

**The Art of the Sentence: Style through Grammar**  
Winter 2021 Course Syllabus  
CRN 26413/26414, MW 1415-1545, Remote

Instructor: Dr. Carolyn Bergquist  
Office phone: 541-346-2695 (messages only)  
Email: [cjb@uoregon.edu](mailto:cjb@uoregon.edu) (best way to reach me)  
Office Hours: T 1000-1300 at <https://uoregon.zoom.us/my/bergquistc>  
I'm also happily available by appointment

**Course Syllabus**

This is a REMOTE course: that means that, unlike WEB courses, we will meet during scheduled class meeting times. I'll make the most of these live sessions to build community and interaction, while providing make-ups for students who need them.

**Course Description:**

We are going to look very closely at sentences to see how they work, how the individual parts of speech draw together into syntax, and what effect (artistic and otherwise) these patterns of syntax create. The course will mix technical study of sentence structure and reflection upon their artful potential so that each of us is able to see and describe how sentences achieve their effects. The course uses two textbooks: Cindy Vitto's *Grammar by Diagram* is an introduction to (or review of) English grammar; Virginia Tufte's *Artful Sentences: Style as Syntax* is a collection of and reflection upon artfulness in sentences that serves as a starting point for each of our own descriptive and analytic work. In individual projects and in our pooled observations, we will each develop a critical language based in grammar for describing prose style. We will be looking at our own sentences and writing styles in order to gain more artistic and technical facility. Throughout, we will reflect on the process of learning and engaging with sentences at this level of detail. We may also, perhaps, enjoy the possibilities of English and have some fun with words.

**Course Goals:**

- Develop a working knowledge of sentence structure and terminology.
- Develop a method of inquiry for identifying sentence features that are initially unclear.
- Apply that working knowledge of sentence structure and terminology to analysis of the rhetorical and artful effects of sentences in texts that matter to you.
- Recognize potential interplay between what sentences say and how they say them.
- Be able to describe how and in what instances the structure of sentences contributes to the overall effect of prose.

Students in *Art of the Sentence* will work on these English Department Learning Outcomes:

- Perform critical, formal analyses of literary, cinematic, and other cultural texts
- Write focused, analytical essays in clear, grammatical prose
- Employ logic, creativity, and interpretive skills to produce original, persuasive arguments

**Required Texts:**

*Artful Sentences: Syntax as Style*, Virginia Tufte (AS) Available through UODuckStore and other booksellers  
*Grammar by Diagram*, 2<sup>nd</sup> edition, Cindy L. Vitto (GD) Available through UODuckStore and other booksellers  
Additional readings will be provided on Canvas

## Class Participation

Creative analysis almost always starts from a wondering and having a willingness to explore unknown territory. To this analysis, each of you brings unique sensibilities, experiences, and powers of observation that will help all of us understand how sentence structure and style work on us. Your active, thoughtful, regular participation in our work on grammar and style will therefore be crucial to the success of this course. You each have reasons for being in this class. Your working knowledge of grammar, your sense of what makes a good sentence, and your interest in the style and art of words are important and valuable to our work in this class. Listening is therefore as important as speaking, drawing out your colleagues and inviting their contributions as valuable as those you might make yourselves. To accomplish our course goals, all students must feel their contributions valued and must be treated with respect. If this is ever not the case, please see me right away. The Bias Response Team and the Office of Affirmative Action and Equal Opportunity can provide additional assistance. Please keep in mind that behavior that disrupts the learning environment of this classroom may result in your course grade being lowered.

## Grading and Assignments

As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you and encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

Instructions for and details about these assignments will be distributed on Canvas.

In-Class Writing: 10%

Academic Writing Analysis: 45%

- 20% Short Writing Assignments (SWA)
- 25% Sentence Variation Project

Style Project: 45%

- 10% Discussion Board Posts
- 10% Project Proposal and Presentation
- 25% Style Project

### **Required but ungraded:**

**Academic Paper Sample:** Each member of the class will submit a three-page to four-page excerpt of an academic paper that you have written for another course for use in the Academic Writing Analysis sequence. The more typical of your usual writing the better.

**Beloved (or Not) Passage:** Submit a paragraph from a prose work in English (novel, website, technical manual, scientific paper, newspaper, magazine, short story, or any other source chosen) that you find noteworthy, lovely, irritating, beautiful, or in some other way engaging. Include the full bibliographic citation, with page numbers, so others can follow up and investigate further. Introduce the passage with a few sentences by saying why you chose it.

## Course Policies

### **Office Hours and Questions**

I will host “live” office hours through Zoom at <https://uoregon.zoom.us/my/bergquistc> each week on Tuesdays from 10:00 – 1:00 and also have a running discussion forum on our Canvas called “Class Questions and Answers” for the entire group to ask and answer. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just send me an email with times and days that work for your schedule. If you experience Internet access challenges, my office phone is a good way to leave a message

Please also be in touch to tell me how you are doing - Are you having a tough week? Having troubling with some aspect of the course? I can strategize with you about course material or assignments and your writing process. You are my student in a term where teaching and learning work very differently than we might prefer. I will do everything I can to help you succeed. If you contact me with a question, I will try to respond within one business day. I typically provide feedback on assignments within ten days.

### **Technical Requirements**

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#).

**Attendance:** You may miss two class sessions without consequences and make up any in-class work for them. Additional absences may affect your course grade. Please be in touch if you have obstacles to regular participation in assignments and readings.

**Academic Honesty:** The University Student Conduct Code ([dos.uoregon.edu/conduct](https://dos.uoregon.edu/conduct)) defines academic misconduct, which includes unauthorized help on assignments and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. Students may not commit or attempt to commit any act that constitutes academic misconduct. Students should acknowledge and document all sources of information. If there is any question about whether an act constitutes academic misconduct, see me.

**Accommodation:** The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155.

**Incompletes:** The grade of Incomplete is awarded when the quality of course work is satisfactory and some minor yet essential requirement has not been completed for reasons beyond the student's control. So much is out of our control these days. Please stay in touch about how you are doing and if there are aspects of the course that become difficult to complete or access.

**Notification of changes to class schedule:** We are all living through a pandemic this term, and the effects of it on our lives and learning may continue to evolve. I will communicate with you through Canvas about any updates or improvements I make to the course. Be sure you are checking your university email account regularly.

**Late Assignments:** If you are having trouble meeting an assignment due date, please be in touch. My goal for this term is that you learn as much as possible that you will be able to use in future encounters with words.

**Students who experience gender-based violence:** UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, and gender-based stalking. If you have experienced gender-based violence, know that you are not alone. UO has staff trained to support survivors in navigating campus life, accessing health and counseling services, getting academic and housing accommodations, getting legal protective orders, and accessing other help. If you tell me about harassment or assault, I am not required to report this information to anyone unless you request that I do so. I am required to consult with a confidential UO employee (someone with legal confidentiality,

such as a counseling professional or a crisis center advocate) to ensure that you are supported. If you decide to make a report, I and other UO employees will help you to do so. My goal is to make sure you are aware of the range of options available and that you have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options or visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

### Tentative Course Schedule

This schedule is subject to adjustment. Any updates will be posted to Canvas.

Week 1	<p><u>Framework for thinking about grammar and style together</u>            Virginia Tufte, “Relation of Grammar to Style”            Richard Lanham, from “The Substance/Style Matrix”            Cindy Vitto, “Introduction” in <i>Grammar by Diagram</i>            Course Survey due: Wednesday, April 1            All-Class Discussion Board Post due: Friday, April 3            Academic Writing Sample and Beloved (or Not) Passage due: Friday, April 3</p>
Week 2	<p>(GD Chapter 1: The Eight Parts of Speech: for reference only)            GD Chapter 2: <i>Be</i> and Linking Verb            GD Chapter 3: Transitive and Intransitive Verbs            Academic Writing Analysis, Verbs due: Sunday, April 12            Secondary All-Class Discussion Board Post due: Sunday April 12</p>
Week 3	<p>AS Chapter 1: Short Sentences            Group Discussion Board Post due: Wednesday, April 15            Secondary Group Discussion Board Post due: Friday, April 17            Academic Writing Analysis, Sentence length due: Sunday, April 19</p>
Week 4	<p>AS Chapter 8: Sentence Openers and Inversions            AS Chapter 9: Free Modifiers: Branching Sentences            AS Chapter 5: Prepositions            Group Discussion Board Post due: Wednesday, April 22            Secondary Group Discussion Board Post due: Friday, April 24            Academic Writing Analysis, Openers and Branching due: Sunday, April 26</p>
Week 5	<p>AS Chapter 4: Adjectives and Adverbs            GD Chapter 5: Compound Structures            AS Chapter 6: Conjunction and Coordination            Group Discussion Board Post due: Wednesday, April 29            Secondary Group discussion Board Post due: Friday, May 1            Academic Writing Analysis, Compounding due: Sunday, May 3</p>
Week 6	<p>GD Chapter 6: Complex Sentences with Noun Clauses            GD Chapter 7: Complex Sentences with Adverb and Relative Clauses            Academic Writing Analysis, Dependent Clauses due: Sunday, May 10            Style Project Proposal due: Sunday, May 10</p>
Week 7	<p>AS Chapter 7: Dependent Clauses            Group Discussion Board Post due: Wednesday, May 13            Secondary Group Discussion Board Post due: Friday, May 15</p>
Week 8	<p>GD Chapter 10: Verbals: Infinitives, Gerunds, and Participles            AS Chapter 2: Noun Phrases            AS Chapter 3: Verb Phrases            Group Discussion Board Post due : Wednesday, May 20            Secondary Group Discussion Board Post due: Friday, May 22            Academic Writing Analysis, Verbals due: Sunday, May 24</p>
Week 9	<p>AS Chapter 12: Parallelism            AS Chapter 10: The Appositive            AS Chapter 11: Interrogative, Imperative, Exclamatory            Group Discussion Board Post due: Wednesday, May 27            Secondary Group Discussion Board Post due: Friday, May 29</p>
Week 10	<p>AS Chapter 13: Cohesion            AS Chapter 14: Syntactic Symbolism            Group Discussion Board Post due: Wednesday, June 3            Secondary Group Discussion Board Post due: Friday, June 5</p>

Finals	Academic Writing Analysis Sentence Variations due: Monday, June 8 Style Project due: Wednesday, Jun 10
--------	---