LING 3344-502 Structures of English Syllabus
Department of Languages, Cultures, and Communication
Stephen F. Austin State University
Fall 2020 • online • D2L

Professor    Dr. Jessie Sams
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Remind        @ling3344

Virtual office hours    MT 2:00-3:30 p.m.
W 1:00-3:00 p.m.
by appointment

Required text: Exploring English: Linguistic structures of everyday English (link available on D2L)

Course description
Descriptive study of the linguistic features of English, including analyses of sounds, words, grammar and discourse.

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 provided below; these principles are reflected in all the course policies:
(a) Adults make arrangements.
(b) Poor preparation on your part does not constitute an emergency on my part.

Student policies
1. Stay on top of the course schedule and course material, all of which will be posted or linked to on our course’s D2L/Brightspace page. All content will be posted in weekly modules with links to Flipgrid discussions to help you keep track of the required content and participation for the week.
2. Actively participate in Flipgrid discussions—Flipgrid is our course participation and, as you will see below, is included in your grade.
3. Keep track of due dates and start the work early. All work is due prior to 11:59 p.m. Central on the due date listed.
4. Know when you need help and get help early and often.
5. Track your grades and course progress on D2L.
6. Be considerate. Communicate with classmates professionally and respectfully. Any disrespectful behavior will result in a failing grade; depending on the severity of the disrespect, you may be failed for the entire course. Keep it classy.
7. Communicate, and check your SFA email regularly. The best ways I have of getting in touch with the class are your school email address and Remind; those are also the best methods for getting in touch with me. Remind is the fastest method, as my phone alerts me when I have a new Remind message, and I check those regularly throughout the day. I tend to check email only once or twice a day and only Monday-Friday.
8. Set your priorities, and manage your time accordingly without excuses or apologies. As the old adage goes, “If it is important to you, you will find a way. If it is not, you will find an excuse.” You never need to apologize to me for having higher priorities than a course. Be kind to yourself if you need to prioritize differently during the semester, and remember that your grade does not define you. You are much more than a grade.

Office hours
During my virtual office hours, I will be readily available via email and Remind. If you want to meet with me, which I highly encourage you to do when you have questions or concerns, you need to send me a message on Remind or an email to schedule a meeting, and we will meet on Zoom. You never need to apologize for having questions. I am happy to visit with you multiple times about the same concept or skill until you feel comfortable completing the work on your own.

Attendance
In this course, attendance will be measured by active participation in and completion of course assignments.

Online access requirements
You will need access to D2L/Brightspace and Flipgrid to be an active member of our course, and I encourage you to join Remind for additional course participation (though it is not required).

- D2L/Brightspace is the online learning management system used by SFA.
- Flipgrid is an online educational tool that hosts video discussions, allowing you to actively participate in asynchronous online discussions with fellow students. You do not need to “join” Flipgrid to complete these discussions—all necessary links will be provided in the course modules on D2L/Brightspace. When you click on the link, you will need to enter your SFA email address to gain access to the discussion area. Because the goal for our Flipgrid assignments is for you to engage with your fellow students, you can be more informal and relaxed when recording those videos—as long as you remain considerate and respectful. Flipgrid allows you to add extra elements to your recording (including filters, borders, emoji, GIFs, and text boxes), and you are welcome to be creative in how you want each of your videos to look.
- Remind is an app that allows for text message-like communication between students and teachers without sharing personal phone numbers. You can access Remind in multiple ways: online with email notifications, an app downloaded to your phone, or your phone’s native text messaging system. If you download the app, you can select the style and number of notifications you receive, including being notified via the app and email both. I will use Remind to send out course announcements, and you can use Remind to send me quick questions. Because they appear on my phone like text messages, I receive messages from Remind more quickly than I do emails, and it is a convenient way for you to receive a quick response. If your question is too in-depth for me to answer via Remind, I may ask you to schedule a Zoom meeting to get a full response.

How to join Remind
If you are using the Remind app or create an account online, you can join using the course code (@ling3344). If you are using your text messaging system to join remind, you need to compose a text message to 81010; in the body of the text message, you need to type the course code:

@ling3344

Once you have typed the course code, send the text, and you will receive a confirmation text message.

Assignments
This semester, you will be graded on three areas.
(1) **Corpus construction**
You will construct a corpus that you will work with for the semester by selecting excerpts of at least 250 words each from three registers: (1) fiction text, (2) academic text, and (3) spoken conversation (which will require recording and transcribing a conversation). This foundational assignment is required to complete the work for the semester; as long as you follow all guidelines presented to you, you will receive full credit for this assignment.

(2) **Data analyses**
Throughout the semester, you will complete and submit nine data analyses, all focusing on identifying linguistic features of your corpus texts. These analyses target key concepts from all six major subareas of linguistic study (phonetics, phonology, morphology, syntax, semantics, and pragmatics) and are graded for accuracy. Each data analysis grade will be broken down into three components: (1) a draft video posted to Flipgrid (5%); (2) two peer responses to classmates’ Flipgrid videos (5%); and (3) a final written submission (90%).

(3) **Poster**
You will compile information from your data analyses into a single poster presentation on Flipgrid.

**Honor’s contract**
If you would like to complete an honor’s contract for this course, you will write a paper to accompany your final poster, comparing the linguistic features (and expectations) of your three texts in your corpus and incorporating information from at least three reliable sources.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Corpus</td>
<td>5%</td>
</tr>
<tr>
<td>Data analyses</td>
<td>90% (each analysis is worth 10% of your final grade)</td>
</tr>
<tr>
<td>Poster</td>
<td>5%</td>
</tr>
</tbody>
</table>

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 the student mastered all the necessary concepts and skills for the course and exceeded expectations on submitted work throughout the semester.
- **B 80-89.9** Earning a B indicates the student did well with all necessary concepts and skills for the course and mastered some of them; it also indicates the student exceeded expectations on some assignments/tests but not others.
- **C 70-79.9** Earning a C indicates the student did well with some of the concepts and skills but not as well with others; it also indicates the student met all required guidelines throughout the course. In other words, a C is the average grade.
- **D 60-69.9** Earning a D indicates the student did not do well with a majority of the concepts and/or skills required for the course; it also indicates that not all minimum requirements or standards were met throughout the semester.
- **F 0-59.9** Earning an F indicates the student regularly did not meet minimum requirements or standards.

Final grades are final. Grades do not reflect my personal feelings about students, nor do they reflect students’ personal worth; they solely reflect a student’s demonstrated mastery of the concepts and skills introduced in class through completed work on assignments.
**D2L submission policies**

You will be using D2L to submit written work, and the following policies apply to all D2L submissions.

1. Make sure you submit the correct version of the correct document to the correct dropbox.
2. Check that your submission was successful—you should get into the practice of checking for successful submissions in your dropbox area.
3. Complete and submit written work in a Microsoft Word document. SFA students receive Microsoft Office for free; you need to download it (do not rely on the online app version) and use it complete work for this course.
4. Make sure your document looks the way it should—I can only assess what I can see.
   a. If you want to include an image, add a 1x1 table in the document where you want the image, and put the image into the table cell. That will keep it in place. Do not attempt “wrap text” around the table/image, as that will likely result in a free-floating image.
   b. Use headers to insert your last name and page numbers.
   c. Liberally use YouTube and Google to learn how to use Word’s features.
5. Only one document is allowed per submission, so if there are multiple parts of an assignment, make sure they are all in one document.
6. Unless otherwise indicated, all dropboxes are set so that only the most recent submission is kept; every new submission to that dropbox overwrites any earlier submissions, so the only document I see when I grade is the final one that was successfully submitted. Use this to your advantage and submit rough drafts often, so if something goes wrong, you at least know you have submitted something to be graded.
7. Submissions may take a while to upload—it could even take a few hours, depending on your file size and internet speed. When the dropbox closes, it only retains the submissions that were successfully completed prior to its closing. If you are in the process of submitting a document when it closes, your submission will be lost. This is another reason I encourage you to submit drafts as you work.

**Post-semester policy**

You need to download any documents you need from our course’s D2L, whether you want to retain content or assignments you submitted. The D2L course closes a week after the semester concludes, and you will no longer have access to the course after that time. Make sure you have checked grades and feedback prior to its closing.

**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/test 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 24-December 11

Notes on reading the course schedule:

- The number in front of the topic represents the corresponding section in *Exploring English* that you need to read.
- *FG* stands for “Flipgrid” in the due dates column.
- All assignments are due before 11:59 p.m. Central on the date listed below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading/topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24-8/28</td>
<td>1.1 Linguistics &amp; corpora</td>
<td>FG: Introduce yourself (Fri., 8/28)</td>
</tr>
<tr>
<td>8/31-9/4</td>
<td>1.2 Language families &amp; histories 1.3 A brief history of English</td>
<td>D2L: Corpus (Fri., 9/4)</td>
</tr>
<tr>
<td>9/7-9/11</td>
<td>2.1 Individual sounds 2.2 IPA &amp; phonetic transcription</td>
<td>FG: Origins video (Mon., 9/7)  FG: Origins peer reviews (Wed., 9/9) D2L: Origins written analysis (Fri., 9/11)</td>
</tr>
<tr>
<td>9/14-9/18</td>
<td>2.3 Syllable structure 2.4 Stress</td>
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<tr>
<td>9/28-10/2</td>
<td>3.1 Morphemes 3.2 Word-formation processes</td>
<td>FG: Sound patterns video (Mon., 9/28)  FG: Sound patterns peer reviews (Wed., 9/30) D2L: Sound patterns written analysis (Fri., 10/2)</td>
</tr>
<tr>
<td>10/5-10/9</td>
<td>3.3 Common NP words 3.4 Common VP words</td>
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<tr>
<td>10/12-10/16</td>
<td>3.5 Prepositions &amp; conjunctions 3.6 Content &amp; function words</td>
<td>FG: Index of synthesis video (Mon., 10/12)  FG: Index of synthesis peer reviews (Wed., 10/14) D2L: Index of synthesis written analysis (Fri., 10/16)</td>
</tr>
<tr>
<td>10/26-10/30</td>
<td>4.3 Verb valency 4.4 Clause structure &amp; sentences</td>
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<tr>
<td>11/2-11/6</td>
<td>4.5 Non-finite phrase structures 4.6 Readability</td>
<td>FG: Purpose &amp; grammar video (Mon., 11/2)  FG: Purpose &amp; grammar peer reviews (Wed., 11/4) D2L: Purpose &amp; grammar written analysis (Fri., 11/6)</td>
</tr>
<tr>
<td>11/9-11/13</td>
<td>5.1 Collocations &amp; connotations 5.2 Lexical relationships</td>
<td>FG: Lexical density video (Mon., 11/9)  FG: Lexical density peer reviews (Wed., 11/11) D2L: Lexical density written analysis (Fri., 11/13)</td>
</tr>
<tr>
<td>11/16-11/20</td>
<td>5.3 Language change 5.4 Function words &amp; deixis</td>
<td>FG: Collocates video (Mon., 11/16)  FG: Collocates peer reviews (Wed., 11/18) D2L: Collocates written analysis (Fri., 11/20)</td>
</tr>
<tr>
<td>11/23-11/27</td>
<td>THANKSGIVING BREAK</td>
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<tr>
<td>11/30-12/4</td>
<td>5.5 “Between the lines” 5.6 Politeness</td>
<td>FG: Deixis video (Mon., 11/30)  FG: Deixis peer reviews (Wed., 12/2) D2L: Deixis written analysis (Fri., 12/4)</td>
</tr>
<tr>
<td>12/7-12/11</td>
<td></td>
<td>FG: Poster and video presentation (Fri., 12/11)</td>
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</tbody>
</table>