Instructor: Christopher D. Sams, Ph.D.
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Office hours: MWF 8:00-9:00, TR 8:00-9:30, and any day by mutually convenient appointment

Course Description

This course will focus on advanced phonetics and phonology. We will be using a graduate-level textbook (Ladefoged and Johnson *A Course in General Phonetics*). The text contains numerous exercises on both articulatory and acoustic phonetics for our lab component. We will also look at phonology problems through sets created by Merrifield and *Language Files*. We will meet 1-2 hours per week.

Prerequisite(s) None.

Required Texts

All course materials will be provided by the instructor.

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.

Coursework Requirements and Grading Policy

- The final course grade will be determined by the course exercises, labs, data set problems, and a 10-15 page research paper that you will be able to use as a writing sample for graduate school.

Final Course Grade

A 100%-90%  B 89.9%-80%  C 79.9%-70%  D 69.9%-60%  F 59.9% and below
Excellent  Good  Average  Below Avg.

Each assignment is worth 100 points and will be graded as follows:

A+ 100; A 95; A- 92; B+ 88; B 85; B- 82; C+ 78; C 75; C- 72; D+ 68; D 65; D- 62
Scores lower than 62 will receive a score in accordance with the quality of work which was submitted.

When I go over the assignment in class a week before it is due, I highlight what I am looking for. I take the assignment as a whole; I have found that using a rubric in this course to grade assignments consistently results in lower scores as it doesn’t allow me to look at the big picture.

**Definition of Grades**

An assignment which receives an A far exceeds my expectations. It shows mastery all of the content, it is well organized and professionally presented, offers plentiful critical analysis and original insight, and contains plenty of examples. I think, “This is exemplary work.”

An assignment which receives a B exceeds my expectations. It shows near mastery of all of the content, it is generally well organized and presented, it offers some critical analysis and insight, and contains sufficient examples. I think, “This is excellent work, but needs some polish.”

An assignment which receives a C meets my expectations. It shows more or less a general mastery of most of the content, has organization and some facets of a professional presentation, relies more on repeating information rather than offering critical analysis and insight, and could benefit from examples. I think, “This is the average of what I expected.”

An assignment which receives a D falls below my expectations. It shows a sketchy mastery of content, isn’t very well organized or presented professionally, doesn’t offer much (if any) critical analysis or insight, and lacks sufficient examples. I think, “This doesn’t demonstrate that the student is confident in the material.”

An assignment which receives an F usually doesn’t follow the assignment directions, is plagiarized, or is incomplete. It shows little or no mastery of content, lacks organization and professional presentation, relies only on repeating what others have said, and offers very few or no examples.

**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 available to help SFA students succeed.
Academic Integrity (A-9.1)

Academic integrity is the 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 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.

In cases where there exists a violation of academic integrity (whether intentional or unintentional), I reserve the right to fail a student for part of or the entire assignment in question or the entire course.

Withheld Grades Policy (A-54)

The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). 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 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/.

End-of-Semester Procedures
If your Semantics/Pragmatics Assignment is late and there are extenuating circumstances, you have 24 hours from the time it is due to contact me via e-mail or it will receive a 0.

Your final assignment grade and final course grade will be posted on D2L after the close of online evaluations.

“JackText grade notification is available to students who sign up for it. This service sends a text to the student each time a grade is posted to their account. This should eliminate some of their anxiety when awaiting grades posting, as they will be notified the moment the grade is rolled into their academic history. Instructions for signing up for JackText can be accessed at http://www.sfasu.edu/5418.asp.”

If you don’t make arrangements to pick up assignments by the posting of grades at the end of the following semester (summer is not considered a semester for this purpose), they are shredded for your privacy.