

Fall 8-15-2005

ENG 2901-005: Structure of English

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2901-005

English 2901
Policies and Procedures
Fall 2005
Shonk

Instructor: Dr. Timothy A. Shonk
Phone: 581-6310
Email: cftas1@eiu.edu

Office: CH 3060
Hours: MWF 9:30-11, 3-3:30
TR 1-3 and by appointment

Text: Understanding English Grammar (6th ed.), Martha Kolln and Robert Funk

Course Goals and Objectives: The essential goal of the course is for each student to master the fundamentals of English grammar: the system behind the patterns of our language that give it meaning. We will not merely memorize rules of usage and grammar, for such memorization rarely leads to understanding the subject matter in any depth. Rather, our focus will be upon learning to analyze the structures in our language, to explain the logic (and occasional illogic) behind those structures, and to be able to identify and employ those structures with some proficiency. To this end, class lectures will provide numerous definitions, explanations, and examples to supplement the material from the text. Students will demonstrate their mastery of the principles and structures of grammar on their written working in various ways: by defining terms, by explaining points of grammar and structure either in written form or in schemata, by identifying structures, and by employing those structures in their own writing. Being able to perform one of these tasks alone is insufficient because such performance does not constitute a clear and complete understanding of the material.

Requirements and Determination of Final Grade:

5%	Attendance and Participation
60%	Hour Exams (4 exams, 15% each)
20%	Final Exam
15%	Quizzes

Attendance and Participation: Essentially this grade is determined by your preparation for and participation in class discussions. While you need not jump to the fore at every opportunity, you should always be prepared to answer--and especially to **ask**--questions over the material for the day. Because you will be performing in-class exercises, taking unannounced quizzes, and occasionally completing other impromptu work, attendance is mandatory.

Hour Exams: Primarily the four hour exams will be comprised of short answer, definition, and identification/explanation questions. Essentially, the exams ask you to identify, define, explain, and employ various grammatical forms. By showing that you can perform all these tasks, you show that you have mastered the material and have met the course objectives.

Final Exam: The final exam will be partly comprehensive, but it will follow the format of the hour exams.

Quizzes: Quizzes are usually short exercises or short-answer questions given unannounced in class or assigned as take-home work. Each quiz is worth 10 points. We will complete approximately 12 quizzes during the semester. The quiz scores are totaled (usually I drop one or two quiz scores), and a single grade is given for that total worth 15% of the semester grade.

Absences: No make-up work will be accepted unless I am made aware of some documented, compelling condition (illness, personal emergency) forcing your absence. All make-up work must be completed within one week of your return to class.

A Final Note: I encourage students to work together, even on take-home assignments. Often students will find one member of a group proficient in one area, a second proficient in another, and so on. The students thus learn from the strengths of one another. Moreover, a student with abilities in one area finds that he or she further sharpens those abilities when explaining them to another student. Not all students will find the explanations of other students always sufficient, however. Thus, I encourage you to come by my office as often as you wish, alone or in groups, for further help. I should caution you that learning grammar is a cumulative exercise. You should not wait until late in the term to come in to tell me you are “lost.”

English 2901
Course Syllabus
Fall 2005
Shonk

Aug.	22	Introduction to the course; backgrounds of English
	24	Backgrounds (cont.); Morphemes, 232-42
	26	Morphemes (cont.)
	29	Form Classes, 243-55
	31	Form Classes, 255-66
Sep.	2	Form Classes (cont.)
	5	Labor Day--No Classes
	7	Structure Classes, 268-81
	9	Structure Classes (cont.)
	12	Structure Classes, 283-91
	14	Structure Classes (cont.)
	16	Pronouns, 293-302
	19	Pronouns, 302-08
	21	Review
	23	EXAM I
	26	Sentence Patterns, 24-33
	28	Sentence Patterns, 33-44
	30	Sentence Patterns, 44-59
Oct.	3	Sentence Patterns (cont.)
	5	Expanding the Main Verb, 60-69
	7	Fall Break--No Classes
	10	Expanding the Main Verb, 69-79

- Oct. 12 Expanding the Main Verb, 81-88
- 14 Review
- 17 **EXAM II**
- 19 Modifiers of the Verb, 110-19
- 21 Modifiers of the Verb, 119-130
- 24 Modifiers of the Verb (cont.)
- 26 Modifiers of the Verb (cont.)
- 28 Modifiers of the Noun, 132-41
- 31 Modifiers of the Noun, 142-46
- Nov. 2 Modifiers of the Noun, 146-155
- 4 Modifiers of the Noun (cont.)
- 7 Modifiers of the Noun (cont.)
- 9 Review
- 11 **EXAM III**
- 14 Noun Phrase Functions, 170-79
- 16 Noun Phrase Functions, 179-84
- 18 Noun Phrase Functions, 184-93
- 21-25 Thanksgiving Break--No Classes
- 28 Noun Phrase Functions (cont.)
- 30 Coordination, 234-44
- Dec. 2 **EXAM IV**
- 5 Sentence Modifiers, 195-203
- 7 Sentence Modifiers, 204-211
- 9 Sentence Modifiers (cont.)
- FINAL EXAM--TBA**

English!

We'll begin with a box, and the plural is boxes but the plural of ox became oxen not oxes. One fowl is a goose, but two are called geese, yet the plural of moose should never be meese. You may find a lone mouse or a nest full of mice; yet the plural of house is houses, not hice

If the plural of man is always called men, why shouldn't the plural of pan be called pen? If I spoke of my foot and show you my feet, and I give you a boot, would a pair be called beet? If one is a tooth and a whole set are teeth, why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those, yet hat in the plural would never be hose, and the plural of cat is cats, not cose. We speak of a brother and also of brethren, but though we say mother, we never say methren.

Then the masculine pronouns are he, his, and him, but imagine the feminine, she, shis, and shim.

Some reasons to be grateful if you grew up speaking English:

- 1) The bandage was wound around the wound.
- 2) The farm was used to produce produce.
- 3) The dump was so full that it had to refuse more refuse.
- 4) We must polish the Polish furniture.
- 5) He could lead if he would get the lead out.
- 6) The soldier decided to desert his dessert in the desert.
- 7) Since there is no time like the present, he thought it was time to present the present.
- 8) At the Army base, a bass was painted on the head of a bass drum.
- 9) When shot at, the dove dove into the bushes.
- 10) I did not object to the object.
- 11) The insurance was invalid for the invalid.
- 12) There was a row among the oarsmen about how to row.
- 13) They were too close to the door to close it.
- 14) The buck does funny things when the does are present.
- 15) A seamstress and a sewer fell down into a sewer line.
- 16) To help with planting, the farmer taught his sow to sow.
- 17) The wind was too strong to wind the sail.
- 18) After a number of Novocain injections, my jaw got number.
- 19) Upon seeing the tear in the painting I shed a tear.
- 20) I had to subject the subject to a series of tests.