



Welcome to...

LIN 3065 English Grammar & Usage (3 units)

Spring 2023

<b>Meeting Days: MWF</b>	<b>Instructor: Dr. Bettina Tate Pedersen</b>
<b>Meeting Times: 11:00-11:55</b>	<b>Phone: 2260</b>
<b>Meeting Location: LJWL Lounge</b>	<b>Email: <a href="mailto:bettinapedersen@pointloma.edu">bettinapedersen@pointloma.edu</a></b>
<b>Additional Info: Check Canvas daily</b>	<b>Office: BAC 116</b>
<b>Final Exam: Wed., May 3, 10:30-1:00</b>	<b>Office Hours: M 3:00-4:00 Zoom &amp; In-person</b>

### PLNU MISSION STATEMENT ☼ *To Teach—To Shape—To Send*

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### COURSE DESCRIPTION ☼

A descriptive study of English morphology and syntax, focusing mainly on sentence parts and types. Also a study of the rules of standard American usage, which are prescribed by the literate society, and an introduction to text grammar.

### STUDENT LEARNING OUTCOMES

#### PROGRAM LEARNING OUTCOMES (PLOS) FOR THE STUDENT OF LITERATURE

*Students will*

1. integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.
2. identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.
3. develop and support close readings of texts using literary theory and terminology.
4. employ strong research, rhetorical, linguistic, literary, and analytical skills in their writing.
5. present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of the written work.

#### PROGRAM LEARNING OUTCOMES (PLOS) FOR THE STUDENT OF WRITING

*Students will*

1. apply artistry and advanced skills in various forms and genres of writing.
2. demonstrate knowledge of the conventions and terminology of various forms and genres of writing.
3. engage in writing and editorial processes in a professional environment.
4. present written work to live audiences, demonstrating strategies for audience engagement and oral communication.

## COURSE LEARNING OUTCOMES ☼

Students of LIN 3065 will

1. Memorize (**Knowledge**), explain (**Comprehension**), and employ (**Application**) fundamental concepts of morphology and syntax. (PLO LIT 4; PLO WRI 1, 2, 3)
2. Differentiate (**Analysis**) and employ (**Application**) English words, phrases, clauses, and sentences by nature, function, and/or type. (PLO LIT 4, 5; PLO WRI 1, 2, 3)
3. Differentiate (**Analysis**) between prescriptive and descriptive grammar, including their theories, applications, and relation to other definitions of grammar. (LIT PLO 1, 2, 4, 5; WRI PLO 1, 2, 3,)
4. Apply (**Application**) knowledge of syntax and Edited American English to appraise (**Evaluation**) and edit (**Synthesis**) for style and usage. (LIT PLO 4, 5; WRI PLO 1, 3)

CLO (LIN 3065 English Grammar and Usage)	Course Work
1. Memorize ( <i>Knowledge</i> ), explain ( <i>Comprehension</i> ), and employ ( <i>Application</i> ) fundamental concepts of morphology and syntax. (PLO LIT 3, 4; PLO WRI 1, 2, 3)	Discussion, Presentations, Quizzes, Exercises, Exams
2. Differentiate ( <i>Analysis</i> ) and employ ( <i>Application</i> ) English words, phrases, clauses, and sentences by nature, function, and/or type. (PLO LIT 4; PLO WRI 1, 2, 3)	Discussion, Presentations, Quizzes, Exercises, Exams
3. Differentiate ( <i>Analysis</i> ) between prescriptive and descriptive grammar, including their theories, applications, and relation to other definitions of grammar. (LIT PLO 1, 4; WRI PLO 1, 2, 3)	Discussion, Presentations, Quizzes, Exercises, Exams
4. Apply ( <i>Application</i> ) knowledge of syntax and Edited American English to appraise ( <i>Evaluation</i> ) and edit ( <i>Synthesis</i> ) for style and usage. (LIT PLO 4; WRI PLO 1, 3)	Discussion, Presentations, Quizzes, Exercises, Exams

## COURSE CREDIT HOUR INFORMATION ☼

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 minimum total hours meeting the course learning outcomes. Weekly time estimations are also provided in the Canvas modules.

### Distribution of Student Learning Hours

Course Assignments & Exams	Hours	%Weight
Reading & Grammar Exercises Homework	75	25%
Quizzes (Study & Quiz-taking)	30	25%
Unit Exams	5	25%
Final Exam ( <i>Key Assignment</i> to assess mastery of the CLOs)	2.5	25%
<b>Total Course Hours</b>	<b>112.5</b>	<b>100%</b>

## NEW UNIVERSITY CATALOG

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This communication acknowledges you have received the Catalog and are responsible for the academic requirements and policies therein. It is important to note that the academic requirements are particular to your assigned catalog year. If you have any questions please feel free to email [infovpaa@pointloma.edu](mailto:infovpaa@pointloma.edu).

## ASSESSMENT AND GRADING

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Student grades will be posted in the Canvas grade book according to the weighted components of our course work. It is important to read the comments posted with each assignment as these comments will help you improve your work. Grades will be based on the following:

- A** indicates exceptional work
- B** indicates good work
- C** indicates satisfactory/average work
- D** indicates minimally passing work
- F** indicates unsatisfactory work

A	93-100%	✓+	B+	88-89%	✓	C+	78-79%	✓-	D+	68-69%	✓--	F	0-59%
A-	90-92%		B	83-87%		C	73-77%		D	63-67%			
			B-	80-82%		C-	70-72%		D-	60-62%			

## STATE AUTHORIZATION

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State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## INCOMPLETES AND LATE ASSIGNMENTS

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All assignments are to be submitted by the due dates posted. Due dates are posted with all assignments, discussions, etc. Assignments must typically be submitted by 11:59pm Pacific Standard Time on the day they are due *unless otherwise specified. Check Canvas deadlines carefully.*

Late assignments are typically not accepted (unless you and I have communicated prior to the deadline about extenuating circumstances). Incompletes will only be assigned in extremely unusual circumstances.

In our synchronous and asynchronous discussions, it is crucial that your work be posted spot on time! Late work will show in pink on Canvas and may be assigned a zero. Late or missing work means that other class members will not have the opportunity to respond to your comments nor you to theirs in a timely fashion. Your consideration of others' time is hospitable. It is also crucial to your learning, your grade, *and* our class reading community. If you know you will be away on the day your assignment is due, you must post your work *before* you leave.

## **PLNU COPYRIGHT POLICY** Ⓢ

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU ACADEMIC HONESTY POLICY** Ⓢ

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the [university catalog](#). See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY** Ⓢ

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **SEXUAL MISCONDUCT AND DISCRIMINATION** Ⓢ

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Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

## **PLNU ATTENDANCE AND PARTICIPATION POLICY** Ⓢ

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Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the

faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

In some courses, a portion of the credit hour content will be delivered **asynchronously**, and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the [undergraduate catalog](#). If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

### **Course Modality Definitions**

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
2. **Online:** Coursework is completed 100% online and asynchronously.
3. **Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
2. **Hybrid:** Courses that meet face-to-face with required online components.

### **ACADEMIC WRITING & MLA STYLE**

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For all written work, please use MLA Style and follow all standards of academic writing taught to you in your college composition class. The MLA Style includes the standard use of inclusive language. (See also “LJML Department Syllabus Statements: Inclusive Language” posted on Canvas in the Syllabus & Course Information folder.) *Points are lost for errors in MLA Style use.*

### **INCLUSIVE LANGUAGE**

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Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, should be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

### **PUBLIC DISCOURSE**

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Much of the work we will do in this discussion-based class is interactive. The nature of Canvas discussion board posts and replies, and any recorded ZOOM meetings are **public, not private, discourse**. By continuing in this class, you acknowledge that your work will be viewed and/or heard by others in the class and is thus, public.

### **ONLINE PLATFORMS & TECHNOLOGY**Ⓢ

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We will be using several online or digital platforms for our course work.

- **Canvas** (Google Chrome is the best browser to use with Canvas.)
- **Google Drive**
- **Canvas Email**

You are responsible for checking our course online platforms regularly for all course material, announcements, communications that are distributed via these sites. I will send messages only to these sites. If you want to reach out to me about our course, *please do so in Canvas email*. Please let me know *immediately* if you encounter any technical problems with these sites so that I can address the technical issues on my side.

For your best course experience, be sure to submit all coursework in acceptable, viewable/audible, Canvas-compatible, digital form (doc, docx, pdf, xlsx). Pages documents *are not readable* in Canvas/Google Chrome. If I cannot open your document or read it, I cannot assign it any credit.

In order to be successful with the online and digital components of our course, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. (You will have to log into this link's page to see appropriate content.) Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your classwork.

## **SPIRITUAL CARE** ☩

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PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

## **DIVERSITY STATEMENT**

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Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism and the study of literature.

## **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is listed on the first page of this syllabus and posted on the [Current Students: Final Exam Schedules](#) site.

- You are expected to arrange your personal affairs to fit the examination schedule.
- In the rare case that you have more than three (3) final examinations scheduled on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described above, please meet

with your professors as soon as possible so that they may help you to make alternative arrangements for taking your exams.

## **MAINTAINING CLASS SCHEDULE VIA ONLINE REGISTRATION**

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Students must maintain their class schedules. Should a student need arise to drop a course, they are responsible to drop the course (provided the drop date meets the stated calendar deadline established by the university) and to complete all necessary official forms (online or paper). Failing to attend and/or to complete required forms may result in a grade of F on the student's official transcript.

## **IMPORTANT UNIVERSITY & LJWL POLICIES**

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Please see the LJWL Department Syllabus Statements in the *Syllabus & Policies* Canvas folder. Please see [Academic Policies](#) in the [catalog](#) for all information on university academic and general policies.

## **COURSE REQUIREMENTS, POLICIES & GUIDELINES**

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- **Course Texts:** Course texts must be in your possession before the modules dedicated to those texts begin. No exemptions from quizzes or other required/graded work will be granted because you do not yet have course texts. Using designated editions is crucial since all page references in course handout, slide, assignments come from those specified editions.
  
- **Class Participation:**
  - a. **The quality of your course learning experience** will be directly related to your
    - active and careful completion and application of the assigned reading (*It will not be the same kind of reading as in your literature classes.*)
    - meticulous and faithful working through the assigned exercises as instructed
    - engaged contribution to the class discussions and analysis of assigned exercises
    - correction of errors in understanding or applying key concepts and skills
    - thorough and clear class presentations of assigned material as instructed
  - b. **The quality of our class sessions** will depend on you and your informed and active learning contributions to class discussions of readings and assigned exercises, including
    - questions or confusion about concepts or applications you don't fully understand
    - corrections to misunderstanding or misapplication of concepts
    - observations about relevance of the concepts and applications to language matters you have observed in the real world and to your current or future academic, professional, or creative work
    - perspectives about the spiritual impacts a deeper understanding of our language and the ways we use it may have in your life
  - c. **The quality of our class community** will depend on your engaged sharing in our class sessions. Your questions about language and grammar are central to our shared learning. Those of you who carefully prepare each assigned reading and exercise and come to class ready to contribute will learn the most, earn good grades overall, and be ready to become tutors in the Writers' Studio or its equivalent (a good-paying gig!).

- **Class Sessions, Preparation, Assignments, and Technology:**
  - a. Please bring laptops or tablets and earphones or earbuds with you to every class unless otherwise instructed. Please silence your cell phones and put them away for the entire class period unless I direct you to use them for class purposes.
  - b. Completion of all assignments is required, and passing the course without doing so will be difficult. Readings and exercises must be prepared in advance of the date scheduled/due and must be of content and quality to meet the assignment's requirements and intents. Missed assignments (other than quizzes) may be made-up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. Extra-credit will not substitute for or be given to make up for missed work.
  - c. It is your responsibility to see to it that I receive your work whether submitting in paper or online.
  - d. Always keep multiple soft and hard copies of your work on hand so that you can provide duplicate copies if needed.
  - e. Handwritten assignments are never acceptable (unless so specified).
  - f. You may be requested to attend office hours with me if need arises.
  
- **Classroom Decorum:** Please manage your electronic devices appropriately and with consideration for others. Please dress in appropriate academic attire out of consideration for others in our class. **I reserve the right to ask you to leave the classroom if I believe your attire to be offensive or an obstacle to a positive learning and teaching environment, or if your behavior puts you or others at risk.**
  
- **Grading of Exercises:** Few assigned exercises will be graded on a point-for-point basis. Most will be given completion credit; some will be given precise point credit. My student grader, who is a skilled veteran of LIN 3065, will grade randomly selected exercises (both of the homework and in-class variety) as I direct. Some exercises may require you to articulate rationale for deeming a particular choice as correct or incorrect in varying contexts or as measured against varying grammars.
  
- **Completion of Exercises:** Complete all assigned exercises before the class and submit them on Canvas before class begins. Please give yourself ample time (*as these exercises can be time-consuming*) and follow the procedure below for all exercises:
  - 1) Type all exercises and bring an accessible copy to class with you so that you can make corrections for study purposes and best learning.
  - 2) You may legibly handwrite the diagramming.
  - 3) First, complete each exercise **without looking** at the answer key in the back of your book—it is OK for you to make mistakes on the exercises! Remember your grade on the homework exercises is based on completion not perfection.
  - 4) Once you have completed the exercise(s), check your answers against the answer key.
  - 5) **Grade your own exercise, correct all errors in red, record your score (# right over # possible in red ink) at the top of your exercise.**
  - 6) Submit your completed and corrected exercises to Canvas. Bring your work to class and be ready to your answers or questions as instructed/called on.

- **Correction of Exercises:** For your optimal learning, you will need to identify your mistakes: (1) what they are, (2) why you made them, and (3) how you can correct them. You can only accomplish this learning effectively if you first attempt the exercises without relying on the answer key. Putting yourself on the spot first and then correcting your answers against the key is an excellent reality check, forcing you to come to terms with how much you *really* understand--and how much you do not! Please note that completion credit grades will be lowered by any suspicious perfection.
- **Class Discussion:** I will call on you often to respond to course content presented in class and/or covered in your homework exercises. Be ready to share often! We will make our mistakes together and celebrate our successes together. We are all pulling for each other!
- **Quizzes:** You will complete about 15-20 quizzes (mostly online) on course material, especially terminology and key concepts. These terms and concepts will be found at the end of each chapter, in the Glossary of Grammatical Terms in the back of your text, and on Quizlet (for study and practice). Online graded quizzes will be on Canvas. *Google Chrome* works best with Canvas. Canvas will automatically mark your quiz late or missing once the deadline passes. Quizzes will remain accessible for your study and review. ***Please notify me immediately if you experience technical difficulties in taking an online quiz.*** I will most likely drop the lowest quiz score when I calculate final grades.
- **Exams:** You will complete approximately five unit exams on course content. It is very unlikely that make-up exams will be given unless extenuating or university-excused conditions exist. Exams will be graded qualitatively (by points). Optimal completion of exercises (as explained above) combined with class participation and attending exam study sessions will be the best possible preparation for the unit exams and for the comprehensive final exam.

## REQUIRED TEXTS

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Kolln, Martha and Robert Funk. *Understanding English Grammar*. 10<sup>th</sup> edition.  
Jule, Allyson. *Beginner's Guide to Language and Gender*. 2<sup>nd</sup> edition.

### ENRICHMENT TEXTS (BOOKS I WISH WE HAD TIME TO READ AND DISCUSS!)

Barron, Denise. *What's Your Pronoun? Beyond He & She*. Liveright Publishing Corporation.  
2020.

McCrum, Robert, Robert MacNeil, and William Cran. *The Story of English*. 3<sup>rd</sup> Revised Edition.

OLDER EDITIONS (The link below is to an older edition of our textbook. You may use it in a pinch, but the pagination is different and some of the content is different too.)

[Kolln, Martha and Robert Funk. \*Understanding English Grammar\*. 9<sup>th</sup> edition.](#)

## ASSIGNMENTS AT A GLANCE

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1. **Quizzes (running over 14 weeks; weighted category)** Multiple choice quizzes at least weekly (some weeks more) to test knowledge and recall of linguistic terms. (CLO #1)
2. **Grammar Exercises Homework:** Various exercises to gain grammar understanding and skill. Rubrics will likely be included on Canvas for grading expectations. (CLO #1-4)
3. **Unit Exams** Five unit exams on grammar terms and concepts and on application of structural principles of grammar. (CLO #1)
5. **Final Exam** Comprehensive exam on grammar terms and concepts. (CLO #1, 3).

## COURSE SCHEDULE AND ASSIGNMENTS (TBA as needed)

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Helpful Website: <http://www.grammar-quizzes.com/>

	DATE	CLASS PREPARATION (HOMEWORK) & CLASS SESSION TOPICS	QUIZZES
<b>WEEK ONE</b>		<b>Part I Introduction &amp; Part II The Grammar of Basic Sentences</b>	
1 R	T Jan 10	<b>Class Introduction:</b> Syllabus, Learning Outcomes, Expectations, Routines, and Schedule	
2 R	W Jan 11	<b>Kolln &amp; Funk</b> , Preface, <b>Part I—Introduction</b> , & Ch. 1 The Study of Grammar: An Overview (pp. 1-13); <b>EXERCISES 1.1 &amp; 1.2</b>	<b>QUIZ 1</b>
3 R	F Jan 13	<b>Kolln &amp; Funk</b> , <b>Part II—The Grammar of Basic Sentences</b> , Ch. 2 Words and Phrases (pp. 15-28) <b>EXERCISES 1, 2, 2.1, &amp; 3</b>	<b>QUIZ 2</b>
<b>WEEK TWO</b>			
4	W Jan 18	<b>Kolln &amp; Funk</b> , Ch. 3 Sentence Patterns (pp. 29-44) <b>EXERCISES 4, 5, 6 &amp; 7</b>	
5	F Jan 20	<b>Kolln &amp; Funk</b> , Ch. 3 Sentence Patterns (pp. 44-64) & Appendix: Sentence Diagramming (pp. 351-55 <b>EXERCISES 8, 9 &amp; 10</b> )	<b>QUIZ 3</b>
<b>WEEK THREE</b>			
6	<b>M Jan 23</b>	<b>EXAM 1</b>	
7	W Jan 25	<b>Kolln &amp; Funk</b> , Ch. 4 Expanding the Main Verb (pp. 65-73) <b>EXERCISES 11 &amp; 12</b>	
8	F Jan 27	<b>Kolln &amp; Funk</b> , Ch. 4 Expanding the Main Verb (pp. 74-85) <b>EXERCISES Usage Matters: Lie and Lay</b>	<b>QUIZ 4</b>

WEEK FOUR			
9	M Jan 30	Kolln & Funk, Ch. 5 Changing Sentence Focus (pp. 86-93) <a href="#">EXERCISES 13, 14 &amp; 15</a>	
10	W Feb 1	Kolln & Funk, Ch. 5 Changing Sentence Focus (pp. 93-103) <a href="#">EXERCISES 16</a>	<b>QUIZ 5</b>
11	F Feb 3	<b>EXAM 2</b>	
WEEK FIVE		Part III Expanding the Sentence	
12	M Feb 6	Kolln & Funk, Part III—Expanding the Sentence (pp. 105-07), Ch. 6 Modifiers of the Verb: Adverbials (pp. 108-121) <a href="#">EXERCISES 17, 18, 19 &amp; 20</a>	
13	W Feb 8	Kolln & Funk, Ch. 6 Modifiers of the Verb: Adverbials (pp. 121-27) <a href="#">EXERCISES 21</a>	<b>QUIZ 6</b>
14	F Feb 10	Kolln & Funk, Ch. 7 Modifiers of the Noun: Adjectivals (pp. 128-37) <a href="#">EXERCISES 22 &amp; 23</a>	
WEEK SIX			
15	M Feb 13	Kolln & Funk, Ch. 7 Modifiers of the Noun: Adjectivals (pp. 137-46) <a href="#">EXERCISES 24 &amp; 25</a>	
16	W Feb 15	Kolln & Funk, Ch. 7 Modifiers of the Noun: Adjectivals (pp. 146-51) <a href="#">EXERCISES 26 &amp; 27</a>	
17	F Feb 17	Kolln & Funk, Ch. 7 Modifiers of the Noun: Adjectivals (pp. 151-62) <a href="#">EXERCISES 28 &amp; 29</a>	<b>QUIZ 7</b>
WEEK SEVEN			
18	M Feb 20	Kolln & Funk, Ch. 8 The Noun Phrase: Nominals (pp. 163-72) <a href="#">EXERCISES 30, 31 &amp; 32</a>	
19	W Feb 22	Kolln & Funk, Ch. 8 The Noun Phrase: Nominals (pp. 173-80) <a href="#">EXERCISES 33, 34 &amp; 35</a>	
20	F Feb 24	Kolln & Funk, Ch. 8 The Noun Phrase: Nominals (pp. 180-88) <a href="#">EXERCISES 36, 37 &amp; 38</a>	<b>QUIZ 8</b>
WEEK EIGHT			
21	M Feb 27	<b>EXAM 3</b>	
22	W Mar 1	Kolln & Funk, Ch. 9 Sentence Modifiers (pp. 189-200) <a href="#">EXERCISES 39, 40 &amp; 41</a>	
23	F Mar 3	Kolln & Funk, Ch. 9 Sentence Modifiers (pp. 200-08) <a href="#">EXERCISES 42 &amp; 43</a>	<b>QUIZ 9</b>
Spring Break March 4-12			
WEEK NINE			
24	M Mar 13	Kolln & Funk, Ch. 10 Coordination (pp. 209-17) <a href="#">EXERCISES 44 &amp; 45</a>	
25	W Mar 15	Kolln & Funk, Ch. 10 Coordination (pp. 217-24) <a href="#">EXERCISES Investigating Language 10.1, Sentences for Practice &amp; Classroom Applications</a>	<b>QUIZ 10</b>
26	F Mar 17	<b>EXAM 4</b>	
WEEK TEN		Part IV Words and Word Classes	
27	M Mar 20	Kolln & Funk, Part IV—Words and Word Classes (pp. 225-26), Ch. 11 Morphemes (pp. 227-33) <a href="#">EXERCISES 46, 47 &amp; Investigating Language 11.1</a>	
28	W Mar 22	Kolln & Funk, Ch. 11 Morphemes (pp. 233-37) <a href="#">EXERCISES 48</a>	<b>QUIZ 11</b>

29	F Mar 24	<b>Kolln &amp; Funk</b> , Ch. 12 The Open Classes: Nouns (pp. 238-42) <a href="#">EXERCISES 49, 50 &amp; 51</a>	
<b>WEEK ELEVEN</b>			
30	M Mar 27	<b>Kolln &amp; Funk</b> , Ch. 12 The Open Classes: Verbs, Adjectives (pp. 242-52) <a href="#">EXERCISES Investigating Language 12.2 &amp; 52</a>	
31	W Mar 29	<b>Kolln &amp; Funk</b> , Ch. 12 The Open Classes: Adverbs (pp. 252-59) <a href="#">EXERCISES 53</a>	<b>QUIZ 12</b>
32	F Mar 31	<b>Kolln &amp; Funk</b> , Ch. 13 The Closed Classes: Determiners, Auxiliaries, Qualifiers (pp. 260-68) <a href="#">EXERCISES 54 &amp; 55</a>	
<b>WEEK TWELVE</b>			
33	M Apr 3	<b>Kolln &amp; Funk</b> , Ch. 13 The Closed Classes: Prepositions, Conjunctions, Interrogatives, Expletives (pp. 268-79) <a href="#">EXERCISES 56 &amp; 57</a>	<b>QUIZ 13</b>
34	W Apr 5	<b>Kolln &amp; Funk</b> , Ch. 14 Pronouns (pp. 280-87) <a href="#">EXERCISES 58 &amp; 59</a>	
<b>Easter Break April 6-10</b>			
<b>WEEK THIRTEEN</b>		<b>Part V Grammar for Writers</b>	
35	W Apr 12	<b>Kolln &amp; Funk</b> , Ch. 14 Pronouns (pp. 287-96) <a href="#">EXERCISES 60</a>	<b>QUIZ 14</b>
36	F Apr 14	<b>EXAM 5</b>	
<b>WEEK FOURTEEN</b>		<b>Rhetorical Grammar</b>	
37	M Apr 17	<b>Kolln &amp; Funk, Part V—Grammar for Writers</b> (pp. 297-98), Ch. 15 Rhetorical Grammar (pp. 299-310) <a href="#">EXERCISES 61 &amp; 62</a>	
38	W Apr 19	<b>Kolln &amp; Funk</b> , Ch. 15 Rhetorical Grammar (pp. 310-23) <a href="#">EXERCISES 63</a>	<b>QUIZ 15</b>
39	F Apr 21	<b>Kolln &amp; Funk</b> , Ch. 16 Purposeful Punctuation (pp. 324-33) <a href="#">EXERCISES 64 &amp; 65</a>	
<b>WEEK FIFTEEN</b>		<b>Language and Gender</b>	
40	M Apr 24	<b>Jule</b> , <i>A Beginner's Guide to Language and Gender</i> , Part 1: Understanding Gender and Language (pp. 1-31)	
41	W Apr 26	<b>Jule</b> , <i>A Beginner's Guide</i> , Part 2: Understanding Gender and Language Use in Various Contexts—Media, Education, Workplace (pp. 34-65)	
42	F Apr 28	<b>Jule</b> , <i>A Beginner's Guide</i> , Part 2: Understanding Gender and Language Use in Various Contexts—Western Church, Relationships, Future (pp. 66-90)	
<b>Wed., May 3, 10:30-1:00</b>		<b>FINAL EXAM</b> <i>(Please accept the exam invitation in your Gmail.)</i>	