ENG 344-001: Structures of English Syllabus  
Department of English, SFASU  
Spring 2016  
MWF 12:00-12:50 p.m.  
F179

Professor: Dr. Jessie Sams  
Office: LAN 229  
Office hours: MW 1:00-2:45 p.m.  
R 3:15-4:45 p.m.  
Finals week office hours: MT 1:00-2:30 p.m.  
Email: samsj@sfasu.edu  
Tumblr: http://jessiesams.tumblr.com

Textbook: All readings for the semester will be supplied in PDFs on our course’s D2L site. You need to have these readings accessible during class—whether you print them out or bring a device/laptop on which to access them. If you choose to access them on a device/laptop, download the PDF prior to class so that you do not need to wait on D2L or wi-fi during class time.

Course description  
Descriptive study of the structures of the English language, focusing on phonological, morphological, and syntactic structures as well as an examination of contemporary usage issues.

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.
Course Policies and Requirements
The two overarching principles for the course are that adults make arrangements and that poor preparation
on your part does not constitute an emergency on my part. These two principles are reflected in all the
following policies:

1. If you have a quick question, email me; if you have a complex question or need a concept
explained further, utilize my office hours.
2. I only answer specific questions via email; vague questions will be answered with something
along the lines of “What exactly are you asking?”
3. My scheduled office hours are posted on the syllabus and outside my office door; when you come
to my office hours, show up prepared so we can get right to work.
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 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 participate during the course; participation includes joining in class
discussions, working in groups during in-class activities, and showing up to class prepared for the
day’s lesson.
6. The due dates provided on the course schedule are the final due dates. I will accept late work as
long as I am still grading your classmates’ work for that same assignment; once I am finished
grading an assignment, I will not accept any more submissions for that assignment. Any work
handed in late must be handed in directly to me during office hours.
7. Exams and quizzes are given in class ONLY on the dates provided in the course schedule.
8. You need to keep track of your own grades; if you have a question about your grades, you have to
speak with me in person in my office hours.
9. Like the movies, classes can be disturbed by noisy phones and constant texting. So be considerate
to your neighbors and turn 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 Facebook 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.

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.

Attendance
Attendance is—by and large—linked to grades; very few students who miss a high number of classes
make an above-passing grade in 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. Any absence above three
weeks’ worth of classes results in a failing grade.
<table>
<thead>
<tr>
<th>Course meeting days</th>
<th>Number of absences allowed</th>
<th>Number of points deducted per absence above allowable amount</th>
<th>Absence that results in automatic failure of course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWF</td>
<td>0-3</td>
<td>1 pt. per absence (up to 9 absences)</td>
<td>10</td>
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<tr>
<td>TR</td>
<td>0-2</td>
<td>1.5 pts. per absence (up to 6 absences)</td>
<td>7</td>
</tr>
<tr>
<td>Once/week</td>
<td>0-1</td>
<td>3 pts. per absence (up to 3 absences)</td>
<td>4</td>
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</tbody>
</table>

The following policies apply to attendance:

- I take attendance at the beginning of class and only count the students who are there as being present; a tardy counts as an absence.
- I do not distinguish between excused and unexcused absences.
- I begin taking attendance on the first day of classes.
- If you have to miss class, make sure that you ask a classmate what you missed and that you understand the material covered. You must get any missed information (lecture notes, handouts, etc.) from a classmate.
- Any disruptions, unacceptable behavior toward other students, and/or lack of active participation will result in a recorded absence.

Furthermore, the university policy on class attendance can be found here:

Assignments

This semester, you will be graded on four areas:

*Group quizzes:* On the first day of the week when a new reading has been assigned, you will be put into groups to take a quiz based on the information in the reading. There will be 8 quizzes (a quiz for every reading starting with Chapter 2). Everyone in the group receives the same grade on the group quizzes. Groups will rotate so that you will not be working with the same group for every quiz, and I will put students into groups each time.

*Analyses:* Throughout the semester, you will have six take-home assignments to practice concepts being covered in the readings and the class discussions/activities. These analyses build up to the type of work you will complete in the final project. Specific guidelines for each analysis will be provided during the semester. For the majority of the analyses, you will receive the guidelines the same week that they are due.

*Two essays:* You will write two essays based on information from class and original research; the first essay targets language and identity (as well as pragmatics, semantics, phonetics, and/or phonology) while the second focuses on applying morphological and/or syntactic analyses to another field. Specific guidelines for both essays will be provided during the semester.

*Final project:* A final project, consisting of data analysis, synthesizes information from the entire course and is due during the scheduled final exam time provided on the course schedule. The final two weeks of the class is devoted to working on this project.
Grading
I grade semesters on a 100-point scale, which makes it easier to keep track of your grade:

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>20 pts</td>
<td>8 group quizzes (x 2.5 pts. each)</td>
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<tr>
<td>30 pts</td>
<td>6 analyses (x 5 pts. each)</td>
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<tr>
<td>15 pts</td>
<td>Language and identity essay</td>
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<tr>
<td>15 pts</td>
<td>Applied linguistics essay</td>
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<tr>
<td>20 pts</td>
<td>Final project</td>
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</table>

A 90-100  Earning an A indicates that you mastered all of the necessary concepts for the course and exceeded all (or nearly all) expectations provided for assignments.

B 80-89.9  Earning a B indicates that you did well with all of the necessary concepts and mastered some of them and exceeded several expectations provided for assignments.

C 70-79.9  Earning a C indicates that you did well with some of the concepts and not as well with other concepts and that you met the expectations for assignments. In other words, a C is the average grade.

D 60-69.9  Earning a D indicates that you did not do well with a majority of the concepts and/or did not meet all the expectations provided for assignments.

F 0-59.9  Earning an F indicates that you did not do the required work and/or did not meet the majority of the expectations provided for assignments.

Final grades are final. I do not offer extra credit, and I do not bump up grades at the end of a semester. Grades do not reflect my personal feelings about students, so I do not change grades just because I like a student or feel badly about a student’s situation. Instead, grades solely reflect students’ mastery of the concepts introduced in class. Mastery and hard work do not necessarily mean the same thing; I appreciate (and expect) hard work, but do not attempt to get a higher grade by outlining all the struggles you’ve had during the semester and how you’ve overcome them.

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 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](http://www.sfasu.edu/policies/academic_integrity.asp)

Any problems with plagiarism or cheating in our course will result in a grade of negative 10 points on the assignment/exam/quiz in question. This policy applies to verbatim plagiarism, mosaic plagiarism, improper citations, missing quotation marks, and auto-plagiarism (using your own past work and turning it in for this course). All work must be original 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 points 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.

**Course Schedule: January 18-May 13**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td><strong>Week 1 (1/18-1/22)</strong></td>
<td>Linguistic analysis and interdisciplinary reaches</td>
<td>Ch. 1</td>
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<tr>
<td><strong>Week 2 (1/25-1/29)</strong></td>
<td>Pragmatics: Meaning beyond the text</td>
<td>Ch. 2</td>
<td>M: Group quiz 1</td>
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<td>F: Analysis I: Horoscopes</td>
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<tr>
<td><strong>Week 3 (2/1-2/5)</strong></td>
<td>Semantics: Word meanings and lexical relations</td>
<td>Ch. 3</td>
<td>M: Group quiz 2</td>
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<td>F: Analysis II: Synonyms</td>
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<tr>
<td><strong>Week 4 (2/8-2/12)</strong></td>
<td>Phonetics: Individual sounds</td>
<td>Ch. 4</td>
<td>M: Group quiz 3</td>
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<tr>
<td><strong>Week 5 (2/15-2/19)</strong></td>
<td>Phonology: Sounds in environments</td>
<td>Ch. 5</td>
<td>M: Group quiz 4</td>
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<td>F: Analysis III: Children’s stories</td>
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<tr>
<td><strong>Week 6 (2/22-2/26)</strong></td>
<td>Morphology: Breaking down and building up words</td>
<td>Ch. 6</td>
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<td>M: Group quiz 5</td>
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<td></td>
<td>F: Analysis IV: Morphemes and etymology</td>
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<tr>
<td><strong>Week 7 (2/29-3/4)</strong></td>
<td>Syntax: Words: Parts of speech</td>
<td>Ch. 7</td>
<td>M: Group quiz 6</td>
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<td></td>
<td></td>
<td>F: Language and identity essay</td>
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<tr>
<td><strong>Week 8 (3/7-3/11)</strong></td>
<td>Syntax: Words: Parts of speech</td>
<td></td>
<td>F: Analysis V: Headlines and covers</td>
</tr>
<tr>
<td><strong>Week 9 (3/21-3/25)</strong></td>
<td>Syntax: Forms: Phrases and clauses</td>
<td>Ch. 8</td>
<td>M: Group quiz 7</td>
</tr>
<tr>
<td><strong>Week 10 (3/28-4/1)</strong></td>
<td>Syntax: Forms: Phrases and clauses</td>
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<tr>
<td><strong>Week 11 (4/4-4/8)</strong></td>
<td>Syntax: Functions</td>
<td>Ch. 9</td>
<td>M: Group quiz 8</td>
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<td></td>
<td>F: Analysis VI: Genre, subjects, and clauses</td>
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<tr>
<td><strong>Week 12 (4/11-4/15)</strong></td>
<td>Syntax: Functions</td>
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<td></td>
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<td></td>
<td>F: Applied linguistics essay</td>
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<tr>
<td><strong>Week 13 (4/18-4/22)</strong></td>
<td>Syntax: Functions</td>
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<tr>
<td><strong>Week 14 (4/25-4/29)</strong></td>
<td>Focus on final project</td>
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<tr>
<td><strong>Week 15 (5/2-5/6)</strong></td>
<td>Focus on final project</td>
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<tr>
<td><strong>Finals week (5/9-5/13)</strong></td>
<td>Monday, May 9, 1:00-2:30 p.m. (turn the project in at my office)</td>
<td></td>
<td>Final project</td>
</tr>
</tbody>
</table>
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, and Room
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/.