



## *A Quality Education –A Lifetime of Success*

**Professor: Dr. Jami L. Huntsinger**

**Course Title: Traditional Grammar 240**

**Semester Dates 8/17/15-12/12/15**

**Course Number: 240.501 Online**

**CRN 22869**



### ***Course Description***

Welcome to Traditional Grammar 240! In this course, you review the fundamentals of Standard English grammar to improve your writing, speaking, and/or teaching skills. During the semester, you learn about parts of speech, sentence patterns, sentence structures, usage, and punctuation. To do so, you actively participate in interactive online discussions and complete worksheets, computer games, exercises, quizzes, and tests. Your work will be assessed with objective open note, open book tests/quizzes, and discussion postings. You do not have to have taken a grammar course in the past to be successful in this one.

## **Your Professor**



I am Dr. Jami L. Huntsinger (pronounced Huntsinger). After graduating from the University of New Mexico in 1997, with a Ph.D. in English, I chose to work at a two-year college because I enjoy teaching. In 1997, I accepted a position as an assistant professor at Valencia Campus. I am now a tenured full professor, who enjoys teaching such classes as Composition 101 (face-to-face and online), 102 (face-to-face and online), Composition 220, Grammar 240 (face-to-face and online), Introduction to Literature 150 (face-to-face and online), Southwest Literature 211, Expository Writing 220 (face-to-face) and Native American Literature 264 (face-to-face and online).

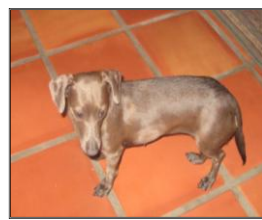
I grew up in South Dakota (I am Lakota French), and I moved to New Mexico in 1989. I am a resident of Belen, New Mexico. I love my life in the valley; I especially enjoy hearing the braying of the burro, Chelsea, who lives next door. She is my 6:00-am alarm clock. To make my life complete, I have four special animal friends – Heidi, a six-year-old Dachshund who loves to eat socks; Mia, a Dachshund/Miniature Greyhound who loves to race about the yard; and Vroom, a eighteen-year old rescue cat who talks constantly. The newest addition to the family is Dawn Noel, a one-year-old dachshund who Santa Claus dropped down the chimney last Christmas.



**Heidi**



**Vroom**



**Mia**



**Dawn Noel**



## ***Successfully Navigating Your Online Course:***

### ***Student Responsibilities***

1. **Be familiar with your Policy and Assignment Syllabi.** These documents are in the **Syllabi** link in **Course Menu** located on the left hand side of the Blackboard Learn screen. Review both documents carefully, which are in the same Word file, and if you are confused, send questions to me through **Mail** in Blackboard Learn. Refer to both documents throughout the semester – they are your reference guides for the semester.
2. **Learn how to use the Mail in Blackboard Learn.** Please correspond with me through Blackboard Learn only. If you have trouble with **Mail**, a tutorial for **Mail** is located in **Course Menu** in a link called **How to Use Learn**.
3. **Leave yourself ample time to complete assignments, such as quizzes, discussions, and handouts.** Computer failures, corrupted discs, and Blackboard Learn outages are **no excuse** for work not completed (UNM VC policy). Submitting work that is due at exactly 11:59 pm is permitted, but very, very risky. You may not succeed. If you submit at 11:59:01, Blackboard Learn reads this time as 12:00

and rejects your submission. My suggestion? Submit work earlier in the evening.

**4. Create a routine. Here is a suggested routine to help you get started.**



- a. Log in** on Monday, and prepare to complete the lessons for the week. Your lessons are in folders in **Lesson Modules** located in the **Course Menu**; lessons are presented in the order that you must complete them. By looking at what is required for the week, you can manage your time effectively. I suggest that you make a copy or a list of things you must complete. Additionally, test the links for course materials, lessons, discussions, etc. – all are in the lesson module folders for your convenience. Contact me immediately if you have problems.
- b. Study** by reading/annotating the assignments and by taking notes. Complete practice exercises and check your answers. As you complete these activities, jot down concepts in the readings or exercises that you do not fully understand so that you can ask questions later. Be pro-active and disciplined in your study habits. It will pay off at exam time.
- c. Check Mail and Announcements** throughout the week for changes in assignments or due dates. Announcements can be found on the **Course Dashboard** and Mail can be found in link called **Mail** in **Course Menu**.
- d. Check** for assignments due dates; please remember I do not accept late work. Check assignment due dates on folders in Lesson Modules. Typically, **due dates for work are Wednesday, 11:59 PM, MST, and Saturday, 11:59 PM, MST.**

- e. **Read and think** about the questions in **Discussions**. Look at what classmates or I post, and then enter your own comments about the concepts discussed in the lesson. Your comments and responses are graded, so please take these exercises seriously. Respect others in these discussions; you may disagree, but be respectful. You can learn from these differences of opinion.
- f. **Spell and grammar check** your postings by clicking on "**abc**," the spell/grammar checker, above the submission box. Alternatively, you might create your posting in a Word (or similar program) file first, use spell/grammar checker, and then copy and paste that document into the submission box.
- g. **Pace yourself** to ensure that you complete all weekly assignments on time. It is imperative that you turn in your work by the deadlines specified on the lesson folders or in the **Calendar**. Failing to meet deadlines adversely affects your grade.








**Support for Student Success: Getting Help**

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|---|---|
| <p><b>Begin with<br/>Dr. Huntsinger</b></p>                                | <p>My office hours for this course are held online, or you can make an appointment to see me face-to-face. You may contact me anytime with "Mail" in Blackboard LEARN. My online office hours for all classes are <b>TR, 8:00-9:15 pm (online) and by appointment (face-to-face) through mail.</b> In Course Menu, click on <b>"Mail"</b> to send me a message. I will respond within 24 hours. Please do not wait for responses on Sunday – I rest. ☺</p>  |
| <p><b>Blackboard LEARN<br/>Support Services</b></p>  <p><b>WebCT</b></p> | <p><b>Computer Technicians:</b> Password problems? Trouble with files opening? Can't figure out why your browser doesn't work? What is a browser, anyway? If you have questions about computer problems, call 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems.</p> <p><b>Tutorials:</b> Having problem with one of the Course Tools in Blackboard LEARN? If you do not know how to use one of the tools, try one of the tutorials available on the Blackboard LEARN information page. <a href="http://BlackboardLEARNinfo.unm.edu/student/">http://BlackboardLEARNinfo.unm.edu/student/</a>.</p> <p><b>Tutors:</b> At The Learning Center at UNM Valencia Campus, tutors are available, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8900.</p> |



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|---|--|
| <p><b>Library Resources</b></p>                          | <p>The UNM Valencia Campus library is a resource for articles and books. Go to <a href="http://www.unm.edu/~unmvclib/">http://www.unm.edu/~unmvclib/</a> to search remotely (from home). You will need passwords. Call (505)-925-8990 to ask for passwords available to UNM students. These passwords are also posted in my Blackboard Learn class. Our class will have a library link where LeAnn Weller, our contact librarian, will provide helpful resources. Our class link is listed under my name on the UNM Valencia Library page → <a href="http://www.unm.edu/~unmvclib/">http://www.unm.edu/~unmvclib/</a>.</p>   |
| <p><b>Equal Access Services/ADA</b></p>                 | <p>UNM Valencia Campus Accessibility Services (Equal Access), phone (505) 925-8560 and website <a href="http://www.unm.edu/~vcadvise/equalaccess.htm">http://www.unm.edu/~vcadvise/equalaccess.htm</a>, provides academic support to students with disabilities. If you need alternative formats for completing coursework, you should contact this service immediately to ensure your success.</p> <p>Once you have met with Accessibility Services, you must send all documented forms to me ASAP. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services, who tell me how to help you best. Once I receive your paperwork, pursuant to the American with Disabilities Act (ADA), I accommodate all documented special needs. I encourage students to discuss their concerns with me!</p> |
| <p><b>The Learning Resource Center's Tutoring</b></p>  | <p>Face-to-face and online tutoring is available at The Learning Resources Center. You may call 925-8900 for information, or you may visit <a href="http://www.unm.edu/~tutor/">http://www.unm.edu/~tutor/</a>. Either Lucille Farrington, Director of the Learning Center, or any of the tutors will be happy to arrange tutoring sessions. Make sure you ask for a tutor who is prepared to tutor for Grammar 240. They are also willing to help students learn to navigate Blackboard Learn.</p>  |

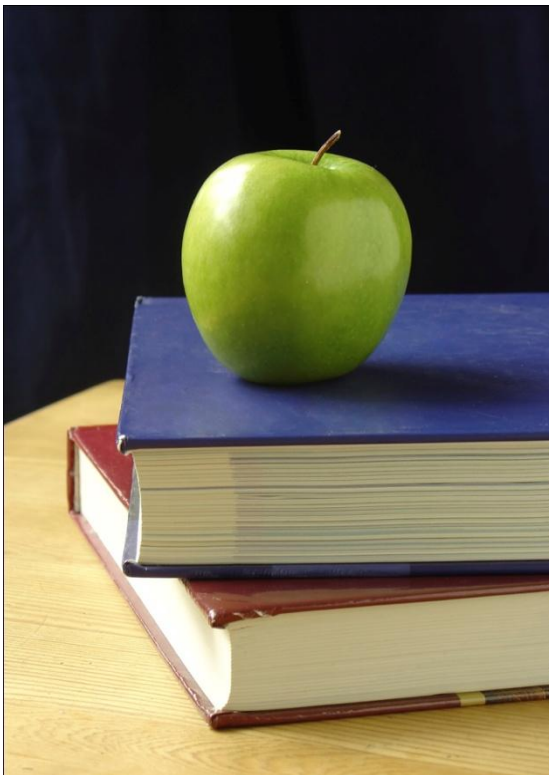
## ***Materials and Supplies Needed***

Books are available at UNM Valencia's bookstore. For directions, please see the map:

<http://www.unm.edu/~unmvc/Map/vcmap.htm>

### **Textbook Required**

- Butler, Hickman, McAlexander, and Overby. *Correct Writing*. Lexington, Mass: D.C. Heath and Company, 1995. Because this text is partly a workbook, you may not want to buy a used copy that has been completed; you will want to fill out the exercises yourself. If the exercises in the used copy have not been completed, feel free to buy the cheaper copy.



### **Other Supplies and Skills** **you will need are as follows:**

- 1) An available computer with online access,**
- 2) Computer disc or memory stick to save work (backup),**
- 3) A UNM Net ID and password,**
- 4) Keyboarding and general computer skills, such as saving files, attaching files, and e-mailing**
- 5) Paper or online dictionary**





## Learning Outcomes for Grammar 240



Click on the note:



Learning Outcomes Grammar 240.wma

You must meet the following learning outcomes/goals. All exercises are designed to meet one or more of these goals. If you meet these learning outcomes, you will have successfully passed the course.

### ***The Learning Outcomes for Grammar 240***

By the end of the semester, you should be able to,

1. **Identify parts of speech.** Words function within sentences as parts of speech. By using logic, definitions, or a few helpful “tests” to check the words’ functions, you should be able to identify how words are used. You will be able to answer the question, “Is this word a noun, verb, pronoun, adverb, adjective, interjection, or conjunction?”
2. **Analyze sentence patterns.** You must identify seven sentence patterns that are most prevalent in the English language and then analyze sentences to determine which of these seven sentence patterns they represent.
3. **Determine the simplicity or complexity of a sentence.** You must identify whether a sentence is simple, compound, complex, or compound/complex and then determine what types of and how many clauses are used in sentences. You apply these concepts by writing or analyzing varied sentences.

4. Recognize phrases and clauses and explain their function within a sentence. You must identify types of phrases and clauses and explain how they function within the sentences.

5. Use the conventions of Standard English.

Grammatical errors make writing hard to read and result in bad communication. Therefore, in Traditional Grammar 240, you must identify and fix such problems as fragments, comma splices/run-ons, pronoun reference, agreement, and point of view shifts (second person), faulty parallelism, incorrect punctuation, subject/verb agreement errors, and diction problems.

### **Grading Scale**

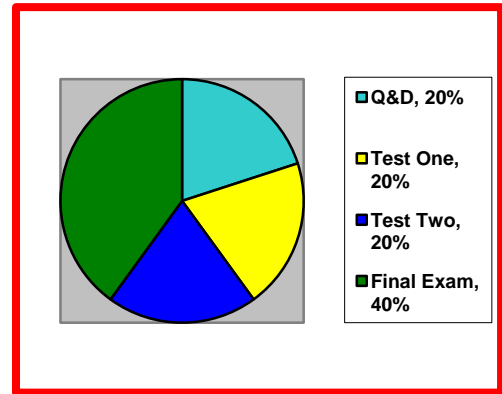
**Not all assignments and their grades are equal in value.**

At UNM VC, you can earn a course grade of **A, B, C, D (fractionated), F, or I** (See Incomplete section for more details about "I"). Some of your assignments are worth more than others are. For example, Quizzes and Discussions,

addressing grammatical concepts and reading assignments, are worth **20%**. Test One, which is given in week 6, is worth **20%** and Test Two, which is given in week 11, is worth **20%**. The Final Examination, given during finals week, is worth **40%** of the Final Grade and is a comprehensive test over all material covered. All tests and quizzes are timed open note and open book assessments. You must take all tests to pass the course. If you miss a test, you may be dropped from the course and earn a W or WF.



**The Grading Scale** is as follows: A+, 98-100%; A, 93-97%; A-, 90-92%; B+, 88-89%; B, 83-87%; B-, 80-82%; C+, 78-79%; C, 73-77%; C-, 70-72%; D+, 68-69%; D, 63-67%; D-, 60-62%; F, below 60%.





## Homework Requirements: Discussions and Quizzes

### Taking Quizzes and Examinations

You can use your notes and your book when taking all assessments (quizzes and tests). However, to do well, you must study before the quiz or test. You will not have enough time to look up all questions; prepare by completing homework, handouts, exercises, and threaded discussions throughout the semester and by studying these assignments before the examination.

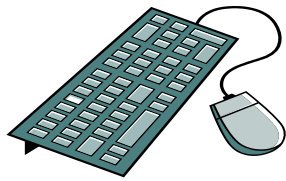
### Watching the Clock in Quizzes

You can take a quiz or test only once. Once you open a quiz or an examination, you must complete it – you cannot reopen it. Quizzes and exams are only open once during the dates specified in the course schedule and cannot be made up. You will have 15-30 minutes for quizzes and 2-3 hours for exams, so watch the clock. If you want to learn more about **Assessments**, you may want to review the **Test** tutorial in **How to Use Learn** in the **Course Menu**.

### Saving Your Answers in Quizzes

When taking examinations or quizzes, **save your answers!** Save by clicking on **"save"** under the question or by clicking on **"save all answers"** at the end of the quiz or exam.

**Important NOTE: You cannot make-up quizzes and tests for any reason;** you have several days in which to



take them, which should give you flexibility when managing your time. Quiz and test due dates are available on the Blackboard Learn files in **Lessons Modules** and in **Assessments**. You should check **BOTH** places regularly to ensure you do not miss a quiz or exam.

### **Completing Threaded Discussions and Blogs**

In a traditional classroom, we would discuss course material, ideas, and readings face-to-face. However, since we are working online, we must depend on e-mail, threaded discussions, blogs and other written formats to accomplish these tasks. Responses to the questions posed in **Discussions and Blogs** are classroom discussions, an important part of your learning experience. Therefore, they determine part of your grade (Quizzes and Discussions, 20%). Please take these discussions seriously. In the online environment, your participation in both discussions and Voice Thread is one of the best ways I have of making everyone feel a part of the class and for determining if you understand the material. I do not accept late postings, so please check for due dates on lesson folders.



### **Editing Your Essay: Running the Spell and Grammar Checker**

Before you submit any writing, run the spell/grammar check. While this is not a full "revision," it is a type of revision called line-by-line editing, a necessary step that will help you get a better grade.

In Word, you can set the spell and grammar check to catch more errors. (If you need additional help, type "settings for

spelling and grammar” in the help box.) The following are the directions for **Word 2007**:

- 1) In the 2007 version of Word, click on the circle in the upper left-hand corner of the screen. In the new window that opens, select “Word Options” located at the bottom.
- 2) In Word 2007, click on “Proofing.”
- 3) In the section that reads, “When correcting spelling and grammar in Word,” change “Writing Style” from “Grammar Only” to “Grammar and Style.”
- 4) Next, click on “Settings,” which is right next to “Writing Style.”
- 5) In “Grammar and Style Options” section under the word “Require,” set the boxes to “Always,” “Inside,” and “2.” Click on “Ok.” The window will disappear. Then, click on “Ok.” The second window will disappear.
- 6) Note: in “Proofing” (Word 2007), you can also reset your spell checker if you want to recheck a document on which you have previously run the spell or grammar checker. Click on “Recheck Document.”



You are now ready to spell and grammar check your document. To actually spell check, click on the tab called **“Review”** and then click on **“Spelling and Grammar,”** on the upper left hand side of that screen. Also, read your document carefully to catch any errors grammar and spell check may have missed – e.g. form/from. You may also want to consult your Bedford pocket handbook or helpful grammar sites, like “Grammar Girl” if you have questions about usage.

**Grammar Girl,** <http://grammar.quickanddirtytips.com/>



You can also run spell check in Blackboard Learn. Look for “abc” in the list of options in the submission boxes.



### **The Reasons Students Fail**

Students fail if they do not demonstrate 72% ability to,

- 1) Accurately identify parts of speech,
- 2) Analyze sentences to determine patterns,
- 3) Identify and create complex structures in sentences,
- 4) Identify and use phrases and clauses correctly,
- 5) Understand and employ the conventions of Standard American English, including, but not limited to fragments, comma splices/run-ons, subject/verb agreement, pronoun reference, agreement and shift, verb tense and mood, parallelism, punctuation, and diction.
- 6) Take tests or quizzes in the time allowed by Blackboard Learn Assessments or if they do not do the work assigned. They must check due dates in the Lesson Module folders.

### **Reasons Students Are Dropped**

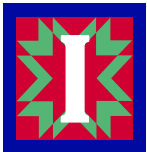
Students may be dropped for the following reasons:

1. After week 3, they have turned in less than 50% of the course work required. Such a low average indicates that they are not participating in course activities, discussions, quizzes, or homework assignments and have decided not to continue with the class. Please note that I am not obligated to drop students if they are failing. I do so as a courtesy. Therefore, it is still the responsibility of students to



check My Grades or Mail for notices about grades and to drop the course if they are not completing work.

2. They are disrespectful to the instructor or other classmates in correspondence, such as discussions or e-mails. This behavior includes rude comments, swearing, or threats. Students who do so will be reported to the Chair of CHESS and the Dean of Instruction.
3. They threaten the mental or physical safety or well-being of any member of the class. Such behaviors include stalking, cyber stalking, or threats of/actual physical violence. Students who demonstrate these behaviors will be reported to the Chair of CHESS and Dean of Instruction.



### **Incompletes**

Students who earn an "I," or incomplete, have neither passed nor failed the course. Students are assigned an "I" ONLY if they have completed all of the coursework, but due to some unforeseen emergency are unable to complete the final examination. I will ask for documentation concerning the emergency. Students who see an "I" on their transcript must complete the missing final examination during the following semester. If they do not, the University automatically converts the "I" to an "F."

### **W or F?**

**Students earn F's.** Students may choose a W or F if they are failing or not submitting work. Students must request to be dropped from the course.

### **Grade Disputes**

The Student Privacy Act, a federal statute called **FERPA**, strictly prohibits the instructor from talking to anyone but the student about his/her grades, progress, or work. In other words, a UNM VC instructor cannot legally speak to a

student's parents, relatives, or friends about a grade dispute. Students must follow a set procedure for initiating a grade dispute.

If students wish to dispute a grade, they must,

1. Discuss grade concerns with their instructor of record Dr. Huntsinger first. Sometimes, the problem is a simple error, which is easy to fix. For example, if a student has a "B" in Blackboard Learn and then receives an "F" for the course, I encourage that student to contact me immediately: ([jamilynn@unm.edu](mailto:jamilynn@unm.edu)).
2. If a resolution cannot be reached, read the section about grade disputes in the University of New Mexico Student Handbook.



### **Student Responsibilities in an Online Class (Netiquette")**

While I do not expect problems when working with adult learners, the following policies ensure a safe and productive classroom environment. The University of New Mexico Student Handbook also supports these policies:

1. Students must treat one another and the instructor with respect. Nasty remarks and name-calling are prohibited.

2. Students should not post non-related comments or questions about matters that are not a part of course curriculum.
3. Students may discuss complaints about the course with their instructor; however, they must do so in the proper environment – private e-mails in Blackboard Learn.
4. Students should not curse at other students or at the teacher. Class time is a professional learning environment, so obscene or offensive language will NOT be tolerated.
5. Sexual harassment will not be tolerated.
6. Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student may be dropped from the course. Threats, cyber stalking, or stalking fall into this category.
7. Threatening the instructor to get a grade changed prohibited. This behavior is harassment and/or verbal assault. Grades can be disputed; students should use the process outlined in the UNM Student Handbook. Students should always start the process by contacting their instructor first.
8. Students violating any of these rules will be given a written warning and may be dropped from the class. They may be required to meet with the Chair of CHES and/or the Dean of Instruction.

### **E-mail Netiquette**

In online courses, it is very important to keep the following in mind when you write e-mails:

- ***Include an informative subject line.*** In **every e-mail you write to me**, the subject line should contain a descriptive phrase that specifies what you want to say or what you are having problems with. For example, **"Question about Policy Syllabus, E-mail Netiquette"** and **"Problems with Nouns**

**Worksheet in Lesson 5, question 4"** are both clear and helpful. However, **"question" and "help" and "RE: Nouns Worksheet"** are not clear. Subject lines like these may slow my response to you because I will not have enough information and will have to ask you to clarify.

- **Include a salutation.** E-mails do not usually include



"Dear," as a letter does, but they do include titles and last names. When you write to me, call **me Dr. Huntsinger or Professor**

**Huntsinger.** Informal words of address, such as **Hey**, are never appropriate. Calling a professional by his or her first name, unless you are invited to do so, is rude. If we run into each other off campus or if you contact me after the class, I do not care if you use my title or my first name. You decide. However, part of grammar is learning when and how to use proper diction and proper registers of language; in a formal setting like a college course, professional titles are usually required.

- **Capitalize only the first word of a complimentary close.** If you close your e-mail with a multi-word phrase such as "Thank you," note that only the first word takes an initial capital letter.
- **Include a closing.** Sign your e-mail with your name. Do not just stop after finishing your message. Again, a proper level of diction and formality is required.
- **Use short paragraphs.** Legibility on the screen is not as good as legibility on paper. Therefore, please use short paragraphs (in general, 3-4 lines maximum) to make the e-mail easy to read. In addition, be sure to skip lines between paragraphs. It is not necessary to skip lines between sentences.
- **Do not use instant-messaging spelling.** If u want 2 b treated like a pro, write like 1☺.
- **DO NOT SEND ALL CAP MESSAGES.** Using all capital letters is a universal signal for the sender screaming at the receiver of the message. In an online class, **ALL**

**CAPS** is considered inappropriate behavior. If you wish to emphasize a point, underline it or put it in bold font.

- ***Adhere to the conventions of Standard English.*** Even though e-mails are informal, they should be correct. Edit and proofread for problems of correctness such as spelling errors and grammar mistakes. Use your spell/grammar check. Note that Blackboard Learn provides a spell check. Put into practice what you are learning. I hope this process or reviewing language becomes fun.



## Computer Policies

### Technical Safeguards

Good computer skills and practices are very important in this course. Please be sure to save and to back up all of your work. First, save all assignments to the appropriate directory on your hard disk and then save copies to computer discs or memory sticks. For even better protection, print out hard copies of your work and put in a file folder in your desk. Losing a file is not an excuse for missing work.

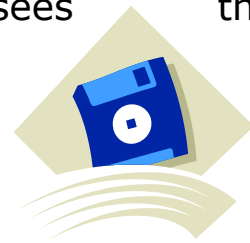
### Getting Computer Help

If you experience computer difficulties, you are responsible for solving your own problems; call **(505) 277-5757** for

help. Computer technicians are standing by to answer any questions you may have concerning specific software, hardware, and other procedural issues related to this course. For more information about hours, etc., review **Support for Student Success** included in this syllabus.

### **Computer Policies in a UNM VC Lab**

If you use the computers on campus, you must follow all policies set forth by the University of New Mexico at Valencia Campus. Check with the person who oversees the lab for a copy of the policies.



## **Assignment Syllabus**

### **Traditional Grammar 240**

Note: The following possible exercises you may have to do in each unit and are not posted by date here. The due dates appear in the Blackboard Learn in folders in Lesson Module found in the Course Menu. There may be changes to this syllabus; some items may be skipped; this is just an approximate list of assignments due. Please check Lesson Modules, Announcements, and E-mails regularly.

## **Unit One: Basic Structure**

### **Weeks 1-6**

- 1A. Get UNM e-mail address
- 1B. Read Chapter One (Parts of Speech)
- 1C. Do Handout (Nouns)
- 1D. Do 1 (Noun and Pronoun Exercises)
- 1E. Do 2 (Pronoun Exercises)
- 1F. Do 4 (Verb Exercises)
- 1G. Do Handout (Conjugate the verbs is and meander)
- 1H. Do Handout (Adjectives)
- 1I. Do Handout (Adverbs)
- 1J. Do 3 (Adjective and Adverb Exercises)
- 1K. Do 5 (Preposition Exercises)
- 1L. Do 6 (Conjunction Exercises)
- 1M. Do 7 & 8 (Parts of Speech Review)
- 1N. Read Chapter Two (Subject/Verb/Complements)



- 1O. Do 9 (Subject/Verb Exercises)
  - 1P. Do 11 (Direct Object and Predicate Noun Exercises)
  - 1Q. Do 12 (Indirect Object and Objective Complement)
  - 1R. Do 13 (Complement Exercises)
  - 1S. Do Diagramming Exercises (Handout)
  - 1T. Do Sentence Pattern Exercises (Handout)
- Examination One (Parts of Speech and Subject/Verb/Complements):  
Approximately Week 6, in Assessments in Blackboard Learn.

## Unit Two: Complex Structure

### Weeks 7-11

- 2A. Read Chapter 5 (Independent Clauses)
- 2B. Do 24, 25, and 26 (Run-on, Comma Splice, and Punctuation Exercises)
- 2C. Read Chapter 6 (Dependent Clauses)
- 2D. Do 34 35 (Fragment Exercises)
- 2E. Do 27 (Clause Exercises)
- 2F. Do 28 (Clause Exercises)
- 2G. Do 29 (Clause Exercises)
- 2H. Do Clause Exercises (Handout)
- 29. Do 31, (Punctuation of Clauses)
- 2J. Do 32 (Kinds of Sentences)
- 2K. Read Chapter 14, 15 (Dangling and Misplaced Modifiers)
- 2L. Do 57, 59 (Dangling and Misplaced Modifier Exercises)
- 2M. Read Chapter 3 (Verbals)
- 2N. Do 15 (Gerund Exercises – Underline Only)
- 2O. Do 17 (Infinitive Exercises – Underline Only)
- 2P. Do 16 (Participle Exercises – Underline Only)
- 2Q. Do 18 (Verbal Exercises)
- 2R. Read Chapter 4 (Phrases)
- 2S. Do 19, 22A, 23 (Phrase Exercises)
- 2T. Do Phrases Handout (Blackboard Learn)
- 2U. Read Chapter 17 (Subordination)
- 2V. Do 64, Sentences 1, 2, 4, 6, 9; Do 65, Sentences 3, 4, 7, 8, 9 (Subordination Exercises)

**Examination Two (Clauses and Phrases): Week 11, Blackboard Learn**

Unit Three: Usage, Mechanics, Diction

### Weeks 12-15

- 3A. Read Chapter 9 (Agreement of Subject and Verb)

- 3B. Do 42, 43 (Subject/Verb Agreement)
- 3C. Read Chapters 10, 11, 12 (Pronouns)
- 3D. Do 46, 49, 52, 53 (Pronoun Exercises)
- 3E. Read pp 4-10 (Verb Review) and Chapter 8 (Tense, Voice, Mood)
- 3F. Do Exercise 36, 37 (Tense and Mood Exercises)
- 3G. Do Exercise 39 (Troublesome Verbs Exercises)
- 3H. Read Chapter 16 (Parallelism)
- 3I. Do 62 (Parallelism)
- 3J. Do Parallelism Handout (Blackboard Learn)
- 3K. Read Chapter 19 (Punctuation)
- 3L. Do 68, 70, 71 (Punctuation Exercises)
- 3M. Do Semicolon Handout (Blackboard Learn)
- 3N. Do Quotation Handout (Blackboard Learn)
- 3O. Read Chapter 20c Apostrophe
- 3P. Do Apostrophe Handout (Blackboard Learn)
- 3Q. Do Wordiness Handout (Blackboard Learn)

**Final Examination: Blackboard Learn, Finals Week –  
See Final Exam Schedule.  
Check Blackboard Learn for closing date.**