

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



SAULT
COLLEGE

COURSE OUTLINE

COURSE TITLE:	Understanding Grammar for Professionals		
CODE NO. :	ENG160	SEMESTER:	Various
PROGRAM:	General Arts and Sciences		
AUTHOR:	General Arts and Science Faculty		
DATE:	Jan. 2011	PREVIOUS OUTLINE DATED:	Jan. 2010
APPROVED:	"Angelique Lemay"		Dec. 2010
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	CHAIR, COMMUNITY SERVICES		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	None		
HOURS/WEEK:	3		

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext.2603

I. COURSE DESCRIPTION:

This course introduces those who are planning to become teachers to the basic standard English grammar, its vocabulary and its principles as these rules apply to the structure of the sentence and the production of the meaning. Grammar will be examined from a sentence structure perspective, examining types of sentences, and parts of sentences and how the sentences are constructed to make meaning. Integrating grammar into the elementary and high school classroom will be the major focus.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Describe the purposes of the grammar of basic sentences.

Potential Elements of the Performance:

- Identify sentence patterns according to their form and function
- Explain the various verb forms and demonstrate their usage
- Explain the transformation of the basic patterns of sentences and demonstrate their usage
- Examine diagramming of a sentence as a visual learning tool
- Demonstrate proficiency in developing lesson activity

2. Explain the expansion of the sentence and demonstrate its usage.

Potential Elements of the Performance:

- Identify and use modifiers of the verb or adverbials
- Identify and use modifiers of the noun or adjectivals
- Identify and employ the functions of the noun phrases or nominals
- Identify and employ sentence modifiers
- Identify and use coordination
- Diagram the sentence
- Demonstrate proficiency in developing lesson activity

3. Describe words and word classes and demonstrate their usage.

Potential Elements of the Performance:

- Locate morphemes and employ their usage
- Identify the form classes and structure classes and employ their usage
- Identify pronouns and employ their usage

4. Research grade level grammar curriculum
 - Identify grammar curriculum for grade levels in elementary, middle, and/or high school

Demonstrate an understanding of a grammatical concept by delivering a creative and effective 15 -minute grammar lesson/presentation that may be incorporated in a classroom lesson.

Potential Elements of the Performance:

- Identify audience and purpose
- Research and prepare material for lesson/presentation
- Engage audience attention and participation in presentation
- Effectively use a visual aid
- Analyze and evaluate own performance

5. Read, speak, write and listen effectively.

Potential Elements of the Performance:

- Demonstrate comprehension of the text and notes through tests and daily activities
- Demonstrate clear and grammatically correct speaking in classroom discussions and presentations

III. TOPICS:

1. The study of grammar and classroom applications
2. The grammar of basic sentences ie. Parts of speech, subject-predicate
3. Expanding the main verb
4. Transforming the basic patterns
5. Expanding the sentence
6. Modifiers of the verb: adverbials
7. Modifiers of the noun: adjectivals
8. Nominals
9. Sentence Modifiers
10. Coordination
11. Morphemes
12. The form classes
13. The structure classes
14. Pronouns

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Behrens, S.J. (2010) *Grammar: a pocket guide*. New York: Routledge.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Research & Presentation 15%
2. Grammar Lesson Presentation 10%
3. Portfolio/Teaching Package 25%
4. Midterm Test 15%
5. Final 20%
6. Peer Evaluation 15%
 - Attendance and participation are essential in this course. You are expected to attend class and to be prepared to discuss the assigned reading. The work in this class is cumulative, and multiple absences are difficult to overcome. Students must adhere to scheduled grammar lesson presentation dates. Evaluation of presentations is required. Any missed evaluation will result in a -3% for each missed evaluation.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Mid-term Grades

At **mid-term** one of the following grades will be assigned:

- S Satisfactory performance to the time of mid-term grade assignment (does not indicate successful completion of the course)
- U Unsatisfactory performance to the time of mid-term grade assignment (does not indicate unsuccessful completion of the course)
- F The course must be repeated; minimal performance has resulted in the course outcomes not being met

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.