HOW TO CONTACT ME:

Email etiquette: I will respond to your email within 24 hours (if you do not hear from me in that time window, contact me again). That means you should not email last minute concerns about assignments. In addition, I only respond to emails that follow basic etiquette. That includes the following:

1. Salutation line with my name
2. Decent grammar and spelling
3. Signature line with your name

Office hours: My door is open for you during the office hours listed above, so you do not need an appointment to see me then. If you cannot make those times, however, just ask to set up an appointment.

COURSE DESCRIPTION AND OBJECTIVES:

This course is an introduction to the major building blocks of linguistic study in relation to modern English in both its written and spoken forms. We will focus on phonology, morphology, and syntax, with some discussion of regional and social variation. Activities and assignments will cover theoretical principles as well as the realities of language in action in our everyday lives. Our approach will be descriptive rather than prescriptive. In other words, we will learn how people actually use language rather than learn how to “correct” usage. By the conclusion of the course, you will be to:

- think about language descriptively rather than prescriptively
- descriptively analyze regional and social varieties of English
- explain some of the “irregularities” of English
- use IPA to transcribe the sounds of English words, phrases, and sentences
- understand the structure of the building blocks of English, all the way from phonemes to sentences
- identify and analyze form, function, and position
- explain in linguistic terms how language changes
- design and conduct field work

REQUIRED MATERIALS:

• Readings and materials distributed electronically (printed and brought to class)

**BUILDING EMERGENCY PLAN:**

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at [http://uca.edu/mysafety/bep/](http://uca.edu/mysafety/bep/). Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**TITLE IX DISCLOSURE:**

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit [https://uca.edu/titleix](https://uca.edu/titleix). Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity. Students should also familiarize themselves with the Sexual Harassment Policy included in the Student Handbook.

**DISABILITY SERVICES & ACCOMODATIONS:**

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need accommodation under this Act due to a disability, please contact the UCA Disability Resource Center (450-3613). Any student with a documented disability requiring accommodation in the course should speak with me as soon as possible. Please be aware that it is in all cases the responsibility of the student to initiate such a discussion and to do so well in advance of assignments and activities for which accommodation might be needed. The discussion should yield a reasonable accommodation (in other words, an accommodation that does not “fundamentally alter a course, program, or academic requirement”). Please refer to the policies and procedures defined by UCA's Disability Resource Center for more details. All information regarding an individual's disability is strictly confidential.

**ACADEMIC INTEGRITY AND PLAGIARISM:**

UCA’s academic integrity statement reads as follows: “The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the University's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student’s acceptance of this university policy.”

Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, fabrication, and any act designed to give an unfair academic advantage to the student.
“Other forms of academic misconduct may include unauthorized collaboration or submitting the same paper or portions of the same paper to two different courses without the consent of both instructors . . . . The university’s academic integrity policy applies to all students enrolled in courses at the University of Central Arkansas. All forms of academic misconduct at the University of Central Arkansas will be regarded as serious” (qtd. from Student Handbook). Students should familiarize themselves with the Academic Policies, related to Academic Integrity and all other academic matters, included in the Student Handbook.

CLASSROOM CONDUCT:

Common courtesy and respect: I encourage you to share your opinions and engage in conversation with your classmates, because the more diverse points of view we consider, the more complete our study will be. However, please be courteous: disagreement can be a great way to start a discussion, but respect your classmates’ opinions and their right to express them. Any disruptions or displays of disrespect will result in a serious consideration of your placement in this class.

Electronic devices: The use of laptops, cell phones, tablets, e-readers, PDAs, music players and other electronic devices is prohibited in the classroom without express permission.

Students who violate these principles of conduct will be asked to leave the classroom and will not receive credit for in-class work that day.

ATTENDANCE:

Your attendance at each class meeting throughout the semester is the foundation of your grade in this course. As the Attendance section of the Student Handbook explains, “A student’s official program is regarded as his or her obligation to the institution, full performance of which requires regular and punctual class attendance and active participation. A student is responsible for coming to class prepared, completing any missed work, and knowing the dates and places of required course examinations . . . . Absences that indicate negligence about class attendance may lead to cancellation of registration and a withdrawal grade of WF in the course. In flagrant cases, the student may be suspended from the university. Individual instructors may assign a withdrawal grade of WF for non-attendance to any student but must do so by the deadline date for a student to officially withdraw with a WP or WF specified in the academic calendar for the semester.”

Participation is part of your course grade, but in a larger sense, all of our other assignments and activities will require you to build on what happens in class. In other words, irregular attendance will affect not just participation but will also hinder your ability to complete major assignments and activities.

If you are absent or late for any reason, it is your responsibility first to acquire notes from a classmate and, second, to come see me with questions and concerns.

LATE WORK POLICY:

If you are unable to submit work on time due to an excused reason, it is your responsibility to contact me as soon as possible to document your reason and to make timely alternative arrangements (be aware that some in-class activities may not be possible to make up). Late work is never acceptable for unexcused reasons. As the Student Handbook specifies in the section on Attendance, “Make-up examinations and assignments are required only for valid absences as determined by the faculty member. Students who miss an examination or assignment without a valid excuse may receive a failing grade for that exam or assignment.”
Excused reasons include (but are not limited to): official university-sanctioned athletic or organizational events (requires appropriate documentation), severe illness, death of a family member, court appearances, jury duty.

Unexcused reasons include (but are not limited to): computer/printer malfunctions, traffic problems, family vacations/travel, or forgetfulness.

EVALUATIONS:

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction (Nov. 23, 2015) through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

ASSIGNMENTS AND GRADING:

Below is an overview of the grade components for this course and the weight assigned to each. The descriptions for each category are an overview; any further requirements/details and information about grading will be distributed separately in assignment sheets. Be sure to save all of your work during the semester.

10% Participation: Come to class each day prepared to write and to discuss. This grade category includes not only your active, vocal participation in class, but also your completion of any in-class activities, such as free writing, worksheets, workshop/peer review, and other activities. Good participation means being regularly present and active in class, engaging with me and your classmates in generative, constructive discussion, and being prepared for each day of class (i.e., you completed the reading, finished the assignments, arrived with the text in hand, etc).

20% Exercises: This grade category includes the exercises from our course workbook as well as other assigned exercises, such as the Word of the Year morphological analysis. Because the workbook provides a full answer key, your exercises are graded on completion, rather than correctness. Completion is defined as follows: every question has been answered, and there is written evidence that you checked your answers against the key and corrected where necessary. Your exercises should be complete when you walk into the room at the start of class on the due date (do not use our in-class review time to fill in your exercises). Preparing your exercises in accordance with these guidelines is essential to your success on each exam.

15% Exam 1: Expect questions designed much like the exercises (multiple choice, definition, matching, analysis, etc.).

15% Exam 2: Expect questions designed much like the exercises (multiple choice, definition, matching, analysis, etc.).

20% Field work project: In order to better understand language perception in spoken English, you will design a test, conduct it “in the field,” and present your results in a legible and analytical format. Choose a specific point of variation (either geographic or social) related to any aspect of phonology, morphology, or syntax in the English language. Our opening discussion of geographic
and social variation will help you generate a specific line of inquiry. Further instructions will be
made available in an assignment sheet.

20% Final exam: Expect the same types of questions as on exams 1 and 2. The final exam will have a
cumulative portion.

COURSE SCHEDULE

Readings and assignments are due at the beginning of class on the day on which they are listed. Some days
below specify other materials you are required to bring. Note: I reserve the right to change the schedule
below if it will help the class. I will announce any changes in class and via email.

ABBREVIATIONS:
MES (Modern English Structures)
WB (Modern English Structures Workbook)

Aug. 21 First day introductions and syllabus.

DESCRIPTIVE APPROACHES TO GEOGRAPHIC AND SOCIAL VARIATION:
Aug. 24 Descriptive versus prescriptive linguistics. Speaker attitudes towards variation and
the politics of variation in American English.
Aug. 26 Social versus geographic variation. Definition of a dialect.
Aug. 28 Geographic variation in American English.
Aug. 31 Social variation in American English.
Sept. 2 Introduction to the Field Work Project. Important factors in the design of linguistic
studies.

PHONOLOGY:
Sept. 4 Orthography is not phonology: a brief history of English spelling.
Sept. 7 No class - Labor Day
Sept. 9 The anatomy of speech and natural classes.
Sept. 11 The International Phonetic Alphabet (IPA).
Sept. 14 IPA transcription.
Sept. 16 IPA transcription, cont.

MORPHOLOGY & SYNTAX:
FORM

Sept. 21 DUE: IPA transcription exercises. Free and bound morphemes. Affixes. Ablaut and
umlaut.
Sept. 23 Morpheme analysis.
Sept. 25 READ: MES ch. 2. Open class: nouns.
Sept. 28  Open class, cont.: verbs.
Sept. 30  Open class, cont.: adjectives and adverbs.
Oct. 2   READ: MES ch. 3. Closed class: pronouns.
Oct. 5   Closed class, cont.: auxiliaries.

Oct. 9   EXAM 1
Oct. 14  Types of phrases, cont.: adverb, participle, gerund, and infinitive phrases.
Oct. 19  READ: MES ch. 5. Types of clauses.
Oct. 21  Types of clauses, cont.: noun, relative, and adverb clauses. Clause analysis.
Oct. 23  No class - Fall break

FUNCTION
Oct. 30  Major functions, cont.: mood and voice in predicates.
Nov. 2   READ: MES ch. 7. Minor functions: objects of prepositions, modifiers, complements.
Nov. 4   Minor functions, cont.: apposition, connectors.
Nov. 6   READ: MES ch. 8. Types of clauses.
Nov. 9   Clause analysis.
Nov. 11  DUE: Exercises for chs. 6-8. Review of exercises.

Nov. 13  EXAM 2

POSITION
Nov. 18  Adjectival and adverbial positions.
Nov. 20  READ: MES ch. 10. The sentence as a syntactic unit. Sentence types.
Nov. 23  Sentence structures and patterns.
Nov. 25-27 No class - Thanksgiving break
Nov. 30  DUE: Field Work Projects. Presentations of projects.

Dec. 4   Study Day
Dec. 7   Final exam from 2:00-4:00 p.m.