

## ENGLISH 672: SYNTAX

(Spring 2005)

John P. Broderick

Thu. 4:20-7:00 p.m., Virginia Beach Higher Education Center  
Office: BAL 419; Cell Phone: 450-8634; Office hours by  
appointment at the VBHEC: 3:30-4:15 -- please let me know in  
advance if you need to see me -- and other times by appointment.  
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Course texts:

- (1) [2005 Prepublication Edition of] *English Grammar: Patterns and Choices* [EGPC] (by John P. Broderick ), available for sale in class.
- (2) *Longman Student Grammar of Spoken and Written English* [LSG] (by Douglas Biber, Susan Conrad, and Geoffrey Leech) available in the ODU bookstore and at the VBHEC textbook sales room.
- (3) *English Grammar* [EG] (by Richard Hudson) available in the ODU bookstore and at the VBHEC textbook sales room.

The assigned readings in EGPC and the other two text books will be the matter for in-class quizzes. This means that you will need to read, take notes on, and study course text material **before** it is taught in class. You, of course, will not be expected fully to understand the material, but **do** focus on categories that are unfamiliar to you, and prepare to give examples of them on quizzes. There will be 9 quizzes at 10 PTS. each (counted as 80 of the 600 course points, thus allowing you to miss one quiz without a penalty or to earn an extra 10 points to make up for other lost points.) Quizzes will consist of 5 numbered items worth 2 points each; each numbered item will consist of a grammatical category from one or more of the assigned readings. Each answer will consist of a complete English sentence in which you include and underline a word or group of words that exemplify the designated grammatical category.

There will also be nine short essays (again, one extra) in which you compare LSG and EG with EGPC (and, on one occasion -- #7-- LSG with EG). Each essay is due at the beginning of the class for which readings in the three books have been assigned. No late essays will be accepted. Each of the nine short essays will be 300 to 400 words in length; in each one you will (a) name and exemplify a few grammatical categories from EGPC (i.e., parts of speech, phrase types, clause types, functional positions, or other grammatical concepts) and (b) describe and exemplify differences between the analysis in EGPC and those in LSG and EG. Be sure to cite and explain specific examples of language data from each book that relate to any generalizations you make in your essays.

COURSE OBJECTIVES: To learn as much as we can, in the time available, about the facts of English grammar, about linguistics as a tool for grammatical analysis and for teaching English, and about using all three course texts as resources for learning and teaching about English grammar -- in short, to become "practicing grammarians."

1/13

Course Introduction; Language Structure; Parts of Speech; Constituent Structure; Introduction to Patterns and Choices in the English Noun Phrase

1/20 (**Read EGPC ii-viii; 1-18 and 35-61 and LSG 1-36 and 56-101; do SHORT ESSAY #1 - 10 POINTS.**) Q #1

Noun Phrases and Prepositional Phrases; Verb Phrases and Linking Verb Phrases

1/27 (**Read EGPC 61-77 and LSG 102-185; do SHORT ESSAY #2 - 10 POINTS.**) Q #2

Verb Phrases and Linking Verb Phrases; Adjective and Adverb Phrases

2/3 (**Prepare for test.**)

TEST ON PARTS OF SPEECH (100 POINTS, IN-CLASS TEST -- 4:20-5:30)

Declarative Clauses -- 5:45-7:00)

2/10 (**Read EGPC 78-93 and LSG 37-54 and 186-220; do SHORT ESSAY #3 - 10 POINTS.**) Q#3

Declarative Clauses

2/17 (**Read EGPC 94-116 and EG ix-x and 1-60; do SHORT ESSAY #4 - 10 POINTS.**) Q#4

Verbal Clauses

2/24 (**Work on these 38 practice sentences: EGPC 115 and 116**)

Analyzing Declarative Clauses and Verbal Clauses; [Preliminary Discussion of Course Paper]

3/3 (**Prepare for test.**)

TEST ON DECLARATIVE AND VERBAL CLAUSES (100 POINTS) [Begin work on course paper over spring break.]

3/10 NO CLASS: SPRING BREAK

3/17 (**Read EGPC 117-129 and LSG 221-262; do SHORT ESSAY #5**) Q #5

Interrogative Clauses; Imperative Clauses

3/24 (**Read EGPC 130-142 and LSG 263-352; do Short Essay #6**) Q #6

Subordinate Declarative and Interrogative Clauses; Relative Clauses

3/31 (**Read LSG 353-396 and EG 61-99; do SHORT ESSAY #7 - 10 POINTS.**) Q #7

Relative Clauses; Adverbial Clauses; [More Discussion of Course Paper]

4/7 (**Read EGPC 143-151 and LSG 227-229 and EG 23-31; do SHORT ESSAY #8 - 10 POINTS.**) Q #9

Coordination

4/14 (**Read EGPC 152-169 and LSG 397-454; do SHORT ESSAY #9 - 10 POINTS**) Q #9

Grammar as Discovery

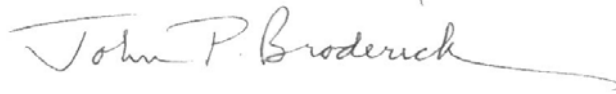
4/21 **COURSE PAPER DUE (100 POINTS)**

Review for course final exam. Discuss course papers. Discuss and rehearse Oral Comprehensive Exam.

4/28 (**Prepare for final exam**)

FINAL EXAM: 3:45-6:45 P.M. (140 pts.)

## Course Policies



A university course is a very special learning experience. To justify the assembly of students and professor at a specified place and time week after week, something must happen there that cannot happen in any other way -- not by reading textbooks, not by reading the notes of others, not by conversing informally with the professor or with other students. What happens is that minds work together: the attention of many is focused on the words of one -- usually, but not always, the professor. It is not the same as viewing a lecture on television or even attending one in a large auditorium. I consider it my responsibility as a teacher to read your reactions to what I and others say. If I do not sense comprehension, I will restate, rephrase, re-exemplify. Your responsibility as students is to *act on* the information between the time it enters your eyes and ears and is stored in your mind. If something is not clear to you, please say so. Force me to make it clear. If enough of you do this, the time we spend together this term will indeed be special.

Throughout the semester, please keep this firmly in mind: Teaching is not just a job to me; it is a vocation (a calling). As a college professor, I am also required to do research and writing, and administrative and committee work, but nothing in my professional life is more important than helping you learn. If you have any problems of any kind related to this course, please talk to me. You may do so after class, you may come during my office hours, you may make an appointment, or you may call me either in my office or at home. I promise to do my very best to help you in every way that I can to get the most from this course.

Please also keep this in mind: If, during the term, you have to miss any classes, remember that you will learn less. A course grade is a measure of knowledge gained through *full* participation in the course experience, and you cannot earn a given grade unless you participate to the degree that grade demands. Even a doctor's appointment or personal crises that keep you from class will necessarily affect how much you learn. In such cases, I will do everything that I can to help you compensate for lost time, but you have to face reality. Just as you cannot physically be in two places at one time, neither can your mind. You have to be here to experience the stimulus and growth necessary to earn university credit. (Please don't make any decisions about dropping the course without first getting my advice.)

And finally, please keep this in mind: Only one person may speak at a time in this class. If you have something to say, please raise your hand, and I will give you the floor. If you need to consult with another student privately, please politely leave the room to do so. I find it impossible to stay focused on what I am teaching if other conversations are going on, even brief and quiet ones. I and your fellow students will greatly appreciate your cooperation on this matter!

In order to assure the intellectual integrity of the course and fairness to all, I will follow these policies:

A. Grading: The final letter grade will be assigned on the basis of a percentage of the total points available. (See the course outline for this total and for the breakdown.) 93-100=A, 90-92.99=A-, 87-89.99=B+, 83-86.99=B, 80-82.99=B-, 77-79.99=C+, 73-76.99=C, 70-72.99=C-, 67-69.99=D+, 63-66.99=D, 60-62.99=D-, 0-59.99=F.

B. No extra credit.

C. You cannot be sure of credit for any test or assignment unless you take the test or hand in the assignment on time. However, you may arrange a make-up with me within one week of the due date. I will accept such make-ups, but I will not grade them, and I do not commit myself to grade them. I will file them and decide at the end of the semester, on the basis of other work you have done, whether to grade them or not and whether to count them as more than zero. If I do decide to grade them, I will do so without prejudice; i.e., you will not be penalized because of lateness. Late tests and assignments, even if I do eventually grade them, *will never be returned*. (Quizzes are an integral part of the class experience, and therefore cannot be made up, no matter what the reason for absence.)

D. You are required to know about all matters treated in every class, whether you are there or not. This includes the lecture, class discussion, handouts, announcements about changes in the course outline, and announcements about changes in test dates or test matter.

E. A reminder about the university policy on withdrawal from classes (please see p. 50 of the 2004-2006 Catalog for details): If you formally withdraw before the end of the 6th day of the semester, no record of the course will appear on your transcript. If you formally withdraw before the end of the eighth week of the semester (or similar fraction of a nonsemester course), the grade of W will be assigned. Withdrawal after that date is not normally permitted. However, you may withdraw after that date if you submit a formal petition (that I and the department chair must both approve and sign) in which you provide evidence of illness or other severe hardship. If you stop attending and do not submit and have the formal petition approved, then the grade of WF will be assigned, unless your performance up to the date you stopped attending was F, in which case F will be assigned. The grade of WF will carry no grade points but will be computed in the grade point average.

F. Please see pp. 14 and 15 of the 2004-2006 Catalog for a complete description of ODU's Honor System. The following honor pledge applies to all work that you do in this course: "I pledge to support the Honor System of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the Honor System. I will report to an Honor Council hearing if summoned." (It is your responsibility to know what plagiarism is and to avoid even the appearance of it.)