
Grammar Review 2012-2013

Developed by Mrs. Melinda Meuser and Ms. Stephanie Rathbun | Taught by Ms. Stephanie Rathbun

Content

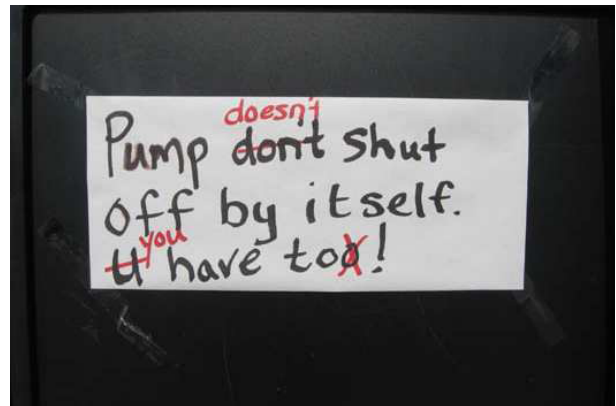
Grammar is often perceived as an annoying technicality best ignored as long as possible, yet in the interest of pursuing excellence in all things to the glory of God (1 Cor. 10:31), this course aims to polish and refine students' grammar skills so that they are better prepared to write well in all other areas of life. Enhanced performance in other high school and college classes is the most evident and immediate benefit of taking Grammar Review, but the comprehensive study provided by the class can also equip students to perform well in writing resumes, grant proposals, business emails, college applications, essay tests, magazine and news articles, and original fiction. Copyediting and English instruction, of course, are careers that may also benefit greatly from the solid foundation provided by Grammar Review, but the confident application of grammar rules is an asset that will serve students well in many everyday, real-world situations for the rest of their lives.

Using *The MLA Handbook*, *The Gregg Reference Manual Workbook*, and additional material provided by the teacher, students will complete 2-4 grammar and diagramming worksheets per week to demonstrate application of learned grammar and punctuation skills. Students can expect to spend, on average, two hours a week on homework for this course. During class Ms. Rathbun will provide students with extensive instruction on a variety of grammar, punctuation, diagramming, mechanics, and usage topics.

Presentation

Grammar Review, a one-semester course (16 weeks), is presented as a "live" internet

conferencing class, meeting once a week online for 1.5 hours. We use the latest version of Gatherworks' software. Parents or students grade weekly grammar and diagramming work with objective keys supplied by the instructor, uploading scores for her to enter in an online grade book. Additionally, students look for



Changing the world several errors at a time.

punctuation and grammar errors in the real world as quarterly assignments, and they will complete two comprehensive exams: a midterm and a final. Both exams will cover grammar, punctuation, and diagramming concepts from class and weekly homework.

To excel in this class, students must apply themselves to learning from the class period and from their weekly reading assignments, and they must also be proactive in looking up concepts in class handouts and in *The MLA Handbook*. They must also produce all work on time. If questions arise, students or parents may contact Ms. Rathbun by email; she is eager to help and quick to respond. Phone appointments may also be arranged, and Ms. Rathbun may from time to time request a phone conference with a parent to discuss a student's progress.

Attendance

Ms. Rathbun expects students to attend each class period in order to get the most out of the course and keep up with the material. If a family knows their student must be absent for a particular class period due to debate tournaments, sporting events, family commitments, ministry opportunities, or various other reasons, the family should contact Ms. Rathbun early to obtain assignments to enable the student to complete and submit all work *before* the planned absence. Although Ms. Rathbun intends to record each class session as technology allows, these recordings will not replace regular live class sessions, during which students are expected to participate fully in all in-class discussions and exercises. As TPS policy states, "If for any reason a student plans to miss or ends up missing more than three live class sessions in a semester, the family must obtain concurrence from the teacher and director for the student to continue in the course. We will consider more general exceptions with prior approval, particularly for overseas students with limited Internet connections." Families should consider their schedules before enrolling their students in this course.

Placement

All students enrolled in Grammar Review, except those Ms. Rathbun chooses to approve based on her personal knowledge of

the registrant's grammar ability, must pass a placement exam by demonstrating proficiency in basic grammatical concepts, such as parts of speech, proper sentence structure, and proficiency in argumentative writing and paragraph structure. The placement exam will give Ms. Rathbun a clear view of each student's strengths and weaknesses, which she will communicate to the student's parents.

Goals and Objectives

Through this course Ms. Rathbun intends students to:

→ demonstrate competency in English grammar, including but not limited to identifying the following elements:

- ◆ parts of speech
- ◆ phrases
- ◆ clauses
- ◆ run-on sentences, sentence fragments, and comma splices
- ◆ sentence types by both function and structure

→ become proficient in mechanics and punctuation rules

→ express themselves in writing by applying proper grammar and punctuation

→ learn to avoid common usage errors in writing

→ exhibit skill in diagramming all parts of speech and sentence types

→ learn to use *The MLA Handbook* as a style and resource manual



Expectations

Ms. Rathbun expects each *parent* to proactively help his or her student to learn in this course by

- enabling the student to attend class each week by providing him or her with a reliable computer, Internet connection, and location free from noise and distraction
- helping the student pace himself or herself throughout the week as to enable him or her to complete his or her homework thoroughly and turn it in on time
- grading the student's grammar and diagramming homework using the provided objective keys. (Each parent will grade 2-4 worksheets on a weekly basis with supplied, objective answer keys and should allow himself or herself ample time to do so. A parent may choose to allow the student to supervision.)
- assisting students in using *The MLA Handbook* to help his or her student complete the weekly homework
- providing assistance in the homework as the parent's knowledge enables him or her and contacting Ms. Rathbun with questions on the material.

Ms. Rathbun expects each *student* to do his or her best to learn in this course by

- attending class each week, arriving on time, paying attention, and staying for the duration of class
- pacing himself or herself throughout the week to enable him or her to complete his or her homework thoroughly and turn it in on time
- completing weekly homework early enough to allow his or her parent ample time to grade the worksheets before turning in the scores
- learning to use *The MLA Handbook* to help him or her complete the weekly homework
- asking parents for assistance on homework when needed and contacting Ms. Rathbun with questions on the material.

Materials

This course will use the following *required* materials:

- ◆ *MLA Handbook for Writers of Research Papers, 7th Edition* (ISBN # 9781603290241)
- ◆ *Basic Worksheets on Style, Grammar, and Usage* to accompany *The Gregg Reference Manual* by William A. Sabin (ISBN #0072936541)

Parents may purchase used items, but they *must* buy the correct editions, and they must make sure the worksheets have no previous marks. If a family does not already own a good dictionary, they should consider purchasing one. The *Merriam-Webster Collegiate Dictionary*, Eleventh Edition, is a good choice and is the companion dictionary to *The Gregg Reference Manual*.

Course Outline

Subject to revision.

| Week | Grammar | Punctuation | Diagramming |
|------|--|---|---|
| 1 | Subjects and predicates Parts of speech | Periods Question marks Exclamation points | Subject and verbs Direct objects Adjectives/adverbs |
| 2 | Complements Numbers | Commas | Complements |
| 3 | Nominative and objective case Abbreviations Spelling | Commas | Indirect objects Prepositional phrases Compounds |
| 4 | Verbals Commonly misused words | Commas | Gerunds |
| 5 | Capitalization | Commas | Participles |
| 6 | Sentence types by function Sentence types by structure | Commas | Infinitives |
| 7 | Appositives | Commas | Appositives |
| 8 | Clauses: noun, adjective, adverb Compounds words | Semicolons | Adjective clauses |

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|----|--|---|---|
| 9 | Midterm exam | Midterm exam | Midterm exam |
| 10 | Sentence fragments Comma splices Run-on sentences | Colons | Adverb clauses |
| 11 | Subject/verb agreement | Apostrophes | Noun clauses |
| 12 | Pronoun/antecedent agreement Compound words | Dashes Hyphens | Simple sentences Compound sentences |
| 13 | Pronoun case Clear pronoun references Usage | Quotations vs. Italics Italics type | Complex sentences Compound/complex sentences |
| 14 | Unnecessary verb and pronoun shifts Parallel structure | Quotation marks Ellipses | Review |
| 15 | Adjective vs. adverb usage Misplaced and dangling modifiers | Parentheses Brackets Asterisks Diagonals | Review |
| 16 | Final exam | Final exam | Final exam |

