

Advanced Grammar and Usage—English 4195 (MWF)**

Semester	Fall 2025
Course Section	English 4195.001 (11:00 a.m.), LANG 313
Instructor	Professor Anne Schoolfield
Office Information	Room: LB 407A Email: Anne.Schoolfield@unt.edu
Office Hours	MW, 10:15-10:45 a.m. in LANG 407A, beginning Monday, 9/8, and virtually by appointment (please email me if you need to speak with me)
Textbooks	Kolln, <i>Rhetorical Grammar</i> (8 th edition) Thurman, <i>The Only Grammar Book You'll Ever Need</i> Williams, <i>Style: Lessons in Clarity and Grace</i> (13 th edition)
Course Description	This course covers basic and advanced concepts of grammar, usage and punctuation, and techniques and practices for effective writing and publishing in the humanities. In studying these concepts, we will also explore the controversy surrounding the teaching of grammar and possible strategies for teaching grammar, rhetorical approaches to grammar and written style, and editing techniques.
Evaluation	Daily Work, Participation, Group Presentation 25% Exam I 25% Exam II 25% Final Project 25%
Daily Work	Daily work and class participation count as 20% of your course grade. You may have quizzes, as well as homework, as daily grades. For practice sheets, simply add your answers to the file supplied in Canvas and submit your completed file. For homework assigned from Williams and Kolln, please follow the sample format for homework in Canvas and submit to the appropriate link. Note: If your homework is incomplete in any way, you will receive no more than 50% credit for the assignment. The final grade of students who miss more than two homework assignments will be lowered by one letter grade. Both Kolln and Williams provide suggested answers to odd-numbered exercises in their books—you should be prepared to discuss these exercises in class; however, it is the even-numbered exercises that I will evaluate for your homework grade. Note: All daily work is INDIVIDUAL work, not group work. Additionally, I do not accept homework for days when you have an unexcused absence. You will need to be able to access your complete homework during class for class discussion.
Participation	Your participation in this class is extremely important. Please make sure you are asking questions and volunteering to respond to exercise questions during class meetings. Please also feel free to ask questions via email.
Disability Accommodation	In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, I will cooperate with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. If you have disabilities and have not registered with ODA, I encourage you to register. Please present your written request for accommodation to me ASAP—preferably, by the fourth day of class.
Essential Competencies	Essential competencies for this course include the ability to <ul style="list-style-type: none">▪ read and analyze texts▪ write clear, concise, and appropriate prose to respond to a variety of assignments▪ discuss grammar and style concepts in class and in small groups▪ use word processing and presentations software and electronic mail

Grades and Their Meaning

For this course, we define grades as follows:

A=excellent (reserved for real excellence)

B=good (an honors grade)

C=fair (signifies average competence)

D=passing

F=failing

Plagiarism and Other Academic Dishonesty

Students should understand the UNT policies covering violations of academic integrity standards.

UNT Policy 06.003: Student Academic Integrity defines “cheating” as the following:

“the use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. use, without permission [from the instructor], of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University [Note: this item includes the use of materials from *former* students of the university, such as students who have previously attended TAMS];
4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment” (UNT Policy 06.003, p. 2).

Further, the policy defines fabrication, plagiarism, and facilitating academic dishonesty in the following ways:

Fabrication: “falsifying or inventing any information, data, or research outside of a defined academic exercise.” (UNT Policy 06.003, p. 2).

Plagiarism: “use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.” (UNT Policy 06.003, p. 3).

Facilitating Academic Dishonesty: “helping or assisting another in the commission of academic dishonesty.” (UNT Policy 06.003, p. 2).

ANY use of ChatGPT or other generative AI writing tools (GrammarlyGO, GPT-3, GPT-4, BERT, or others) to produce assignment responses—including, but not limited to, “editing” drafts or responses, using paraphrase tools or other language/editing/thesaurus tools, using these resources for quizzes or exams, OR generating drafts or responses for this course—is prohibited and constitutes cheating.

Any student in English 4195 found cheating, fabricating, plagiarizing, facilitating fabrication/cheating/plagiarizing, OR engaging in any other type of academic dishonesty addressed in UNT Policy 06.003 will fail the course.

Further, the instructor will report academic dishonesty to the UNT Office of Academic Integrity; these reports will become part of the student’s permanent academic record.

Class Policies

The following class policies will help you succeed in this class and understand what I expect of you.

Attendance

- Attend class regularly. *You cannot perform well unless you attend class.*
If you miss a class, **you** are responsible for all material covered and all assignments made.

UNT has advised faculty to return to pre-pandemic attendance policies; under our course policy, **after six absences, you will fail the course for non-attendance.** If you have a crisis that causes you to miss more than six class days, you will need to contact the Dean of Students.

Please note that I take roll at the beginning of each class; students who arrive more than ten minutes after I finish taking roll are counted absent.

Note Taking

- Taking your own notes during class meetings will help ensure your success in this course. You should also take notes as you read each daily assignment to ensure you are prepared to participate fully in class discussions and to ask questions about challenging material.

Assignments

- Prepare reading assignments for the first day they are listed on the syllabus.
- Submit all assignments on time using the appropriate Canvas link.
If you are having trouble completing an assignment, talk with me before the assignment is due—several days before major assignments.
- Prepare all assignments specifically according to instructions.
Assignments not prepared according to instructions may receive a grade of F.

Email / Canvas

- Use your **UNT email account** for this class and check your email *daily* for course announcements and updates. For all emails, use an informative subject line prefaced by your course and section information—for example, “English 4195.001: Question about the Final Project.” Please note that you should also use formal language and sign your email.

We will use Canvas for daily assignments, discussion boards, and other submissions. Please note that this class is designated “some online instruction; during the semester, we will complete some work online instead of meeting for class. I will inform you of these dates in advance.

Group Presentations

During the second half of the semester, you and your assigned group will present a chapter from Williams using MS PowerPoint during the final week of class. Every group member should prepare and present a section from your assigned chapter; your group should present all concepts and go over all *assigned* exercises—each group member should present a portion of the exercises. Your group should post its presentation to Canvas by **Wednesday, 11/14, 11:59 p.m.**

Group Assignments

Group 1	Williams, Lesson 9: Shape	Ex. 9.1 (evens); Ex. 9.2 (evens)
Group 2	Williams, Lesson 10: Elegance	Ex. 10.1-10.2 (evens)
Group 3	Williams, Lesson 6: Framing Documents	Ex. 6.4
Group 4	Williams, Lesson 7: Framing Sections	Ex. 7.2
Group 5	Williams, Lesson 11: The Ethics of Clarity	Ex. 11.1, 11.2, 11.4

Final Project

For your final project, you will create three **ORIGINAL** one-page editing exercises based on concepts chosen from **Williams, Chapters 5-12**, for a specific audience of students (either high school writing students or first-year college composition students). One of the concepts you choose may come from the chapter that your group will present; the other two concepts should come from two additional chapters. Your completed project should include the following elements:

- An **overview** in which you preview your project and describe why you chose the particular concepts you highlight in your project. (200-250 words)
- An **audience analysis** in which you describe your chosen audience in detail—what are your audience’s interests in writing? what does your audience know already from their previous study of writing that you can draw upon to help you explain the concepts you’ve chosen? what obstacles might prevent your audience’s understanding or using these concepts? how will understanding these concepts allow your audience to write better? (250-300 words)
- A **lesson description** for each concept in which you discuss how you will present the concept and set up the exercise for that concept. Successful lesson descriptions will **name and teach specific terms and strategies** from your chosen chapters from Williams and provide a **narrative describing HOW** you will teach these terms and concepts. You should also consider when you might use each lesson. (250-300 words per description)
- The three **ORIGINAL editing exercises** with thoughtful instructions that name **terms and strategies from Williams** and then guide student to use these terms and strategies to edit effectively. (One page each)

Draft Audience Analysis

Write a full rough draft of your audience analysis and submit your document to Canvas by **11/17, 11:59 p.m.**

ORIGINAL Lesson Description 1 & Exercise 1 Draft

Write a full rough draft the of your first lesson description and exercise that goes with it, using terms and strategies from Willams, for feedback; submit your document to Canvas by **11/19, 11:59 p.m.**

ORIGINAL Lesson Description 2 & Exercise 2 Draft

Write a full rough draft the of your second lesson description and exercise that goes with it, using terms and strategies from Willams, for feedback; submit your document to Canvas by **12/1, 11:59 p.m.**

ORIGINAL Lesson Description 3 & Exercise 3 Draft & Project Overview

Write a full rough draft the of your third lesson description and exercise that goes with it, using terms and strategies from Willams, for feedback AND a full rough draft of your project overview; submit your document to Canvas by **12/3, 11:59 p.m.**

Format

I will post a sample format for the final project in Canvas before your rough drafts are due. Projects that fail to follow this format can receive no higher than a C regardless of their other merits.

Final Version

You must post an electronic copy of your final draft to Turnitin via Canvas by **12/8, at 11:59 p.m.**

COVID-Related Policies

Technology Policies

This class will be delivered in person and online; please note that as public health situations change, the mode of delivery for this course may also change.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number.

Masks

I encourage you to wear a mask in class, regardless of vaccination status, to protect yourself and others from COVID infection—particularly, if the community infection rate rises.

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change. Students will need access to a microphone and any software available through Canvas to participate in fully remote portions of the class. Information about successful remote learning is available at <https://online.unt.edu/learn>

Active Shooter Situations

All students should be aware of UNT’s guidelines for responding to “active shooter situations” (see https://emergency.unt.edu/sites/default/files/active_shooter_guidelines.pdf)

Resources for Survivors of Violence

If you are a survivor of relational or sexual violence, there is support for you. There are on- and off-campus resources available to survivors at no cost. Counseling and Testing Services can provide confidential mental health counseling. They are in Chestnut Hall 311. You may also call (940) 565-2741 to schedule an appointment. Denton County Friends of the Family is a community agency that offers free counseling and 24/7 crisis hotline services to survivors. Contact them at (940) 387-5131. The UNT Survivor advocate can assist in reporting options, arrange for academic and housing accommodations, schedule appointments and help connect students to UNT and other community resources. They are in Union 409 and can be contacted at (940) 565-2648. To report sexual misconduct to Equal Opportunity & Title IX, visit report.unt.edu. The UNT Police Department can be contacted at (940) 565-3000.

****Please note:** While this syllabus is a useful guide to the course, I reserve the right to make changes at any time to better meet students’ needs and/or to adjust for unforeseen circumstances. I will inform you of any changes *in writing* using the Canvas announcement function. Note also that we will continue class fully online if necessary.

Readings and Assignments

Week 1	August	18	Topics: Introduction to the course // Verbs—Types of Verbs / Parts of the Verb / Irregular Verbs
		20	Topics: Verbs—Types of Verbs / Parts of the Verb / Irregular Verbs Reading: Thurman, pp. 24-27, pp. 59-63 Task: Complete practice sheets (1-3) before class
		22	Tasks: Verbs (Active & Passive Voice) Reading: Kolln, pp. 10-11 & Chapter 3 Tasks: Active-Passive Practice Sheet // Quiz 1: Syllabus Quiz DUE at 11:59 p.m. (online)
Week 2		25	Topic: Verbs (Active & Passive Voice), cont. Reading: Kolln, pp. 10-11 & Chapter 3 Tasks: Kolln, Ex. 2, p.11; For Group Discussion A & B (type your responses to these and the other exercises, using the Canvas format) & Ex. 8, p. 36-37; Ex. 9, p. 41; Ex. 10, p.44; Quiz 2: Types of Verbs / Parts of the Verb (in class)
		27	Topic: Verbs (Verbals, Moods) Reading: Thurman, Chapter 4: Verb Varieties—Verbals, pp. 53-57; Verb Moods, p. 64 Tasks: Practice Sheets
		29	Tasks: Quiz 3: Verb Tenses and Moods, Irregular Verbs, Active and Passive Voice (in class) Post to Discussion Board Forum “Introduce Yourself” & Complete English 4195 Questionnaire by 11:59 p.m.
Week 3	September	1	Labor Day—no class!
		3	Topic: Verbs (Verbals, Moods, cont.) Reading: Thurman, Chapter 4: Verb Varieties—Verbals, pp. 53-57; Verb Moods, p. 64 Tasks: Practice Sheets
		5	Tasks: Quiz 4: Verbals (in class); “Introduce” responses DUE 11:59 p.m.
Week 4		8	Topic: Nouns Reading: Thurman, Chapter 2: Parts of Speech— Nouns, pp. 19-20; Kolln, Chapter 1: Introduction to Words and Phrases, pp. 6-10; Chapter 12, pp. 193-199 Tasks: Kolln, Ex. 1, p. 9-10 & For Group Discussion, p. 8; Ex. 38, p. 199-200
		10	Task: Pronouns Thurman, Chapter 2: Parts of Speech—Pronouns, pp. 20-23, & Chapter 5: Pronoun Problems—Agreement & Indefinite Pronouns, pp. 65-69; Vague Reference & Pronoun Person, pp. 69-73, and Pronoun Case, etc., pp. 73-78 Kolln, Chapter 12: Words & Word Classes, pp. 208-219 Kolln, Ex. 42, p. 214 & Ex. 43, p. 217 / Practice sheet
		12	Topic: Correctness (online) Reading: Williams, Chapter 1: Understanding Style & Chapter 2: Correctness / Kolln, Introduction: What is Rhetorical Grammar? / Thurman, Chapter 1: Finding the Right Words Tasks: Post to Canvas Discussion Board Forums covering Thurman, Chap. 1, by 11:59 p.m. Quiz 5: Noun/Pronoun Quiz (in class)
Week 5		15	Topic: Adjectives & Adverbs Reading: Thurman, Chapter 2: Parts of Speech—Adjectives & Adverbs, pp. 23- 24, 27-31 / Kolln, Chapter 1: Introduction to Words and Phrases, pp. 11-13; Chapter 12: Words & Word Classes, pp. 200-206 Tasks: Kolln, For Group Discussion, p. 13; Ex. 39, p. 202; Ex. 40, pp. 205- 206 / Practice Sheet

Readings and Assignments, cont.

Week 5, cont.	17	Topic: Prepositions, Conjunctions, Interjections Reading: Thurman, Chapter 2: Parts of Speech—Prepositions, Conjunctions, Interjections, pp. 31-34 / Kolln, Chapter 1: Introduction to Words & Phrases, pp. 14-16 / Kolln, Chapter 12: Words & Word Classes, pp. 206-208 Tasks: Kolln, Ex. 3, pp. 15; Ex. 41, p. 207 / Practice Sheet
	19	Task: Quiz 6: Adjective/Adverb/Prepositions/Conjunctions/Interjections Quiz (in class)
Week 6	23	Task: Exam I review
	24	Task: Exam I—Parts of Speech (in class)
	26	Topic: Sentence Structure Reading: Thurman, Chapter 3: Basic Sentence Structure—Subjects & Predicates, pp. 35-41 / Kolln, Chapter 2: Sentence Patterns, pp. 18-35 Tasks: Kolln, Ex. 4, p. 21; Ex. 5, p. 26; Ex. 6-7, pp. 28-29
Week 7	29	Topic: Sentence Structure Reading: Thurman, Chapter 3: Basic Sentence Structure—Subjects & Predicates, pp. 35-41 / Tasks: Kolln, Chapter 2: Sentence Patterns, pp. 18-35 Kolln, FGD, pp. 31; practice sheets
	October 1	Topic: Sentence Structure (Sentence Complements/Dependent Clauses) Reading: Thurman, Chapter 3: Basic Sentence Structure—Phrases & Clauses, pp. 41-45; Sentence Functions & Subject-Verb Agreement, pp. 45-52 / Kolln, Chapter 4: Coordination and Subordination, pp. 47-54, pp. 66-68 Tasks: Kolln, Ex. 11-12, p. 53-54; FGD, p. 68; practice sheet
	3	Task: Quiz 7: Sentence Structure / Dependent Clause Quiz (in class)
Week 8	6	Topic: Sentence Structure (Commas) Reading: Thurman, Chapter 6: Punctuation and Style—Commas, pp. 91-96 Tasks: Practice sheet
	8	Topic: Sentence Structure and Punctuation (Colons & Semicolons) Reading: Thurman, Chapter 6: Punctuation and Style—Colons & Semicolons, pp. 96-99 / Kolln, Chapter 4: Coordination and Subordination, pp. 56-66 Task: Kolln, Ex. 13, p. 56; FGD, p. 57; Ex. 14, p. 66; Practice sheet
	10	Task: Quiz 8: Commas, Colons, Semicolons Quiz (in class)
Week 9	13	Topic: Punctuation and Copyediting Reading: Thurman, Chapter 6: Punctuation and Style—Sentence Enders & Quotation Marks, pp. 79-86; Apostrophes, pp. 86-90; Hyphens & Dashes, pp. 99-103; Parentheses, Square Brackets, Angle Brackets, pp. 103-106, 109-110; Italics vs. Underlining, pp. 106-109; Ellipsis Points & Slashes, pp. 91-96 Tasks: Practice sheets
	15	Topic: Actions Reading: Williams, Chapter 2: Actions Task: Williams, Ex. 2.1 (all), Ex. 2.2 (evens only). pp. 30-31; Nominalizations Practice Sheet
	17	Topic: Actions Reading: Williams, Chapter 2: Actions Task: Williams, Ex. 2.4 & 2.5 (evens only); Ex. 2.6 (#s 4 & 8 only)
	Week 10	20

Readings and Assignments, cont.

Week 10, cont.		22	Task: Exam review
		24	Task: Exam 2—Sentence Structure and Punctuation (in class)
Week 11		27	Topic: Cohesion and Coherence Reading: Kolln, Chapter 9: Cohesion, pp. 139-146 Williams, Lesson 4: Cohesion and Coherence, pp. 64-69 Tasks: Kolln, FGD, p. 141 & p. 145; Ex. 30, p. 146; Williams, Ex. 4.1 (#2 only)
		29	Topic: Cohesion and Coherence Reading: Kolln, Chapter 9: Cohesion, pp. 146-155 Williams, Lesson 4: Cohesion and Coherence, pp. 69-89 Tasks: Kolln, Ex. 31, p. 149; FGD, p.149, p.152, p. 154; Williams, Ex. 4.2 (#2 only)
		31	Tasks: Williams chapter assigned to your group (See assignment on p. 3 above) Post Final Project Preliminary Audience Analysis & Group Presentation Preliminary Chapter Post to Discussion Boards by 11:59 p.m. (online)
Week 12	November	3	Topic: Emphasis Reading: Kolln, Chapter 10: Sentence Rhythm / Williams, Lesson 5: Emphasis Tasks: Kolln, Ex. 32, p. 160; Ex. 33, p. 164; FGD, pp. 162, 164, 165-166, 169; Williams, Ex. 5.1-5.2 (evens only)
		5	Topic: Concision Reading: Williams, Lesson 8: Concision Tasks: Williams, Ex. 8.1 (evens) & 9.2; Ex. 9.3 (evens)
		7	Task: Final Project Concept 1 Post DUE in Canvas at 11:59 p.m. (online)
Week 13		10	Task: Group Presentations Complete exercises (See assignment on p. 3 above) for your group's chapter and submit to Canvas / Chapter DB post
		12	Task: Work on Group Presentations (Post to Group Presentations Discussion Board)
		14	Task: Group Presentations DUE in Canvas at 11:59 p.m.
Week 14		17	Task: Groups 1 & 2 Presentations Draft Audience Analysis DUE in Canvas at 11:59 p.m.
		19	Task: Groups 3 & 4 Presentations Draft Lesson Description 1 & Exercise 1 DUE in Canvas at 11:59 p.m.
		21	Task: Groups 5 Presentation Post responses to Group Presentations by 11:59 p.m. AND Final Project Concepts 2 & 3 Post DUE in Canvas at 11:59 p.m. (online)
Week 15		24	Fall Break: November 24-30 (includes Thanksgiving)
Week 16	December	1	Tasks: In-class conferences; Draft Lesson Description 2 & Exercise 2 DUE in Canvas at 11:59 p.m.
		3	Tasks: In-class conferences; Draft Lesson Description 3 & Exercise 3 & Overview DUE in Canvas at 11:59 p.m.
Week 17		8	Task: (Monday) Final Project DUE in Canvas at 11:59 p.m.