

**Dr. Chris Healy**  
HLG 250  
482-5476  
healy@louisiana.edu

**Office Hours**  
MWF 10:00–11:00  
MW 1:00–2:30  
and by appointment

## **English Grammar and Usage** (ENGL 352-002)

**Spring 2015**

**MWF 11:00–11:50 a.m.**

**HLG 131**

### **COURSE MATERIALS**

*English Grammar for Writing*, Mark Honegger

### **COURSE DESCRIPTION**

This course covers mechanics and terminology of English grammar including parts of speech, voice, grammatical roles, and basic sentence patterns, with attention paid to usage and other writing conventions such as style and punctuation.

### **PREREQUISITES**

To enroll in ENGL 352, students must either have earned a “C” or better in ENGL 102, ESOL 102, ENGL 115, or have advanced placement.

### **ATTENDANCE**

Attendance is required, and I recommend that students read the discussion of Class Attendance in the Undergraduate Catalog 2013–2015 (Vol. 86), 395–396. Students who amass four unexcused absences—i.e., more than a week of class—will have their final grade lowered by a letter grade, and those students with seven or more unexcused absences—i.e., more than two weeks of class—will fail the course. Excused absences are only those for which I receive printed official documentation of University-sponsored activities or for which I receive some other printed official documentation *from appropriate College or University officials*—i.e., **e-mails, telephone messages, and physician’s notes will not provide acceptable excuses**—and I require copies of such documentation for my records, accepting only those that are provided prior to the absence or within one week of the individual’s return to class. An excessive number of excused absences may require additional verification by the Dean of Students Office. Attendance itself will be tracked either from an attendance sign-in sheet that will be passed around or from collected tests and quizzes. Each student is solely responsible not only for ensuring she/he is not erroneously marked absent, but also for getting any assignments, notes, or announcements he/she may miss as a result of an absence. Make-up tests—which can be in a different format and have different questions—will be given only in the case of an excused absence and must be taken during my office hours within 48 hours of the student’s return to class, or the test grade will be recorded as a zero. Finally, remember that failure to attend class does not constitute a withdrawal; dropping is an administrative procedure that students must undertake for themselves, and failure to withdraw from the course after ceasing to attend will result in a failure for the course.

## GRADING

This course uses a ten-point grading scale, and there will be no curve on in any grading. So, for instance, a 69.5 is a C, while a 69.4 is a D. I refuse to entertain any pleas for special consideration, and absolutely no extra-credit work will be available. I do not give Incompletes except in very rare instances—and only when I am provided with documentation and with approval of the appropriate university officials.

Quizzes	-	20%
Test 1	-	20%
Test 2	-	20%
Test 3	-	20%
Test 4	-	20%

Each of the above grade categories is a part of the course requirements. Therefore, a grade of “zero” for any of the above five categories—a failure to meet minimum requirements—will necessitate failure for the student *in the course*, not for that particular category alone.

## TESTING

Tests will be administered to evaluate students’ mastery of and familiarity with their readings, understanding of the classroom lectures’ content, and ability to apply the knowledge they have acquired. These tests can have various components. A student’s writing ability—skill with grammar, mechanics, punctuation, diction, spelling, and style—does contribute to the evaluation of the answer. Spelling errors, punctuation mistakes, and other such problems will warrant a reduction in points, even on short answers. For instance, spelling a grammatical term incorrectly will reduce a correct answer to half credit. The graded tests will not be returned; however, students can check Moodle for grades, and should feel free to come to my office to see their tests, which I shall keep on file. A running average of grades will be available on Moodle.

Students should note that because information builds upon previous topics, all tests are, in essence, cumulative.

Along with the tests, quizzes will check students’ understanding of and engagement with course content. Frequent unannounced quizzes at the beginning of class will cover a particular day’s scheduled readings. Once I call for quizzes to be passed up, the allotted time for the quiz is over, and no more answers will be accepted. The other type of quiz will be given at the end of class, and will ask about information from that class’s lecture. There will be no make-up quizzes given for any reason, and students arriving late or leaving early will not be able either to take the pop-quizzes they miss or have additional class time to catch up. University excused absences will negate a missed quiz so that the final average for a student missing a quiz for such a reason would then be based on the quizzes actually taken. (Incidentally, because attendance might be taken from quizzes, students who arrive too late to take the quiz should inform me of their tardiness so that they are not recorded as absent, and students should always turn in quizzes, even if no questions are answered, in order to avoid

being marked absent.) As with the tests, graded quizzes will be kept on file, and a running average of quiz grades will be available on Moodle.

All test/quiz answers should be written in blue or black ink—i.e., pencil or other colors of ink will not be accepted. Each student is responsible for having the writing implements. If a student lacks these necessities, the points are forfeit.

No electronic devices (cellular telephones, tablets, notebooks, calculators, etc.) are needed during tests or quizzes. If I see a student with one of these items, either on the desk or viewable on the floor, a grade of “0” will be given for the test—no discussion needed or allowed.

### **EXPECTATIONS & POLICIES**

Students are expected to keep up with the readings, which denotes having read the material scheduled for discussion at each class meeting and having done the exercises in the textbook. Students should simply follow the schedule to keep current, unless/until they are informed of a change.

All cellular telephones and pagers should be turned off before class to avoid disturbance. Students needing to communicate with the outside world should unobtrusively leave for the day, forfeiting credit for attendance.

When attempting to communicate with me outside of class, students must include the course in the subject line of any e-mail sent to me, and they must also provide their names in the body of their messages and be clear about their questions/concerns, for I will not respond to anonymous or vague e-mail messages. Also note that after the final class meeting, students will need to wait until the following semester to communicate with me: that is, the last day of class is the last day to call or e-mail me in expectation of a response.

Finally, students are urged to visit both the course Web site (<http://www.uclouisiana.edu/~cah2547/grammarmain.html>)—which has not only this current information, but also links to related supplemental pages—and to see the Moodle site for this course, where I will distribute any handouts and where they can discuss topics in forums.

### **DISABILITY ACCOMMODATION POLICY**

In accordance with the Americans with Disabilities Act, the University of Louisiana at Lafayette makes accommodations for students with disabilities. If you have a documented disability, please contact the Office of Disability Services (ODS) at 482-5252 or [ods@louisiana.edu](mailto:ods@louisiana.edu) during the first week of classes. ODS will assist you with an accommodation plan. The university also has a Supported Education Program (SEP), which provides free confidential help on campus for students with psychological disabilities (Bipolar Disorder, Depression, Anxiety, etc.). Please contact Kim A. Warren, MSW, PhD, LCSW, Supported Education Advisor, at 482-5252 or [kimawarren@louisiana.edu](mailto:kimawarren@louisiana.edu). Her office

is located in the Conference Center, room 126. Also, if you have a disability or special needs, please let me know as soon as possible.

### **EMERGENCY PROCEDURES**

- University Police are the first responders for all emergencies on campus. Dial 911 or 482-6447 to report any emergency.
- The Emergency Information Floor Plan is posted in the hallways for every building. This document includes evacuation routes and other important information. Please familiarize yourself with this document. Students who might need assistance should identify themselves to the teaching faculty.
- In the event that the building fire alarm is sounded, please exit the building immediately and notify University Police. Do not use the building elevator—look for the illuminated Exit Signs to direct you to safety.
- During times of emergency, information may be available on the University's Emergency Hotline: 482-2222. This number is printed on the back of your ID card.
- The university utilizes a text message service to notify its students and employees of campus wide emergencies. To subscribe to this service, log on to <http://www.ul.mobilecampus.com>.
- If you have a disability, special needs, or a medical condition that might render you incapacitated during class, please make this known to your instructor as soon as possible, including any emergency contact information for your next of kin or similar person.
- During times of emergency, information may be available on the University's Emergency Hotline: 482-2222. This number is printed on the back of your ID card.
- The university utilizes a text message service to notify its students and employees of campus wide emergencies. To subscribe to this service, log on to <http://www.ul.mobilecampus.com>.
- If you have a disability, special needs, or a medical condition that might render you incapacitated during class, please make this known to your instructor as soon as possible, including any emergency contact information for your next of kin or similar person.

# Tentative Schedule

Date	Topic/Reading Assignment
1/12	
1/14	Introduction to the course
1/16	<b>CHAPTER 1:</b> Speech vs. Writing Grammar, an introduction and history
1/19	<b>Martin Luther King Day</b>
1/21	<b>CHAPTER 2:</b> The Major Parts of Speech
1/23	Chapter 2 (cont.)
1/26	Chapter 2 (cont.)
1/28	<b>CHAPTER 3:</b> The Minor Parts of Speech
1/30	Chapter 3 (cont.)
2/2	Chapter 3 (cont.)
2/4	<b>CHAPTER 4:</b> Phrases: The Art of Chunking
2/6	Chapter 4 (cont.)
2/9	Chapter 4 (cont.)
2/11	<b>Test 1</b>
2/13	<b>CHAPTER 5:</b> More on Phrases
2/16	<b>Mardi Gras</b>
2/18	<b>Mardi Gras</b>
2/20	Chapter 5 (cont.)
2/23	Chapter 5 (cont.)
2/25	<b>CHAPTER 6:</b> Grammatical Roles: Distinguishing Identical Elements
2/27	Chapter 6 (cont.)
3/2	Chapter 6 (cont.)
3/4	<b>CHAPTER 7:</b> Adverbials and Other Elements in the Clause
3/6	Chapter 7 (cont.)

3/9	Chapter 7 (cont.)
3/11	<b>Test 2</b>
3/13	<b>CHAPTER 8: Passive? Tense? What's on That Verb?</b>
3/16	Chapter 8 (cont.)
3/18	Chapter 8 (cont.)
3/20	<b>CHAPTER 9: Putting Words Together: Coordination, Subordination, and Parallelism</b>
3/23	Chapter 9 (cont.)
3/25	Chapter 9 (cont.)
3/27	<b>CHAPTER 10: The System of Modifiers</b>
3/30	Chapter 10 (cont.)
4/1	Chapter 10 (cont.)
4/3	<b>Easter/Spring Break</b>
4/6	<b>Easter/Spring Break</b>
4/8	<b>Easter/Spring Break</b>
4/10	<b>Easter/Spring Break</b>
4/13	<b>Test 3</b>
4/15	<b>CHAPTER 11: Structuring Information in Writing</b>
4/17	Chapter 11 (cont.)
4/20	Chapter 11 (cont.)
4/22	<b>CHAPTER 12: Word Choices</b>
4/24	Chapter 12 (cont.)
4/27	Chapter 12 (cont.)
4/29	TBA
5/1	TBA

**Final Examination**  
(Test 4)

**Monday, May 4 — 2:00–4:30 p.m.**