



LEAVELL COLLEGE

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

LSCM0310-30: English Grammar
Fall 2019/20; Term 201
Tuesday, 6:00 – 7:50 pm

Prof. Maria Quadreny M.S.
Adjunct Professor
Email: maria_quadreny@yahoo.com
Cell: 786-663-5587

The mission of Leavell College of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.

5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

The core value focus for this academic year is *Spiritual Vitality*

Course Description

This course is designed to equip students with the knowledge necessary to improve basic grammar skills in oral and written communication. Daily reading assignments and exercises on various grammatical and syntactical topics will be made. Frequent paragraph writing will be assigned to allow the students to demonstrate their working knowledge of the topics covered.

General Education Competencies (GEC)

Leavell College has identified four General Education Competencies:

1. Critical Thinking
 2. Oral Communication
 3. Written Communication
 4. Quantitative Reasoning
- This course addresses *GEC #3*.

Bachelor of Arts in Christian Ministry Program Student Learning Outcomes (BACM PSLOs) AND Bachelor of Arts in Music with an Emphasis in Worship Program Student Learning Outcomes (BAM PSLOs)

Leavell College has identified three Program Student Learning Outcomes: for the BACM and three Program Student Learning Outcomes for the BAM:

1. Biblical Interpretation (BACM PSLO #1)
1. Worship Leadership (BAM PSLO #1)
2. Service and Leadership (BACM PSLO #2 and BAM PSLO #2)

3. Historical and Theological Interpretation (BACM PSLO #3 and BAM PSLO #3).

This course addresses BACM/BAM PSLO #2.

Course Student Learning Outcomes (SLOs)

At the conclusion of the semester, the student will:

1. Comprehend the principles of English grammar and the writing process;
2. value the use of the English language with appropriate grammar and composition; and
3. write college-appropriate sentences, paragraphs, and essays.

Course Text

Anker, Susan. *Real Writing Interactive: A Brief Guide to Writing Paragraphs and Essays*. Update Edition. Boston: Bedford/St. Martins, 2015. ISBN: 978-1-319-02052-1

If you purchase a used book, you will be responsible for purchasing the access code for the integrated media.

Course Requirements and Grading

1. *Writing Assignments (60%)*

Students will write a variety of assignments during the course of the semester. Each student will write paragraphs, essays, or other assignments, according to the instructions given in class. You will write many of the assignments in class. If you miss an in-class writing assignment due to an absence, you will not be allowed to make it up. However, I will drop a select number of grades.

Note that each essay will count as three paragraph grades. For assignments involving more than one draft, you are required to turn in any drafts and comment sheets with the final draft of the paragraph/essay/assignment. Failure to submit early drafts and comments with the final draft will result in a 7-point deduction on the final grade. Final drafts of out-of-class assignments submitted past the due date will be penalized as follows: 2 points for the first day late, 1 point per day late after the first day. No final drafts will be accepted more than one week past the original due date. Please type your out-of-class drafts. Use Times New Roman 12-point font and double space all work.

This assignment relates to GEC #3 and Course Student Learning Outcomes #1, #2, and #3.

2. *Peer Evaluations (0%)*

One of the ways to become a better writer is to think critically about writing. To that end, you will occasionally read and comment on your classmates' early drafts of formal writing assignments. Specific instructions for the peer-editing sessions will be given in class. You will not be able to make up the work that happens in a peer-editing session, so an absence on a peer-editing day will affect your grade. Students will know at least a week ahead of time when the peer-editing sessions will be held. *This assignment relates to GEC #3, BACM/BAM PSLO #2, and Course Student Learning Outcomes #1 and #2.*

3. *Tests (15%)*

Each student will take two sectional tests. These will cover information from the textbook and from class lectures. Dates for the sectional tests will be announced one week ahead of time. *This assignment relates to Student Learning Outcome #1.*

4. *Final Examination (15%)*

A **final examination** will be given in class on the date indicated in the course schedule. The exam must be taken at this assigned time. The final exam will consist of a timed writing assignment. Students will know the topic ahead of time and will be permitted to use a brief outline to write the final exam. **The final exam is worth 15% of the total grade. In addition to having a passing average, a student must pass the final exam to**

pass the course. *This assignment relates to GEC #3, BACM/BAM PSLO #2, and Student Learning Outcomes #1, #2, and #3.*

5. *LearningCurve (10%)*

You will complete online exercises and quizzes in LearningCurve. You must have an access code for LearningCurve (free with purchase of new textbook, or pay additional fee). You will receive specific instructions to register for this online resource during the second week of class. This assignment relates to Student Learning Outcome #1. The LearningCurve assignments will be announced in class and posted on Blackboard. *This assignment relates to Student Learning Outcomes #1 and #2.*

Course Evaluation

The final grade will be determined by the professor in the following manner:

- 60%-- Writing Assignments
- 15%--Tests
- 10%--LearningCurve
- 15%--Final Exam

Writing Assignments: Each paper will be evaluated on its effectiveness as persuasive writing. Each draft of every paragraph or essay is assessed by the same standards: papers written at the beginning of the semester are graded with the same standards as papers written at the end of the semester, and a final draft is graded with the same standards as the first draft of a paragraph or essay. Because of this, grades on drafts at the beginning of the semester may be low. The goal should be to improve the writing so that the grades improve throughout the semester as the student becomes more adept at incorporating the approaches being learned into his or her writing.

At specific times during the semester, individual conferences may be required. These conferences will be approximately 10-20 minutes in length and will be held at a time that is convenient for both the professor and the student. Failure to attend a scheduled conference will be considered an absence.

The grading scale as posted in the Leavell College catalog will apply:

- A = 93-100
- B = 85-92
- C = 77-84
- D = 70-76
- F = below 70

Course Outline

Topics to be covered include the list below. Exact dates the material will be covered will depend on progress through each section. Various homework assignments from the textbook (including exercises from **LearningCurve**) will be done during the course of each section. These assignments will be announced in class and will be posted in announcements on Blackboard. Students will be expected to work through computerized learning activities related to the course content. These computerized activities are available through Bedford/St. Martin's LearningCurve website.

Note: Any assigned readings should be completed prior to coming to class. Pop quizzes may be given to assess whether or not students are reading the required material.

Topics to be covered:

Getting Ready to Write
Organizing Your Main Point and Support
Drafting and Revising

Basic Grammar
The Four Most Serious Grammatical Errors
Other Grammatical and Style Concerns (Pronouns, Adjectives, Adverbs, Misplaced and
Dangling Modifiers, Coordination and Subordination, Parallelism, and Sentence Variety)
Punctuation and Capitalization

Various Types of Paragraph and Essay Development

Additional Course Information *(Please include the following information as stated. Other information specific to the course may be added as needed.)*

1. ***Attendance Policy:*** Per the Leavell College catalog, school policies regarding absences and tardies will be strictly enforced. Any student missing more than nine hours will automatically receive a grade of "F" for the course. Every three occasions of arriving late for class or leaving early for class will be counted as one hour of absence. The student is responsible for contacting the teacher if he or she is tardy and the roll has been taken. The student is responsible for all material, including that which was covered during an absence.
2. ***Blackboard/Self-Serve:*** The student is responsible to check Blackboard for grades, assignments, course documents, and announcements. The student is also responsible for maintaining current information and current e-mail address on the Blackboard system and Self-Serve. As Blackboard and Self-Serve do not communicate with one another, students will need to enter updates on both platforms.
3. ***Netiquette:*** Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will

promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

4. *Academic Honesty Policy*: All students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.
5. *Plagiarism Policy*: A high standard of personal integrity is expected of all Leavell College students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and committing other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action.
6. *Emergency Plan*: In the event the NOBTS schedule is impacted due to a natural event or epidemic, go to the seminary's website for pertinent information. Class will continue as scheduled through the Blackboard site. Please note announcements and assignments on the course's Blackboard site.
7. *For Technical Assistance*: For general NOBTS technical help, go to: www.NOBTS.edu/itc/

Selected Bibliography

- Batko, Ann. *When Bad Grammar Happens to Good People: How to Avoid Common Errors in English*. Edited by Edward Rosenheim. Franklin Lakes, NJ: Career Press, 2004.
- Butler, Paul. "Reconsidering the Teaching of Style." *The English Journal* 100, no. 4 (2011): 77–82.
- Glenn, Cheryl. "When Grammar Was a Language Art." In *The Place of Grammar in Writing Instruction: Past, Present, Future*, edited by Susan Hunter and Ray Wallace, 9-29. Portsmouth, NH: Boynton/Cook, 1995.
- Haussamen, Brock, Amy Benjamin, Martha Kolln, and Rebecca S. Wheeler. *Grammar Alive! A Guide for Teachers*. Urbana, IL: National Council of Teachers of English, 2003.
- Kirszner, Laurie, and Stephen Mandell. *Focus on Writing: Paragraphs and Essays*. 4th edition. Boston: Bedford/St. Martin's, 2014.

- Kolln, Martha. "Time to Let Go of the 'Grammar Bogeyman'": Letter to the Editor. *The English Journal* 99, no. 6 (July 2010), 12-13. National Council of Teachers of English, <http://www.jstor.org/stable/20787655>.
- Morenberg, Max, and Jeff Sommers. *The Writer's Options: Lessons in Style and Arrangement*. NP: Pearson Longman, 2008.
- Mulroy, David. *The War against Grammar*. Portsmouth, NH: Boynton/Cook Publishers, 2003.
- O'Conner, Patricia. *Woe is I: the Grammarphobe's Guide to Better English in Plain English*. New York: Riverhead Books, 1996.
- Shertzer, Margaret. *The Elements of Grammar*. New York: Longman, 1996.
- Shuman, R. Baird. "Grammar for Writers: How Much Is Enough?" *The Place of Grammar in Writing Instruction: Past, Present, Future*. Edited by Susan Hunter and Ray Wallace, 114-28. Portsmouth, NH: Boynton/Cook, 1995.
- Strunk, William, and E. B. White. *The Elements of Style*. 4th ed. Boston: Allyn and Bacon, 2000.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 8th ed. Chicago: University of Chicago, 2013.
- Williams, Joseph M., with Gregory G. Colomb. NP: *Style: Lessons in Clarity and Grace*. 10th ed. Longman, 2010.