

## Term Information

Effective Term Autumn 2021  
*Previous Value* Spring 2019

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We propose permanent DL status for the existing course, English 4572.

### What is the rationale for the proposed change(s)?

The course thus attracts a broad array of students, including many "nontraditional" students, international students, and those in the student teaching phase of their education tracks. Ensuring the permanent possibility of digital delivery would provide important flexibility for students who are also working, have children, are away from the Columbus campus, are student teaching, have strict coursework needs that it's difficult to fit into a synchronous schedule.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area English  
Fiscal Unit/Academic Org English - D0537  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 4572  
Course Title English Grammar and Usage  
Transcript Abbreviation EnglishGrammr&Usage  
Course Description An examination of terminology and structures traditionally associated with the study of English grammar and usage rules, especially problematic ones, governing edited written American English.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never

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Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq: 6 cr hrs of English at 2000-3000 level, or permission of instructor. 3 cr hrs in 2367 in any subject is acceptable towards the 6 cr hrs.

**Exclusions**

**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 23.0101  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**

- Student hone skills to more critically understand speaking and writing styles, including effective writing and products designed to encourage it, such as usage handbooks and language-learning pedagogical materials.

**Content Topic List**

- Analyzing inflections and derivations
- Defining prescription, description, and the standard
- Analyzing phrase structure and clause structure
- Coordination and subordination
- Origins and evolution of the grammatical tradition

**Sought Concurrence** No

## Attachments

- English4572-DLproposal-Rationale.docx: Rationale  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- Squires-4572-Online-SyllabusModel.docx: DL Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*
- Squires 4572 Syllabus (1).docx: P Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*
- English 4572 DL Checklist.docx: ASC Tech Review Checklist  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*

**Comments**

- We respectfully ask that this proposal be fast-tracked as it has become evident that students for whom this course is required need the immediate benefits DL delivery will afford them.

The faculty member declines to submit for HY 50% or above. Thank you for processing the request as amended to 100% at a distance only. Thank you. *(by Lowry,Debra Susan on 02/25/2021 03:00 PM)*

- If you also wish to have the course approved for HY 50% of above, you will need a HY syllabus reviewed by Ian Anderson (with his completed sheet). *(by Vankeerbergen,Bernadette Chantal on 02/25/2021 02:55 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	02/24/2021 04:47 PM	Submitted for Approval
Approved	Lowry,Debra Susan	02/24/2021 04:50 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/25/2021 02:55 PM	College Approval
Submitted	Lowry,Debra Susan	02/25/2021 03:00 PM	Submitted for Approval
Approved	Lowry,Debra Susan	02/25/2021 03:01 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/25/2021 03:03 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	02/25/2021 03:03 PM	ASCCAO Approval



# SYLLABUS: ENGLISH 4572

## ENGLISH GRAMMAR AND USAGE

### FULLY ONLINE (ASYNCHRONOUS) COURSE

*YOU ARE RESPONSIBLE FOR READING, UNDERSTANDING, AND REFERENCING THE CONTENTS OF THIS SYLLABUS. WHEN YOU HAVE A LOGISTICAL QUESTION, CONSULT THIS FIRST.*

## Course overview

### Instructor

**Instructor:** Dr. Lauren Squires (she/her/hers)

**Email address:** [squires.41@osu.edu](mailto:squires.41@osu.edu)

**Phone number:** 734-355-0909 (personal: please use only before 8 pm)

**Office hours:** By appointment. Virtual office hours link: <https://osu.zoom.us/my/laurensquires>. There is also a link on the Modules page in the Course Information module. Email or text me to arrange an appointment!

### Course description

You will learn to describe and analyze the structure of English sentences. You will become familiar with the concepts and patterns of grammar from a linguistic—a scientific—perspective. We will seek to understand the linguistic principles that underlie all speaking and writing in English. Importantly, this is not a writing course, an editing course, or a course designed to teach people how to speak/write in English. However, our enhanced understanding of how English grammar is structured will ultimately equip you with the skills to more critically understand speaking and writing styles, including effective writing and products designed to encourage it, such as usage handbooks and language-learning pedagogical materials.

### Course materials

**Textbook - ELLM:** <http://go.osu.edu/ELLM>

Read this e-book online or via mobile device. You can also export it to PDF and read offline. It is interactive and includes exercises/activities for you to do as you read: please do them!

The Carmen Modules will host any additional readings, the lecture slides, assignments, corpus links, and other resources.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Email setup

- Make sure you have Carmen set up to send emails and other notifications to an email address you check every day. During this class, you will need to check your email every day to keep on top of announcements or changes.

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills

## Technology skills necessary for this specific course

- Navigation of Carmen, especially the Modules.
- Creating and uploading files of all of the following types: .doc and .pdf for text; screenshot images from your computer/tablet screen; and photo, video, and audio uploads from a phone, tablet, or computer. During the first week of class you'll have a few activities to make sure you are ready to go!

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection and capability to view YouTube videos
- Microphone: built-in laptop or tablet mic or external microphone
- Camera: computer, tablet, or phone camera that you can use to create videos, screenshots, and take pictures—and upload them to Carmen for different assignments

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- Zoom software for office hours and individual meetings. When you click on the office hours link (listed in the "Office hours" section of the syllabus),

you will be prompted to download the software if you don't have it already.

## Grading

### Graded Components

Assignment or category	Weight
Module Activities (cumulative)	25%
Homework sets (4 at 5 points each)	20%
Midterm exam	15%
Final exam	15%
Tidbits discussions	10%
What's My Style? assignment	15%
<b>TOTAL</b>	<b>100%</b>

### Late assignments

Homework assignments will lose points after the due date, except in case of emergency or at instructor's discretion after student-instructor communication. Module Activities will only be available until their due date. Under extenuating circumstances, they may be completed after the deadline by contacting me for an extension.

### Grading scale

94–100: A  
 90–93.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Attendance and participation

### Time Expectations

This is a 3-credit course that requires self-study and timely completion of work with multiple deadlines per week. Be prepared to devote more than 9 hours each week to this course.

Here are the University's guidelines for credit hours:

**Faculty Rule 3335-8-24 Credit hours.**

(A) All courses shall be assigned a number of credit hours in accordance with the procedure outlined in rules 3335-8-02 to 3335-8-04 of the Administrative Code. This may be any number from zero on up; however, in determining the credit hours assigned, the department, school, college and council on academic affairs should use as a guide the following suggested standards:

1. One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.
2. One credit hour shall be assigned for each two consecutive hours of practical or experimental work per week in any department or school.
3. One credit hour shall be assigned for each three hours of laboratory work per week, when no additional outside work is required. When outside work is required, then the standard in paragraph (A)(1) of this rule shall be applied. [<https://trustees.osu.edu/university-faculty-rules/3335-8>]

The guideline is that students expect to spend about 9 hours per week on coursework (including lecture time) in order to earn the average "C" grade in a 3-credit course. That means that if you want to do better than a "C," you should expect to work more than 9 hours per week.

**An online course is not less work than a face-to-face course.** The work simply takes a different form. This course requires doing all the readings and viewing all the videos and taking notes on them, keeping up with all the activities and assignments, participating actively in online discussions, and meeting with me (virtually) whenever you have questions about the material. Please plan for this—or you cannot expect to do well.

## Course Organization

The course is organized into weekly **Modules** on Carmen. **These Modules are where you will navigate through the entire course.** Each module will contain an **overview** of the week's learning outcomes and activities. After the overview, each module will have a **series of activities** to be completed sequentially. **You must complete every item in a module before moving on to the next module.**

Most weeks will include each of the following content types:

- Tidbits group discussion – student-led
- Reading(s) from ELLM and occasionally other sources
- Short "lecture" video(s)
- Data exploration - activity/quiz – to help you learn grammatical patterns
- Data collection - activity/quiz – to challenge you to apply grammatical patterns
- Quirky example - for deeper thinking
- Usage note – activity/quiz – to connect to issues in genre/writing/editing

Because this is a distance-education course, your attendance is your online activity and participation. It may seem like there are a lot of activities to get through each week, but this is because of the nature of our material: Linguistics, and taking a linguistic approach to grammar, is a technical subject. You are likely to find it more similar to learning a foreign language or doing math or logic than taking an English literature class. Much of it is material that you cannot learn without applying it, practicing, and solving problems. Research on learning and cognition has shown that when people are tested on material frequently and in small chunks they are more successful at learning it. That is why there are many activities and deadlines per week.

## Graded Components

- **Module Activities, worth 25 points cumulatively**
  - Each week you will have several ways to demonstrate your engagement with the material, including the data analysis and data collection activities/quizzes, responses to the quirky examples, and other response activities. This is how you will digest the material and check your own understanding. The activities will also function as participation-tracking mechanisms, essentially “attendance.”
  - Since the activities go along with a specific module and work together to build your knowledge, they will be **time-sensitive and have deadlines**. To help you predict things, **deadlines will fall on Wednesdays and Sundays at midnight each week**. Deadlines are viewable on the activities themselves on the Modules, in the weekly Overview, and on the Carmen calendar. It is your responsibility to keep track of things!
  - Your points for all module activities will accumulate and translate to a 20-point scale for the final grade. I will drop your **four lowest scores** in calculating the final total.
  
- **4 homework sets, each worth 5 points (20 total)**
  - Homework sets will include more in-depth problem solving.
  - Each homework set will be posted at least one week before it is due.
  - Homework will be graded based on completion/effort. I will not mark every single thing that’s wrong but will flag errors that show you might need some fundamental rethinking of the material.
  - You will have access to an answer key after I grade the homework and it will be YOUR responsibility to check that your answers are correct AND that you understand why they are correct (or not). After looking at the answer key, make sure to check in with me if you don’t understand something. The homework is your best preparation for the midterm and final. *Again: tracking your own understanding via the homework answer key is your job.*
  - Do not attempt the homework without first completing all of the preceding module activities—this includes watching all the videos, doing every activity, and doing all the readings.



- **Midterm and Final Exam, each worth 15 points**
  - The midterm will cover everything before it; the final will cover everything after the midterm (but note that knowledge in this class builds sequentially, so to do well on the final, you must know things from the midterm too!).
  - Each will remain open for a period of 2 days and you will have a certain amount of time to complete them once you start—80 minutes for the midterm; 105 minutes for the final.
  
- **Tidbits discussion, worth 10 points**
  - As we go along in the semester, I want you to pay attention to how grammatical concepts play out in the real world. We will share these with each other in weekly “Tidbit” discussions. I will divide the class into four groups, and each week each group will have one student discussion leader, who will be responsible for sharing a tidbit. Further instructions will be provided the second week of class.
  - Each student will serve as discussion leader TWICE during the semester.
  
- **What’s My Style? Assignment, worth 15 points**
  - In this cumulative assignment, you will conduct a corpus analysis of your own writing. You will also have some “build-up” mini-assignments due to make sure you are on track before the final due date. Further instructions will be provided after the midterm.

This class will move quickly. Please stay on top of the work! Remember to check your email every day to keep abreast of changes and announcements.

**If you have a situation that might cause you to miss the equivalent of three or more days of class (i.e. missing activities while they’re open), discuss it with me *as soon as possible*.**

## Faculty feedback and response time

For emails requiring simple responses, I will do my best to reply to e-mails within 24 hours on school days (M-F). In any emails you send me, please **be specific** about what you need to know and/or what you are asking me to do. **Please look at the syllabus and schedule first to see if your question is answered.** For complicated questions or help with concepts or the work, I suggest that we have a Zoom meeting, which you can arrange for by emailing me. You are also welcome to call or text message me for something that requires a simple and timely response--I have two young children at home due to COVID-19 and in this circumstance, sometimes using the phone is actually easier for me than using my computer. But please: **do not call or text me after 8 pm!!!** (I usually leave deadlines open until midnight for your flexibility; that does not mean I am able to respond to questions until midnight. I’m not!)

## Discussion and communication guidelines

The following are my expectations about how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- Although this is an online course, we will be engaging in quite a bit of discussion. Because we learn by taking risks and making mistakes, we will strive to create an environment where everyone feels comfortable doing just that. So be respectful of your classmates, open to points of view that differ from your own, and generous and constructive if someone makes a mistake or gives a wrong answer. People—including you—WILL give wrong answers. That is the nature of learning. Our goal is to **help each other learn**; keep this in mind above all else. Before you post a critical comment, think: *Will this help my classmates learn? How can I phrase this so as to be the most helpful?*
- Treat the discussion posts and other Module activities as opportunities for *informal academic writing*. You are not writing an essay but you are also not writing a text message to a friend. You are writing to an audience of fellow students and me.
- Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. This is very important! Back up your work!

## Academic support services

The University has a number of resources to help you succeed in your classes. Click on the links below for an overview and contact information for student academic support services. And if you can't find what you need, please let me know so that I can help.

<http://artsandsciences.osu.edu/about/college/contacts/advising>

<http://ssc.osu.edu>

<http://advising.osu.edu>

<https://contactbuckeyelink.osu.edu/>

## Your mental health

Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

## Academic integrity policy

### Policies for this online course

- **Exams:** You must complete the midterm and final exams yourself, without help from anyone else.

- **Homework:** You are free to work with others on the homework sets, but the final product you turn in should reflect your own work and should not replicate anyone else's work. *If you work with someone else, put a note about that on your homework.*
- **Written assignments:** Written assignments, including Carmen discussion posts, should be your own original work.
- **Online information:** Resist the temptation to go online to try to find answers for things. **The answers are in the course material. Seriously—every answer is in the course material.** If you can't find something, use me, Dr. Squires, as your first resource. It will be much more expedient for you to actually engage with the course material as I have assigned it, rather than finding random sources of information from the internet. **DO NOT COPY AND PASTE THINGS FROM GOOGLE, WIKIPEDIA, ETC.** If I suspect that you've done it, I will fail your assignment, and I will follow the University's guidelines for dealing with academic misconduct (see below). Worst of all, you won't learn anything.

### Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility

### Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. If you would like to request academic accommodations, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in this course and others at The Ohio State University. After registering with SLDS please make arrangements with me as soon as possible to arrange your accommodations so that they may be implemented in a timely fashion.

Student Life Disability Services Contact information:

[slds@osu.edu](mailto:slds@osu.edu) 614-292-3307 [slds.osu.edu](http://slds.osu.edu)

098 Baker Hall, 113 W. 12<sup>th</sup> Ave.

Go to <http://slds.osu.edu> for more information.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services in order to be able to use these technologies, please request accommodations with me:

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

On YouTube, click the “CC” button on a video to bring up captions.

**COVID-19 accommodations**

We are still not living in a “normal” time, and I acknowledge that COVID-19 has produced unusual circumstances in most of our lives, which may impact one’s learning environment, schedule, etc. If you are in need of particular accommodations/flexibility due to COVID-19 impacts, please get in touch with me.

## Course schedule overview

This schedule lists only the textbook chapters, homework sets, and exams. It does NOT list the weekly module activities. Specific sections to read within each chapter will also be part of the weekly module organization, as will any additional readings. **You are responsible for viewing and completing the full requirements for each week on Carmen as they are assigned.**

Remember that you can also view due dates in the class calendar feed on Carmen.

I will undoubtedly modify the schedule as the term progresses. Keep track of changes via in-class announcements, Carmen, and email. *Check your email and Carmen notifications daily.*

Activity and assignment deadlines will always be on **Wednesdays and Sundays at midnight.**

With this schedule, **new Modules will open on Monday mornings at 9 am.** I hope that having these as consistent times will help you configure your workload.

Week & Dates	Topics	Textbook Chapters	Formal Assignments Due
1. 1/11-1/15	Goals Words and morphology	ELLM Module 1 ELLM Module 2	
2. 1/19-1/22	Words and morphology Word and phrase categories	ELLM Module 2 ELLM Module 3	
3. 1/25-1/29	Word and phrase categories	ELLM Module 3	Homework 1
4. 2/1-2/5	Clauses: The basics	ELLM Module 4	
5. 2/8-2/12	Nouns and more	ELLM Module 5	
6. 2/15-2/19	Nouns ctd. Verbs and more	ELLM Module 6	Homework 2
7. 2/22; 2/25-2/26	Verbs ctd.		MIDTERM – open 2/25-2/28
8. 3/1-3/5	The meaning of verbs	ELLM Module 7	
9. 3/8-3/12	The meaning of verbs	ELLM Module 7	
10. 3/15-3/19	The meaning of verbs	ELLM Module 7	
11. 3/22-3/26	Grammatical meanings	ELLM Module 8	Homework 3
12. 3/29-3/30; 4/2	Grammatical meanings	ELLM Module 8	
13. 4/5-4/9	Grammatical meanings	ELLM Module 8 ELLM Module 9	

14. 4/12-4/16	Embedded clauses	ELLM Module 9	Homework 4
15. 4/19-4/23	Embedded clauses	ELLM Module 9	FINAL – Open 4/23-4/28 What's My Style? due 4/30



# SYLLABUS: ENGLISH 4572, AUTUMN 2020

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**Instructor:** Dr. Lauren Squires (she/her/hers)

**Email address:** [squires.41@osu.edu](mailto:squires.41@osu.edu)

**Phone number:** 734-355-0909 (personal: please use only before 8 pm)

**Office hours:** Virtually, Tuesdays from 2-4 pm or by appointment. Virtual office hours link: <https://osu.zoom.us/my/laurensquires>. There is also a link on the Modules page in the Course Information module. If I am talking with someone else, you will be placed in a virtual waiting room, and I will give you access to the meeting once I'm free. If you are not free during that time but would still like to meet, please email me and we can set up another time.

**Office meetings:** By appointment via Zoom virtually. Email or text me to arrange an appointment!

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You will learn to describe and analyze the structure of English sentences. You will become familiar with the concepts and patterns of grammar from a linguistic—a scientific—perspective. We will seek to understand the linguistic principles that underlie all speaking and writing in English. Importantly, this is not a writing course, an editing course, or a course designed to teach people how to speak/write in English. However, our enhanced understanding of how English grammar is structured will ultimately equip you with the skills to more critically understand speaking and writing styles, including effective writing and products designed to encourage it, such as usage handbooks and language-learning pedagogical materials.

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The Carmen Modules will host any additional readings, the lecture slides, assignments, corpus links, and other resources.



## Course technology

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- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
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## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- Zoom software for office hours and individual meetings. When you click on the office hours link (listed in the "Office hours" section of the syllabus),

you will be prompted to download the software if you don't have it already.

## Grading

### Graded Components

Assignment or category	Points
Module Activities (cumulative)	25
Homework sets (4 at 5 points each)	20
Midterm exam	15
Final exam	15
Tidbit + discussion leading	10
What's My Style? assignment	15
<b>TOTAL</b>	<b>100</b>

### Late assignments

Homework assignments will lose points after the due date, except in case of emergency or at instructor's discretion after student-instructor communication. Module Activities will only be available until their due date. Under extenuating circumstances, they may be completed after the deadline by contacting me for an extension.

### Grading scale

94–100: A  
 90–93.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Attendance and participation

### Time Expectations

This is a 3-credit course that requires self-study and timely completion of work with multiple deadlines per week. Be prepared to devote more than 9 hours each week to this course.

Here are the University's guidelines for credit hours:

**Faculty Rule 3335-8-24 Credit hours.**

(A) All courses shall be assigned a number of credit hours in accordance with the procedure outlined in rules 3335-8-02 to 3335-8-04 of the Administrative Code. This may be any number from zero on up; however, in determining the credit hours assigned, the department, school, college and council on academic affairs should use as a guide the following suggested standards:

1. One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.
2. One credit hour shall be assigned for each two consecutive hours of practical or experimental work per week in any department or school.
3. One credit hour shall be assigned for each three hours of laboratory work per week, when no additional outside work is required. When outside work is required, then the standard in paragraph (A)(1) of this rule shall be applied. [<https://trustees.osu.edu/university-faculty-rules/3335-8>]

The guideline is that students expect to spend about 9 hours per week on coursework (including lecture time) in order to earn the average "C" grade in a 3-credit course. That means that if you want to do better than a "C," you should expect to work more than 9 hours per week.

**An online course is not less work than a face-to-face course.** The work simply takes a different form. This course requires doing all the readings and viewing all the videos and taking notes on them, keeping up with all the activities and assignments, participating actively in online discussions, and meeting with me (virtually) whenever you have questions about the material. Please plan for this—or you cannot expect to do well.

## Course Organization

The course is organized into weekly **Modules** on Carmen. **These Modules are where you will navigate through the entire course.** Each module will contain an **overview** of the week's learning outcomes and activities. After the overview, each module will have a **series of activities** to be completed sequentially. **You must complete every item in a module before moving on to the next module.**

Most weeks will include each of the following content types:

- Weekly "hello" video (posted in Announcements along with any notes for the week)
- Reading(s) from ELLM and occasionally other sources
- Short "lecture" video(s)
- Data exploration activity/quiz – to help you learn grammatical patterns
- Data collection activity/quiz – to challenge you to apply grammatical patterns
- Quirky example – for deeper thinking
- Usage note – to connect to issues in genre/writing/editing
- Tidbit discussion – student-led

Because this is a distance-education course, your attendance is your online activity and participation. It may seem like there are a lot of activities to get through each week, but this is because of the nature of our material: Linguistics, and taking a linguistic approach to grammar, is a technical subject. You are likely to find it more similar to learning a foreign language or doing math or logic than taking an English literature class. Much of it is material that you cannot learn without applying it, practicing, and solving problems. Research on learning and cognition has shown that when people are tested on material frequently and in small chunks they are more successful at learning it. That is why there are many activities and deadlines per week.

## Graded Components

- **Module Activities, worth 25 points cumulatively**
  - Each week you will have several ways to demonstrate your engagement with the material, including the data analysis and data collection activities/quizzes, responses to the quirky examples, and other response activities. This is how you will digest the material and check your own understanding. The activities will also function as participation-tracking mechanisms, essentially “attendance.”
  - Since the activities go along with a specific module and work together to build your knowledge, they will be **time-sensitive and have deadlines**. To help you predict things, **deadlines will fall on Wednesdays and Sundays at midnight each week**. Deadlines are viewable on the activities themselves on the Modules, in the weekly Overview, and on the Carmen calendar. It is your responsibility to keep track of things!
  - Your points for all module activities will accumulate and translate to a 20-point scale for the final grade. I will drop your four lowest scores in calculating the final total.
  
- **4 homework sets, each worth 5 points (20 total)**
  - Homework sets will include more in-depth problem solving.
  - Each homework set will be posted at least one week before it is due.
  - Homework will be graded based on completion/effort. I will not mark every single thing that’s wrong but will flag errors that show you might need some fundamental rethinking of the material.
  - You will have access to an answer key after I grade the homework and it will be YOUR responsibility to check that your answers are correct AND that you understand why they are correct (or not). After looking at the answer key, make sure to check in with me if you don’t understand something. The homework is your best preparation for the midterm and final. *Again: tracking your own understanding via the homework answer key is your job.*
  - Do not attempt the homework without first completing all of the preceding module activities—this includes watching all the videos, doing every activity, and doing all the readings.

- **Midterm and Final Exam, each worth 15 points**
  - The midterm will cover everything before it; the final will cover everything after the midterm (but note that knowledge in this class builds sequentially, so to do well on the final, you must know things from the midterm too!).
  - Each will remain open for a period of 2 days and you will have a certain amount of time to complete them once you start—80 minutes for the midterm; 105 minutes for the final.
  
- **Tidbit + discussion leading, worth 10 points**
  - As we go along in the semester, I want you to pay attention to how grammatical concepts play out in the real world. We will share these with each other in weekly “Tidbit” discussions. I will divide the class into two groups, and each week each group will have one student discussion leader, who will be responsible for sharing a tidbit via video. Further instructions will be provided the second week of class.
  - 5 points will come from your discussion-leading video; 5 points will come from your contributions to the weekly discussions.
  
- **What’s My Style? Assignment, worth 15 points**
  - In this cumulative assignment, you will conduct a corpus analysis of your own writing. You will also have some “build-up” mini-assignments due to make sure you are on track before the final due date. Further instructions will be provided after the midterm.

This class will move quickly. Please stay on top of the work! Remember to check your email every day to keep abreast of changes and announcements.

**If you have a situation that might cause you to miss the equivalent of three or more days of class (i.e. missing activities while they’re open), discuss it with me *as soon as possible*.**

## **Faculty feedback and response time**

For emails requiring simple responses, I will do my best to reply to e-mails within 24 hours on school days (M-F). In any emails you send me, please **be specific** about what you need to know and/or what you are asking me to do. **Please look at the syllabus and schedule first to see if your question is answered.** For complicated questions or help with concepts or the work, I suggest that we have a Zoom meeting, which you can arrange for by emailing me. You are also welcome to call or text message me for something that requires a simple and timely response--I have two young children at home due to COVID-19 and in this circumstance, sometimes using the phone is actually easier for me than using my computer. But please: **do not call or text me after 8 pm!!!** (I usually leave deadlines open until midnight for your flexibility; that does not mean I am able to respond to questions until midnight. I’m not!)

## Discussion and communication guidelines

The following are my expectations about how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- Although this is an online course, we will be engaging in quite a bit of discussion. Because we learn by taking risks and making mistakes, we will strive to create an environment where everyone feels comfortable doing just that. So be respectful of your classmates, open to points of view that differ from your own, and generous and constructive if someone makes a mistake or gives a wrong answer. People—including you—WILL give wrong answers. That is the nature of learning. Our goal is to **help each other learn**; keep this in mind above all else. Before you post a critical comment, think: *Will this help my classmates learn? How can I phrase this so as to be the most helpful?*
- Treat the discussion posts and other Module activities as opportunities for *informal academic writing*. You are not writing an essay but you are also not writing a text message to a friend. You are writing to an audience of fellow students and me.
- Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. This is very important! Back up your work!

## Academic support services

The University has a number of resources to help you succeed in your classes. Click on the links below for an overview and contact information for student academic support services. And if you can't find what you need, please let me know so that I can help.

<http://artsandsciences.osu.edu/about/college/contacts/advising>

<http://ssc.osu.edu>

## Your mental health

Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

## Academic integrity policy

### Policies for this online course

- **Exams:** You must complete the midterm and final exams yourself, without help from anyone else.
- **Homework:** You are free to work with others on the homework sets, but the final product you turn in should reflect your own work and should not replicate anyone else's work. *If you work with someone else, put a note about that on your homework.*

- **Written assignments:** Written assignments, including Carmen discussion posts, should be your own original work.
- **Online information:** Resist the temptation to go online to try to find answers for things. **The answers are in the course material. Seriously—every answer is in the course material.** If you can't find something, use me, Dr. Squires, as your first resource. It will be much more expedient for you to actually engage with the course material as I have assigned it, rather than finding random sources of information from the internet. **DO NOT COPY AND PASTE THINGS FROM GOOGLE, WIKIPEDIA, ETC.** If I suspect that you've done it, I will fail your assignment, and I will follow the University's guidelines for dealing with academic misconduct (see below). Worst of all, you won't learn anything.

### Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

### **If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.**

If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility

### Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. If you would like to request academic accommodations, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in this course and others at The Ohio State University. After registering with SLDS please make arrangements with me as soon as possible to arrange your accommodations so that they may be implemented in a timely fashion.

Student Life Disability Services:  
[slds@osu.edu](mailto:slds@osu.edu) 614-292-3307 [slds.osu.edu](http://slds.osu.edu)  
098 Baker Hall, 113 W. 12<sup>th</sup> Ave.

Go to <http://slds.osu.edu> for more information.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services in order to be able to use these technologies, please request accommodations with me:

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

On YouTube, click the “CC” button on a video to bring up captions.



**COVID-19 accommodations**

We are not living in a “normal” time, and I acknowledge that COVID-19 has produced unusual circumstances in most of our lives, which may impact one’s learning environment, schedule, etc. If you are in need of particular accommodations/flexibility due to COVID-19 impacts, please get in touch with me.

## Course schedule overview

This schedule lists only the textbook chapters, homework sets, and exams. It does NOT list the weekly module activities. Specific sections to read within each chapter will also be part of the weekly module organization, as will any additional readings. **You are responsible for viewing and completing the full requirements for each week on Carmen as they are assigned.**

Remember that you can also view due dates in the class calendar feed on Carmen.

I will undoubtedly modify the schedule as the term progresses. Keep track of changes via in-class announcements, Carmen, and email. *Check your email and Carmen notifications daily.*

Activity and assignment deadlines will always be on **Wednesdays and Sundays at midnight**. With this schedule, new Modules will open on Monday mornings at 9 am. I hope that having these as consistent times will help you configure your workload.

Week & Dates	Topics	Textbook Chapters	Formal Assignments Due
1. 8/25-8/28	Class Introduction Goals Words and morphology	ELLM Module 1 ELLM Module 2	
2. 8/31-9/4	Words and morphology Word and phrase categories	ELLM Module 2 ELLM Module 3	
3. 9/8-9/11	Word and phrase categories	ELLM Module 3	Homework 1 (9/10)
4. 9/14-9/18	Clauses	ELLM Module 4	
5. 9/21-9/25	Nouns and more	ELLM Module 5	
6. 9/28-10/2	Nouns ctd. Verbs and more	ELLM Module 6	Homework 2 (9/30)
7. 10/5-10/9	Verbs ctd.		MIDTERM – open 10/8 – 10/11
8. 10/12-10/16	The meaning of verbs	ELLM Module 7	
9. 10/26-10/30	The meaning of verbs	ELLM Module 7	
10. 11/2-11/6	The meaning of verbs	ELLM Module 7	Homework 3 (11/4)
11. 11/9-11/13 (Veterans Day 11/11)	Grammatical meanings	ELLM Module 8	
12. 11/16-11/20	Grammatical meanings	ELLM Module 8	
13. 11/23-11/25 (Thanksgiving/Indigenous Peoples' Day 11/26-11/27)	Embedded clauses	ELLM Module 9	Homework 4 (11/25)
14. 11/30-12/4	Embedded clauses	ELLM Module 9	What's My Style? Assignment (12/4)  FINAL – Open 12/3-12/4

## **Proposal to approve English 4572 for Digital Learning delivery mode**

Submitter: Lauren Squires

Course: English 4572, English Grammar and Usage

Area: Language & Linguistics

Area Convenor: Galey Modan

### *Rationale*

"The rationale for a DL proposal should, at a minimum, address the need for a permanent change to the available modes of delivery. This might include the desire to reach new audiences (either within or beyond the university), to accommodate the needs of instructors who may be away from campus, or to provide courses for a planned online certificate or degree program that might generate new revenue. A fully developed rationale would also address any challenges (pedagogical, logistical, fiscal) associated with online delivery of the course, and would discuss how the DL version of the course fits within the unit's overall curricular map."

English 4572 is a required course for the Integrated Language Arts/English Education program and the TESOL program; and, it serves as an elective for English major tracks as well as for the Professional Writing minor. The course thus attracts a broad array of students, including many "nontraditional" students, international students, and those in the student teaching phase of their education tracks. Ensuring the permanent possibility of digital delivery would provide important flexibility for students who are also working, have children, are away from the Columbus campus, are student teaching, have strict coursework needs that it's difficult to fit into a synchronous schedule, etc. Additionally, the online delivery would allow instructor flexibility in being either on or off campus, especially in the wake of the covid-19 pandemic when instructors' work schedules are still affected by outside elements like school closures.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: English 4572**

**Instructor: Lauren Squires**

**Summary: English Grammar and Usage**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen Discussion Forums</li> <li>• Zoom office hours</li> <li>• Asynchronous lectures</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

**Reviewer Information**

- Date reviewed: 2/24/21
- Reviewed by: Ian Anderson

**Notes: Title of the class is missing from syllabus.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>