



Welcome to...

LIN 3065 English Grammar & Usage (3 units)

Spring 2021

<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:</b>	<b>Email: bettinapedersen@pointloma.edu</b>
<b>Additional info: Check Canvas daily</b>	<b>Office: BAC 116</b>
<b>Final Exam: Fri. June 11, 10:30-1:00</b>	<b>Office hours: M 3:00-4:00 on Zoom</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 FOR LIN 0365 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)
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.

## ASSESSMENT AND GRADING★

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%			

## 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>

## 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. Late assignments are not accepted. No assignments will be accepted after midnight on the last day of class. Incompletes will only be assigned in extremely unusual circumstances.

In any online discussions, missing work means that others will not have the opportunity to respond to your comments nor you to theirs, so if you know you will be away on the day your assignment is due, you must post your work before you leave.

Assignments must be posted/submitted by 11:59pm Pacific Standard Time on the day they are due unless otherwise specified.

## 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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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.

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

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Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 Academic 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.

## **PUBLIC DISCOURSE**

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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.

### **USE OF TECHNOLOGY**

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In order to be successful in the online environment, 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.

### **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.

### **SPIRITUAL CARE**

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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 students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

### **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 and General Policies](#) in the catalog for all information on university academic and general policies.

## **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.*)
    - 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 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 bring laptops or tablets and earphones or earbuds with you to every class unless otherwise instructed. Please leave cell phones 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 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, or if your behavior puts you or others at risk.**
  - **MLA Style:** Since MLA style is the norm for our discipline, all written work *must conform* to MLA style. See also the LJWL Department Syllabus Statements in the *Canvas Syllabus & Course Policies* folder for expectations for inclusion and diversity.
  - **Gmail, Canvas, & Quizlet:** You are responsible for checking your PLNU Gmail account, Canvas, and Quizlet **daily** for course content and updates. You are fully accountable for all course material, announcements, and communications posted via Gmail, Canvas, and Quizlet. I will send messages only to these sites. Be sure to set up Canvas notifications. Please let me know if you encounter any technical problems with these sites.
  - **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 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* and *Firefox* work 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 AND RECOMMENDED RESOURCES

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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**.

## 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.

## 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 literary 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)

**IMPORTANT NOTE:** *Our Spring 2021 Covid Semester Calendar is shorter, by two days, than our regular spring semester length. As such, there are two days of our course work that you will have to complete as asynchronous classes. Please see Week 13 for these classes. I will allow extended time for completion of the work for those days and give you more specifics closer to that week in the semester.*

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>	
<b>1</b>	M Mar 1	<b>Class Introduction:</b> Syllabus, Learning Outcomes, Expectations, Routines, and Schedule	
<b>2</b>	W Mar 3	<b>Kolln &amp; Funk</b> , Preface, <b>Part I—Introduction</b> , & Ch. 1 The Study of Grammar: An Overview (pp. xvii-14) <a href="#">EXERCISES 1.1 &amp; 1.2</a>	<b>QUIZ 1</b>
<b>3</b>	F Mar 5	<b>Kolln &amp; Funk</b> , <b>Part II—The Grammar of Basic Sentences</b> , Ch. 2 Words and Phrases (pp. 15-27) <a href="#">EXERCISES 1, 2, 2.1, &amp; 3</a>	<b>QUIZ 2</b>
<b>WEEK TWO</b>			
<b>4 A</b>	M Mar 8	<b>Kolln &amp; Funk</b> , Ch. 3 Sentence Patterns (pp. 28-41) <a href="#">EXERCISES 4, 5, 6 &amp; 7</a>	
<b>5 B</b>	W Mar 10	<b>Kolln &amp; Funk</b> , Ch. 3 Sentence Patterns (pp. 42-62) <a href="#">EXERCISES 8, 9 &amp; 10</a>	<b>QUIZ 3</b>
<b>6</b>	F Mar 12	<b>EXAM 1</b>	
<b>WEEK THREE</b>			
<b>7 A</b>	M Mar 15	<b>Kolln &amp; Funk</b> , Ch. 4 Expanding the Main Verb (pp. 63-72) <a href="#">EXERCISES 11 &amp; 12</a>	
<b>8 B</b>	W Mar 17	<b>Kolln &amp; Funk</b> , Ch. 4 Expanding the Main Verb (pp. 72-84) <a href="#">EXERCISES Usage Matters: Lie and Lay</a>	<b>QUIZ 4</b>
<b>9 A</b>	F Mar 19	<b>Kolln &amp; Funk</b> , Ch. 5 Changing Sentence Focus (pp. 86-93) <a href="#">EXERCISES 13, 14 &amp; 15</a>	
<b>WEEK FOUR</b>			
<b>10 B</b>	M Mar 22	<b>Kolln &amp; Funk</b> , Ch. 5 Changing Sentence Focus (pp. 93-104) <a href="#">EXERCISES 16</a>	<b>QUIZ 5</b>
<b>11</b>	W Mar 24	<b>EXAM 2</b>	
<b>12 A</b>	F Mar 26	<b>Kolln &amp; Funk</b> , <b>Part III—Expanding the Sentence</b> (pp. 105-07), Ch. 6 Modifiers of the Verb: Adverbials (pp. 108-121) <a href="#">EXERCISES 17, 18, 19 &amp; 20</a>	
<b>WEEK FIVE</b>		<b>Part III Expanding the Sentence</b>	
<b>13 B</b>	M Mar 29	<b>Kolln &amp; Funk</b> , Ch. 6 Modifiers of the Verb: Adverbials (pp. 121-27) <a href="#">EXERCISES 21</a>	<b>QUIZ 6</b>
<b>Mental Health Day</b>			
<b>14 A</b>	F Apr 2	<b>Kolln &amp; Funk</b> , Ch. 7 Modifiers of the Verb: Adjectivals (pp. 128-37) <a href="#">EXERCISES 22 &amp; 23</a>	
<b>WEEK SIX</b>			
<b>15 B</b>	M Apr 5	<b>Kolln &amp; Funk</b> , Ch. 7 Modifiers of the Verb: Adjectivals (pp. 138-46) <a href="#">EXERCISES 24 &amp; 25</a>	

16 A	W Apr 7	Kolln & Funk, Ch. 7 Modifiers of the Verb: Adjectivals (pp. 146-51) EXERCISES 26 & 27	
17 B	F Apr 9	Kolln & Funk, Ch. 7 Modifiers of the Verb: Adjectivals (pp. 151-62) EXERCISES 28 & 29	QUIZ 7
<b>WEEK SEVEN</b>			
18 A	M Apr 12	Kolln & Funk, Ch. 8 The Noun Phrase: Nominals (pp. 163-73) EXERCISES 30, 31 & 32	
19 B	W Apr 14	Kolln & Funk, Ch. 8 The Noun Phrase: Nominals (pp. 173-80) EXERCISES 33, 34 & 35	
20 A	F Apr 16	Kolln & Funk, Ch. 8 The Noun Phrase: Nominals (pp. 180-88) EXERCISES 36, 37 & 38	QUIZ 8
<b>WEEK EIGHT</b>			
21	M Apr 19	<b>EXAM 3</b>	
22 B	W Apr 21	Kolln & Funk, Ch. 9 Sentence Modifiers (pp. 189-99) EXERCISES 39, 40 & 41	
23 A	F Apr 23	Kolln & Funk, Ch. 9 Sentence Modifiers (pp. 199-208) EXERCISES 42 & 43	QUIZ 9
<b>WEEK NINE</b>			
24 B	M Apr 26	Kolln & Funk, Ch. 10 Coordination (pp. 209-16) EXERCISES 44 & 45	
25 A	W Apr 28	Kolln & Funk, Ch. 10 Coordination (pp. 216-24) EXERCISES Investigating Language 10.1, Sentences for Practice & Classroom Applications	QUIZ 10
26	F Apr 30	<b>EXAM 4</b>	
<b>WEEK TEN</b>		<b>Part IV Words and Word Classes</b>	
27 B	M May 3	Kolln & Funk, Part IV—Words and Word Classes (pp. 225-26), Ch. 11 Morphemes (pp. 227-33) EXERCISES 46, 47 & Investigating Language 11.1	
<b>Mental Health Day</b>			
28 A	F May 7	Kolln & Funk, Ch. 11 Morphemes (pp. 233-38) EXERCISES 48	QUIZ 11
<b>WEEK ELEVEN</b>			
29 B	M May 10	Kolln & Funk, Ch. 12 The Form Classes: Nouns (pp. 239-50) EXERCISES 49, 50 & 51	
30 A	W May 12	Kolln & Funk, Ch. 12 The Form Classes: Verbs, Adjectives (pp. 250-57) EXERCISES Investigating Language 12.2 & 52	
31 B	F May 14	Kolln & Funk, Ch. 12 The Form Classes: Adverbs (pp. 257-64) EXERCISES 53	QUIZ 12
<b>WEEK TWELVE</b>			
32 A	M May 17	Kolln & Funk, Ch. 13 The Structure Classes: Determiners, Auxiliaries, Qualifiers (pp. 265-74) EXERCISES 54 & 55	
33 B	W May 19	Kolln & Funk, Ch. 13 The Structure Classes: Prepositions, Conjunctions, Interrogatives, Expletives (pp. 274-88) EXERCISES 56 & 57	QUIZ 13
34 A	F May 21	Kolln & Funk, Ch. 14 Pronouns (pp. 289-96) EXERCISES 58 & 59	

WEEK THIRTEEN		Part V Grammar for Writers	
35 B	M May 24	Kolln & Funk, Ch. 14 Pronouns (pp. 296-306) <a href="#">EXERCISES 60</a>	QUIZ 14
36	W May 26	EXAM 5	
37 A	F May 28	Kolln & Funk, Part V—Grammar for Writers (pp. 307-08), Ch. 15 Rhetorical Grammar (pp. 309-22) <a href="#">EXERCISES 61 &amp; 62</a>	QUIZ 15
Asynchronous		Kolln & Funk, Ch. 15 Rhetorical Grammar (pp. 322-39) <a href="#">EXERCISES 63</a>	
Asynchronous		Kolln & Funk, Ch. 16 Purposeful Punctuation (pp. 340-48) <a href="#">EXERCISES 64 &amp; 65</a>	
WEEK FOURTEEN		Rhetorical Grammar   Language and Gender	
38 B	M May 31	Jule, <i>A Beginner's Guide to Language and Gender</i> , Part 1: Understanding Gender and Language (pp. 1-31)	
39	W June 2	Jule, <i>A Beginner's Guide</i> , Part 2: Understanding Gender and Language Use in Various Contexts—Media, Education, Workplace (pp. 34-65)	
40 B	F June 4	Jule, <i>A Beginner's Guide</i> , Part 2: Understanding Gender and Language Use in Various Contexts—Western Church, Relationships, Future (pp. 66-90)	
Fri, June 11, 10:30-1:00		FINAL EXAM <i>(Please accept the exam invitation in your Gmail.)</i>	

### Spring 2021 Change of Modality Request Policy

In order to be approved for a modality change the course must be taught in the modality you are requesting and must be approved by your instructor. For in-person courses, the classroom must be verified to meet the social distancing standards.

Note the following policy items regarding the Change of Modality Request.

- You may request to change the modality of a Quad 1, Quad 2, and Semester course(s) within the first two weeks of the semester, **with a firm deadline of Friday, March 12.**
- Submitting a request to change the modality of one or more courses for the Spring 2021 semester does not guarantee approval.
- You must maintain your current assigned modality until a change of modality is approved.
- Attempting to change the modality without approval (i.e., showing up to class in person or appearing on a Zoom call) will (a) count as an absence from that class session and (b) will result in you being removed from the class session.

Students may submit a request to change the modality of a course(s) using the Google Forms below. Students will be shared these links in an email on March 1. The links will also be provided on the [PLNU COVID-19 Website](#) beginning March 1.

- [Spring 2021 Change of Modality Request Form: Remote to In-Person Experience](#)
- [Spring 2021 Change of Modality Request Form: In-Person to Remote Learning](#)

## **PENDING Meeting Patterns for Hybrid and Remote Student Groups**

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These are the student groupings for **A** and **B** class days. You must remain in your grouping for your pattern of F2F or Zoom attendance for as long as course delivery is hybrid.

### **Fully Remote All Semester**

- Tony
- Emma
- Pablo

### **F2F on **A** Days | Remote on **B** Days**

- Ashley
- Derek
- Sofie F.
- Rachel Grace
- Camryn
- Jessie

### **F2F on **B** Days | Remote on **A** Days**

- Sophie B.
- Jenna
- Jaden
- Sam
- Victoria
- Brooke