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### *Course Syllabus*

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**AMS 4300-501**  
**Oral and Written Communication for the**  
**Classroom**  
**SPRING 2016**

#### **Professor Contact Information**

*Lynne Weber*

[hagarl@utdallas.edu](mailto:hagarl@utdallas.edu)

*Classroom: CB2 1.204*

*Office Hours by appointment*

*Daytime Phone: 214-346-8126 (my office and voice mail number)*

*Class Hours: Tuesday/Thursday, 7:00-8:15 P.M*

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#### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

*None*

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#### **Course Description**

AMS 4300 (Oral and Written Communication for the Classroom) provides future teachers with the ability to understand, use, and teach standard American English grammar. By becoming proficient in English grammar and learning best practices for teaching grammar, future teachers will know how to score student essays and will be able to deliver viable and engaging classroom instruction.

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#### **Student Learning Objectives/Outcomes: In this class, students will**

- learn to use current best practices to teach grammar, mechanics, and syntax in the context of reading and writing.
- improve their spoken and written standard American English skills
- imitate the work of professional writers and use other techniques to create varied, artful, and rhetorically effective sentences.
- master the different types of phrases and use them to create detail and imagery in writing.
- internalize the reasons **why** writers use commas, semicolons, dashes, colons, and other marks of punctuation.
- master the vocabulary skills related to language that are part of professional competence in the teaching of English.
- diagnose and edit usage errors appropriately for self and for students
- improve verbal and nonverbal presentation skills
- develop effective interpersonal, small group, and public speaking skills

## **Required Textbooks and Materials**

Casagrande: *Grammar Snobs Are Great Big Meanies*

Casagrande: *It Was the Best of Sentences, It Was the Worst of Sentences*

Photocopied handouts (keep these in a ring binder or folder) to be distributed in class

## **Suggested Course Materials**

Hacker, Diana: *A Writer's Reference* or another grammar handbook of your choice

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## **Grading**

**Tests, Papers, Projects, Presentations: 60%**

**Discussion/Journals: 20%**

**Midterm Exam: 10%**

**Final Exam: 10%**

Students who earn grades of "A" do exemplary, distinguished work. The A+, A, and A- student participates actively and thoughtfully in class, completes all required reading and related assignments in a timely and professional way, completes well-written papers, makes oral presentations professionally, confidently, and effectively, and consistently demonstrates the ability to make connections between theory and practice.

Please note: grammar and punctuation errors will lower student grades on all assignments. Strive for elegance, accuracy, and excellence in your writing and speaking!

## **Course & Instructor Policies:**

### **Attendance Requirements**

Students who succeed in this course will attend class regularly and will participate frequently and enthusiastically, showing in many different ways their interest in and passion for teaching. Students who miss more than two classes will fail the course. If you must be absent, please e-mail me any assignment that may have been due that evening. Those students with perfect attendance will receive an extra "A" test/essay/project grade.

### **Late Work**

No late or make-up work will be accepted.

### **Cell Phones, Computers, Food, and Drink**

Please turn the sound and "buzz" function off on your phone before entering class. Do not talk, text, search the Internet, or check e-mail on your phone during class; if this behavior occurs, I will assess a grade penalty without warning or notification. Consumption of food must be discreet and non-disruptive to the class, and drinks must be in a spill-proof container.

## Academic Dishonesty

I expect all work that is submitted for grading or otherwise presented in class by students to be their own, and any quotes or source materials used should be properly cited in MLA format.

## Speaking Requirements

You will speak in front of an audience at least twice, possibly more. These speaking requirements may include:

- Explaining a Concept (with PowerPoint or Prezi)
- Participation in Class Discussions
- Extemporaneous Speech
- Role-Playing Exercise
- Problem-Solving Discussion Group
- Leading a Discussion

## Course Content by Week

Tuesday, January 12	Playing with Language: The Why and Wherefore  For next time: Read one article about language or grammar from the list provided; write a one-page response to your reading (not a summary).
Thursday, January 14	Sound, Sense, and Diction: Nouns, Adjectives, Verbs and Adverbs Discussion of articles  For next time: Read another article (a different one) from the list. Write a one-page response to your reading (not a summary).
Tuesday, January 19	Writing Alliterative, Consonant, Assonant, and Rhythmic Sentences Discussion of articles  For next time: Read <i>It Was the Best of Sentences</i> Ch. 3, "Movable Objects: Understanding Phrases and Clauses"
Thursday, January 21	The Art of the Phrase: Creating Imagery and Detail Guidelines for Reading/Interpretation presentations  For next time: Write a one-page creative piece or poem using the different phrase structures you learned tonight.

Tuesday, January 26	<p>The Art of the Absolute Specifications for the Grammar Rules Project (due February 11) and Guidelines for PowerPoints</p> <p>For next time: Read <i>Grammar Snobs</i>, Ch. 11 “Semicolonoscopy,” Ch. 14, “Hyphens,” Ch. 15, “I’ll Take ‘I Feel Like a Moron’ for \$200, Alex,” Ch. 16, “A Chapter Dedicated to Those Other Delights of Punctuation,” and <i>It Was the Best of Sentences</i> Ch. 2, “Conjunctions that Kill” and Ch. 17, “Taking the Punk out of Punctuation”</p>
Thursday, January 28	<p>Punctuation without Pain: Introduction to the Clause Conjunctions: Coordinating and Subordinating</p>
Tuesday, February 2	<p>No class/ Read on E-Learning: “Guidelines for Reading Presentation/Discussion.” Familiarize yourself with your assigned reading selection.</p> <p>For next time: Read <i>Grammar Snobs</i> Ch. 30, “I’m Writing This While Naked”</p>
Thursday, February 4	<p>Sentence Patterns in English Restrictive and Non-Restrictive Elements and Other Punctuation Concepts</p> <p>For next time: Find five interesting and unusual sentences written by your favorite author. Type them on a document and bring a printed copy to class.</p>
Tuesday, February 9	<p>Sentence Bases and Embellishments: Writing Cumulative and Periodic Sentences</p> <p>For next time: Read <i>Grammar Snobs</i>, Ch. 2 “For Whom the Snob Trolls” and Ch. 40, “The Emperor’s New Clause”</p>
Thursday, February 11	<p>Subjective and Objective cases of Pronouns Noun Plurals and Possessives Begin showcase of Grammar Rules Projects For next time: Read <i>Grammar Snobs</i> Ch. 4 “To Boldly Blow” and Ch. 39, “Agree to Dis a Meanie”</p>
Tuesday, February 16	<p>Subject/Verb Agreement, Pronoun/Antecedent Agreement, and Split Infinitives Assign “Language and Literature Autobiography” (due March 1)</p> <p>For next time: Read <i>It Was the Best of Sentences</i> Ch. 4, “Size Matters,” Ch. 5, “Words Gone Wild,” Ch. 15, “The Writer and His Father Lamented His Ineptitude,”</p>
Thursday, February 18	<p>Concision</p> <p>For next time: Read <i>It Was the Best of Sentences</i>, Ch. 19, “Trimming the Fat,” and Ch. 20, “The Major Overhaul.”</p>
Tuesday, February 23	<p>Concision, Revisited</p> <p>For next time: Read <i>It Was the Best of Sentences</i> Ch. 8, “Are Your Relatives Essential?”</p>

Thursday, February 25	Noun Clauses and Relative Pronouns  For next time: Complete draft of the Autobiography
Tuesday, March 1	Draft of "Autobiography" due Workshop of papers in class  For next time: Read <i>It Was the Best of Sentences</i> Ch. 11, "The Writing Was Ignored by the Reader" and Ch. 13, "The Being and Doing are the Killing of Your Sentences."
Thursday, March 3	Passive and Active Voice/Nominalizations Workshop of papers in class  For next time: Read <i>Grammar Snobs</i> Ch. 7: "Is That a Dangler in Your Memo," <i>It Was the Best of Sentences</i> Ch. 9, "Antique Desk Suitable for Lady with Thick Legs and Large Drawers," and Ch. 10, "Dangler Danger."
Tuesday, March 8	Misplaced and Dangling Modifiers  For next time: Read <i>It Was the Best of Sentences</i> Ch. 12, "You Will Have Been Conjugating" Read in <i>Grammar Snobs</i> , "I Wish I Were Batgirl" AND revise/polish "Autobiography" papers (due March 10)
Thursday, March 10	Verb Tense Shifts and Shifts in Person <b>Revised "Autobiography" papers due</b> The Conditional, Subjunctive, and Past Perfect Tenses
March 14-19	Spring Break
Tuesday, March 22	Do-at-Home Midterm Exam Review (available on E-Learning; no class tonight)
Thursday, March 24	Midterm Examination Sign up for writing conference time slot
Tuesday, March 29	Writing Conferences—20 minutes each (sign up for a time slot)  Before next time: Begin research for 3-5 page paper on code-switching
MARCH 30: MIDTERM GRADES POSTED	
Thursday, March 31	Writing Conferences—20 minutes each (sign up for a time slot)  For next time: Continue research for 3-5 page paper on code-switching Read <i>Grammar Snobs</i> Ch. 26, "How to Impress Brad Pitt," Ch. 38, "Express Lane of Pain," and Ch. 41, "Satan's Vocabulary"
Tuesday, April 5	Words often Misused  Read <i>It Was the Best of Sentences</i> Ch. 16, "To Know Them Is To Hating Them"
Thursday, April 7	Parallel Structure  For next time: Draft paper on code-switching; use techniques from our

lessons on style (required).

Tuesday, April 12

Figurative Language and Grammar Structures

For next time: Continue drafting paper on code-switching (using techniques of style)

Paper is due next time

Thursday, April 14

Editing and Revision of drafts of code-switching papers (round-table editing) **Code-Switching paper due**

Tips on Offering Constructive Oral Criticism; How To Correct without Criticizing

Redraft code-switching papers

Polished draft due next time

Tuesday, April 19

**Polished draft of paper due;** Mock Writing Conferences

Reading assignment TBA

Thursday, April 21

Grading Student Papers  
(Assignment TBA)

Tuesday, April 26

Final Exam Review

Thursday, April 28

Final Examination

To access university policies and regulations, please go to <http://go.utdallas.edu/syllabus-policies>

