LING 3342-640 History of the English Language Syllabus
Department of Languages, Cultures, and Communication
Stephen F. Austin State University
Fall 2021 • Brightspace (M) • Zoom (W 1:00-2:15 p.m.)

Professor  Dr. Jessie Sams  Virtual office hours  M 1:00-2:15 & 3:15-3:45 p.m.
Email  samsj@sfasu.edu  T 1:15-3:15 p.m.
Twitter  @quothalinguist  W 3:00-3:45 p.m.
Remind  @ling3342  R 1:00-1:45 p.m.


NOTE: This book is available as an ebook in the library (make sure you select the correct edition, as it has two editions available). You can also purchase it cheaply from many booksellers online as either a physical or digital book. Again, be sure to find the correct edition.

Course description
Study of language change in the English language through hands-on analyses of documents to identify shifts in language use, and investigation of social, cultural, and political motivations for language change.

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

Student policies
1. Stay up to date on the course schedule and course material, all of which will be posted or linked to on our course’s Brightspace page.
2. 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.
3. Know when you need help and get help early and often.
4. Track your grades and course progress on Brightspace.
5. 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.
6. 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 at least twice a day Monday-Friday.
7. Set your priorities, and manage your time accordingly. 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 via 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 Brightspace to be an active member of our course, and I encourage you to join Remind for additional course participation (though it is not required).
- Brightspace is the online learning management system used by SFA.
- 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 (@ling3342). 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:

@ling3342

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

Assignments
This semester, you will have two types of assignments.

Analyses
Every Monday, you will have at least one video to watch and will be assigned an analysis to complete based on the information in the video(s). On Wednesdays, we will meet as a class on Zoom, and you need to have a draft of the analysis with you and ready to share on screen. You will then have until the following Monday to submit the final draft of your analysis, giving you time to make adjustments to your work based on the class discussions. You will receive a completion grade for the draft you bring to Zoom on Wednesday and then an evaluative grade for the final copy you submit.

Final project
At the end of the semester, you will complete a final project, which requires you to use and integrate skills from the entire semester. Guidelines will be provided during the semester, and we will spend three weeks at the end of the semester workshopping your projects during class time. You will submit the work in a dropbox on Brightspace.
**Honor’s contract**

If you would like to complete an honor’s contract for this course, you will expand your final project by incorporating an additional two primary sources and two secondary sources. The final paper will end up being roughly 3-5 double-spaced pages longer if you complete the honor’s contract.

**Grading**

Each assignment will be graded out of a score of 100, and the types of assignments are weighted differently.

- Rough drafts (x10) 20% [lowest three scores dropped]
- Analyses (x10) 60% [lowest three scores dropped]
- Final project 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>0-59.9</td>
<td>Earning an F indicates the student regularly did not meet minimum requirements or standards.</td>
</tr>
</tbody>
</table>

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.
## Fall 2021 Course Schedule: August 23-December 10

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23-27</td>
<td>M W</td>
<td>Primary/secondary sources</td>
<td>Introduction</td>
<td>Compare sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using archives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/30-9/3</td>
<td>M W</td>
<td>OE poetry and literature</td>
<td>Ch 1-2</td>
<td>A1: OE documents</td>
</tr>
<tr>
<td>9/6-10</td>
<td>M W</td>
<td>From OE to ME</td>
<td>Ch 3-4</td>
<td>A2: Differences between OE/ME</td>
</tr>
<tr>
<td>9/13-17</td>
<td>M W</td>
<td>ME features and dialects</td>
<td>Ch 5-6</td>
<td>A3: Investigate a word/OED</td>
</tr>
<tr>
<td>9/20-24</td>
<td>M W</td>
<td>Shifts in ME</td>
<td>Ch 7-8</td>
<td>A4: ME documents</td>
</tr>
<tr>
<td>9/27-10/1</td>
<td>M W</td>
<td>Early Modern English</td>
<td>Ch 9-10</td>
<td>A5: EModE documents</td>
</tr>
<tr>
<td>10/4-8</td>
<td>M W</td>
<td>Standardizing English</td>
<td>Ch 11-12</td>
<td>A6: Compare dictionaries</td>
</tr>
<tr>
<td>10/11-15</td>
<td>M W</td>
<td>Early American English</td>
<td>Ch 13-14</td>
<td>A7: AmE newspapers</td>
</tr>
<tr>
<td>10/18-22</td>
<td>M W</td>
<td>Shifts in American English</td>
<td>Ch 15-16</td>
<td>A8: AmE diaries/letters</td>
</tr>
<tr>
<td>10/25-29</td>
<td>M W</td>
<td>English at large</td>
<td>Ch 17-18</td>
<td>A9: Wartime language</td>
</tr>
<tr>
<td>11/1-5</td>
<td>M W</td>
<td>English voices</td>
<td>Ch 19-20</td>
<td>A10: Biblical v. daily language</td>
</tr>
<tr>
<td>11/8-12</td>
<td>M W</td>
<td>Final project introduction</td>
<td>Epilogue</td>
<td>A11: Final project proposal</td>
</tr>
<tr>
<td>11/15-19</td>
<td>M W</td>
<td>Integrating sources</td>
<td></td>
<td>A12: Final project sources</td>
</tr>
<tr>
<td>11/22-26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/29-12/3</td>
<td>M W</td>
<td>Analyzing features</td>
<td></td>
<td>A13: Final project draft</td>
</tr>
<tr>
<td>12/6-10</td>
<td></td>
<td></td>
<td></td>
<td>Final project</td>
</tr>
</tbody>
</table>

**Post-semester policy**

You need to download any documents you need from our course’s Brightspace, whether you want to retain content or assignments you submitted. The Brightspace 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.

Mental health and wellness

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus resources:
- SFA Counseling Services (www.sfasu.edu/counselingservices), Rusk Building, 3rd Floor, 936.468.2401
- SFA Human Services Counseling Clinic (www.sfasu.edu/humanservices/139.asp), Human Services, Room 202, 936.468.1041

Crisis resources:
- Burke 24-hour crisis line: 1.800.392.8343
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

University Policy re: Mask Usage during COVID pandemic

Masks (cloth face coverings) can be worn over the nose and mouth at all times in this class; indeed, wearing a mask is recommended in indoor spaces where proper social distancing is difficult to accommodate. Mask usage is not required; however, the local COVID Task Force recommends it on a voluntary basis in order to promote the general health of the university community.

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 created 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.