

**Sul Ross State University**  
**Department of Humanities**  
**ENGLISH 3303 Structure and History of the English Language**

**Dr. Sarah Roche**

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**Hours Available:**

T & W: 1 - 4

Th: 1 - 5

by appointment

### Course Description

In English 3303 we study both the structure and history of the English language including such fascinating issues as language acquisition, the nature of language itself, and the different kinds of English we encounter in our daily lives. We will study the grammar of English including phonology, morphology, and syntax. Classes will be student-centered and thus will include discussions of the readings, group work on linguistic exercises, oral presentations of additional readings, and my lectures on the history of the English language.

### Texts

- Baugh, Albert. C. and Thomas Cable. *A History of the English Language* New edition. Routledge; 2012. ISBN-10: 041565596X ISBN-13: 978-0415655965
- Clark, Virginia. *Language: Introductory Readings* 7th ed. by ISBN-10: 0312450184; ISBN-13: 2900312450181

### English Program Student Learning Outcomes

1. Students will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics.
2. Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
3. Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

### ENGL 3303 Course Learning Outcomes

At the end of ENGL 3303, students will be able to

1. Identify historical moments in the evolution of the English language and the cultural, economic, political, and social influences on its various forms
2. Communicate orally and with visual aids concepts of language use, patterns, and dialects across cultures and geographic regions
3. Teach an audience the structure and workings of phonology, morphology, syntax, and semantics

Assignment	SLO	Grade Determination	
		Due Date	Points
Chapter questions/in-class discussions	1, 2	9/8 through 10 6	250 (50 each)
Chapter exercises	3	10/20 through 11/17	250 (50 each)
Group presentations of unassigned chapter	1, 2	see sign-up	100
Test 1	1	9/23	100
Test 2	2	10/14	100

Test 3

3

12/2

200

## Assignments

### Chapter questions/in-class discussions

You will answer assigned questions at the end of assigned readings prior to class; in class, you will use your writing to contribute to class discussions.

### Tests

You will take three tests through the semester in class; these tests will review course material and prepare you for the cumulative final exam. If you will not be in class on the day of an assigned test, prior to the class email me a clear, revised memo explaining why you cannot be in class and requesting assistance. *If you do not contact me prior to class, the tests will not be made up.*

### Exercises

You will complete five sets of exercises. No late work will be accepted; instead, your lowest grade will be dropped.

### Presentation

In assigned groups, you will deliver to the class a precis of an unassigned chapter in *Language: Introductory Readings*

## Course Policies

### Scholastic Honesty

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism.

Three different acts are considered plagiarism:

- (1) failing to cite quotations and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words.

**A grade of "F" for the course is earned if the work exhibits any of these kinds of scholastic dishonesty.**

### Turning in Assignments and Grade Complaints

To pass the class you must successfully complete and turn in each assignment by the due date—submit written assignments to Blackboard (I will not accept email submissions) and be in class on the day when in-class work is due. All assignments must be turned in to pass this course.

Please discuss your grades with me during the semester and before the fourteenth week of class or the last month of the semester. You have the right to appeal your grade as you can see in the Student Handbook at <https://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/academic.pdf>. If you disagree with a grade you receive, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the Chair of the Humanities Department, Dr. Jorge Hernandez at [jorgehernandez@sulross.edu](mailto:jorgehernandez@sulross.edu), Office Room # B 103, and phone 830 758-5016. If your grievance is not resolved, contact the dean, Dr. Veronica Mendez at [vxm16hk@sulross.edu](mailto:vxm16hk@sulross.edu) or at 830 279-3023. Any grievance regarding a grade must be filed within one year of receiving the grade.

### ADA Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road,

Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: [kbiddick@sulross.edu](mailto:kbiddick@sulross.edu).

## Schedule

Readings from Baugh and Cable's *A History of the English Language* are referred to as B&C  
Readings from *Language: Introductory Readings* are referred to as Language

### Week One

8/26

Introduce language, sounds of language, International Phonetic Alphabet.

Read for next class: Daniels "Nine Ideas about Language" and Bolton "Language: An Introduction" (both in Language) and B&C Ch 1 "English Present and Future"

Write answer to Daniels Question #4 (see Bb Assignments)

### Week Two

9/9

Discuss: B&C Ch 1 "English Present and Future"; Daniels "Nine Ideas about Language" and Bolton "Language: An Introduction"

Read for next class: Jeannine Heny "Brain and Language," Lenneberg "Developmental Milestones in Motor and Language Development" and B&C Ch 2 "The Indo-European Family of Languages"

Write answer to Heny Question #9 (see Bb Assignments)

### Week Three

9/16

Discuss: B&C Ch 2 "The Indo-European Family of Languages," Heny, and Lenneberg chapters

Read for next class: Breyne Arlene Moskowitz "The Acquisition of Language"; George A Miller and Patricia M Gildea "How Children Learn Words"; and B&C Ch 3 "Old English"

Write answer to Moskowitz Question #3 or #8 (not both); (see Bb Assignments)

### Week Four

9/23

#### Take Test 1

Discuss B&C Ch 3 "Old English," and chapters by Moskowitz and by Miller & Gildea

Read for next class Fromkin, Rodman, and Hyams "Reading, Writing and Speech" B&C Ch 4 "Foreign Influences on Old English"

Write answer to Fromkin et al Question #3 (see Bb Assignments)

### Week Five

9/30

Discuss B&C Ch 4 "Foreign Influences on Old English" and Fromkin et al "Reading, Writing and Speech"

Read for next class B&C Ch 5 "The Norman Conquest and the Subjection of English, 1066-1200," Jeanne Herndon "Comparative and Historical Linguistics" and "The Family Tree and Wave Models"

Write answer to "The Family Tree and Wave Models" Question #1 (see Bb Assignments)

### Week Six

10/7

Discuss B&C Ch 5 "The Norman Conquest and the Subjection of English, 1066-1200," Jeanne Herndon "Comparative and Historical Linguistics" and "The Family Tree and Wave Models"

Read for next class Paul Roberts "Speech Communities"

**Week Seven**

10/14

Take Test 2; discuss Paul Roberts "Speech Communities" and preview phonetics

Read for next class B&C Ch 7 "Middle English" and Edward Callary "Phonetics"

Write answers to Exercises #1 and #2 for next class (see Bb Assignments)

**Week Eight**

10/21

Discuss B&C Ch 7 "Middle English" and Edward Callary "Phonetics"; students teach each other answers to Exercises 1 and 2.

Read for next class B&C Ch 8 "The Renaissance" and Edward Callary "Phonetics"

Write answers to Exercises #3, #4, and #5 for next class (see Bb Assignments)

**Week Nine**

10/28

Discuss answers to Exercises #3, #4, and #5 in Callary "Phonetics," and B&C Ch 8 "The Renaissance" and preview "What Is Phonology? Language Sounds and Their Rules"

Read for next class B&C Ch 9 "The Appeal to Authority" and "What Is Phonology? Language Sounds and Their Rules" in Language

Write answers to Exercise 2, numbers 1, 2, 3, and 4 on page 135-136.

**Week Ten**

11/4

Discuss B&C Ch 9 "The Appeal to Authority" and "What Is Phonology? Language Sounds and Their Rules" in Language. Students work in groups on answers to Exercise 2, numbers 1, 2, 3, and 4

Read for next class "The Minimal Units of Meaning: Morphemes"

Draw tree diagrams for Exercise 1 on page 155.

**Week Eleven**

11/11

Discuss "The Minimal Units of Meaning: Morphemes" and students work in groups on tree diagrams for Exercise 1 on page 155.

Read for next class Frank Henry "Syntax: The Structure of Sentences"

**Week Twelve**

11/18

Discuss Frank Henry "Syntax: The Structure of Sentences" and do in-class exercises

Read for next class Frank Henry "Syntax: The Structure of Sentences" and B&C Ch 11 "The English Language in America"

**Week Thirteen**

11/25

Continue discussing syntax using Henry's chapter and B&C Ch 11 "The English Language in America"

**Week Fourteen**

12/2

Take Test 3