

Spring 2009 Syllabus - English 5030: Grammar and Style in Technical Communication

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Class meets: Mondays, 4-6:40pm; Office hours: Mondays 3-4, Tuesdays 12:30-1:30 and by appointment

In the first part of this class, we will analyze English grammar by diagramming sentences. Then, we will apply our knowledge of grammar to analysis of style, particularly in technical documents, such as procedures and technical reports. We will focus on strategies for creating documents that employ Global English and facilitate translation. Upon completing this course, students will be able to:

- Identify parts-of-speech, phrases, clauses, and sentence types and diagram English language sentences using the Reed-Kellogg system.
- Emphasize words and phrases within sentences by manipulating sentence structure.
- Create coherent and cohesive paragraphs.
- Punctuate correctly and effectively.
- Construct sentences and paragraphs that facilitate translation and eliminate semantic and syntactic ambiguities that impede translation.
- Use readability formulae and text analysis software to evaluate a document's readability.

Requirements: Homework exercises and assignments, exams, attendance and participation.

In addition to some scholarly articles from technical and professional communication journals, we will read the following books:

- *Sentence Diagramming: A Step-by-Step Approach to Learning Grammar Through Diagramming*
Marye Hefty, Sallie Ortiz, and Sara Nelson
ISBN-13: 9780205551262
- *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects, 5/E*
Martha J. Kolln
ISBN-13: 9780321397232
- *The Global English Style Guide: Writing Clear, Translatable Documentation for a Global Market*
John R. Kohl
ISBN-13: 9781599946573

ASSIGNMENTS

Assignment	Points
1. Sentence diagramming exercises from Sentence Diagramming (SD).	30
2. Grammar and style exercises from Rhetorical Grammar (RG).	25
3. Analysis and revision assignment related to Global English Style Guide (GESG).	15
4. Midterm exam	10
5. Final exam	10
6. Attendance and participation	10
TOTAL	100

ASSIGNMENT POINTS & FINAL GRADE

Points	Final Grade	In instances where a grade is on a borderline, I may take the frequency and quality of class participation into consideration.
90–100	A	Successful participation involves doing the reading, preparing the assignments for the beginning of class, engaging productively in small group and class discussions, and completing the in-class projects.
80–89	B	
70–79	C	
60–69	D	
< 60	F	

ACADEMIC HONESTY (Plagiarism & Cheating)

All work should be your own. Do not copy answers from another person's homework assignment. Also, if you summarize or quote from an article, book, or website, you must cite that source according to the *Chicago Manual of Style, 15/e*. If I suspect and subsequently prove either plagiarism or cheating, I will initiate proceedings described in the *Tiger Cub*.

TURNING IN ASSIGNMENTS

All work that can be typed should be typed. You must turn in a hard copy of all assignments. I can't accept computer-related excuses. Back up your work. If you are absent without an approved excuse, out-of-class assignments should still be submitted on time (via Blackboard, email, or typed hardcopy, depending on the assignment) for full credit. If you have a documented approved absence, the assignment will be due upon your return (the calendar day after your return from your athletic event or the day after you attend the emergency appointment, funeral, interview, or religious holiday).

Penalties for late assignments: You will lose one letter grade (1 point per 10 points) per calendar day late for assignments.

Make-up work: If you miss class, you must obtain information and materials from that class. If your absence is excused, any work from the missed class will be due the first day that you return to class. If you do not turn your make-up work the first day that you return to class (and I have not given you an extension on the assignment's due date), I will not accept your work. If your absence is unexcused, you must turn in your work the day the work is due. You can place the hard copy of your assignment in my mailbox in Haley Center 9030 (before the office closes).

ATTENDANCE

Roll: I will take roll. Make sure that you are in class when I do.

Absences: You are allowed 2 unexcused absences (use them wisely). Each additional absence will result in a loss of 5 points (out of 100) from your final class grade. If you miss 15 minutes (or more) of class, I will consider you absent from class.

Tardies: I begin class promptly at the designated time; I expect you to be prompt as well. I will count you as tardy if you are late (or leave early), missing up to 14 minutes of class. Tardies will affect your grade: each tardy in excess of 3 will result in a loss of 1 point (out of 100) of your final grade.

APPROVED ABSENCES

For the purposes of grading late assignments appropriately, notify me if you meet the following circumstances:

- University-sponsored activities: Notify no later than one week after the event (I need a letter or other official documentation from the sponsoring department).
- Illness: Notify me as soon as possible and submit legitimate documentation (e.g., signed physician's note).
- Serious illness or death of immediate family member: Notify me as soon as possible and submit legitimate documentation (e.g., a signed doctor's note, an obituary notice, or the program from a funeral).
- Interview: Notify me a week in advance, if possible, so I can help you prepare for the time you will miss. You may be asked to provide documentation (e.g., an email or letter from the interviewing corporation).
- Religious observances: Notify me a week in advance so I can help you prepare for the time you will miss.
- Other: Military orders to report for duty and subpoenas for court appearances are also approved absences. Notify me a week in advance, if possible, so I can help you prepare for the time you will miss. You may be asked to provide documentation (e.g., an official order for military duty or to appear in court).

CLASS BEHAVIOR

We should treat each other with courtesy. Toward this end, I ask that you refrain from the following behaviors during class:

- allowing your cell phone to ring
- answering or making calls
- checking email
- surfing the web
- pursuing off-topic conversations during class or small group discussions
- doing homework during class time

We are all responsible for conducting ourselves in a courteous and respectful manner. In the case of behavior that persistently disturbs, interrupts, or impedes teaching and learning (including but not limited to repeatedly refusing to comply with reasonable instructor directions, employing language or gestures that are insulting, verbal, psychological, or physical threats, harassment, and physical violence), I will begin steps outlined in the Auburn University Policy on Classroom Behavior, as outlined in the *Tiger Cub*.

SPECIAL NEEDS

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with me during office hours the first week of classes—or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096. All communication between a student, the Program for Students with Disabilities, and his or her professor is confidential.

READING AND ASSIGNMENT SCHEDULE

Date	Reading Due	Assignment Due	Point Value
12 Jan	SD, Ch. 1, The Eight Parts of Speech RG, Ch .1, The Structure of Sentences		
26 Jan	SD, Ch. 2 Crafting the Simple Sentence RG, Ch. 2, The Basic Sentence Patterns in Prose	Exercises from SD Ch. 2 2-17, #1-10	5
2 Feb	SD, Ch. 3 Constructing the Compound Sentence RG, Ch. 3, Coordination		
9 Feb	SD, Ch. 4, Building the Complex Sentence	Exercises from SD Ch. 3 3-3, #1-10	5
16 Feb	SD, Ch. 6, Verbals	Exercises from SD Ch. 4 4-15, #1-15	10
23 Feb	SD, Ch. 7, Verbs RG, Ch. 7, Choosing Verbs	Exercises from SD Ch. 6 6-4, #1-15	10
2 Mar	Review for the Midterm RG, Ch. 4, Cohesion	Exercises from RG Chs. 1-4 Ch. 3, Ex. 9; Ch. 4, p. 87, #1	10
9 Mar	MIDTERM EXAM		10
16 Mar	SPRING BREAK		
23 Mar	RG, Ch. 8, Choosing Adverbials RG, Ch. 9, Choosing Adjectivals		
30 Mar	RG, Ch. 10, Choosing Stylistic Variations	Exercises from RG Chs. 8, 9, 10 Ch. 8, Ex. 27, 28, 29 Ch. 9, Ex. 31, 33 #1-5, 36 #5-6	15
6 Apr	GESG, Ch. 1, Introduction to Global English GESG, Ch. 2, Conforming to Standard English		
13 Apr	GESG, Ch. 3, Simplifying Your Writing Style		
20 Apr	GESG, Ch. 4, Modifiers		
27 Apr	GESG, Ch. 6, Using Syntactic Cues	Analysis and revision assignment	15
4 May 4:00pm	FINAL EXAM (for people with no conflicting exam)		10
5 May 4:00pm	FINAL EXAM (for for people with a conflicting exam)		