

**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:** Winter

**PROGRAM:** General Arts and Sciences

**AUTHOR:** General Arts and Science Faculty

**DATE:** W 2014 **PREVIOUS OUTLINE DATED:** W 2013

**APPROVED:** “Angelique Lemay” Aug. 2013

DEAN DATE

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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*School Community Services and Interdisciplinary Studies*

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## 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:**

Ruvinsky, M. (2009) *Practical Grammar: A Canadian Writer's Resource*. New York: Oxford.

**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

### ***NOTE:***

***Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.**

**It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.**

### **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.

#### **Course Outline Amendments:**

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

#### **Retention of Course Outlines:**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.