Course description
Descriptive study of the structures of the English language, focusing on phonological, morphological, and syntactic structures as well as an examination of contemporary usage issues.

Department objectives
1. Develop students’ practical skills in reading, writing, and reasoning, and research skills in traditional print as well as electronic sources.
2. Enable students to think critically and analytically, and to communicate effectively in a variety of contexts.
3. Promote students’ understanding of literary and cultural history.
4. Empower students to understand and write about texts, as well as produce original texts.
5. Train students to apply the skills they have learned in the discipline to a variety of situations.

Course objectives
1. Encourage students to think about the nature of English studies as a discipline, leading to a variety of professional opportunities, and about the field’s various critical and pedagogical strategies.
2. Instill an awareness of English studies as a diverse and dynamic field which includes writing, linguistics, literature in translation, and culturally diverse texts in World, British, and American literature.

Program Learning Outcomes
1. The student will demonstrate the ability to think critically and perform close readings of linguistic-related texts.
2. The student will demonstrate the ability to comprehend and apply both traditional and contemporary methods in linguistics to language.
3. The student will demonstrate the ability to integrate theories and methodologies of the linguistics course with that of other disciplines taught at the university.
4. The student will demonstrate the ability to perform original research and/or data analysis relevant to linguistic study.
5. The student will demonstrate the ability to effectively communicate results of research and/or data analysis in a medium appropriate for the academic level.

Course Policies and Requirements
The two overarching principles for the course are that adults make arrangements and that poor preparation on your part does not constitute an emergency on my part. These two principles are reflected in all the following policies:

1. The best way to get in touch with me is in person—in office hours. The minutes before or after class are not a time to discuss personal affairs; if you have a quick question, you are more than free to ask, but please remember that there are other students around during that time and that
they can overhear anything you ask me. Also, understand that before class, I am getting things set up for the class, which means that time is not the best time to have my full attention. If you need to get in touch with me outside class or office hours, the best way to get in touch with me is e-mail. Only use my office number in cases of emergency. I cannot check voice messages left on my office phone from any other location.

(2) When you e-mail me, remember that you are e-mailing a professor—look at what you’ve written before you hit the send button. Does it have your name? Does it include a specific question? Did you proofread what you wrote and fix any glaring typos/grammar errors? I will not answer any poorly constructed e-mails. Also, it is best to use your SFA e-mail to send me an e-mail; otherwise, your e-mail may end up caught in my spam filter. During the week, I will do my best to answer your e-mail within 24 hours. If you do not receive an answer in 24 hours (during the week), please re-send the e-mail. However, I do not check e-mail on the weekends; I also do not check my e-mail outside of normal working hours; if you e-mail me at midnight, do not be surprised if I do not answer until normal working hours the next day. My only way of contacting you as a class is through e-mail; you need to check yours every day we have class.

(3) My scheduled office hours are posted on the syllabus and outside my office door. Those are the only times you should expect me to be in my office. If you cannot meet during my office hours, you will need to get in contact with me in order to set up an appointment outside of office hours. Office hours are for answering your questions on course material or assignments/exams; they are not for hanging out, selling products, counseling sessions, or re-lecturing any material you missed due to absence. Come prepared with your questions or graded assignment or whatever material you need to get your questions answered.

(4) You are expected to attend every class. I take attendance at the beginning of each class; if you are not there when I take attendance, you will be marked absent. If you are absent, you need to find out from fellow classmates what you missed during class; I will not answer any e-mails asking “What did we do today?” nor will I go over everything we went through during class in my office hours. I will, of course, answer any specific questions you have about the material, but you need to show that you already have a basic understanding of the material you missed.

(5) You are also expected to participate during the course; participation includes joining in class discussions, working in groups during in-class activities, and showing up to class prepared for the day’s lesson. You cannot make up any in-class work that you miss. Even if you have a valid reason for missing class, your grade will suffer with each absence. You cannot participate if you are not in class.

(6) Any work you turn in throughout the semester must follow all posted and/or discussed guidelines for the assignment. Most assignments will have a full set of guidelines posted online at the course’s Blackboard site; some assignments, though, will be assigned and discussed during class time. If you are absent on the day an assignment is assigned, remember that it is your responsibility to ask a classmate what you missed during that day.

(7) Assignments are due on their due date. There are no excuses for not turning in work when it is due.

(8) My policy on late work is that I will accept it as long as I am still grading your classmates’ work. If I have already finished grading, though, I will not accept it. Do not e-mail me to ask me if I am still grading—by the time I am able to answer it, you may have missed an opportunity to turn in the assignment. Do not turn in work to the English office, and do not e-mail me any work. You must hand me the assignment in order for me to add it to the grading pile. When you hand it to me, do not tell me why it is late—again, there are no excuses. Just hand it to me.

(9) You are expected to keep track of your own grades. I will not answer any grades questions via email—all grades questions must be asked/answered in person. I will not answer any questions about grades on assignments until you’ve had the graded assignment back for at least 24 hours. During those 24 hours, look at any comments on your work and make sure you understand all the comments I have made. After 24 hours of cooling down and reading my comments, make an appointment with me to discuss the grade in question.

(10) Turn off your cell phone’s ringer when you come into class. If you need to leave it on, turn it to vibrate. If you need to take a call during the middle of class for an emergency situation, quietly
exit the classroom and answer your phone in the hallway. If it is an exceptionally long call (20 minutes or longer), you will be counted absent for that class.

**Attendance**

You are allowed 3 absences in this course. I do not distinguish between excused and unexcused absences because they amount to the same thing—you are not in class and cannot, therefore, participate. The penalties for absences are as follows:

- 1-3 absences  none
- 4 absences  -5 points from your final grade
- 5 absences  -10 points from your final grade
- 6 absences  automatic F

Showing up late to class will be counted as an absence. Leaving ridiculously early will be counted as an absence. Coming to class to sleep, text, listen to your iPod, or disrupt other students by chatting during class will be counted as an absence. In other words, to be counted present, you must be both physically and mentally present in class. You are in charge of knowing how many times you have missed class, so do not expect a friendly reaction to the question, “How many absences do I have?”

**Grading**

I grade semesters on a 100-point scale, which makes it easier to keep track of your grade:

Exams (4 exams x 25 points each)  100

A  90-100  Earning an A indicates that you mastered all of the necessary concepts for the course.
B  80-89  Earning a B indicates that you did well with all of the necessary concepts and mastered some of them.
C  70-79  Earning a C indicates that you did well with some of the concepts and not as well with other concepts. In other words, a C is the average grade.
D  60-69  Earning a D indicates that you did not do well with a majority of the concepts.
F  0-59  Earning an F indicates that you did not do the required work.

Final grades are final. I do not offer extra credit, and I do not bump up grades at the end of a semester. Grades do not reflect my personal feelings about students. I do not change grades just because I like a student or feel badly about a student’s situation. Grades solely reflect students’ mastery of the concepts introduced in class. Mastery and hard work do not necessarily mean the same thing. One student can be a hard worker but have average mastery, thus ending up with a grade of a C, while another student might be able to slack off a bit in work but still master every single concept, thus ending up with a grade of an A. I appreciate hard work, but do not attempt to get a higher grade by outlining all the struggles you’ve had during the semester and how you’ve overcome them.

**Course Schedule: August 29-December 9**

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<tr>
<th>Dates</th>
<th>Material/Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug 29-Sep 2  Ch 1: The nature of language and linguistics</td>
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<td>Week 2</td>
<td>Sep 5-9      Ch 2: Consonants and vowels</td>
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<td>Week 3</td>
<td>Sep 12-16    Ch 3: Phonology, phonotactics, and suprasegmentals (pgs. 50-58)</td>
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<td>Week 4</td>
<td>Sep 19-23    Ch 3 cont’d (pgs. 59-78)</td>
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<tr>
<td>Week 5</td>
<td>Sep 26-30 Applying phonology</td>
<td>R: Exam 1</td>
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<td>Week 6</td>
<td>Oct 3-7 Ch 4: The internal structure of words and processes of word formation</td>
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<td>Week 7</td>
<td>Oct 10-14 Ch 5: Grammatical categories and word classes</td>
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<td>Week 8</td>
<td>Oct 17-21 Ch 6: Lexical semantics</td>
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<td>Week 9</td>
<td>Oct 24-28 Applying morphology and lexical semantics</td>
<td>R: Exam 2</td>
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<td>Week 10</td>
<td>Oct 31-Nov 4 Ch 7: Phrasal structure and verb complementation (pgs. 184-200)</td>
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<td>Week 11</td>
<td>Nov 7-11 Ch 7 cont’d (pgs. 200-215)</td>
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<td>Week 12</td>
<td>Nov 14-18 Applying syntax</td>
<td>R: Exam 3</td>
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<td>Week 13</td>
<td>Nov 21-25 NO CLASS</td>
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<td>Week 14</td>
<td>Nov 28-Dec 2 Ch 10: Sentence semantics</td>
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<td>Week 15</td>
<td>Dec 5-9 Ch 11: Information structuring and speech acts</td>
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<td>Finals</td>
<td>Dec 12-16 Tuesday, Dec. 13, 8:00-10:00 a.m.</td>
<td>Exam 4</td>
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**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Any problems with plagiarism or cheating in our course will result in a grade of zero on the exam in question.

**Withheld Grades Semester Grades Policy**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of
the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.