and question ideas and arguments about language acquisition, transfer of learning, classroom management, lesson planning, writing assignments, classroom discussion, small-group work, and response/evaluation of student writing
- Reflect on current practices in writing classrooms and experiences in classrooms
- Connect disciplinary knowledge to specific contexts that you work in currently and you will be part of in the future
- Analyze the arguments, evidence, assumptions, and research methodologies of scholarship
- Evaluate and critique scholars' arguments based on the efficacy of their evidence, assumptions, and research methodologies
- Analyze rhetorical contexts and craft cogent documents appropriate to those contexts
- Assemble a cohesive and persuasive philosophy of teaching grammar

Expected Performance Outcomes

Participants will ...

- Work effectively, ethically, and professionally as a member of a graduate seminar
- Participate in discussion of reading assignments throughout the semester
- Craft cogent, rhetorically effective documents for multiple purposes and contexts
- Craft pedagogically sound lesson plans and assignments
- Create a philosophy of teaching grammar that reflects appropriate pedagogical approaches for writing instruction
- Be prepared to teach

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting--especially if your first instinct is to label them "boring" or "too hard," (2) believing that you have something worthwhile to say, and (3) expressing it after you've debated/ pondered/ listened/ read/ explored beyond the surface.

Course Requirements

Class consists of assigned readings, online discussions of assigned readings, and small and large writing assignments. Active and constructive class participation will make a positive impact on your overall grade. In fact, in an online class, keeping up with the work and making deadlines is crucial.

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Your Instructor

If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to contact me. Many times a

short discussion to go over a paper or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during posted hours, we can also make arrangements to meet at other times to better accommodate your schedule.

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Instructor Response Time

I will routinely check discussion posts and email during weekdays. I do not check my email on Saturday, but I plan to check my email by 8pm on Sundays if not sooner.

Learner Interaction

This online classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective.

I expect students to act in a mature and collegial manner. You should have read the material, should be eager to participate, and should be ready to write.

Guidelines to Abide by in Any College Course and Life in General:

1. Have opinions and ideas and support your opinions and ideas with details and examples.
2. Play well with others by respecting others' opinions and being open to them.
3. General rudeness and disrespect is not tolerated.

Discussion Board Participation Guidelines

Since we cannot talk in a face-to-face classroom setting, discussion forums serve as our way to interact with each and learn from each other.

There are five modules for the course, and each module requires multiple discussion forums. For each discussion forum, you need to post one substantive, quality reply (a paragraph of at least five sentences that clearly answers the prompt) to the discussion post question/s and then later reply to one of your peer's posts with depth and attention. You are more than welcome to respond to more than one peer. While I have minimum requirement of sentences for posts, the most important criterion is the **quality of the post**—whether the response exemplifies critical thinking and has details to support one's points, observations, assertions, or arguments.

Deadlines for the posts will be indicated on the syllabus. If a student provides a quality response to the questions in the discussion forum and also provides a substantive reply to a peer's response (Pass), the student earns 10 out of 10 for that discussion forum. If a student does not provide substantial comments or only one of the two types of comments (Fail), he or she earns 0 out of 10.

Late Work Policy

Because this is a compressed class, a six-week session, I do not accept late work.

Email Policy

I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a close friend. Emailing in a professional manner will help you with other professors and also give you practice in effective communication.

If you want to send me an email, follow the guidelines below. Emails should:

- Have a clear and concise subject line that provides gist of the email, such “Absent This Friday” or “Question about Revision” or “Availability for a Meeting?”
- Begin with a formal address, such as “Dr. Taylor:” or “Dear Dr. Taylor:”
- Use a respectful tone
- Provide questions or information in an succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion
- Refrain from using abbreviations or “text-prose”
- Close with a short statement followed by a comma and your name, such as “Thanks for your time,” or “Sincerely,” or “Have a good weekend,”

If an email does not follow these guidelines, I will simply reply to the email with this message: “Please resend this email once it’s been revised to fit the standards of a professional email. See page 4 of my course policy.”

Opportunities for Revision & Reflective Memos

Students have the opportunity to revise the first two grammar-related lesson plans/activities. Time allotted for revision is usually a few days after the paper has been graded. If you choose to revise, it should help your overall grade. However, I expect **deep revision**, not just surface editing. A reflective memo must be submitted with the revision. In reflective memos, writers need to talk about the **changes they made** to the document and **why** they made those changes. Tell me about your thought process behind the changes you made.

Academic Honesty and Plagiarism

Here is the official statement on plagiarism by the EIU English Department: “Any teacher who discovers an act of plagiarism—“The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s own original work” (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.”

In this class, if a student is found to have plagiarized in a paper, the paper will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

Generally, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it's online) the information is located.

For further clarification, here is an explanation of plagiarism from my previous English department that explains this important concept:

Plagiarism

To present someone else's work or ideas as one's own is plagiarism. A student can commit in these ways:

- Copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- Taking someone else's writing, changing some of the words, and not identifying the source;
- Taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- Having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- Purchasing or downloading papers or passages from the Web.

A Social Contract of Honesty

In this class, there is a social contract between the instructors and students that the work submitted will be the students' own documents, not someone else's work. To put it simply, do your own writing.

Composition of the Overall Grade

(All assignments and point totals are tentative)

Online Discussion Forums	270 (49%) points
Discussion posts and follow-up posts related to each module (One substantive post and a substantive follow-up post to a peer required: Pass = 10 points, Fail = 0 points)	
Draft Due Dates	60 (11%)
The philosophy requires a full draft for my commentary before it is submitted (Full draft due: Pass = 50 points, Fail = 0 points)	
Shorter Writing Assignments	20 (4%)
Memo of Introduction	10
Feedback Memorandum	10
Formal Business/Technical Documents	200 (36%)
Grammar-Related Lesson Plan/Activity 1	50
Grammar-Related Lesson Plan/Activity 2	50
Philosophy of Teaching Grammar	100

550 points

Grading Scale for Formal Documents:

100-92% = A	89-88 = B+	79-78 = C+	69-60 = D
91-90 = A-	87-82 = B	77-72 = C	59 and below = F
	81-80 = B-	71-70 = C-	

Overall Grading Scale:

100-90% = A	69-60 = D
89-80 = B	59 and below = F
79-70 = C	

ENG 5091 Syllabus Summer 2018

All assignments and deadlines are tentative
CT = Central Standard Time

Week 1

Module 1: Grammar's Historical Context & Writing Instruction

- M 6/11 Read Perrin's "The Remedial Racket," Mills's "Writing as Process," and Connors's "Mechanical Correctness as a Focus in Composition Instruction"
Discussion forum posts "Historical Context" due 11 pm CT
Memo of Introduction due 11 pm CT
- Tu 6/12 Read Bartholomae's "The Study of Error"
Discussion forum posts "The Study of Error" due 11 pm CT
- W 6/13 Read Hartwell's "Grammar, Grammars, and the Teaching of Grammar"
Discussion forum posts "Hartwell's Argument" due 11 pm CT
- Th 6/14 Read Lunsford and Lunsford's "Mistakes Are a Fact of Life': A National Comparative Study"
Discussion forum posts "Mistakes Are a Fact of Life" due 11 pm CT
- F 6/15 Read Smagorinsky, *et al.* "Teaching Grammar and Writing: A Beginning Teacher's Dilemma"
Discussion forum posts "Grammar & Your Context--Application" due 11 pm CT

Week 2

Module 2: Core Texts

- M 6/18 Read Ch. 1 & 2 of Noguchi
Discussion forum posts "Your Hierarchy of Errors" due 11 pm CT
- Tu 6/19 Read Ch. 3 & 4 of Noguchi
Discussion forum posts "Strategies for Fragments, Run-Ons, and Comma Splices" due 11 pm CT
- W 6/20 Read Ch. 5 & 6 of Noguchi
Discussion forum posts "Facing the Paradoxes" due 11 pm CT
- Th 6/21 Read Ch. 1 & 2 of Weaver
Discussion forum posts "Towards Other Alternatives" due 11 pm CT
- F 6/22 Read Ch. 3 & 4 of Weaver
Discussion forum posts "Mythical Fussbudgetry" due 11 pm CT

Week 3

- M 6/25 Read Ch. 5 of Weaver
Discussion forum posts "Your Guidelines" due 11 pm CT
- Tu 6/26 Read Ch. 6 & Afterword of Weaver
Discussion forum posts "Engaging Mini-lessons" due 11 pm CT
- Module 3: L2 and Gen 1.5 Writers**
- W 6/27 Read Reid's "'Eye' Learners and 'Ear' Learners: Identifying the Language Needs

- of International Student and U.S. Resident Learners” & Silva’s “On the Ethical Treatment of ESL Writers”
 Discussion forum posts “English is Hard” due 11 pm CT
 Th 6/28 Read Land & Whitley’s “Evaluating Second-Language Essays in Regular Composition Classes: Toward a Pluralistic U.S. Rhetoric”
 Discussion forum posts “Your L2/Gen 1.5 Plan” due 11 pm CT
 F 6/29 Read Severino’s “The Sociopolitical Implications of Response to Second-Language and Second-Dialect Writing”
 Discussion forum posts “Your Stance & Why” due 11 pm CT

Week 4

Module 4: Approaches & Applications

- M 7/2 Read Devet’s “Welcoming Grammar Back into the Writing Classroom” & Blaauw-Hara’s “Why Our Students Need Instruction in Grammar, and How We Should Go about It”
 Discussion forum posts “Gleanings” due 11 pm CT
Grammar-Related Lesson Plan 1 due 11pm CT
 Tu 7/3 Read Williams’s “The Phenomenology of Error”
 Discussion forum posts “Noticing vs. Hunting” due 11 pm CT
 W 7/4 Independence Day—No class activities
 Th 7/5 Read Sams’s “How to Teach Grammar, Analytical Thinking, and Writing”
 Discussion forum posts “Her Argument” due 11 pm CT
 F 7/6 Read Corbett’s “Teaching Style” & Johnson’s “Ancient and Contemporary Compositions That ‘Come Alive’: Clarity as Pleasure, Sound as Magic”
 Discussion forum posts “Teaching Style” due 11 pm CT

Week 5

- M 7/9 Read Micciche’s “Making a Case for Rhetorical Grammar”
 Discussion forum posts “Rhetorical Grammar and Commonplace Books” due 11 pm CT
Grammar-Related Lesson Plan 2 due 11 pm CT
 Tu 7/10 Read Meyer *et al.*’s “Grammar in Context: How and Why” & Martinsen’s “The Tower of Babel and the Teaching of Grammar: Writing Instruction for a New Century”
 Discussion forum posts “Gleanings Part Deux” due 11 pm CT
 W 7/11 Read Connors’s “The Erasure of the Sentence”
 Discussion forum posts “Erasure” due 11 pm CT
 Last day for course withdrawal for 6-week session
 Th 7/12 Read Morenberg, *et al.*’s “Sentence Combining at the College Level: An Experimental Study”
 F 7/13 Rose’s “Down from the Haymow: One Hundred Years of Sentence-Combining,” & Dean’s “Sentence Combining: Building Skills Through Reading and Writing”
 Discussion forum posts “If Sentence-Combining, How?” due 11 pm CT

Week 6

Module 5: Responding to Student Writing

- M 7/16 Read Haswell's "The Complexities of Responding to Student Writing; or, Looking for Shortcuts via the Road of Excess"
Discussion forum posts "Considering the Complexities" due 11 pm CT
- Tu 7/17 Read Haswell's "Minimal Marking" & Heyden's "Speaking My Mind: 'See Everything, Overlook a Great Deal, Correct a Little': Rethinking the Role of Grammar in Writing Instruction"
Discussion forum posts "Which Way?" due 11 pm CT
Draft of Philosophy due Noon CT
- W 7/18 Read Sommers's "Revision Strategies of Student Writers and Experienced Adult Writers" & "Responding to Student Writing"
Discussion Forum posts "How to Coach Revision, Editing, and Proofreading" due 11 pm CT
- Th 7/19 Read Fredrick's "Stop! Think! Grade!: Developing a Philosophy of Writing Evaluation"
Discussion forum posts "Responding to Fredrick" due 11 pm CT
- F 7/20 **Philosophy of Teaching Grammar due 11 pm CT**
Feedback Memo due Noon CT