ENG 342-001 History of the English Language
Department of English & Creative Writing, SFASU
Fall 2017 Syllabus
MW 1:00-2:15 p.m.
F179

Professor       Dr. Jessie Sams
Office          LAN 229
Office hours    MW 2:20-2:50 p.m.
                TR 11:30 a.m.-12:30 p.m.
                F 12:50-2:50 p.m.
                Finals week: MTWR 1:00-2:30 p.m.
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Required text   Richard W. Bailey’s *Speaking American: A history of English in the United States*

Course description
Study of language change and reasons for change in the English language over three major periods: Old, Middle, and Modern English. Types of linguistic changes include sound, structure, and meaning; investigation of possible causes for these changes focus on literary developments and socio-political factors that influenced the language. Within Modern English, examination of current English dialects.

Course objectives
By the end of this course, students will be able to
1. Identify the major subfields of linguistic study (phonetics/phonology, morphology, syntax, semantics, pragmatics).
2. Analyze a variety of naturally-occurring language texts.
3. Justify the approaches taken to analyze those texts.
4. Synthesize researched information from scholars with their own original data analyses.
5. Create a final product that demonstrates an understanding of the concepts learned throughout the semester and incorporates aspects of both synthesis and analysis.

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.

Department objectives
1. Develop students’ practical skills in reading, writing, and reasoning and students’ research skills in traditional print as well as electronic sources.
2. Enable students to think critically and analytically and communicate effectively in a variety of contexts.
3. Promote students’ understanding of linguistic 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 policies and requirements
The two overarching principles for the course are the following:

(a) Adults make arrangements.
(b) Poor preparation on your part does not constitute an emergency on my part.

These two principles are reflected in all the following policies.

1. If you have a quick question, you can email me with your specific question. Take the time to construct an email with a specific concern or question clearly stated to maximize the efficiency and productivity of our email exchange.
2. If you have a complex question, need a concept explained further, want to practice analytic skills, have a draft you want to go over, or have a question about your grade, you need to see me during my office hours, which are included in this syllabus and posted outside my office door.
3. When you come to my office hours, show up prepared so we can get right to work. If there is a line at my door, I will limit each student to 10 minutes.
   a. If you show up while another student is in my office, please knock on the door to get my attention so that I know you are in the hallway waiting.
   b. If you only need to turn something in or grab a graded assignment, you can simply hand me the assignment or request the graded assignment. You do not need to wait in the line.
   c. Unless you and other students have the same question and have pre-arranged to come into my office as a group, I will see students one at a time in the order in which they arrived.
4. I expect you to attend every class and to keep up with the course schedule. If you are absent, you need to find out from fellow classmates what you missed during class, and you will need to get any handouts or information you missed from a fellow classmate.
   a. If you miss class on a day I hand back graded work, you will need to come to my office hours to pick up your work.
   b. If you are absent and submit written documentation to me within a week that provides a good reason for your absence, your absence will be excused. Good reasons include sickness, a death in the family, and university-sponsored events.
5. I also expect you to actively 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.
6. I begin taking attendance on the first day of class and take attendance once at the beginning of every class period; only the students who are there at the beginning of class are counted present for the day, so any student who is tardy is counted as absent.
   a. You may get two tardies excused if you follow these guidelines: at the end of that class period, provide me with a sheet of paper that has your name, the date, and the time you showed up to class.
   b. Missing more than half of the class is an absence, regardless of whether you miss the first or the second half of class.
   c. Any disruptions, unacceptable behavior toward other students, and/or lack of active participation will result in a recorded absence.
7. The due dates provided on the course schedule in this syllabus are the final due dates.
   a. I will accept late work as long as I am still grading your classmates’ work for that same assignment; once I am finished grading an assignment, I will not accept any more submissions for that assignment.
b. Any work handed in late (or early) must be handed in directly to me during office hours.
c. All submitted work must be stapled.

8. You need to keep track of your own grades and absences to know if and when you need to reach out for help and to know whether you’ve had too many absences, whether they are excused or unexcused (see the Attendance section below).

9. Like the movies, classes can be disturbed by noisy phones and constant texting. Be considerate to your neighbors and professor by turning off your cell phone’s ringer when you come to class, and have the courtesy to wait until after class to text and/or update your social media page about the amazing lecture you just witnessed.

10. As in any relationship, the student/professor relationship is strengthened by communication. If I send something out, pay attention to it. If you have a question/concern/emergency, communicate that to me immediately. The only way I have of getting in touch with the class is your school email address; make sure you check your SFA email regularly.

**Post-semester policies on graded work**
For fall semesters, I will keep any graded work that has not been claimed in my office until March 1 of the following spring semester; for spring semesters, I will keep graded work until October 1 of the following fall semester. If you would like to pick up your graded work from the previous semester, let me know 48 hours in advance so that I can locate the work and have it ready for you when you come by my office hours to pick it up. Any work that has not been claimed by the specified dates will be recycled.

**Acceptable student behavior**
Classroom behavior should not interfere with the professor’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 professor 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 available to help SFA students succeed.

**Attendance**
Attendance and active participation are expected for this course. I allow one week’s worth of unexcused absences before it affects final grades; after that, each day’s unexcused absence results in a deduction from the final grade. On top of that allowance, I will excuse absences for up to a week’s worth of absences. Any absence above three weeks’ worth of classes, whether excused or not, results in a failing grade.

<table>
<thead>
<tr>
<th>Maximum number of unexcused absences allowed before grade is affected</th>
<th>MWF</th>
<th>TR/MW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional number of absences allowed, if excused</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Percent deducted per absence above allowable amount</td>
<td>2% per absence (up to 9 absences)</td>
<td>3% per absence (up to 6 absences)</td>
</tr>
<tr>
<td>Absence (whether excused or not) that results in a failing grade</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>
The university police on class attendance can be found here: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf.

Assignments
This semester, you will be graded on four major areas.

Take-home tests: Throughout the semester, you will have take-home tests to test your mastery of class concepts. They are take-home to allow you time to work through the material and information; however, as tests, you need to work alone. You may not get any outside help on the test questions themselves, whether that help comes in the form of another student, a professor, or a tutor. If I find out people have been receiving help on these tests, for the rest of the semester, the entire class will have to take these tests as in-class exams. If you want to practice the skills required to succeed on any given test, you can work with me in my office hours or an AARC tutor on practice sets until you feel confident with your ability to tackle the test questions. In meeting with me or an AARC tutor, you may ask the following kinds of questions about the tests:
   (1) clarification on directions to make sure you understand what’s being asked of you;
   (2) questions regarding the concepts being tested; and
   (3) requests for practice sets to walk through similar analyses/problems.

Reading responses: You will complete at least five reading responses for assigned chapter readings; if you complete more than five, only your top five grades will be counted toward your overall grade. The reading response is due on the same day as the required reading. Each reading response needs to be at least 500 words and address the following:
   (1) Summarize one major finding Bailey presents in the chapter.
   (2) Describe the primary sources Bailey used to reach that conclusion.
   (3) Describe Bailey’s process for reaching his conclusion, connecting the documents to the analysis and language features.
   (4) Identify any secondary sources Bailey used, stating how he used them to support his work.

Final paper support: Leading up to the final paper, you will have smaller support assignments to turn in, including a collection-to-document analysis, proposal with a historical timeline, primary document analyses, and annotated bibliography of secondary sources.

Final research paper: You will select documents from SFA’s archives and conduct your own study of English in East Texas. Your study will mimic Bailey’s work: you will investigate primary documents, focusing on a particular linguistic feature and its connection to the historical period, and you will use secondary sources to support your conclusions.

Grading
Each assignment will be graded out of a score of 100; each major assignment area is weighted differently:

   Take-home tests 25%
   Reading responses 25%
   Final paper support 30%
   Final research paper 20%

I round all grades to the nearest tenth of a decimal point and then assign letter grades according to the following scale of percentages:

A  90-100  Earning an A indicates that you mastered all the necessary concepts and skills for the course and exceeded expectations on assignments throughout the semester.
B  80-89.9  Earning a B indicates that you did well with all necessary concepts and skills for the course and mastered some of them; it also indicates you exceeded expectations on some assignments but not others.

C  70-79.9  Earning a C indicates that you did well with some of the concepts and skills but not as well with others; it also indicates you met all required guidelines throughout the course. In other words, a C is the average grade.

D  60-69.9  Earning a D indicates you did not do well with a majority of the concepts and/or skills required for the course; it also indicates that not all required guidelines were met throughout the semester.

F  0-59.9  Earning an F indicates that you regularly did not meet required guidelines.

Final grades are final. I do not offer extra credit, and I do not bump or round up grades at the end of a semester. Grades do not reflect my personal feelings about students; instead, they solely reflect a student’s demonstrated mastery of the concepts and skills introduced in class through completed work on assignments. Mastery and hard work do not necessarily mean the same thing.

**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.

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 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 this course will result in a grade of negative 10% on the assignment/exam/quiz in question. This policy applies to verbatim plagiarism, mosaic plagiarism, improper citations, missing quotation marks, and auto-plagiarism (using your own past work and turning it in for this course). All work must be original and written specifically for this course. A grade of negative 10% means that not only do you lose all points for the work in question but also lose an additional 10% from your overall grade.

Furthermore, use of excessive direct quotations (higher than 40% of your work) will result in a grade of zero on that assignment.

**Withheld grades: Semester grades policy**


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.

For this course, a grade of WH must be requested by the student, negotiated between the student and professor, and approved by the professor before the final week of classes begins (i.e., before “dead week”). Not all requests will be granted; each request will be taken on a case-by-case basis. For the request to be granted, the student must have completed all work prior to the WH request and must be passing the course with a grade of a B or higher. If the WH is approved, all work for that WH must be completed by the end of the first week of the following academic semester.

**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) as early as possible in the semester. ODS is located in the Human Services building, room 325; their number is 468-3004 (or 468-1004 for TDD). 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/).

For this course, if you are registered with ODS and have an accommodation and/or auxiliary aids, you need to speak with me during office hours about the accommodation/aids. Please do this as soon as possible during the semester.
### Course schedule: August 28-December 11

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>M 8/28</td>
<td>Intro, pre-assessment survey, primary v. secondary sources</td>
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<tr>
<td></td>
<td>W 8/30</td>
<td>Anglo-Saxon/Old English</td>
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<td>Week 2</td>
<td>M 9/4</td>
<td>Norman Conquest/Middle English</td>
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<td></td>
<td>W 9/6</td>
<td>Borrowings/External influences</td>
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<tr>
<td>Week 3</td>
<td>M 9/11</td>
<td>Internal influences, GVS</td>
<td>THT 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W 9/13</td>
<td>Transcribing cursive, Finding aids</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>M 9/18</td>
<td>Primary document anlaysis</td>
<td>Ch1</td>
<td></td>
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<tr>
<td></td>
<td>W 9/20</td>
<td>Archives visit: Compare letters</td>
<td></td>
<td></td>
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<tr>
<td>Week 5</td>
<td>M 9/25</td>
<td>Chesapeake Bay, before 1650</td>
<td>Ch2</td>
<td></td>
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<tr>
<td></td>
<td>W 9/27</td>
<td>Boston, 1650-1700</td>
<td>Ch3</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>M 10/2</td>
<td>Charleston, 1700-1750</td>
<td>Ch4</td>
<td>THT2</td>
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<td></td>
<td>W 10/4</td>
<td>Philadelphia, 1750-1800</td>
<td>Ch5</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>M 10/9</td>
<td>New Orleans, 1800-1850</td>
<td>Ch6</td>
<td></td>
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<td></td>
<td>W 10/11</td>
<td>Archives visit: microfilm/fiche</td>
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<tr>
<td>Week 8</td>
<td>M 10/16</td>
<td>New York, 1850-1900</td>
<td>Ch7</td>
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<td></td>
<td>W 10/18</td>
<td>Chicago, 1900-1950</td>
<td>Ch8</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>M 10/23</td>
<td>Los Angeles, 1950-2000</td>
<td>Ch9</td>
<td>THT3</td>
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<tr>
<td></td>
<td>W 10/25</td>
<td>Textual v. spoken analysis</td>
<td>Ch10</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>M 10/30</td>
<td>Archives visit: Explore/cite/notes</td>
<td></td>
<td>Collection-to-doc.</td>
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<td></td>
<td>W 11/1</td>
<td>Archives visit: Select collection</td>
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<tr>
<td>Week 11</td>
<td>M 11/6</td>
<td>Research: General-to-narrow</td>
<td></td>
<td>Proposal/hist. timeline</td>
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<td></td>
<td>W 11/8</td>
<td>Research: Narrow-to-general</td>
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<td></td>
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<tr>
<td>Week 12</td>
<td>M 11/13</td>
<td>Research: Situating in history</td>
<td></td>
<td>Prim. doc. analyses</td>
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<tr>
<td></td>
<td>W 11/15</td>
<td>Research: Secondary sources</td>
<td></td>
<td></td>
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<tr>
<td>Week 13</td>
<td>M 11/27</td>
<td>Research: Conducting analysis</td>
<td></td>
<td>Annotated bib.</td>
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<tr>
<td></td>
<td>W 11/29</td>
<td>Research: Writing results</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>M 12/4</td>
<td>Peer editing and revision</td>
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<tr>
<td></td>
<td>W 12/6</td>
<td>Informal presentations of findings, post-assessment survey</td>
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<tr>
<td>Finals</td>
<td>M 12/11</td>
<td>1:00-2:30 p.m. in my office</td>
<td>Final paper</td>
<td></td>
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</tbody>
</table>