



## TLC 399: GRAMMAR & STYLE

CRN 36464—SPRING 2017—Thurs 9-9:50 in 107 ESL

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- drop in Tues and Thurs 10-12, 53 PLC
- or make an appointment through TLC: 541-346-3226, 68 PLC

### COURSE DESCRIPTION AND LEARNING OBJECTIVES:

Designed to help students strengthen and polish their writing, this course covers a wide range of techniques for spotting grammar errors, making writing more interesting, and conveying ideas effectively. Through class discussions, readings, brief lectures, writing exercises, and editing practice, students will be able to:

- employ effective proofreading techniques
- identify and revise many common grammatical errors
- make sentences more clear and engaging
- understand academic writing style conventions
- make thoughtful writing choices according to the audience, purpose, and context

### MATERIALS:

The Duck Store and other booksellers carry our course text: *Sharp Grammar*. New York: Kaplan, 2008.

Handouts and other resources will be provided in class and/or posted to Canvas (go to <https://canvas.uoregon.edu> and log on with your Duck ID and password).

### REQUIREMENTS:

**Attendance**—Your presence and participation are necessary in order to make this course successful for you and your learning community. If you are unable to attend a class, please contact me as soon as possible—and remember that you are responsible for any missed work and information. If you miss more than two class meetings, you will not receive credit for the course.

**Reading**—You will be responsible for reading and studying one *Sharp Grammar* chapter per week. Each chapter is about twenty pages, including lessons, practice exercises, answers, and explanations.

**Online Quizzes**—Every week for six weeks, you will complete a brief quiz on Canvas that assesses your understanding of the topics introduced in the assigned reading. Please note these are due by Monday at midnight. Late quiz submissions will not receive credit.

**Conferences**—During weeks 4 and 7 of the term, meet with me or a Sky Studio writing tutor for about half an hour to discuss your writing for this course (and others, if you like). If you use Sky Studio, ask the tutor to give you a proof of visit sheet (purple) that you can submit to me.

**Editor’s Annotations**—For this assignment, you will don an editor’s hat and provide revision suggestions and rationales for an assigned sample text. See Canvas for specific instructions.

**Writing Samples**—Throughout the course, you will develop, revise, and edit two writing samples. Early in the term, you will submit “baseline” samples: a portion of an academic essay that merits sentence-level revision and a personal essay rough draft. You will edit these on a weekly basis and submit “revised” drafts roughly midway through the term. Near the end of the term, you will submit “polished” writing samples with clear, direct, engaging, error-free sentences.

These progressive drafts will allow you to apply what you learn in class to your own writing. For each draft, you will submit an electronic copy showing “tracked changes” on Canvas as well as a hard copy in class. Late essays will receive a 1-point deduction for every day beyond the deadline. Your polished drafts must be *error free* in order for you to earn course credit.

- **Academic Essay**—Choose an essay you have already written and select 1-2 pages you would like to transform into a portfolio-quality writing sample. The essay you choose should:
  - have an academic tone and purpose
  - interest you or be useful for a future purpose
  - have significant room for improvement on the sentence level
  
- **Personal Essay**—Write a 1-2 page sell-yourself essay (along the lines of a cover letter or a personal statement for graduate study) that addresses one of the following questions:
  - Describe your long-term goals, the routes by which you hope to achieve them, and your reasons for setting these objectives.
  - Describe your background and its influence on your goals and interests. Be sure to note any special skills or experiences that you feel are relevant.
  - Evaluate your own potential for \_\_\_\_\_ (graduate study, a particular profession). What do you regard as your major strengths and weaknesses?
  - Describe your greatest achievement or a challenge you have overcome. How has the experience helped you grow and increased your likelihood of future success?

**GRADING:**

This course is a one-credit, pass/no pass. **In order to pass, you must meet these three criteria:**

- **earn at least 75 of the 100 available points**
- **submit error-free polished writing samples**
- **miss no more than two class meetings**

Requirement	Points	Total
Online Quizzes	6 @ 5 each	30
Conferences	2 @ 5 each	10
Editor’s Annotations	10	10
Baseline and Revised Essays	4 @ 5 each	20
Polished Essays	2 @ 15 each	30
		100

## ADDITIONAL STANDARDS:

### Diversity

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. The University Teaching and Learning Center is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

### Academic Integrity

All students are expected to complete assignments in a manner consistent with academic integrity. Students must produce their own work and properly acknowledge and document all sources (ideas, quotations, paraphrases).

### Accommodations

UO is working to create inclusive learning environments. Please notify me if aspects of the instruction or course design result in barriers to your participation. For disability-related issues, also consider contacting the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## SCHEDULE:

Our in-class time will be spent reviewing and applying previous topics, doing individual and group writing and editing exercises, and previewing concepts from the upcoming chapter.

Week	Weekly Reading and Quiz (due by midnight on Monday)	Assignments (due before class on Thursday)
1		
2	Ch 2: Sentence Parts and Patterns Quiz on Canvas	Academic Essay—Baseline
3	Ch 8: Sentence Fragments and Run-Ons Quiz on Canvas	Personal Essay—Baseline
4	Ch 15: Punctuation Quiz on Canvas	Conference #1
5	Ch 3: Verb Forms and Tenses Quiz on Canvas	Academic Essay—Revised
6	Ch 9: Parallelism and Active vs. Passive Voice Quiz on Canvas	Personal Essay—Revised
7	Ch 14: Commonly Confused Words Quiz on Canvas	Conference #2
8	Ch 10: Effective Word Choice	Editor's Annotations
9	Ch 12: Being Concise	Academic Essay—Polished
10	Ch 13: Clear and Engaging Sentences	Personal Essay—Polished