Instructor: Christopher D. Sams, Ph.D.
Office: Liberal Arts North (LAN) 261
Office phone: (936) 468-2005 (no voicemail activated)
Email: samsc@sfasu.edu (please indicate ENG 341 in the subject line of your message)

Office hours: MWF 8:00-9:00, TR 8:00-9:30, and any day by mutually convenient appointment

Students should not email and dictate a time for an appointment: it shows a lack of respect for my schedule. If an appointment is needed (due to reasons other than not feeling like coming in early), please email me with all the days and times available (not just the ones most convenient) and which are the most preferred. It’s rare that I can accommodate appointments with less than 48 hours notice.

Course Description

Introduction to the core concepts of linguistic study, including phonetics, phonology, morphology, syntax, and semantics, and to the application of those concepts such as language acquisition, language disorders, sociolinguistics and language change. Analyses of linguistic concepts and applications focus on data from languages spoken around the world (i.e., will not focus on or be limited to English). Course was formerly listed as ENG 441.

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 5 take-home assignments which will be announced in class and posted on D2L at least one week in advance of the due date (indicated on the tentative schedule below).

- Take-home assignments are to be typed, stapled, and handed to me at the beginning of the class that they are due. Nothing handwritten will be graded. Students may submit an assignment early before or after a class in advance of the due date, during my office hours, or they may ask someone else to bring it to me. Under no circumstances should anything ever be turned into the office, slid under my door, pinned/stapled outside of my door, or emailed to me. I only accept late work under extreme circumstances and for a penalty of my discretion.

- Assignments are based on my lectures and classroom discussion. General discussion among students regarding assignments is fine, but students are to submit their own work with their own wording and unique examples. Students must type the name(s) of any student(s) with whom they worked at the top of the assignment (this includes my name if students see me in office hours). Outside sources should only be used when specifically directed and they must be properly cited. I am not interested in a summary of an outside source; I am interested in
each individual student’s understanding of the material. Failure to comply with any of the above will result in a violation of SFA’s Academic Integrity policy (see below). I reserve the right to change all take-home assignments to in-class exams at any time.

- Students may bring drafts of assignments to my office hours. I am here to clarify directions on the assignments--not to do them. I do not pre-grade and I do not look at assignments via email; however, questions that I can answer in a sentence or two via email are fine.

- Some notes about my office hours: Students don’t need an appointment to see me during but should anticipate that during weeks when assignments are due, Wednesdays and Thursdays will usually be quite busy. Students should not embarrass themselves by showing up in office hours on due dates asking for clarification on an assignment. Students should not come to my office hours to ask me to reteach material because they missed class. I divide my time by how many students are waiting. Also, if I am with a student, please make sure that I see you and know that you are waiting; do not walk into my office when I am with another student. If you are turning something in, you don’t need to wait; please just excuse yourself and hand me your paper.

**Final Course Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
<td>Excellent</td>
</tr>
<tr>
<td>A+</td>
<td>100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>99.9%-90%</td>
<td>Good</td>
</tr>
<tr>
<td>A-</td>
<td>99.9%-80%</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>89.9%-79%</td>
<td>Average</td>
</tr>
<tr>
<td>B+</td>
<td>89.9%-80%</td>
<td>Average</td>
</tr>
<tr>
<td>B</td>
<td>79.9%-70%</td>
<td>Average</td>
</tr>
<tr>
<td>B-</td>
<td>79.9%-60%</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>69.9%-60%</td>
<td>Below Avg.</td>
</tr>
<tr>
<td>C+</td>
<td>69.9%-70%</td>
<td>Below Avg.</td>
</tr>
<tr>
<td>C</td>
<td>59.9%-60%</td>
<td>Below Avg.</td>
</tr>
<tr>
<td>C-</td>
<td>59.9%-50%</td>
<td>Below Avg.</td>
</tr>
<tr>
<td>D</td>
<td>49.9%-50%</td>
<td>Below Avg.</td>
</tr>
<tr>
<td>D+</td>
<td>69.9%-60%</td>
<td>Below Avg.</td>
</tr>
<tr>
<td>D</td>
<td>59.9%-50%</td>
<td>Below Avg.</td>
</tr>
<tr>
<td>D-</td>
<td>49.9%-40%</td>
<td>Below Avg.</td>
</tr>
</tbody>
</table>

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. This system is also why I don’t generally assign point values to each part of an assignment.

**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.

**Course Policies**

- Adults make arrangements. They also take responsibility, are held accountable, and accept the consequences of their actions.

- Attendance, Participation, and Preparation
  - Regular, prompt attendance, active participation, preparation, and adherence to the syllabus policies are expected.
  - If a student misses class, they are responsible to find out from a classmate what they missed. Do not ask me. Students can get notes from them and find out if you missed any announcements. After speaking to a classmate, if they have specific questions, they can see me. I will not give private lectures over what was missed in class. Period.

- I post all assignments and unofficial grades on D2L. The official grade is the one on the assignment and students should notify me immediately if there is a discrepancy. Students should keep all graded work until final grades have been posted. I do not monitor or respond to emails sent via D2L; all emails should be sent to samsce@sfasu.edu. For D2L technical support, contact student support in The Center for Teaching and Learning at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

- Students should check their SFA email account daily during the week. I return most emails within 24 hours. If you don’t hear back from me within 24 hours on a weekday, please resend your email--I may not have received it. This is a professional atmosphere; emails should have a subject, salutation (if for initial contact), body, and signature.
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/](http://www.sfasu.edu/disabilityservices/).

**Tentative Course Outline**

This course is an introduction to Linguistics--the scientific study of language. We will spend approximately 1/5 (3 weeks) of the semester examining each of the following core areas of Linguistics: Phonetics, Phonology, Morphology, Syntax, and Semantics/Pragmatics. Throughout, we will make extensive use of examples from other languages and we will also examine areas of Applied Linguistics (e.g., First and Second Language Acquisition, Language and Culture, Sociolinguistics, Forensic Linguistics).

**Introduction to Linguistics/Phonetics Assignment due: Friday, September 14**
**Phonology Assignment due: Friday, October 5**
**Morphology Assignment due: Monday, October 26th**
**Syntax Assignment due: Friday, November 9**
**Semantics/Pragmatics Assignment due: Friday, December 7**

**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 email or it will receive a 0. For final course grades, an 89.9 is a B and a 79.9 is a C and so on--students should not expect or request that grades be rounded up. Final assignment and course grades will be posted on D2L at the close of instructor 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](http://www.sfasu.edu/5418.asp).”

If students don’t make arrangements to pick up assignments within the first 30 days of next semester (summer is not considered a semester for this purpose), they are disposed of in accordance with departmental/university policy.