

School of Humanities, Arts, and Public Engagement

Department of LJWL

Syllabus ENG 3015 English Grammar & Usage Spring 2026 (3 Units)

Meeting Days: MWF	Instructor title and name: Dr. Bettina Tate Pedersen <i>(Please call me Dr. Pedersen)</i>
Meeting Times: 11:00-11:55	Office Phone: (619) 849-2260
Meeting Location: BAC 05 Strawn Conference Room	Please email me in CANVAS for all course related messages.
Strawn Conference Room is downstairs on the ground floor of Bond Academic Center.	Email: bettinapedersen@pointloma.edu
Final Exam: Wednesday, May 6, 10:30am-1:00pm	Office hours: Mondays 3:00-4:00pm Campus office: BAC 116
<p>This is a F2F Class.</p> <p>Essential materials for every F2F class: books, course materials, computers or iPads. Please mute and store cell phones during class sessions.</p> <p>For remote accommodations: computers or iPads, earphones/headsets (as desired), books, course materials, physical space conducive to class instruction and participation (as much as possible in your remote locations)</p>	<p>Additional info: Essential platforms for ALL course work: Canvas, Chrome, Word (<i>not Pages!</i>), Google, Excel</p> <p>If you do not have the necessary technology this fall (e.g. a laptop or access to reliable internet), please email student-tech-request@pointloma.edu for assistance.</p> <p>Also be sure to check the Knowledge Base site for discounted hardware and software. You must sign into this page once you are there.</p>

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 included is a study of the rules of standard American usage, which are prescribed by the literate society, and an introduction to text grammar.

PROGRAM LEARNING OUTCOMES ⊕

Students will be able to

1. Integrate literary studies and/or craft development with ongoing reflection and hospitable engagement with a diverse world. (Integrative Learning, Foundation Skills for Lifelong Learning)
2. Analyze and critique diverse forms and genres of literature situated within historical and cultural contexts. (Critical Thinking)
3. Employ strong research, close reading, and analytical skills in writing as appropriate for literary form and genre conventions. (Information Literacy, Critical Thinking)
4. Develop creative or analytical works in various forms of writing. (Written Communication)
5. Present creative and/or analytical writing to formal audiences, demonstrating strategies for audience engagement and oral communication. (Oral Communication)

COURSE LEARNING OUTCOMES ⊕

Students of ENG 3015 will

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

CLO (ENG 3015 English Grammar and Usage)	Course Work
1. Memorize (Knowledge), explain (Comprehension), and employ (Application) fundamental concepts of morphology and syntax. (PLO 2, 3)	Discussion, Presentations, Quizzes, Exercises, Exams
2. Differentiate (Analysis) and employ (Application) English words, phrases, clauses, and sentences by nature, function, and/or type. (PLO 2, 3)	Discussion, Presentations, Quizzes, Exercises, Exams
3. Differentiate (Analysis) between prescriptive and descriptive grammar, including their theories, applications, and relation to other definitions of grammar. (PLO 1, 3)	Discussion, Exercises, Exams
4. Apply (Application) knowledge of syntax and Edited American English to appraise (Evaluation) and edit (Synthesis) for style and usage. (PLO 3, 4)	Discussion, Presentations, Exercises, Exams

BLOOM'S TAXONOMY

Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

REQUIRED TEXTS

You are responsible for having the required course textbooks prior to the first day of the class we begin reading and discussing that text. No exemptions from quizzes or other required/graded work will be granted because you do not yet have course texts. Using the designated editions is essential since all page referenced in course handouts, slides, assignments, etc. are taken from these designated editions.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Kolln, Martha, Loretta Gray, and Joseph Salvatore. *Understanding English Grammar*. 10th ed. Jule, Allyson. *Beginner's Guide to Language and Gender*. 2nd 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*. 9th 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*. 3rd Revised Edition.

LOMABOOKS INSTRUCTIONS FOR STUDENTS Ⓡ

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about LomaBooks, please go: [HERE](#)

ASSESSMENT AND GRADING Ⓡ

Student grades will be posted and calculated in the Canvas grade book according to the **percentage scale** and **weighted components** below:

Grade Scale (Percentage)

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Weighted Components

Exercises & Assignments*	35%
Quizzes	15%
Unit Exams	30%
Final Exam	20%

*I often drop the lowest quiz score and the lowest exercise score when I calculate final grades.

INCOMPLETES AND LATE ASSIGNMENTS⊗

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. **Check Canvas deadlines regularly** and ask me if you have any uncertainty about them.

Late Assignments are typically not accepted. **Incompletes** will only be assigned in extremely unusual circumstances.

Discussion boards must be **posted early!** Last minute, 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. Late work will show in pink on Canvas and likely be assigned a zero. If you know you will be away on the day an assignment is due, you must post your work *before* you leave.

Missing work usually remains as missing and receives a zero. Only in extenuating circumstances about which you communicate with me *immediately* is making up missing work possible.

Group projects/presentations must also show consideration of your group members' time, schedules, and equitable workloads for all group members.

FINAL EXAMINATION POLICY⊗

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

PLNU COURSE MODALITY DEFINITIONS*

- 1. Online Courses:** These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses:** At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses:** All class meetings are asynchronous.
- 2. Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.

- 3. In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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 Academic Catalog.

PLNU ATTENDANCE AND PARTICIPATION POLICY⊕

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 withdrawal date or, after that date, receive an “F” grade.

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.

USE OF TECHNOLOGY & ONLINE PLATFORMS⊕

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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

- **Canvas** ([Google Chrome is the best browser to use with Canvas.](#))
- **Canvas Email** ([To reach out to me about our course, please use Canvas email.](#))
- **Google Drive**

You are responsible for checking our course's online platforms regularly for all course material, announcements, and communications that are distributed via these sites. I will send messages only to these sites. 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, so please do not submit any work in Pages. If I cannot open your document or read it, I cannot assign it any credit other than a zero.

STATE AUTHORIZATION⊕

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 their physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU COPYRIGHT POLICY⊕

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 RECORDING NOTIFICATION⊕

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY⊕

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY⊕

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas **only**; you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please speak with me to gain permission.

A further note on AI: I am primarily interested in *your* thoughts, questions, perspectives, and insights about the literature that we will read tighter this semester. AI is no substitute for you or your own thoughts and questions. Reading and sharing our responses to that reading together in community is a human endeavor—a human communion.

AI, in myriad forms, is a tool that may find useful in some generative ways since its large language model system (LMS) will undoubtedly be vaster than many of our individual vocabularies, *but it is no substitute for human experience!* I want to know your thoughts, feelings, perspectives *not* generalities pulled together by AI from its LMS.

AI does not have your personal experience, values, emotions, doubts, or life questions. Reading and discussing literature creates a space for exploring all of these. Your reading of, discussing of, and writing about the literature written by the women writers included in this class will have a uniqueness all its own. It is this uniqueness that matters.

PLNU ACADEMIC ACCOMMODATIONS POLICY⊕

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability,

economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

HEALTH AND WELLBEING

PLNU's [Wellness Center](#) offers many [Medical Services](#), [Nutrition Services](#), and other services. Please check out these web links, including the [Wellness Wheel](#), before you become sick for proactive care for your health and wellbeing.

In the event of an emergency on campus or after hours, **call 911** and [PLNU Public Safety](#) at **(619) 849-2525**.

[San Diego Access and Crisis Line](#) is always available at 1 (888) 724-7240 for emergencies, mental health or suicide risk.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you 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 have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

PUBLIC DISCOURSE

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.

CLASSROOM DECORUM

Please manage your materials and electronic devices appropriately, responsibly, with consideration for others, and as instructed. Please dress in appropriate academic attire out of consideration for others in our class. Appropriate attire excludes clothing that is politically offensive and sexually suggestive in design or logo. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive and/or an obstacle to a positive, hospitable, and civil learning and teaching environment.

LIN 3015-SPECIFIC REQUIREMENTS, PROCEDURES, & GUIDELINES

1. **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 handouts, slides, and assignments come from those specified editions.
2. **Coursework:** Completion of all coursework is required and will ensure your best success, passing the course without doing so will be difficult. Missed/late work may be made up only in extenuating circumstances as determined by typical university standards. You must communicate with me directly about such circumstances and ahead of deadlines whenever possible.
3. **Quizzes:** You will complete about 15-20 quizzes (mostly online) on course material, especially terminology and key concepts. These terms and concepts are 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.***
4. **Exams:** You will complete approximately five (5) 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 any exam study sessions will be the best possible preparation for the unit exams and for the comprehensive final exam.
5. **Copies:** Keep backup copies of your work, so you can recover/provide one if necessary.
6. **Grading of Exercises:** Most assigned exercises will be graded for **completion credit**; some will be given precise **point credit**. Some exercises may require you to articulate your rationale for your answers in varying grammatical contexts.

7. **Procedure for 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 are time-consuming*. Be sure to follow the procedure below for all exercises:
 - a. Type all exercises and bring an accessible copy to class with you so that you can make corrections for study purposes and best learning.
 - b. You may legibly handwrite the diagramming.
 - c. 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.
 - d. Once you have completed the exercise(s), check your answers against the answer key.
 - e. **Grade your own exercise, correct all errors in red, record your score in red ink at the top of your work (number right over number possible for the exercise).**
 - f. 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.
8. **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 lowered by any suspicious perfection.
9. **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—your questions, confusions, epiphanies, and triumphs! We will make our mistakes together and celebrate our successes together. We are all pulling for each other!
10. **Review:** **Daily review of concepts is the key to success!** Review first what you got wrong, then what you got right. Build your network of concepts as you review.

BEST PRACTICES FOR STUDYING

1. **Keep Current on Assignments** This is one of the *most important things* you can do for success in this course.
2. **Review Class Lectures** This is the other *most important thing* you can do for success in this course. Review concepts after each class session before going on to the next class homework.
3. **Class Notes** Research is showing that our brains remember information better if we write it down the old-fashioned way, so I do recommend and encourage taking handwritten notes during class. ([NPR Put Your Laptop Away](#), [The Pen Is Mightier than the Keyboard](#))
4. **Explore** Look for connections between the grammar concepts we are studying and the real world.
5. **Develop Language Usage Sensitivity** Notice the grammar usage all around you. Notice the ways that grammar usage empowers, disempowers, privileges, or marginalizes people. Use of inclusive language. See also the above **LANGUAGE & BELONGING** section of this syllabus.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

ASSIGNMENTS AT A GLANCE *(NOTE: You do not have my permission to put prompts into AI platforms)*

1. **Quizzes (running over 14 weeks)** Multiple choice quizzes at least weekly (some weeks more) to test knowledge and recall of linguistic terms. (CLO #1)
2. **Grammar Exercises Homework (daily):** 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 (5) unit exams on grammar terms and concepts and on application of structural principles of grammar. (CLO #1)
4. **Final Exam** Comprehensive exam on grammar terms and concepts. (CLO #1, 3).

COURSE SCHEDULE AND ASSIGNMENTS (TBA as needed)

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

WEEK	DATE	CLASS PREPARATION (HOMEWORK) & CLASS SESSION TOPICS	QUIZZES
WEEK ONE		Part I Introduction & Part II The Grammar of Basic Sentences	
1	M Jan 12	Class Introduction: Syllabus, Learning Outcomes, Expectations, Routines, and Schedule	
2	W Jan 14	Kolln, Gray, & Salvatore , Preface, Part I—Introduction , & Ch. 1 The Study of Grammar: An Overview (pp. 1-13); EXERCISES 1.1 & 1.2	QUIZ 1
3	F Jan 16	Kolln, Gray, & Salvatore , Part II—The Grammar of Basic Sentences , Ch. 2 Words and Phrases (pp. 15-28) EXERCISES 1, 2, 2.1, & 3	QUIZ 2
WEEK TWO		Short Week	
4	W Jan 21	Kolln, Gray, & Salvatore , Ch. 3 Sentence Patterns (pp. 29-44) EXERCISES 4, 5, 6 & 7	
5	F Jan 23	Kolln, Gray, & Salvatore , Ch. 3 Sentence Patterns (pp. 44-64) & Appendix: Sentence Diagramming (pp. 351-55 EXERCISES 8, 9 & 10)	QUIZ 3
WEEK THREE			
6	M Jan 26	EXAM 1	
7	W Jan 28	Kolln, Gray, & Salvatore , Ch. 4 Expanding the Main Verb (pp. 65-73) EXERCISES 11 & 12	
8	F Jan 30	Kolln, Gray, & Salvatore , Ch. 4 Expanding the Main Verb (pp. 74-85) EXERCISES Usage Matters: Lie and Lay	QUIZ 4
WEEK FOUR			
9	M Feb 2	Kolln, Gray, & Salvatore , Ch. 5 Changing Sentence Focus (pp. 86-93) EXERCISES 13, 14 & 15	
10	W Feb 4	Kolln, Gray, & Salvatore , Ch. 5 Changing Sentence Focus (pp. 93-103) EXERCISES 16	QUIZ 5
11	F Feb 6	EXAM 2	
WEEK FIVE		Part III Expanding the Sentence	
12	M Feb 9	Kolln, Gray, & Salvatore , Part III—Expanding the Sentence (pp. 105-07), Ch. 6 Modifiers of the Verb: Adverbials (pp. 108-121) EXERCISES 17, 18, 19 & 20	
13	W Feb 11	Kolln, Gray, & Salvatore , Ch. 6 Modifiers of the Verb: Adverbials (pp. 121-27) EXERCISES 21	QUIZ 6

14	F Feb 13	Kolln, Gray, & Salvatore, Ch. 7 Modifiers of the Noun: Adjectivals (pp. 128-37) EXERCISES 22 & 23	
WEEK	SIX		
15	M Feb 16	Kolln, Gray, & Salvatore, Ch. 7 Modifiers of the Noun: Adjectivals (pp. 137-46) EXERCISES 24 & 25	
16	W Feb 18	Kolln, Gray, & Salvatore, Ch. 7 Modifiers of the Noun: Adjectivals (pp. 146-51) EXERCISES 26 & 27	
17	F Feb 20	Kolln, Gray, & Salvatore, Ch. 7 Modifiers of the Noun: Adjectivals (pp. 151-62) EXERCISES 28 & 29	QUIZ 7
WEEK	SEVEN		
18	M Feb 23	Kolln, Gray, & Salvatore, Ch. 8 The Noun Phrase: Nominals (pp. 163-72) EXERCISES 30, 31 & 32	
19	W Feb 25	Kolln, Gray, & Salvatore, Ch. 8 The Noun Phrase: Nominals (pp. 173-80) EXERCISES 33, 34 & 35	
20	F Feb 27	Kolln, Gray, & Salvatore, Ch. 8 The Noun Phrase: Nominals (pp. 180-88) EXERCISES 36, 37 & 38	QUIZ 8
WEEK	EIGHT		
21	M Mar 2	EXAM 3	
22	W Mar 4	Kolln, Gray, & Salvatore, Ch. 9 Sentence Modifiers (pp. 189-200) EXERCISES 39, 40 & 41	
23	F Mar 6	Kolln, Gray, & Salvatore, Ch. 9 Sentence Modifiers (pp. 200-08) EXERCISES 42 & 43	QUIZ 9
Spring Break March 7-15			
WEEK	NINE		
24	M Mar 16	Kolln, Gray, & Salvatore, Ch. 10 Coordination (pp. 209-17) EXERCISES 44 & 45; Videos from Shaun	
25	W Mar 18	Kolln, Gray, & Salvatore, Ch. 10 Coordination (pp. 217-24) EXERCISES Investigating Language 10.1, Sentences for Practice & Classroom Applications	QUIZ 10
26	F Mar 20	EXAM 4	
WEEK	TEN	Part IV Words and Word Classes	
27	M Mar 23	Kolln, Gray, & Salvatore, Part IV—Words and Word Classes (pp. 225-26), Ch. 11 Morphemes (pp. 227-33) EXERCISES 46, 47 & Investigating Language 11.1	
28	W Mar 25	Kolln, Gray, & Salvatore, Ch. 11 Morphemes (pp. 233-37) EXERCISES 48	QUIZ 11
29	F Mar 27	Kolln, Gray, & Salvatore, Ch. 12 The Open Classes: Nouns (pp. 238-47) EXERCISES 49, 50 & 51	
WEEK	ELEVEN		
30	M Mar 30	Kolln, Gray, & Salvatore, Ch. 12 The Open Classes: Verbs, Adjectives (pp. 247-52) EXERCISES Investigating Language 12.2 & 52	

31	W Apr 1	Kolln, Gray, & Salvatore , Ch. 12 The Open Classes: Adverbs (pp. 252-59) EXERCISES 53	QUIZ 12	
Easter Break Apr. 2-6				
WEEK	TWELVE			
32	W Apr 8	Kolln, Gray, & Salvatore , Ch. 13 The Closed Classes: Determiners, Auxiliaries, Qualifiers (pp. 260-68) EXERCISES 54 & 55		
33	F Apr 10	Kolln, Gray, & Salvatore , Ch. 13 The Closed Classes: Prepositions, Conjunctions, Interrogatives, Expletives (pp. 268-79) EXERCISES 56 & 57	QUIZ 13	
WEEK	THIRTEEN	Part V Grammar for Writers		
34	M Apr 13	Kolln, Gray, & Salvatore , Ch. 14 Pronouns (pp. 280-87) EXERCISES 58 & 59 & 14.1		
35	W Apr 15	Kolln, Gray, & Salvatore , Ch. 14 Pronouns (pp. 287-96) EXERCISES 60	QUIZ 14	
36	F Apr 17	EXAM 5		
WEEK	FOURTEEN	Rhetorical Grammar		
37	M Apr 20	Kolln, Gray, & Salvatore , Part V—Grammar for Writers (pp. 297-98), Ch. 15 Rhetorical Grammar (pp. 299-310) EXERCISES 61 & 62		
38	W Apr 22	Kolln, Gray, & Salvatore , Ch. 15 Rhetorical Grammar (pp. 310-23) EXERCISES 63	QUIZ 15	
39	F Apr 24	Kolln, Gray, & Salvatore , Ch. 16 Purposeful Punctuation (pp. 324-33) EXERCISES 64 & 65		
WEEK	FIFTEEN	Language and Gender		
40	M Apr 27	Jule , <i>A Beginner's Guide to Language and Gender</i> , Part 1: Understanding Gender and Language Use, Chs. 1-2 (pp. 3-28)	TBA – Review Session	
41	W Apr 29	Jule , <i>A Beginner's Guide</i> , Part 2: Understanding Gender and Language Use in Various Contexts—Brief Introductions, Chs. 3-5 (pp. 31-68)		
42	F May 1	Jule , <i>A Beginner's Guide</i> , Part 2: Understanding Gender and Language Use in Various Contexts— Brief Introductions, Chs. 6-7 (pp. 69-91)		
Wed May 6	10:30am- 1:00pm	FINAL EXAM <i>(Please accept the exam invitation in your Gmail.)</i>		BAC 05