

COURSE TITLE: English 4 – Advanced Grammar
INSTRUCTOR: Dr. Carrie Pfeifer Office: Room 213
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TEXTBOOKS: *Grammar and Composition* (Houghton Mifflin, 1986)

COURSE PURPOSE

The purpose of this course is to aid students to better appreciate God's gift of language through a review of fundamental grammar and punctuation, vocabulary study, and examination of and practice in writing a variety of essay genres.

COURSE DESCRIPTION

A. Course Outcomes

1. Identify and explain the use of the parts of speech in written samples.
2. Identify and incorporate in writing the basic elements of sentence structure.
3. Identify and incorporate in writing a variety of phrases and clauses.
4. Understand the standard usage guidelines and adhere to those guidelines in writing.
5. Understand and incorporate in writing correct punctuation and capitalization.
6. Identify the structure in the following genres: personal narrative, descriptive, character sketch, expository, and persuasive and incorporate those structures in writing performances.

B. Course Performances

1. Write a personal narrative
2. Write a research based essay on a person or place using MLA format
3. Write an expository essay on a social issue using research cited in MLA format
4. Write a persuasive essay using research cited in MLA format and incorporating action research data gathered by the writer (tentative)

C. Unit Analysis

1. Parts of Speech:
 - Identify the eight parts of speech and explain their functions.
 - Incorporate specified parts of speech in writing
2. Sentence Structure:
 - Define the four basic types of sentences and create examples.
 - Identify and explain compound, simple, and complete subjects and predicates and create sentences utilizing examples of each
 - Identify and explain direct objects, object complements, and subject complements. Create sentences utilizing examples of each
 - Identify and incorporate complements in writing
3. Phrases and Clauses:
 - Identify and explain prepositional, appositive, and verbal phrases and create examples of each

- Identify and explain adjective, adverb, and noun clauses and create sentences using examples of each
 - Classify sentences according to structure
 - Identify and correct errors that result in fragmentary or run-on sentences
 - Diagram sentences containing phrases and clauses
 - Use phrases and clauses correctly in writing
4. Usage:
- Identify and explain the correct use of verb conjugations
 - Explain subject/verb agreement and create sentences illustrating this agreement
 - Explain the clear and consistent use of pronouns and create sentences illustrating such use
 - Explain the clear and consistent use of modifiers and create sentences illustrating such use
 - Identify various common usage errors and do not write sentences illustrating such use
 - Use elements of usage correctly in writing
5. Mechanics:
- Explain when to use capitalization
 - Identify all basic marks of punctuation and explain their uses
 - Use all elements of mechanics correctly in writing
6. Vocabulary:
- Complete assigned vocabulary activities
 - Utilize the vocabulary words correctly in writing
 - Demonstrate understanding of vocabulary words on assessments

INSTRUCTIONAL STRATEGIES

A variety of instructional strategies will be utilized, based on the Multiple Intelligence Theory of Howard Gardner. The students will be asked to respond in a combination of the following ways:

- large and small group activities
- projects
- readings and responses
- written works of varied styles and lengths
- quizzes
- tests
- presentations and demonstrations

A. Grade Description

1. Daily work: 15%
2. Quizzes and drafts: 15%
3. Tests and projects: 30%
4. Final copy of expository and persuasive: 40%

Students are urged to work faithfully on the tasks provided within each unit. The instructor will **not** provide extra credit opportunities. Daily work will be graded-either

for completion or accuracy. Resubmissions may be allowed at the discretion of the instructor.

B. Grading Scale

100-99 = A+	89-90 = B+	82-83 = C+	75-76 = D+	0-69 = F
94-98 = A	86-88 = B	79-81 = C	72-74 = D	
91-93 = A-	84-85 = B-	77-78 = C-	70-71 = D-	

6. STUDENT RESPONSIBILITIES

- **Behave** in a manner that is God-pleasing and maintains an environment in which everyone can accomplish the lesson goals
- **Sit** in your assigned seat each class
- **Have** all your materials and assignments in the classroom by the time class starts
- **Assume** responsibility, prior to the beginning of class set, for getting missed work due to absence
- **Check** your grades online on a regular basis
Retain all corrected papers for each *six week* marking period to ensure the accuracy of your recorded grade. No changes will be made to the grade book after a six week grading period has concluded. No changes will be made to your grade unless you can provide the instructor with the original paper.
- **Seek** additional assistance as needed

Late Work

1. Late work is defined as any work not shown to be 100% complete by the beginning of class
2. Late work may be accepted but will receive a grade penalty
3. In the case of an EXCUSED absence, to turn in the completed work, the student will be granted one school day per each day excused. After that time period, the late work policy applies

Required Supplies

- 1/2 inch 3-ring binder or binder space with supply of paper. You will receive a LARGE amount of copied 3-hole punched handouts
- Notecards-at least 50
- Flash drive-this is a WRITING BASED class, this tool is vital for home/school work
- Highlighters-at least two colors