

Instructor: Scott Jarvie

Time: Tuesdays & Thursday, 1:30 - 2:45 PM.

Location: [Online](#).

Office Hours: Tuesdays, 3:00 - 5:00 PM, & by appt., [online](#).

My quarrel with the English language has been that the language reflected none of my experience. But now I began to see the matter another way...Perhaps the language was not my own because I had never attempted to use it, had only learned to imitate it. If this were so, then it might be made to bear the burden of my experience if I could find the stamina to challenge it, and me.

— James Baldwin

So funny to me when people speak of “run-on” sentences—like oh, you mean GOOD WRITING?

— Lake Micah

Course Description

Why do we teach grammar, and what does it mean to teach it today? This course explores the growth and structure of modern English, including its phonology, morphology, syntax and semantics. Together, we'll pay attention to social and regional varieties, with implications for language development and literacy among native and nonnative speakers. We'll do this with a particular focus on grammar pedagogy, thinking through the implications of power, culture, experience and identity for how we use language in our lives and how we teach it in classrooms. We'll cover various grammatical concepts, as well as issues of usage and “correctness”. We'll also take up critical theoretical perspectives on grammar to trouble those concepts, considering their implications for our practices as readers, writers, speakers, and teachers in classrooms. While the course emphasizes grammar pedagogy, the material also examines the historical ways English language has been structured and possibilities for how we might imagine it differently.

Format

The course will be conducted online, with a mix of synchronous meetings and asynchronous discussions on Canvas.

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Identify & explain English language concepts.
2. Analyze the functions of linguistic structures in written & spoken language.

3. Critique uses of language along lines of power, culture, & identity.
4. Plan engaging grammar lessons that integrate understandings of language & pedagogy.
5. Read, write, practice, discuss, question.

Required Text

[*How English Works: A Linguistic Introduction*, by Anne Curzan & Michael Adams. Pearson, 2nd Edition, 2008.](#) (Used is fine. I went with the 2nd edition, because it's significantly cheaper. If you have an issue getting hold of this let me know.)

Additional readings provided on Canvas.

Assignments

[*Participation*](#). This is a discussion-based course, so your participation makes all the difference in the experience we'll have together. This means we'll proceed with the expectation that you'll (a) do the reading, and (b) share your perspective on it in insightful, challenging, and creative ways. You'll do this in two primary forms: (1) through various course discussions and activities during our synchronous meetings, and (2) through weekly asynchronous activities on Canvas. Asynchronous activity will consist of a series of [discussions of English language in the field](#), drawn from your observations of English as it is used in the world around you, in your lives and in popular culture. The goal of all this participation is to co-construct our learning about English: You are invited to contribute whatever interests or moves or bothers or confuses you, and I'll do the same. (Counts for 35% of final grade; assesses Program Learning Outcomes 1, 3-5; Course Learning Outcomes 1-5).

[*Grammar Lesson*](#). One of the primary ways we'll think about grammar in this course is pedagogically: How we teach and are taught by grammar in different ways throughout our lives. For the first major assignment, you'll form groups to teach a brief lesson to the class about a specific grammatical concept. This is an opportunity for all of us to learn more about various concepts, but it's also a chance for you to think through how people come to learn about grammar, and how they might learn differently. As you plan your lesson, you'll consider: What assumptions are you beginning with about the concept, and about grammar generally? What do you want to teach about the concept specifically? Why those lessons? What do you want students to know, or be able to do, at the end of your lesson? How can we teach grammar online? After your lesson, we'll have a class debrief to think through your pedagogy and what we learned together. (20%; PLO 1, 4; CLO 1, 2, 4, 5). Due: date varies, 3/15-4/12.

[*Personal Essay*](#). A second assumption of this course is that grammar matters on a personal level. Grammar is important to how people express themselves, to the formation of their identities, and it often reflects people's educational experiences, social and cultural backgrounds, and their raced, classed, gendered, and linguistic identities. In this assignment, you will explore the intersection of grammar and your own personal experience through an extended piece of narrative writing. How have you been taught to think about grammar? Where, when, and by who? What event(s) have shaped your understanding of how you use language? What role has language played in how you understand the world, and yourself? Leading up to this, we'll read and talk through a variety of examples of what this might look like. (20%; PLO 3, 4; CLO 2, 3, 5). Due: 4/19.

[Pop Culture Analysis](#). Your final project will engage grammar culturally. You will identify one particularly significant grammatical construction drawn from culture today, e.g. Twitter or other social media platform, music, television, recent film, personal conversation, contemporary book, journalism, meme, press conference, etc. You'll analyze this construction for us, breaking down its components as we've come to understand them through our course readings, including its functions, flaws, and the linguistic traditions it operates within or breaks away from. Then – the fun part – you'll situate it within the broader culture, making a case for how this form is used and how it matters in people's lives today. Various Field Discussions throughout the semester will give you space to practice all of this leading up to the assignment. You'll share your project with the class during our final exam session. (25%; PLO 1, 3-5; CLO 1, 2, 3, 5). Due: 5/10.

Grading Information

I will always give you detailed instruction and support in class for major assignments. When applicable, I will also distribute rubrics that should help guide your thinking. Additional grading info related to the assignments above will be addressed in class. If you have questions or concerns about your grades, contact me within a week of receiving the grade.

Late work will not receive full credit. I know things happen. Please communicate with me as needed.

We'll use the following grading scale to determine final grades:

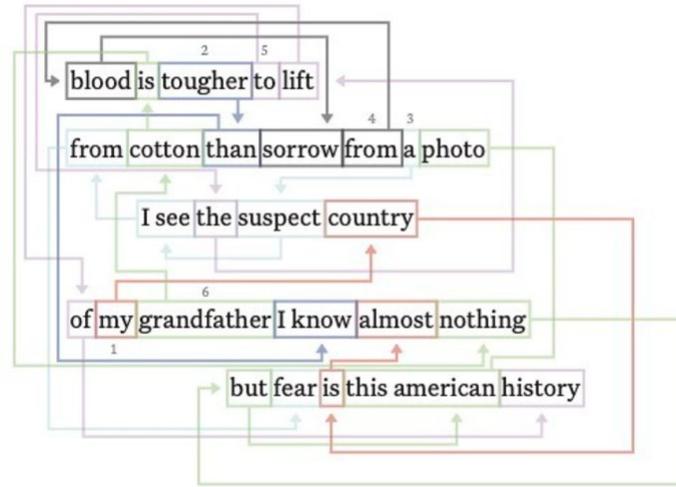
93-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-92 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

Attendance

It is a professional expectation that you will be present and on-time to every synchronous meeting, as well as engaged in our asynchronous work on Canvas each week. Please notify me in advance of any absence and work with your peers to collect materials and information shared.

University Policies

Relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, and available student services (e.g., learning assistance, counseling, and other resources) are listed on the Office of Undergraduate Education's [Syllabus Information page](#).



Keith S. Wilson, "line dance for an american textbook"

ENGL 103 Spring 2022 Calendar

Schedule subject to change as needed. Readings should be completed by the date they're listed below.

2/1	<p>Introductions. * Sign up for an introductory meeting by 2/8.</p>
2/8	<p>Language, identity, culture, & power. -- Curzan & Adams, Ch. 1, "A language like English". Read pp. 1-7, 11-12. Skim pp. 8-10, 13-25. -- Curzan & Adams, Ch. 2, "Language & authority". Read pp. 35-48, 54-7. Skim pp. 48-53, 57-61. -- Dunn & Lindblom (2003), "Why revitalize grammar?" * Field Discussion 1 due 2/10</p>

2/15	<p>Language, identity, culture, & power.</p> <ul style="list-style-type: none"> -- Curzan & Adams, Ch. 11, "Language variation". Read 366-371; 384-9, 392-7. Skim the rest. -- Smitherman (1973), "Grammar & goodness" or (1998), "Ebonics, King, & Oakland" -- <u>Two</u> of the following; skim the rest: <ul style="list-style-type: none"> + Cisneros (1997), "An offering to the power of language" + Lyiscott (2014), "3 ways to speak English" (video) + Noah (2017), <i>Born a crime</i> (excerpt) + Tan (1990), "Mother tongue" + Williams (2001), "Why I write" <p>* Field Discussion 2 due 2/17</p>
2/22	<p>Histories of English.</p> <ul style="list-style-type: none"> -- Curzan & Adams, Ch. 13, "History of English: Old to early modern English". Read all. -- Curzan & Adams, Ch. 14, "History of English: Modern & future English". Read pp. 484-504. <p>* Field Discussion 3 due 2/24</p>
3/1	<p>Grammar pedagogies. Visit from Jeana Caminiti, Director of Inclusion, St. Ann School of Chicago.</p> <ul style="list-style-type: none"> -- Crovitz & Deveraux (2017), "Teaching grammar intentionally" -- Zuidema (2012), "The grammar workshop: Systematic language study in reading & writing contexts" <p>* Field Discussion 4 due 3/3</p>
3/8	<p>Grammar pedagogies. Visit from Michael Lockett, professor, Michigan State University.</p> <ul style="list-style-type: none"> -- Baker-Bell (2020), "Dismantling anti-Black linguistic racism in English language arts" -- Zuidema (2005), "Myth education: Rationale & strategies for teaching against linguistic prejudice" <p>* Field Discussion 5 due 3/10</p>
3/15	<p>Phonology of English.</p> <ul style="list-style-type: none"> -- Curzan & Adams, Ch. 3, "Phonology" <p>* Grammar Lesson 1 * Grammar Lesson 2 * Field Discussion 6 due 3/17</p>

3/22	<p>Morphology of English.</p> <p>-- Curzan & Adams, Ch. 4, "Morphology"</p> <p>* Grammar Lesson 3</p> <p>* Grammar Lesson 4</p> <p>* Field Discussion 7 due 3/24</p>
3/29	No class--Spring Break.
4/5	<p>English syntax, pt. I.</p> <p>-- Curzan & Adams, Ch. 5, "English syntax: The grammar of words"</p> <p>* Grammar Lesson 5</p> <p>* Grammar Lesson 6</p> <p>* Field Discussion 8 due 4/7</p>
4/12	<p>English syntax, pt. II.</p> <p>-- Curzan & Adams, Ch. 6, "English syntax: Phrases, clauses, & sentences"</p> <p>* Grammar Lesson 7</p> <p>* Grammar Lesson: 8</p> <p>* Field Discussion 9 due 4/14</p>
4/19	<p>Semantics of English.</p> <p>-- Curzan & Adams, Ch. 7, "Semantics"</p> <p>* Grammar Lesson 9</p> <p>* Grammar Lesson 10</p> <p>* Personal Essay due.</p>
4/26	<p>Applications: Creative writing. Visit from Timea Sipos, SJSU Steinbeck Fellow.</p> <p>-- Curzan & Adams, Ch. 9, "Stylistics", pp. 295-6, 300-3, 313-6, 323-4. Skim the rest.</p> <p>-- Hale (2013), <i>Sin & syntax</i>, Ch. 16, "Voice".</p> <p>* Field Discussion 10 due 4/28</p>
5/3	<p>Applications: Spoken language.</p> <p>-- Curzan & Adams, Ch. 8, "Spoken discourse", pp. 251-260. Skim the rest.</p> <p>-- Skim Curzan & Adams, Ch. 12, "American dialects", for information useful for final project.</p> <p>-- Baldwin (1979), "If Black English isn't a language, then tell me, what is?" or Sedaris (2000),</p>

	“Go Carolina”
5/10	Future(s) of English. -- Curzan & Adams, Ch. 14: “History of English: Modern & future English”. Read pp. 505-13 -- TBD readings on multimodality & multiliteracies. * Pop Culture Analysis due.
5/23	Final Exam: Monday, May 23 rd , 12:15PM - 2:30PM, online. Present pop culture analyses.

The fact that I
am writing to you
in English
already falsifies what I
wanted to tell you.
My subject:
how to explain to you that I
don't belong to English
though I belong nowhere else

Gustavo Pérez Firmat