

Grammar WRCR6201

Course Outline

Description:

This course will improve your understanding of modern-day grammar and your ability to write and communicate clearly. Topics covered include: parts of speech, punctuation, spelling, and sentence structure. This course will provide you with the tools to reduce common grammatical errors and write for success.

Course Goals:

- To increase participants' knowledge of recent trends and changes in our ever-evolving English language
- To increase participants' knowledge of the essential elements of grammar, including parts of speech, punctuation and sentence structure
- To support participants in applying their increased knowledge to write better, plainer English

Course Objectives:

At the completion of this course, the participant will be able to:

- Let go of outdated grammar rules.
- Find and correct common grammatical errors (and develop tips on how to avoid them in the future).
- Write grammatically correct and clear sentences.
- Recognize good, contemporary English and explain what makes it good.

Class Structure:

Generally, each class will follow the same basic structure, as indicated below.

1. Check-in / Housekeeping / Instructor's *Thought for the Week*
2. Class discussion of *ah-ha's* from required reading
3. Punctuation Lesson
 - a. Lecture
 - b. Application (*Think Pair Share*)
4. BREAK
5. Parts of Speech Lesson
 - a. Lecture
 - b. Application (Quiz)
6. Wrap-up

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Evaluation:

Item	Value	Week/Date Assigned	Week/Date Due
<p>Assignment 1: Fix the Bad Grammar</p> <p>You will be given a paragraph with 20 errors. Your task will be to fix the errors and provide a brief explanation for each.</p> <p>Assessment breakdown: 0.5 mark per correction /10 <u>0.5 mark per explanation /10</u> TOTAL /20</p>	15%	Week 2	Week 4
<p>Assignment 2: Write a Clear Email</p> <p>Read Chapter 12 of your textbook (<i>Saying Is Believing: How to Write What You Mean to Say</i>). Write a poorly written email to a friend/family member/colleague explaining why you cannot follow through on a commitment you had made. The impact of the email has the potential of affecting your relationship with that person (which you value).</p> <p>Re-write the email in a much clearer and more concise manner.</p> <p>Using the textbook as a guide, give three reasons why your revised email is better.</p> <p>Assessment breakdown: Clarity /5 Conciseness & sincerity /5 Flow/sequence /5 Grammar & punctuation /5 (-1/mistake!) <u>Rationale for improvement /10</u> TOTAL /30</p>	20%	Week 3	Week 6
<p>Assignment 3: Present Three Grammar Goofs</p> <p>You see them all around: grammar mistakes. Sometimes funny, often entertaining. Find three 'real' examples of grammar mistakes.</p> <p>Put together a 7-minute presentation that shows us each mistake, describes which grammar rule has been broken, and provides us with a tip so that we will never make this mistake in the future.</p> <p>Assessment breakdown: Level of entertainment /10 Ability to explain rule /10 Helpfulness of tip /10 <u>Presentation skills /10</u> TOTAL /40</p>	25%	Week 1	Week 8

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<p>Quizzes (in class)</p> <p>There will be six quizzes throughout the course, all weighted equally.</p>	20%	Weeks 2 – 7	Same as week/date assigned
<p>Participation</p> <p>Asking questions and participating in discussions is an important part of this course. In addition, participants are asked to write down three <i>ah-ha's</i> from the required readings each week and come prepared to present one of these 'learnings' to the group.</p> <p>Assessment: see chart below</p>	20%	Ongoing	Ongoing

Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on “Scholastic Offences” in the current University Academic Calendar, or on the web at <http://www.westerncalendar.uwo.ca>. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University's code of conduct.

Code of Student Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Plagiarism:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

Course Schedule:

Week 1:

- Course overview and introduction to OWL
- Lesson topics:
 - Outdated Rules
 - Introduction to Parts of Speech
- Required reading (in-class):

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- Woe Is I, Chapter 11, *Saying Is Believing*
- Assignments:
 - #3 (Present Three Gramma Goofs) to be assigned

Week 2:

- Lesson topics:
 - Nouns
 - The comma
- Required reading:
 - Woe Is I, Chapter 2, *Plurals Before Swine*
 - Woe Is I, Chapter 3, *Yours Truly*
- Assignments:
 - #1 (Fix the Bad Grammar) to be assigned

Week 3:

- Lesson topics:
 - Pronouns
 - The apostrophe
- Required reading:
 - Woe Is I, Chapter 1, *Woe Is I*
- Assignments:
 - #2 (Write a Clear Email) to be assigned

Week 4:

- Lesson topics:
 - Verbs
 - Semi-colon
- Required reading:
 - Woe Is I, Chapter 4, *They Beg to Disagree*
- Assignments:
 - #1 (Fix the Bad Grammar) due

Week 5:

- Lesson topics:
 - Adjectives & Adverbs
 - Colon
- Required reading:
 - Woe Is I, Chapter 5, *Verbal Abuse*
 - Woe Is I, Chapter 6, *Spellbound*
- Assignments:
 - N/A

Week 6:

- Lesson topics:
 - Conjunctions & Prepositions
 - Quotation marks & italics
- Required reading:
 - Woe Is I, Chapter 10, *Death Sentence*
- Assignments:
 - #2 (Write a Clear Email) due

Week 7:

- Lesson topics:
 - Sentence Structure
 - Dashes & brackets

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- Required reading:
 - Woe Is I, Chapter 9, *The Compleat Dangler*
- Assignments:
 - N/A

Week 8:

- Lesson topics:
 - Interjections
 - End punctuation
- Required reading:
 - Woe Is I, Chapter 8, *Comma Sutra*
- Assignments:
 - #3 (Present Three Grammar Goofs) due