



Welcome to...

LIN 365 English Grammar and Usage (3 units)

Spring 2019

<b>Meeting days: MWF</b>	<b>Instructor: Dr. Bettina Tate Pedersen</b>
<b>Meeting times: 1:30-2:25</b>	<b>Phone: 2260</b>
<b>Meeting location: BAC 156</b>	<b>Email: bettinapedersen@pointloma.edu</b>
<b>Additional info: Check Canvas daily</b>	<b>Office: BAC 116</b>
<b>Final Exam: Wed. May 1, 1:30-4:00</b> <b>(Accept the calendar invitation I sent you ASAP)</b>	<b>Office hours: M 2:00-4:00 or by appt. please</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 creative and advanced skills in various forms and genres of writing, demonstrating critical thinking and quantitative reasoning appropriately.
2. demonstrate knowledge of the conventions and terminology of creative and advanced writing within literary and non-literary texts.
3. demonstrate knowledge of major literary-theoretical perspectives and terminology.

4. develop connections between the literature and language studied and the contemporary world.
5. engage in writing and editorial processes and through campus publications and external internships.
6. present creative work to formal audiences, demonstrating strategies for audience engagement and oral communication of the written work.

### COURSE LEARNING OUTCOMES FOR LIN 365 ENGLISH GRAMMAR AND USAGE

Students of LIN 365 will

1. Memorize (**Knowledge**), explain (**Comprehension**), and employ (**Application**) fundamental concepts of morphology and syntax. (PLO LIT 4; PLO WRI 1, 2, 3, 5)
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, 5)
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 2, 3, 4)
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, 2, 5)

CLO (LIN 365 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, 5)	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, 5)	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 2, 3, 4)	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, 2, 5)	Discussion, Presentations, Quizzes, Exercises, Exams

### CARNEGIE UNIT CREDIT HOUR

Credit is awarded based on the Carnegie unit of 750 minutes of seat time + 1500 minutes of out-of-class work = 1 unit of credit. This is a *minimum* benchmark. Some specific details about how this class meets the credit hour requirement are included in this syllabus; additional details can be provided upon request.

### PUBLIC DISCOURSE

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

## IMPORTANT UNIVERSITY & LJWL POLICIES

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

## LATE ASSIGNMENTS AND INCOMPLETES

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All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Late assignments are generally not accepted. Incompletes will only be assigned in extremely unusual circumstances, such as a death in the family, automobile accidents, hospitalization, etc. In such a situation, please contact me immediately and be ready to submit any necessary documentation to verify your situation. When you communicate with me right away, I am happy to help you in these difficult situations as best I can.

## 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.

- The 2018-19 final examination schedule is posted at [Current Students: Final Exam Schedules](#). Final Exams in Quad 1 courses are scheduled for the final class session of the quad. ***You are expected to arrange your personal affairs to fit the examination schedule.***
- In the rare case that you may be scheduled for more than three (3) final examinations 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.

## 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 and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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If you have a diagnosed disability, please note the following policy carefully:

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

See the [Disability Resource Center](#) for contact information.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all classes is essential to optimum academic achievement. If a student is absent from more than 10 percent of class meetings, the professor can file a written report which may result in 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. See [Academic and General Policies](#) in the Undergraduate Academic Catalog.

- Please read the [Class Attendance](#) section there
- 10% of class meetings = 4 classes for a MWF course, 3 classes for a TTH course, 2 classes for a quad course
- 20% of class meetings = 8 for a MWF course, 6 classes for a TTH course, and 4 for a quad course
- De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in a student's financial aid.
- **DROPPING CLASS:** If you decide to drop the course for any reason, please do so on or before the drop deadline and complete official paperwork in Records. If you don't, university policy requires me to give you a grade. Please let me know if you drop so I don't worry about your absence.

## **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.

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

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- **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.*)
    - serious and careful 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 about the concepts themselves or their applications
    - confusion about concepts or applications you don't fully understand yet
    - corrections to misunderstanding or misapplication of concepts
    - observations about the concepts and applications you have seen at work in the real world
    - relevance of the concepts and applications to your current and/or future academic, professional, or creative work
    - perspectives about what spiritual impacts a deeper understanding of our language and the ways we use it may have on you or your neighbor
  - c. **The quality of our class community** will depend on your engaged sharing in small group and class discussions. 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 improving grades overall, and be ready to become tutors in the Writers' Studio (a good-paying gig!).
- **Class Sessions, Preparation, Assignments, and Technology:**
  - a. Please leave all electronic devices in your backpacks on silence mode 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. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
  - d. It is your responsibility to see to it that I receive your work whether submitting in paper or online.
  - e. Always keep multiple soft and hard copies of your work on hand so that you can provide duplicate copies if needed.
  - f. Handwritten assignments are never acceptable (unless so specified).
  - g. 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—see *Technology* a. above. Please dress in appropriate academic attire out of consideration for others in our class. 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 learning and teaching environment.
- **MLA Style:** Since MLA style is the norm for our discipline, all written work *must conform* to MLA style. See also LJWL Department Statement, Inclusive Language. Please see the **LJWL Department Syllabus Statements** in the Canvas folder labeled *Syllabus & Course Policies*
- **Email, Canvas, Quizlet & Live Text:** You are responsible for checking your *PLNU Gmail account, Canvas, Quizlet, Live Text daily* for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, and communications that are distributed via *Gmail, Canvas, Quizlet, and Live Text*. I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites. *Make sure your Live Text account is set up by the end of the second week of classes!*
- **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 365, 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 session 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 in a hard copy to hand in during class (note: (1) you may legibly handwrite the diagramming, (2) typing the exercises will allow you to more easily add additional information you discover that you need; please err on the side of giving full information);
  - 2) complete each exercise without looking at the answer key—it is OK for you to make mistakes on the exercises(!);
  - 3) after you have completed the exercise, check your answers against the answer key and score your exercise;
  - 4) **record that score (# right over # possible in red ink) at the top of your typed exercise AND correct in red all errors that you find in your answers;**
  - 5) bring your completed and corrected exercises to class and be ready to present individual concepts and items (your answers for or questions about them) as you are called on to do so.
- **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.



- **Presentations:** You will complete periodic informal and formal presentations of prepared course content as instructed, sometimes in small groups, sometimes individually. Be ready to get comfortable presenting often!
- **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* and *Firefox* work best with Canvas. Please carefully observe the online quiz windows as quizzes **must be completed during the online window and may not be made up**. Please notify me immediately if you experience technical difficulties in taking an online quiz. I will most likely drop your 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.

## COURSE GRADES AND ASSESSMENT

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### COURSE GRADES

Your grade will be based on the quality of your work in these areas:

- |                             |     |
|-----------------------------|-----|
| • Exercises & Presentations | 25% |
| • Quizzes                   | 25% |
| • Unit Exams                | 25% |
| • Final Exam                | 25% |

Your work will not be graded on a curve. A traditional US scale will be used.

- 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%				

### ASSESSMENT

The Final Exam is the **Key Assignment** used to assess the course learning outcomes (CLOs).

## REQUIRED TEXTS AND RECOMMENDED RESOURCES

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### REQUIRED TEXTS

Kolln, Martha and Robert Funk. *Understanding English Grammar*. **9<sup>th</sup> edition**.  
 Jule, Allyson. *Beginner's Guide to Language and Gender*. **1<sup>st</sup> edition**.

**RECOMMENDED TEXTS FOR FUN AND ENRICHMENT**

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

**COURSE SCHEDULE AND ASSIGNMENTS (TBA as needed)**

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	T Jan. 8	<b>Class Introduction:</b> Syllabus, Learning Outcomes, Expectations, Routines, and Schedule	
2	W Jan. 9	<b>Kolln &amp; Funk</b> , Preface, Part I—Introduction, & Ch. 1 The Study of Grammar: An Overview (pp. xvii-14) <b>EXERCISES 1.1 &amp; 1.2</b>	<b>QUIZ 1</b>
3	F Jan. 11	<b>Kolln &amp; Funk</b> , Part II—The Grammar of Basic Sentences, Ch. 2 Words and Phrases (pp. 15-27) <b>EXERCISES 1, 2, 2.1, &amp; 3</b>	<b>QUIZ 2</b>
<b>WEEK TWO</b>			
4	M Jan. 14	<b>Kolln &amp; Funk</b> , Ch. 3 Sentence Patterns (pp. 28-41) <b>EXERCISES 4, 5, 6 &amp; 7</b>	
5	W Jan. 16	<b>Kolln &amp; Funk</b> , Ch. 3 Sentence Patterns (pp. 42-62) <b>EXERCISES 8, 9 &amp; 10</b>	<b>QUIZ 3</b>
6	<b>F Jan. 18</b>	<b>EXAM 1</b>	
<b>WEEK THREE</b>			
<b>January 21 — MLK JR. DAY</b>			
7	W Jan. 23	<b>Kolln &amp; Funk</b> , Ch. 4 Expanding the Main Verb (pp. 63-72) <b>EXERCISES 11 &amp; 12</b>	
8	F Jan. 25	<b>Kolln &amp; Funk</b> , Ch. 4 Expanding the Main Verb (pp. 72-84) <b>EXERCISES Usage Matters: Lie and Lay</b>	<b>QUIZ 4</b>
<b>WEEK FOUR</b>			
9	M Jan. 28	<b>Kolln &amp; Funk</b> , Ch. 5 Changing Sentence Focus (pp. 86-93) <b>EXERCISES 13, 14 &amp; 15</b>	
10	W Jan. 30	<b>Kolln &amp; Funk</b> , Ch. 5 Changing Sentence Focus (pp. 93-104) <b>EXERCISES 16</b>	<b>QUIZ 5</b>
11	<b>F Feb. 1</b>	<b>EXAM 2</b>	
<b>WEEK FIVE</b>		<b>Part III Expanding the Sentence</b>	
12	M Feb. 4	<b>Kolln &amp; Funk</b> , Part III—Expanding the Sentence (pp. 105-07), Ch. 6 Modifiers of the Verb: Adverbials (pp. 108-121) <b>EXERCISES 17, 18, 19 &amp; 20</b>	
13	W Feb. 6	<b>Kolln &amp; Funk</b> , Ch. 6 Modifiers of the Verb: Adverbials (pp. 121-27) <b>EXERCISES 21</b>	<b>QUIZ 6</b>
14	F Feb. 8	<b>Kolln &amp; Funk</b> , Ch. 7 Modifiers of the Verb: Adjectivals (pp. 128-37) <b>EXERCISES 22 &amp; 23</b>	
<b>WEEK SIX</b>			
15	M Feb. 11	<b>Kolln &amp; Funk</b> , Ch. 7 Modifiers of the Verb: Adjectivals (pp. 138-46) <b>EXERCISES 24 &amp; 25</b>	
16	W Feb. 13	<b>Kolln &amp; Funk</b> , Ch. 7 Modifiers of the Verb: Adjectivals (pp. 146-51) <b>EXERCISES 26 &amp; 27</b>	



17	F Feb. 15	<b>Kolln &amp; Funk</b> , Ch. 7 Modifiers of the Verb: Adjectivals (pp. 151-62) <a href="#">EXERCISES 28 &amp; 29</a>	<b>QUIZ 7</b>
<b>WEEK SEVEN</b>			
18	M Feb. 18	<b>Kolln &amp; Funk</b> , Ch. 8 The Noun Phrase: Nominals (pp. 163-73) <a href="#">EXERCISES 30, 31 &amp; 32</a>	
19	W Feb. 20	<b>Kolln &amp; Funk</b> , Ch. 8 The Noun Phrase: Nominals (pp. 173-80) <a href="#">EXERCISES 33, 34 &amp; 35</a>	
20	F Feb. 22	<b>Kolln &amp; Funk</b> , Ch. 8 The Noun Phrase: Nominals (pp. 180-88) <a href="#">EXERCISES 36, 37 &amp; 38</a>	<b>QUIZ 8</b>
<b>WEEK EIGHT</b>			
<b>21</b>	<b>M Feb. 25</b>	<b>EXAM 3</b>	
22	W Feb. 27	<b>Kolln &amp; Funk</b> , Ch. 9 Sentence Modifiers (pp. 189-99) <a href="#">EXERCISES 39, 40 &amp; 41</a>	
23	F Mar. 1	<b>Kolln &amp; Funk</b> , Ch. 9 Sentence Modifiers (pp. 199-208) <a href="#">EXERCISES 42 &amp; 43</a>	<b>QUIZ 9</b>
<b>March 2-10 — SPRING BREAK</b>			
<b>WEEK NINE</b>			
24	M Mar. 11	<b>Kolln &amp; Funk</b> , Ch. 10 Coordination (pp. 209-16) <a href="#">EXERCISES 44 &amp; 45</a>	
25	W Mar. 13	<b>Kolln &amp; Funk</b> , Ch. 10 Coordination (pp. 216-24) <a href="#">EXERCISES Investigating Language 10.1, Sentences for Practice &amp; Classroom Applications</a>	<b>QUIZ 10</b>
<b>26</b>	<b>F Mar. 15</b>	<b>EXAM 4</b>	
<b>WEEK TEN</b>			
<b>Part IV Words and Word Classes</b>			
27	M Mar. 18	<b>Kolln &amp; Funk</b> , 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. 20	<b>Kolln &amp; Funk</b> , Ch. 11 Morphemes (pp. 233-38) <a href="#">EXERCISES 48</a>	<b>QUIZ 11</b>
29	F Mar. 22	<b>Kolln &amp; Funk</b> , Ch. 12 The Form Classes: Nouns (pp. 239-50) <a href="#">EXERCISES 49, 50 &amp; 51</a>	
<b>WEEK ELEVEN</b>			
30	M Mar. 25	<b>Kolln &amp; Funk</b> , Ch. 12 The Form Classes: Verbs, Adjectives (pp. 250-57) <a href="#">EXERCISES Investigating Language 12.2 &amp; 52</a>	
31	W Mar. 27	<b>Kolln &amp; Funk</b> , Ch. 12 The Form Classes: Adverbs (pp. 257-64) <a href="#">EXERCISES 53</a>	<b>QUIZ 12</b>
32	F Mar. 29	<b>Kolln &amp; Funk</b> , Ch. 13 The Structure Classes: Determiners, Auxiliaries, Qualifiers (pp. 265-74) <a href="#">EXERCISES 54 &amp; 55</a>	
<b>WEEK TWELVE</b>			
33	M Apr. 1	<b>Kolln &amp; Funk</b> , Ch. 13 The Structure Classes: Prepositions, Conjunctions, Interrogatives, Expletives (pp. 274-88) <a href="#">EXERCISES 56 &amp; 57</a>	<b>QUIZ 13</b>
34	W Apr. 3	<b>Kolln &amp; Funk</b> , Ch. 14 Pronouns (pp. 289-96) <a href="#">EXERCISES 58 &amp; 59</a>	
35	F Apr. 5	<b>Kolln &amp; Funk</b> , Ch. 14 Pronouns (pp. 296-306) <a href="#">EXERCISES 60</a>	<b>QUIZ 14</b>

WEEK THIRTEEN		Part V Grammar for Writers	
36	M Apr. 8	<b>EXAM 5</b>	
37	W Apr. 10	<b>Kolln &amp; Funk</b> , Part V—Grammar for Writers (pp. 307-08), Ch. 15 Rhetorical Grammar (pp. 309-22) <a href="#">EXERCISES 61 &amp; 62</a>	<b>QUIZ 15</b>
38	F Apr. 12	<b>Kolln &amp; Funk</b> , Ch. 15 Rhetorical Grammar (pp. 322-39) <a href="#">EXERCISES 63</a>	
WEEK FOURTEEN			
39	M Apr. 15	<b>Kolln &amp; Funk</b> , Ch. 16 Purposeful Punctuation (pp. 340-48) <a href="#">EXERCISES 64 &amp; 65</a>	
40	W Apr. 17	<b>Jule</b> , <i>A Beginner's Guide to Language and Gender</i> , Part 1: Understanding Gender and Language (pp. 1-31)	<b>TBA</b>
<b>April 18-22 — EASTER BREAK</b>			
WEEK FIFTEEN		Language and Gender	
41	W Apr. 24	<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)	<b>TBA</b>
42	F Apr. 26	<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>TBA</b>
<b>Wed, May 1, 1:30-4:00</b>		<b>FINAL EXAM</b> <i>(Please accept this exam invitation in your Gmail.)</i>	