

Cincinnati Christian University
Foster School of Biblical Studies, Arts & Sciences

ENGL 310 01 ENGLISH FOR TEACHING & EDITING

Semester Credit Hours: 3

Meeting Time: TH 8:30 – 9:45

Location: CR G1

Semester: Fall 2019

Instructor: Paul Friskney

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Course Description:

An advanced grammar course focusing on understanding, applying, and communicating the rules of English usage. Application sections deal with techniques for editing and preparation of instructional material, including those for speakers of English as a second language. Prerequisites: ENGL 110, ENGL 111 or their equivalents.

Course Overview:

Class sessions will involve presentation of principles along with discussion and exercises to build understanding of those principles and to illustrate how they can be communicated to others. Various tests and projects will be used inside and outside the classroom to strengthen the application of grammar rules in different contexts.

Course Rationale:

To use a language effectively, a certain level of understanding of the structure and rules for the grammar of that language is required. That level of understanding should be higher for those whose use of the language involves evaluation, instruction, or translation. This course seeks to provide that higher level of understanding. It connects to the overall curriculum of CCU and to the school's mission by increasing the skill set for those in the English, communication arts, and education programs as well as others who might be interested in such pursuits as teaching English in another culture or engaging in translation of various materials.

CCU's Mission:

CCU is committed to providing a Christ-centered, liberal arts education taught with a Christian worldview in students' chosen fields of study.

Arts & Sciences Departmental Outcomes

CCU's Arts & Sciences program is designed to prepare students to

1. communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English,
2. adeptly utilize modern research and writing tools,

3. identify decisive events and ideas in the human experience and assess their influences on modern culture and thought,
4. employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities,
5. demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview.

Course Objectives:

Students who satisfactorily complete this class should be able to

1. understand the basic parts of speech and punctuation rules in the English language (Connected to A&S Outcome #1),
2. improve their capacity for structuring units of language usage (A&S #1),
3. evaluate the use of the English language in written material (A&S #4),
4. respond to problems in written English with suggestions for improvement (A&S #1 & 4),
5. prepare lesson plans for teaching principles of English grammar (A&S #1, 2, &4),
6. understand and adapt to some of the challenges associated with teaching English as a second language (A&S #1 & 4).

Course Texts:

A Writer's Reference (Ninth Edition) by Diana Hacker & Nancy Sommers

The Elements of Teaching Writing by Katherine Gottschalk & Keith Hjortshoj

Grading Breakdown:

Reading & Daily Work	10%
Class Participation	10%
Grammar Test	20%
Service Application Report	10%
Response to Student Writing	10%
Editing Project	10%
Final Project	30%

Assignments:

1. Textbook Reading: For most class sessions, textbook-reading assignments will be made that correspond with the topics being discussed. Class

discussions will depend upon the reading having been completed. Textbooks should also be brought to each class session.

2. Test: At the end of unit one, a comprehensive grammar test will be given to assess student understanding and application of the principles.
3. Service Application: Each student will enlist an individual whom he or she will work with during the course of the semester, communicating different elements of the use of English. This individual can be chosen based on the student's goals for language use. For example, a student who plans to teach junior high English could tutor a junior high student in English. Or a student who hopes to work cross-culturally might work with an international student on campus to improve his or her use of the English language. One possible outlet for this assignment would be to volunteer in the Learning Center here at CCU. At the end of the semester, a written report will document the experience and what the student learned from it.
4. Response to Student Writing: Following corresponding discussion in unit two, each student will be given an essay to deal with as if it had been received from a student, giving appropriate critique and suggested improvement. More information will be given on this assignment at the appropriate time.
5. Editing Project: Also following corresponding discussion in unit two, each student will work with editing a document. Depending on the student's individual goals, the document may be one of his or her own or one from an outside source. More detail will be given on this assignment at the appropriate time.
6. Final Project: At the end of the semester, each student will prepare a set of plans for teaching 3 – 5 class sessions or workshops on particular grammar/language principles. The student may designate a target age group and situation, including a focus on teaching English as a second language. The project will involve leading the class in a sample session as well as submitting the written version. More detail will be given on this assignment at the appropriate time.

Course Policies:

1. Due to the discussion/activity format of the class, attendance is extremely important. Therefore, each absence will result in a reduction in the class participation grade. Students who believe they have reasons for exemption from this policy should discuss their reasons with the professor as soon as possible (preferably before the absence). Missing more than six hours of class will result in dismissal from the class. Absence from part of a class session will be added to the total.
2. All assignments must be completed in order to pass the class.
3. Students must take the initiative for making up missed work. A valid reason for absence is required for a makeup test to be allowed.
4. To receive a passing grade, the final project must be presented and submitted on the assigned dates. Exceptions to this policy will be made only for unusual circumstances. (The professor will make the decision on an individual basis.)

5. Cell phones should be turned off during class. Laptop computers may be used for taking notes. However, students who use them for inappropriate purposes may forfeit the right to bring them to class.
6. Students should be prepared to take the initiative in clearing up any confusion they have about class discussion or assignments.
7. **Accommodations:** Students who require academic accommodations due to a documented physical, psychological, or learning disability may request assistance from the Student Services Department. Students are encouraged to complete this process within the first two weeks of the semester. The Student Services Department is located on the upper level of Presidents Hall. You may also contact the office by phone at 244-8150. Tutoring services in various subjects are also available.
8. The professor reserves the right to amend or alter this course plan as he deems necessary.

Topic Agenda:

(Special circumstances may require changes in the agenda. A list of readings to accompany these topics will be distributed during the first class session.)

August 20

Course Introduction

August 22

Language Basics

August 27

Nouns

August 29

Pronouns

September 3 & 5

Verbs

Voice

Agreement

September 10 & 12

Adjectives

Adverbs

September 17 & 19

Prepositional, Verbal, & Absolute Phrases

Mood

September 24 & 26

Clauses

Conjunctions

October 1, 8, & 10 (No Class on October 3 – Fall Break)

Punctuation
Mechanics

October 15

Grammar Review

October 17

Grammar Test

October 22, 24, & 29

Responding to Student Writing

October 31 & November 5 & 7

Editing for Publication

November 12 & 14

Working with Speakers of Other Languages

November 19 & 21

Preparing & Presenting Grammar Lessons

November 26 & 28 (Thanksgiving Break – No Class)

December 3

Work on Projects

December 5 & Exam Period

Presentation of Projects

December 5

Written Portion of Final Project Due