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 440 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

Required Texts
None.

Course description

This semester will be a descriptive linguistic field methods course in which we will elicit data from a language informant in order to analyze the phonological and morphosyntactic systems of the language. **Students are not to do any outside research regarding the language itself. Any evidence of outside research will constitute academic dishonesty and result in failure of the course and a report of academic dishonesty being made to your dean.** Students are **not** to discuss class material with the speaker outside of class; however, students are **encouraged** to share and compare data collected as well as hypotheses with each other.

Prerequisite(s): ENG 341, ENG 344, or instructor permission

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 3 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). 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.

• 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 you see me in office hours). Not outside sources are to be used.

• Students may bring drafts of assignments to my office hours. Having me look at a draft in no way guarantees a passing grade; I am providing guidance and specific feedback. I look at the main aspects of the assignment and make general comments. I will not reteach material
students miss due to not being in class. I am here to clarify directions on the assignments—not to do them for you.

- Some notes about my office hours: Students don’t need an appointment to see me during office hours; please stop by, but realize that during weeks when assignments are due, Tuesdays and Wednesdays will usually be quite busy. Don’t embarrass yourself by showing up in office hours on Thursday morning asking for clarification on an assignment. I divide my time by how many students are waiting. If you are in the same class and want to come in as a group, you can elect to do so. 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>
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<tbody>
<tr>
<td>A</td>
<td>100%-89.5%</td>
</tr>
<tr>
<td>A-</td>
<td>89.4%-79.5%</td>
</tr>
<tr>
<td>B</td>
<td>79.4%-69.5%</td>
</tr>
<tr>
<td>B-</td>
<td>69.4%-59.5%</td>
</tr>
<tr>
<td>C</td>
<td>59.4% and below</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
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<tr>
<td>Average</td>
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<tr>
<td>Below Avg.</td>
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</tbody>
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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. An 89.9 is a B.

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. Attendance is taken at the beginning of each class period. If you are late, leave early, work on other material during class, talk when I, our speaker, or other students are talking, are not prepared, or sleep, you will be marked absent. If you are up for elicitation (we will go alphabetically through the class roster and students will have approximately 15 minutes each--I anticipate 3-4 students will elicit per class) and not prepared, you will be marked absent. If you miss class, you will be first to elicit the next class session. **I will post recordings of elicitationson D2L as a courtesy, but due to technical difficulties which sometimes occur, do not count on them. They are not to be published or shared in any form without my written consent.**

  - **Students exceeding 6 absences automatically fail the course. I do not distinguish between excused and unexcused absences. An absence is an absence.**

  - If you miss class, you are responsible to find out from a classmate what you missed. Do not ask me. You can get notes from them and find out if you missed any announcements. Audio recordings of the class sessions will be posted on D2L. After speaking to a classmate, if you have specific questions, please see me. I will not give you a private lecture over what you missed in class. Period.

- Students should keep all graded work until final grades have been posted. I do not monitor or respond to emails sent via D2L; all e-mails should be sent to samsc@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.
• Check your SFA email account daily during the week. I return most e-mails 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. Now you need the code word…

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 (subject to change)**

We will begin the course with an overview of linguistic field methods and protocol to be followed. Students will be given approximately 15 minute blocks (going in alphabetical order 4-5 students per class) to elicit data from the speaker and should come prepared, but also recognize the value of spontaneous interaction based on intuition. Other students may follow up during another student’s turn (this is natural), but respect that student’s time—a student’s time will be extended for necessary and inevitable tangents (which you will likely find quite productive).

**Phonology Sketch due Thursday, February 15th**
**Morphosyntax Sketch due Thursday, April 12th**
**Annotation of Story due Thursday, May 3rd**

**End-of-semester procedures**

If your Story Annotation is late (it 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.

“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 you 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 shredded for your privacy.