

## **English 3375: Modern Grammar and Professional Editing**

Semester: Fall 2024

Instructor: Dr. Tara Propper

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Office: 236

Office Hours: My office hours will be conducted via Zoom or in-person on Tuesdays and Thursdays (9:00-10:30AM). I am also available to meet via appointment.

### **Catalog Description:**

This course covers how to navigate and, when appropriate, manipulate grammar concepts in academic and professional writing. Students will become theorists and practitioners of modern grammar, as they investigate the relationship between more abstract grammar concepts and their real-world deployments in media.

### **Course Objectives:**

This course encourages students to apply grammar concepts to academic, public, and professional texts and professional-editing standards. Throughout the semester, students will study grammar concepts in concert with different professional-editing strategies, as we chart the grammar theory underlying foundational concepts in editing.

Additionally, students will consider how and why “context” matters in editing and stage their own editorial interventions based on the different writing forums within which they will be expected to write, including digital, professional, and academic spaces. Guiding questions informing class conversations, course readings, and assignments include: What “rules” or concepts constitute “modern” grammar? How might we familiarize ourselves with and deploy grammar concepts to academic and professional writing? To what extent have these concepts changed over time, and how can we manipulate these precepts in editing? Topics leading this investigation include the following: Modern grammar theory and concepts; the role of style and context in editorial decision making, editorial deployments in print and digital spaces, and “modernizing” grammar through editorial interventions and manipulations of traditional grammar concepts.

### **Learning Outcomes:**

Upon successful completion of this course, students will:

- Identify, analyze, and apply grammar concepts and terminology in written and professional settings

- Examine the relationship between theory and practice by undertaking a digitally-native editorial project that incorporates modern grammar concepts.
- Recognize the role of style and context in navigating and deploying grammar concepts across a variety of professional, academic, and journalistic genres.
- Craft, polish, and revise one's own prose, as well as peer writing through peer review and writing workshops.

**Graduate Students:** If you are taking the graduate equivalent to this course (ENGL 5380), you will have an adjusted assignment sequence to account for graduate research. This includes longer-form writing assignments and a lengthier Discussion Leader presentation. While the reading schedule will not change, I can assign further reading that coincides with your larger research interests. It is your responsibility to coordinate with the instructor to clarify the adjusted assignment sequence.

**Texts:**

*Writing Tools: 50 Essential Strategies for Every Writer*, Roy Peter Clark

\*Please check "modules" for all supplemental readings.

**Grade Computation:**

Grading for writing projects will be based on content, organization, document design, and mechanics.

Learning Unit #1 (10%)--Summary of Grammar Concept

Learning Unit #2 (20%)--Discussion Leader for Points of Grammar

Learning Unit #3 (25%)--Editorial Analysis of Local Periodical

Learning Unit #4 (25%)--Collaborative Editing Project

Participation (20%)

**Grading:**

To compute the final course grade, the following point totals are assigned to the standard letter grades of A through F:

A = 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = 59 points and below

\*\*\*Failure to turn in a final draft of any paper will result in an F for the class without exception.

### **Paper Format**

All assignments will be left justified and double spaced.

All assignments will be in Times New Roman, 12 pt. font, 1" margins all around.

All assignments should have a centered title and page numbers in the upper left corner.

In the upper left corner of all assignments, place this heading:

[Your name]

English 3375

Dr. Propper

[Assignment name]

[Date]

### **Contacting Me:**

Email is the easiest way to contact me. However, etiquette and courtesy in correspondence is important; that is, be rhetorical and think about your audience. Because email is quick and easy, people often do not take the time to formulate emails that will effectively communicate what is desired. When emailing me, please include a subject/title for your email, an opening address (Dear Dr. Propper...), and a closing signature.

I will check my email regularly Mondays-Fridays from 9am-5pm. You can expect a response from me 48 hours after I have read your message (not 48 hours after you sent your message). For example, if you email me at 7pm on Friday, you should expect me to read your message on Monday morning. Consequently, you should expect a response 48 hours after I have read it (i.e., by Wednesday morning).

Lastly, I expect everyone to check their email at the same frequency. Put simply, you need to check your email regularly Mondays-Fridays from 9am-5pm. If you anticipate inconsistent email access being an issue, please speak with me.

### **Workshopping Student Work:**

Throughout this course, we will review student writing to clarify assignment criteria, analyze writing concepts, and examine revision strategies. Students whose papers are selected for in-class discussion will be contacted by the instructor ahead of time. All student writing will be made anonymous. All students should be prepared to share their work during in-class writing and peer review workshops.

In short, all of the materials you will compose in this class are subject to be workshopped and reviewed by the instructor and your peers. This means that the writing you produce and submit for review should abide by traditional academic standards and conventions. In other words, given that this is an academic setting, make sure the topics you choose to write about and how you discuss these topics maintain basic rules of speech and decorum. In other words, avoid expletives and cruel, offensive, or insensitive material. I will rely on your judgment and discretion in determining what constitutes cruel and insensitive material. If you would like to opt out of sharing your writing for anonymous workshops, please email me within the first two weeks of classes. This will ensure I am aware of which student samples are available to workshop.

### **Artificial Intelligence Policy:**

Since this class focuses on grammar concepts and the application of these grammar concepts to specific writing concerns and questions, students are not invited to use artificial intelligence tools for writing assignments (including both long and short-form writing assignments). That is, this course emphasizes how to write and edit academic, public, and professional texts, which requires that all written assignments be authored solely by the student themselves. Writing assignments authored by artificial intelligence will be considered plagiarized.

However, given the proliferation of AI tools and their application to the editing process, we will explore how to use AI as a peer review partner. Therefore, this course will emphasize the ways in which we can use AI tools to ethically aid in editing practices, while also understanding such technology's strengths and weaknesses with respect to the writing process.

For more information, please review the plagiarism policy listed below on the syllabus.

#### University Position on AI Initiatives:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, AI is not permitted in this course at all. I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or

any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

During some research and peer review assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

### **Draft Submission:**

All drafts will be submitted via Canvas. Emailed assignments will not be accepted.

### **Late Policy:**

Late papers will be penalized 5-points for each day late. Papers submitted one week from the original due date will receive 0 points.

There may be situations which warrant consideration for exceptions to the late draft policy. For consideration of an exception, you should establish your credibility as a student by attending class, being engaged in class, and submitting work on time. Then, should a situation occur that hinders you from turning an assignment in on time, you will have a leg to stand on. Chronic lateness and/or minimal engagement in the class precludes exceptions to the late/superficial draft submission policy.

### **Attendance Policy**

Students are expected to attend all class sessions. Because this class incorporates frequent small- and large-group activities, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only two weeks' worth of absences will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw by the census date. See "Standard UT Tyler Syllabus Policies" below for information on the census date.

Special consideration for absences due to religious observance or university sponsored events and activities are described below under "Standard UT Tyler Syllabus Policies."

### **Syllabus Changes:**

The information contained in the course syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.

### **Scholastic Dishonesty:**

This class has a Zero Tolerance Policy for scholastic dishonesty. Acts of scholastic dishonesty can result in a failing grade and potential failure of the entire course. Students engaged in deliberate plagiarism will be reported to the Office of Student Conduct and Intervention. Scholastic dishonesty is defined below in “Required UT Tyler Policies & Information” in “Student Standards of Academic Conduct.”

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php> (Links to an external site.)Links to an external site.

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php> (Links to an external site.)Links to an external site.

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free) (Links to an external site.)Links to an external site.

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester

in which the course will be repeated (see the official UT Tyler Academic Calendar for Census Date). Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (see UT Tyler Academic Calendar) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services:**

Disability/Accessibility Services The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student Application. For more

information, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

copying from another student's test paper;

using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test;

possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;



using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

collaborating with or seeking aid from another student during a test or other assignment without authority;

discussing the contents of an examination with another student who will take the examination;

divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

falsifying research data, laboratory reports, and/or other academic work offered for credit;

taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)

UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)

The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

UT Tyler Counseling Center (903.566.7254)

## Course Schedule

|   | Readings  | Assignments |
|---|---|-------------|
| <b>Week 1</b><br>Tuesday                      | Course syllabus and assignments                                     |             |
| Thursday<br><b>Phase 1 - Grammar Concepts</b> | <i>Writing Tools</i> , pg. 11-30                                    |             |
| <b>Week 2</b><br>Tuesday                      | <i>Mechanically Inclined</i> , Section I, pg. 61-79 (on “modules”)  |             |
| Thursday                                      | ***Editorial Application Workshop                                   |             |
| <b>Week 3</b><br>Tuesday                      | <i>Writing Tools</i> , pg. 36-56                                    |             |
| Thursday                                      | <i>Mechanically Inclined</i> , Section 2, pg. 83-101 (on “modules”) |             |
| <b>Week 4</b>                                 | <i>Writing Tools</i> , pg. 88-97                                    |             |

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| Tuesday  |  |  |
| Thursday   | <i>Mechanically Inclined</i> , Section 4, pg. 117-120 (on “modules”) | ***Rough Draft of Learning Unit #1   |
| <b>Week 5</b><br>Tuesday   |  | LU#1 due<br><br>Discussion Leaders - 1 Subject-verb agreement, pg. 339 in <i>the Copyeditor's Handbook</i> |
| Thursday<br><br><b>Phase 2 - Style Concepts &amp; Editorial Analysis</b> | <i>Writing Tools</i> , pg. 119-142                                   |  |
| <b>Week 6</b><br>Tuesday   | <i>Writing Tools</i> , pg. 169-188                                   | Discussion Leaders - 2<br><br>Parallel Forms, pg. 368 in <i>the Copyeditor's Handbook</i>                  |
| Thursday   | <i>Rhetorical Grammar</i> , Ch. 8 (on “modules”)                     | Discussion Leaders - 3 Split Infinitives, pg. 351 in <i>the Copyeditor's Handbook</i>                      |
| <b>Week 7</b>  | <i>Rhetorical Grammar</i> , Ch. 9 (on                                | Discussion Leaders - 4 Modifiers, pg.  |

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|--|---|---|
| Tuesday  | “modules”)  | 359 in <i>the Copyeditor's Handbook</i>   |
| Thursday   | <i>Rhetorical Grammar</i> , Ch. 11 (on “modules”)   | Discussion Leaders - 5<br><br>Case of Nouns and Pronouns, pg. 364 in <i>the Copyeditor's Handbook</i> |
| <b>Week 8</b><br>Tuesday   |   | Discussion Leaders - 6<br><br>Adjectives and Adverbs, pg. 35 in <i>the Elements of Grammar</i>        |
| Thursday   | ***Editorial Application workshop   | Discussion Leaders - 7<br><br>Prepositions, pg. 41 in <i>the Elements of Grammar</i>                  |
| <b>Week 9</b><br>Tuesday   | Editorial Strategies (Cohesion)   |   |
| Thursday   | Editorial Strategies (Continued)  |   |
| <b>Week 10</b><br>Tuesday<br><b>Phase 3 - Editorial Intervention</b> | Final Review of LU3<br><br><b>How Does Political Wikipedia Stay Apolitical?</b><br><b>The Most-Edited Wikipedia Pages in the Last Fifteen Years</b><br><b>Who the Hell Writes Wikipedia, Anyway? (on Modules)</b> |   |

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|---------------------------|---|--|
|                           | Meet in LU4 Groups to discuss LU4 presentation        |  |
| Thursday                  | Wikipedia Exercise                                    | LU3 due                                      |
| <b>Week 11</b><br>Tuesday | Individual Group Zoom Conferences                     |  |
| Thursday                  | Group progress report and Framing Questions worksheet |  |
| <b>Week 12</b><br>Tuesday | Individual Group Conferences                          |  |
| Thursday                  |   | Group 1 presentation                         |
| <b>Week 13</b><br>Tuesday |   | Group 2 presentation<br>Group 3 presentation |
| Thursday                  |   | Group 4 presentation<br>Group 5 presentation |
| <b>Week 14</b><br>Tuesday | Thanksgiving Holiday – Class Cancelled                |  |
| Thursday                  | Thanksgiving Holiday – Class Cancelled                |  |
| <b>Week 15</b><br>Tuesday |   | Group 6 presentation                         |
| Thursday                  |   | Learning Unit #4 paper due                   |

