

Class Meetings Times: MW 8:00-9:10
TRF 8:00-8:50

Instructor: [Michael Buckhoff](#)
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Office Phone: 537-5824 (Leave message)

Office: UH 301.27

Classroom: MWF EE 101

Office Hours: TR 12:00-1:10 PM

TR EE101

and by appointment

Course Materials

[Understanding and Using English Grammar](#) Third Edition by Betty Schramper Azar
1999 by Pearson Education, Inc. ISBN: 0-13-958661-X.

[Headset with microphone](#), equipped with two computer plug-in jacks: one for the
microphone and one for the headphones.

Five scantron answer sheets (General Purpose – Pearson NCS – Answer Sheet form no.
30423 240 Questions)

Course Description

The foundation of the English language, English grammar allows a person in an almost unlimited way to combine words to create new sentences, many of which are uttered for the first time. In fact, any twenty word sentence used is probably the first sentence in that word order in the English language. Being able to competently use grammar orally and in writing will help you to improve your [listening](#), [speaking](#), [writing](#), and [reading](#) skills.

In the form of individual class study, group discussions, class discussions, and assigned homework, our study will focus on two dependent clauses in English grammar: noun and adjective clauses. Additionally, we will study gerunds and infinitives.

Primary Course Objectives

By the end of the quarter, you should achieve an 80% mastery of the following both orally and in writing:

- *Understand the basic structure of adjective clauses and the relationship the adjective clause has to the independent clause of the sentence.
- *Understand the different types of adjective clause connectors.
- *Know how to reduce adjective clauses with active and passive meanings.
- *Understand noun clauses and how they can function as subjects, objects, and

complements in a sentence.

*Understand the different types of noun clause connectors.

*Know how to reduce noun clauses into infinitives.

*Be able to recognize common errors in writing that relate to noun and adjective clause, phrase structures.

*Understand how to use subordinate clauses in parallelism.

*Understand the importance of using subordinate clauses, phrases to provide sentence variety in academic writing.

*Understand and use gerunds and infinitives.

Additional Course Objectives

By the end of the quarter, you should also be able to achieve an 80% mastery of the following both orally and in writing:

*Accurately use all [verb tenses](#).

*Use [count and non-count nouns](#) correctly.

*Use [articles](#) and [prepositions](#) correctly and know when not to use an article.

*Know how to use [comparative and superlative](#) adjectives and adverbs.

*Know how and when to use [passives](#).

Assessment Criteria

Your performance in this class will be assessed by way of four “Ten Perfect Sentences” Quizzes, four Unit Tests, two Speaking Tests, and a cumulative Final Exam.

Ten Perfect Sentences

You will take four of these quizzes. To receive full credit, your sentences must have no errors: no spelling mistakes, no punctuation mistakes, no grammar mistakes, and no factual mistakes. They must be perfect.

The sentences must be your own.

They must relate to the assigned topic although it is not necessary to use the word of the topic in the sentences.

Each sentence must be different from your other sentences.

You may ask me for spelling of words.

Since the assignment is considered a test, you can not consult with your classmates or copy their ideas or sentences.

When you finish, bring your paper for me to check. Then write new sentences to replace sentences that were not perfect; rewriting these sentences will help increase your score.

All papers, whether finished or not, will be collected at the end of the time.

Your grade on the “Ten Perfect Sentences” will be based on the following scale:

<u>Perfect Sentences</u>	<u>Scores</u>
10 (first try 10/10)	100
10 (total)	95-98
9 (total)	90-94
8 (total)	88-89
7 (total)	85-87
6 (total)	80-84
5 (total)	75-79
4 (total)	70-74
3 (total)	68-69
2 (total)	65-67
1 (total)	63-64
0 (but tried)	60-62
0 (absent)	0

Unit Tests

Test questions will cover the assigned material and can occur in but are not limited to the following formats: multiple choice, true/false, sentence completion, rewriting sentences, error analysis, combining sentences, and paragraph writing. In many cases, the test questions will NOT be in the same format as your homework exercises in the textbook.

Speaking Tests

The ACLP curriculum states that mastery of the different grammatical structures should be both in writing and orally. As such, you will take two [speaking](#) tests in this class. First, you will be given a [speaking](#) task after which you will have 2-3 minutes to prepare a response. Next, using a microphone, you will deliver a one minute speech, save the file, and E-mail the file to me at michael@csusb.edu. Your grade will be based primarily on your grammar usage; however, you should try to use good [pronunciation](#), [advanced vocabulary](#), and a organized approach to your ideas. Your grade for the sixty second speaking tests will be holistically based on the following:

- 90-100: The student uses advanced grammatical structures with a high degree of accuracy.
- 80-89: The student uses either accurate easier grammatical structures or more advanced grammatical structures with some errors.
- 70-79: The student has a number of errors in grammar or uses only very basic grammar fairly accurately.
- 60-69: The student has numerous errors in grammar that interfere with meaning.
- 50-59: The grammar usage cannot be evaluated because the student either says nothing or fails to spend enough time answering the question.
- 0: The student is absent, or the student fails to bring a headset to class and consequently is unable to do the voiced recording.

Improving your Speaking/Grammar Skills

Research in second language acquisition indicates that, if you aim at becoming a more fluent speaker of English, you will become more grammatically accurate in your speech. Therefore, it is important for you to speak English regularly and to practice your speaking skills in relation to personal experience speaking tasks. The following suggestions will help you not only to improve your overall speaking skills but also to succeed on the two speaking tests in this class.

1. Live in an English-only environment in which you are able to practice English with native speakers.
2. Join a club on campus or attend open forums, university discussions, or debates so that you can hear authentic spoken English. Attend one of two meetings a week.
3. Join the quarterly [ESL conversation group](#) to talk and make friends (UH387).
4. Go to www.toastmasters.com and learn about this organization. Then join a club in a location nearest your city.
5. Attend an English speaking church in which you can attend socials, dances, and parties.

Preparing for the Speaking Tests

1. Create a list of familiar topics and practice [speaking](#) about them: “Describe your favorite vacation destination,” and “Describe an important person who has influenced you” are representative of familiar Independent Speaking topics.

2. You could also practice by stating an opinion or a preference and then by presenting reasons clearly and in detail. “Which do you think is better: living on campus in dorms or off campus in apartments?” is representative of an opinion-preference Independent Speaking topic.
3. Making a recommendation and explaining why it is the best way to proceed is another type of speaking task that you should practice. “What is the best method of travel when going on a vacation? Explain why?” represents this type of Independent Speaking topic.
4. Practice giving and recording 1 minute responses to these types of speaking tasks. Then play back the recording so you can evaluate the grammar, pronunciation, and organization of your ideas.

Cumulative Final Exam

This exam will cover all the grammatical structures studied: noun clauses, adjective clauses, gerunds, and infinitives. Consult the following web page if you want additional practice with noun, adjective, and adverb clauses:

<http://buckhoff.topcities.com/Englishgrammarselfstudyquizzes.htm>

Grading Criteria

The number letter grading scale is set as follows:

- A Excellent - Mastery of skills with a superior level of performance
- B Good - Mastery of skills with a high level of performance
- IP In Progress - Acceptable performance. Not mastered skills for level/course
- UP Unsatisfactory Progress - Inadequate performance. Failed level/course due to excessive absences, poor participation, failure to complete homework assignments, or low test scores

Calculation of Final Grade

Four “Ten Perfect Sentences” Quizzes	30%
Three Unit Tests	40%
Two Speaking Tests	20%
Cumulative Final Exam	10%
	100%

Attendance Policy

So that you do not jeopardize your F-1 visa status, your attendance is required at all class meetings. You should note that your absences are recorded on a government web site closely monitored by INS. Only written documented excuses for an absence may result in your making up an assignment or graded daily work. Five absences will result in an overall reduction of one full letter grade, and seven absences will result in a failing grade for this class. Come to class on time. Three tardies will be counted as an absence. If you arrive fifteen minutes late or more, you will be counted absent for that class period. If you do come late to class, please enter quietly so as not to distract other students. Additionally, be aware of the following unacceptable classroom practices:

Asking to leave or leaving at the beginning or middle of class for a bathroom break, to smoke, or to talk on your cell phone.

Coming to class exactly at 8:00 then making excessive noise/distraction by taking out book, paper, pencil, and so on.

Talking on the cell phone during class; having your cell phone ring during class.

Speaking in your native language during class time.

Cheating. If you are caught cheating, you will receive a "0" on that assignment.

Tentative Course Outline (This schedule may be subject to change.)

Week One (Sept 28-Oct 2) Adjective Clauses

Introduction to structure of adjective clauses; Adjective clause pronouns used as subjects; [Watch video: Sentence variety](#)

Adjective clause pronouns used as objects of verbs (Watch video: [Who versus Whom](#)); Adjective clause pronouns used as objects of prepositions

Usual patterns in adjective clauses; Using Whose ([Watch video](#))

Using where; Using when

Week Two (Oct 5-9) Adjective Clauses Cont.

Using adjective clauses to modify pronouns; Using expressions of quantity in adjective clauses

Using noun + of which; **[“Ten Perfect Sentences” Quiz One](#)**

Using which to modify whole sentence; Reducing adjective clauses to adjective phrases ([Watch video](#))

Week Three (Oct 12-16) Adjective Clauses Cont.

Read [“Choose an Appropriate Point of View”](#)

Changing an adjective clause to an adjective phrase; Watch video: [“Punctuating Adjective Clauses”](#))

Unit Test One Review

Unit Test One ([Give me some practice exercises!](#))

Week Four (Oct 19-23) Noun Clauses

Read [“Using Parallel Structures”](#)

Introduction to noun clauses

Watch video: "[Creating the Right Emphasis](#)"

Noun clauses beginning with a question word; Noun clauses beginning with whether or if

Question words followed by infinitives

Noun clauses beginning with that

Read "[Hypothetical Statements](#)"

Week Five (Oct 26-30) Noun Clauses Cont.

Watch video: "[Why Grammar Is Important to your Speaking](#)"

Quoted speech; "[Ten Perfect Sentences](#)" **Quiz Two**

Watch video: "[Quoting](#)"

Reported speech: Verb forms in noun clauses

Using the subjunctive in noun clauses

Watch video: "[Using Either and Neither](#)"

Week Six (Nov 2-6) Noun Clauses Cont./Gerunds and Infinitives

Read "[Do You Regularly Record Your Voice?](#)"

Read "[Five Rules about Verb Tenses](#)"

Unit Test Two Review; **Speaking Test One (Bring microphone.)**

Unit Test Two ([Give me some practice exercises!](#))

Introduction to gerunds; Using gerunds as objects of prepositions; Common preposition combinations followed by gerunds

Common verbs followed by gerunds; Go + gerund; Special expressions followed by -ing

Week Seven (Nov 9-13) Gerunds and Infinitives Cont.

Read "[Seven Rules about Aux Verb + Main Verb Sentence Structures](#)"

Common verbs followed by infinitives; Common verbs followed by either gerunds or infinitives; Reference list of verbs followed by gerunds

Read "[Recognizing Common Errors in Speaking and Writing](#)"

Reference list of verbs followed by infinitives; It + infinitive; gerunds and infinitives as subjects; 15.1 – Infinitive of purpose: in order to

Adjectives followed by infinitives; Using infinitives with too and enough; Passive and past forms of infinitives and gerunds

Read "[Subjects, Verbs, and TOEFL iBT Grammar](#)"

Week Eight (Nov 16-20) Gerunds and Infinitives Cont.

Using gerunds or passive infinitives following need; Using a possessive to modify a gerund

["Ten Perfect Sentences" Quiz Three](#)

Read "[How to improve your speaking?](#)"

Speaking Test Two (Bring microphone.)

Using verbs of perception; Using the simple form after "let" and "help;" Using causative verbs: "make," "have," and "get"

Unit Test Three Review ([Give me some practice exercises!](#) [Give me more practice exercises!](#))

Week Nine (Nov 23-25) Gerunds and Infinitives Cont.

[Watch another video about verbs and infinitives.](#)

Unit Test Three

Review of adjective clauses; review of noun clauses

Review of gerunds and infinitives

Week Ten (Nov 30-Dec 4)

Read: "[How to link your old idea to a new one](#)"

Cumulative Final Exam