ENG 342-001 History of the English Language
Department of English & Creative Writing, SFASU
Fall 2018 Syllabus
MW 1:00-2:15 p.m.
F179

Professor Dr. Jessie Sams
Office LAN 229
Office hours MW 2:30-3:00 p.m.
TR 11:30 a.m.-12:30 p.m.
F 1:00-3:00 p.m.
Finals week: MTR 1:00-3:00 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.

Student policies
1. If you have a quick question about course content or a course assignment, 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. The only email I regularly check is my SFA email, so that is the only email you should use to contact me for this course.
2. If you have a complex question, need a concept explained further, want to practice analytic skills, 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; however, you need to stay in the hallway until I am finished speaking with the student in my office.
   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 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. 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.
5. I also expect you to actively participate during the course; participation includes joining in on 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. Once I have put away the roll sheet, I will not take it out again to count students as present even if a student shows up one minute after I finish taking roll.
   a. If you leave class early, it will count as an absence.
   b. 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 final, and every dropbox will close at noon on the date the assignment is due. Each dropbox closes at 12:00 p.m. CST according to the D2L clock. The only exception is the final project, which is due before 3:00 p.m. CST, as indicated on the course schedule. All dropboxes are set to allow multiple submissions with each new submission overwriting the last one; submit drafts as you work on them to ensure that you have submitted work before the deadline.
a. Unless otherwise directed, all work must be typed in 11- or 12-point Times New Roman font. If any other font is used, there will be a 5-point reduction on the grade of that assignment.

b. All assignments must be submitted as either a Microsoft Word or PDF file unless otherwise indicated in the directions for a particular assignment.

c. If any minimum word count is not met, it will result in a 50% grade reduction on that assignment; a 50% reduction means that only half the grade will be awarded. That is, if the assignment was graded at 80% but did not meet the minimum word count, only 40% will be recorded in the gradebook. It is imperative to meet minimum expectations on all assignments.

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 (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 absences before it affects final grades; after that, each day’s absence results in a deduction from the final grade, whether the absence is excused or unexcused. As outlined in the Student Policies section, tardies count as absences.

Any absence above three weeks’ worth of classes, whether excused or not, results in a failing grade.

| Maximum number of absences allowed | 2 |
| Percent deducted per absence above allowable amount | 1.5% per absence (up to 6 absences) |
| Absence that results in a failing grade | 7 |
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 three major areas.

Take-home assignments (THA): Throughout the semester, you will complete five take-home assignments targeted at building a foundation of skills necessary for completing archival work integrated with academic research.

Reading responses (RR): 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 at least one major finding Bailey presents in the chapter.
2. Describe at least one primary source Bailey used to reach that conclusion and state how you know it is a primary source.
3. Describe Bailey’s process for reaching his conclusion, connecting the primary documents to the analysis and language features.
4. Identify at least one secondary source Bailey used, stating how he used it to support his work, and state how you know it is a secondary source.

Final project (FP): You will complete a final project that connects primary sources from the East Texas Research Center (ETRC) with academic secondary sources, focusing on identifying linguistic features of language used in East Texas.

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

- Take-home assignments: 40%
- Reading responses: 35%
- Final project: 25%

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, auto-plagiarism (using your own past work and turning it in for this course), and copying another student’s work to present as your own. All work must be original, completed on your own, 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 27-December 10

<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>1</td>
<td>M 8/27</td>
<td>Introduction to Old English</td>
<td></td>
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<td></td>
<td>W 8/29</td>
<td>Introduction to primary documents &amp; document analysis</td>
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<td>2</td>
<td>M 9/3</td>
<td>Introduction to Middle English</td>
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<td></td>
<td>W 9/5</td>
<td>Transcribing handwritten texts &amp; finding aids</td>
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<td>3</td>
<td>M 9/10</td>
<td>Introduction to Early ModE</td>
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<td></td>
<td>W 9/12</td>
<td>Archive day: Class tour</td>
<td>THA1: Primary document analysis</td>
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<td>4</td>
<td>M 9/17</td>
<td>Introduction to Bailey Ch1</td>
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<td></td>
<td>W 9/19</td>
<td>Analyzing Ch1 to model RRs</td>
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<td>5</td>
<td>M 9/24</td>
<td>Chesapeake Bay, before 1650 Ch2</td>
<td>RR: Chesapeake Bay</td>
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<td></td>
<td>W 9/26</td>
<td>Types of surviving documents</td>
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<td>6</td>
<td>M 10/1</td>
<td>Boston, 1650-1700 Ch3</td>
<td>RR: Boston</td>
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<td></td>
<td>W 10/3</td>
<td>Archive day: Newspapers</td>
<td>THA2: Connecting documents</td>
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<td>7</td>
<td>M 10/8</td>
<td>Charleston, 1700-1750 Ch4</td>
<td>RR: Charleston</td>
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<td>W 10/10</td>
<td>Early American writers</td>
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<td>8</td>
<td>M 10/15</td>
<td>Philadelphia, 1750-1800 Ch5</td>
<td>RR: Philadelphia</td>
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<td>W 10/17</td>
<td>U.S. Founding documents</td>
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<td>9</td>
<td>M 10/22</td>
<td>New Orleans, 1800-1850 Ch6</td>
<td>RR: New Orleans</td>
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<td>W 10/24</td>
<td>Archive day: Documentation</td>
<td>THA3: Linguistic features</td>
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<td>10</td>
<td>M 10/29</td>
<td>New York, 1850-1900 Ch7</td>
<td>RR: New York</td>
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<td>W 10/31</td>
<td>NYPL archived documents</td>
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<td>11</td>
<td>M 11/5</td>
<td>Chicago, 1900-1950 Ch8</td>
<td>RR: Chicago</td>
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<td>W 11/7</td>
<td>Early sounds of AmE/recordings</td>
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<td>12</td>
<td>M 11/12</td>
<td>Los Angeles, 1950-2000 Ch9</td>
<td>RR: Los Angeles</td>
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<td>W 11/14</td>
<td>Archive day: Collections</td>
<td>THA4: Proposal with sec. sources</td>
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<td>13</td>
<td>M 11/26</td>
<td>English now &amp; future Ch10</td>
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<td>W 11/28</td>
<td>Archive day: Documents</td>
<td>THA5: Timeline with pr. doc.</td>
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<td>14</td>
<td>M 12/3</td>
<td>Work day</td>
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<tr>
<td></td>
<td>W 12/5</td>
<td>Work day</td>
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<tr>
<td><strong>Finals</strong></td>
<td>M 12/10</td>
<td>Final project due before 3:00 p.m.</td>
<td>Final project</td>
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