

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Understanding Grammar for Teaching Professionals
CODE NO. : ENG160 **SEMESTER:** Various
PROGRAM: General Arts and Sciences
AUTHOR: General Arts and Science Faculty
DATE: Jan. 2009 **PREVIOUS OUTLINE DATED:** Jan. 2008
APPROVED: "Angelique Lemay"

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:

- *Fun with Grammar: Communicative Activities for the Azar Grammar Series* (1997) by Suzanne W. Woodward. Prentice Hall Regents
- Lesson presentation materials as needed
- Binder/Portfolio

V. EVALUATION PROCESS/GRADING SYSTEM:

- | | |
|-------------------------------|-----|
| 1. Research | 15% |
| 2. Grammar Lesson | 15% |
| 3. Portfolio/Teaching Package | 30% |
| 4. Midterm Test | 10% |
| 5. Final | 15% |
| 6. Attendance/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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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:

Disability Services:

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

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 post-secondary institutions.

Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** communication tool (if applicable).

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *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.

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.

VII. PRIOR LEARNING ASSESSMENT:

Students who have credit for a similar course from another college or university and wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Academic Assistant, in the office of the Chair, Community Services (Room E2201). Students will be required to provide an unofficial transcript and course outline related to the course.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio. Contact the Student Services Office, E1101 for additional information.