ENG 344-002 Structures of English Syllabus
Department of Languages, Cultures, and Communication
Stephen F. Austin State University
Fall 2019 • TR 12:30-1:45 p.m. • F179

Professor Dr. Jessie Sams
Office LAN 229  Office hours MW 2:30-3:00 p.m.
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Required text  Exploring English (available on D2L)

Course description
Linguistic study of English, including phonology, morphology, syntax, and semantics. Includes an examination of several applied topics, focusing on topics such as English stylistics, language acquisition as it pertains to structures of English, English dialects, and history of English.

Student Learning Outcomes
By the end of this course, students will be able to
1. identify the goals of the major subfields of linguistic study: phonetics, phonology, morphology, syntax, semantics, pragmatics.
2. apply a variety of methods for analyzing 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.

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 an 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.
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.
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 contact fellow classmates to find out 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 when I hand back graded work, you need to come to my office hours after that day 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, showing up to class prepared for the day’s lesson, and bringing the required work with you to class.

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 all assignments are due, in hard copy, at the beginning of class.

   a. Daily work assignments may be handwritten. However, unless otherwise directed, chapter exercises and the research paper must be typed in 11- or 12-point Times New Roman font. If any other font is used, there will be a 5% reduction on the grade for each assignment affected.
   b. All submissions that have two or more sheets of paper must be stapled; not stapling your pages together will result in a 5% reduction on the grade for the assignment. Do not fold pages over in the corner. Folding them over will result in an additional 5% reduction.
   c. If you arrive late to class, your daily work will not be counted for a grade. If you arrive late on a due date for larger assignments, your grade for that work will be reduced by 20%.
   d. I will accept late work with a 20% reduction if I am still grading your classmates’ work. Once I am finished grading a particular exercise or set of papers, I will not accept any new work.
   e. If any minimum word count is not met, it will result in a 50% grade reduction on that assignment, which means 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 keep any graded work that has not been claimed in my office until March 1 of the following spring semester; for spring semesters, I 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.

Attendance
Attendance and active participation are expected for this course. I do not distinguish between excused and unexcused absences: each student is allotted four absences, and after the fourth absence, each day’s absence results in a deduction from the final grade. As outlined in the Student Policies section, being tardy counts as an absence. Any absence above three weeks’ worth of classes, whether excused or not, results in a failing grade.

| Maximum number of absences allowed | 3 |
| Percent deducted per absence above allowable amount | 1.5% per absence (up to 6 absences) |
| Absence that results in a failing grade | 7 |

Assignments
This semester, you will be graded on three areas.

(1) Daily work
Every day you will be assigned short assignments from the chapters. The activity sets require you to apply concepts and skills from the reading that is assigned for that day, and you need to complete the reading and associated activities prior to the class in which we discuss them. If you do not understand the activity or need help completing it, you need to reach out for help, whether you work in groups, come to my office hours, or use resources at your disposal. You will not be able to complete the activities without completing the associated reading.

The grades for these assignments are completion-based grades. That is, you will not be graded on your accuracy. However, if it is obvious that you did not put an honest effort into completing the work, you will not receive full points. If you are in your seat when I check daily work assignments and have completed the assignment with obvious effort, you will get full credit; if you are not present or did not complete it, you will not receive any credit. If you partially completed it, I will assign a rough percentage to approximate the completeness and/or effort.

You have four “freebies” for the semester, so four daily work grades will be dropped when final grades are calculated. An absence, regardless of the reason for the absence, will result in a missed daily work grade. Use your freebies wisely. If you know you will be absent for an excused reason, it is up to you to ensure you get maximum daily work points for the days you are in class.

(2) Chapter exercises
One week after finishing a chapter in class, all three exercises from the associated chapter are due in class. Staple all pages from the chapter exercises together to submit them as one packet. Each exercise is graded out of 100 points, and your chapter grade is an average of the three grades. Due dates are provided on the course schedule.

(3) Research paper
You will be assigned one of four major topics to write a research paper, with the potential topics aligning with material from Chapters 2-5 in the textbook. You may request particular chapters during the second week of classes, and I will do my best to put you in your top choice, but it depends on how many students select that chapter as their top preference. Your paper is due one week after the conclusion of the associated chapter.
While you may work with other students on the assignments, you may not submit the same work to be graded for chapter exercises or the research paper; that is, any students working together need to find their own examples to analyze.

**Grading**

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

- Daily work: 10%
- Chapter exercises: 70%
- 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.

**SFA Policies**

**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.

**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.

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/. 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 26-December 13

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>DW</th>
<th>Due dates</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Introduction to linguistics</td>
<td>Sect. 1.1</td>
<td>P.1, 1.1</td>
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<td>Language family</td>
<td>Sect. 1.2</td>
<td>1.2, 1.3, 1.4</td>
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<td>Week 1</td>
<td>T 8/27</td>
<td>Dialects/Perception of grammar</td>
<td>Sect. 1.3</td>
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<td>Anglo-Saxon Scrabble</td>
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<td>Week 2</td>
<td>T 9/3</td>
<td>IPA and consonants</td>
<td>Sect. 2.1-2</td>
<td>2.1, 2.2</td>
<td>Ch1 Exercises/Paper</td>
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<td>Vowels</td>
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<tr>
<td>Week 3</td>
<td>T 9/10</td>
<td>Syllables and transcription</td>
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<td>Phonological processes</td>
<td>Sect. 2.4</td>
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<td>Week 4</td>
<td>T 9/17</td>
<td>Stress, alliteration, and rhyme</td>
<td>Sect. 2.5</td>
<td>2.7, 2.8</td>
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<td>More transcription</td>
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<td>Week 5</td>
<td>T 9/24</td>
<td>Morphemes/Lexical categories</td>
<td>Sect. 3.1-2</td>
<td>3.1, 3.2</td>
<td>Ch2 Exercises/Paper</td>
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<td>Nouns</td>
<td>Sect. 3.3</td>
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<td>Week 6</td>
<td>T 10/3</td>
<td>Verbs, adjectives, and adverbs</td>
<td>Sect. 3.4-5</td>
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<td>Function categories</td>
<td>Sect. 3.6</td>
<td>3.6, 3.7</td>
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<td>Week 7</td>
<td>T 10/15</td>
<td>Word-formation/Morph. type</td>
<td>Sect. 3.7</td>
<td>3.8, 3.9</td>
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<td>MadLibs</td>
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<td>Week 8</td>
<td>T 10/21</td>
<td>S-level/AvP and PP structures</td>
<td>Sect. 4.1-3</td>
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<td>NP constituents</td>
<td>Sect. 4.4</td>
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<td>Week 9</td>
<td>T 10/29</td>
<td>VP constituents/Finite dep. cl.</td>
<td>Sect. 4.5-6</td>
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<td>Non-finite dependent clauses</td>
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<td>Week 10</td>
<td>T 10/31</td>
<td>Syntactic ambiguity/Lex. density</td>
<td>Sect. 4.7</td>
<td>4.7, 4.8</td>
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<td>Diagramming bee</td>
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<td>Week 11</td>
<td>T 11/12</td>
<td>Semantics and prototypes</td>
<td>Sect. 5.1-2</td>
<td>5.1, 5.2, 5.3</td>
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<td>Lexical relations</td>
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<td>Week 12</td>
<td>T 11/19</td>
<td>Semantic change/Lexicography</td>
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<td>Discourse organization</td>
<td>Sect. 5.4</td>
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<td>Week 13</td>
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<td>Speech acts and maxims</td>
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<td>Presupposition and deixis</td>
<td>Sect. 5.6</td>
<td>5.15, 5.16</td>
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<td>Finals</td>
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Finals: T 12/10 10:30 a.m.-12:30 p.m.