

Sul Ross State University
ENGL 3303 Structure & History of the English Language
 Fall 2021 Mondays 4:30 – 5:45

Del Rio D01 CRN 11099 meets in Room 101
 Eagle Pass T02 CRN 11100 meets in Room B114
 Uvalde T03 CRN 11101 meets in Room B111

Professor: Dr. Sally Roche
 Email: smoreman@sulross.edu
 Contact: 830 703 4837 or email me
 Where you can find me: Office hours are in Del Rio Faculty Building #213
 Office Hours: M-Th 1-3 and of course by arrangement—call or email

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

All assigned readings are in Blackboard

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. Describe major historical, regional and cultural influences on the ongoing development of the English language.
2. research word origins
3. analyze word formation as an aid to understanding meanings, derivations, and spellings.
4. communicate concepts of language use, patterns, and dialects across cultures and geographic regions
5. explain phonology
6. explain morphology
7. explain syntax
8. apply linguistic theories to assessments of nonstandard language usage.

English Language Arts and Reading 7-12 Educator Standards

Standard VII English language arts teachers in grades 7-12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Assignments	Deadline	Percent of Course Grade
Group Discussions	weekly as assigned	10
In-class discussions/exercises	weekly as assigned	10
Test #1	9/8	10
Structure of English Language File	10/13	20
Test #2	10/20	10
History of English Language Project	11/3	10
Word-Origins and Word-Formation Paper	11/10	10
Final Exam—cumulative	12/6	20

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 via Zoom 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 November 16. 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. Sally Roche at smoreman@sulross.edu, and phone 830 703-4837. If your grievance is not resolved, contact the dean, Dr. Patricia Nicosia at pnicosia@sulross.edu. Any grievance regarding a grade must be filed within one year of receiving the grade.

Section IX. Notes on University Programs and Services

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class.

Alpine students seeking accessibility/accommodations services should contact Rebecca Greathouse Wren, LPC-S, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and they will get back to you as soon as they can during working hours), or email rebecca.wren@sulross.edu. Ms. Greathouse Wren’s office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris’s office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address too).

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to

verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Technical Support

Who should I contact?

<h3 style="margin: 0;">Online Support Desk</h3> <p>☎ 888.837.6055 ✉ blackboardsupport@sulross.edu</p> <p>Available: 24/7</p> <ul style="list-style-type: none"> • Logging into Blackboard • Questions about Blackboard tools/software • Trouble with tests/quizzes/assignments • Error messages on Blackboard • Online course video problems 	<h3 style="margin: 0;">Lobo Technology Assistance Center (LTAC)</h3> <p>☎ 888.837.2882 ✉ techassist@sulross.edu</p> <p>Available: Monday-Friday 8 a.m. - 5 p.m.</p> <ul style="list-style-type: none"> • Logging into your mySRSU/Banner/SRSU email • Campus computer, computer lab, or campus Wi-Fi issues • Security concerns with your SRSU or VPN account • Questions about Office 365 or OneDrive
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RGC Technical Support.

Lobo Technology Assistance Center is located at all sites:

- Room 304 at the Del Rio Campus.
- D119 at the Eagle Pass Campus.
- B106 at Uvalde Campus.

RGC Campuses Phone: 830-703-4899 (x4899)

Report Suspicious SRSU emails: abuse@sulross.edu

Learning Units or Modules (for dates, see SCHEDULE on page 6)

Module 1: Introduction to Language

View

YouTube video on American Sign Language in performance

Read

- Harvey A. Daniels, Nine Ideas about Language
- W.F. Bolton, Language: An Introduction

Activities

In-class introductions posting

Module 2: Language Acquisition and Distinguishing between Speech and Writing

View

- Khan Academy, "Language and the brain: Aphasia and split-brain patients"
- Khan Academy, "Theories of language and cognition"
- Khan Academy, "Theories of language development: Nativist, learning, interactionist"

Read

- Breyne Arlene Moskowitz, "The Acquisition of Language"

- Eric H. Lenneberg, “Developmental Milestones in Motor and Language Development”
- George A. Miller and Patricia M. Gildea, “How Children Learn Words”
- Victoria Fromkin, Robert Rodman and Nina Hyams, “Reading, Writing, and Speech”

Activities

Group Discussion on question #3 of Fromkin et al’s “Reading, Writing and Speech” due 8/31

Class notes on group work due 9/1

Test #1 on Modules 1 and 2 due 9/8

Module 3: The Structure of Language

Sounds

Read

- Edward Callary, Phonetics
- Ohio State Language Files, What Is Phonology? Language Sounds and their Rules

Activities

- Callary Exercise 1 on page 91
- Callary Exercise 3 on page 100
- Callary Exercise 4 (page 104) and Exercise 5 (page 106)

Words

Read

- Ohio State Language Files, Minimal Units of Meaning: Morphemes
- H.A. Gleason, The Identification of Morphemes

Activities

- Ohio Files “Minimal Units . . .” Exercise 1
- Gleason, “Swahili” Exercise page 164-165, “Llocano” Exercise page 166, “Dinka” Exercise page 166

Sentences & Meaning

Read

- Frank Heny, Syntax: The Structure of Sentences

Activities

- Read Heny “Syntax: The Structure of Sentences” pages 191 to 198 and do Exercise 1, #1 a-d (page 198)
- read pages 199 to 208 and do the Exercise entitled *Frank Heny “Syntax: The Structure of Sentences” Ten Phrase Structure Trees Exercise* (inside Module folder Activities)
- Heny, Exercise 5 #1 and #2 (page 222)

Structure of English Language file due 10/13

Test #2 on Module 3 due 10/20

Module 4: The History of the English Language

Old English

View/Read:

Paul Roberts, A Brief History of English (pages 330-334)

Middle English

View/Read

Paul Roberts, “A Brief History of English” (pages 335-336)

The Lord’s Prayer

Beowulf

Activities

Group discussion due 10/22

In-class notes due 10/25

Modern English

[View/Read](#)

Paul Roberts, "A Brief History of English" (pages 336-339)

The Lord's Prayer

Chaucer

[Activities](#)

[Group discussion due 10/29](#)

[In-class notes due 11/1](#)

History of the English Language project due 11/3

Module 5: Word Origins and Formation

[Read](#)

- W. Nelson Francis, Word-Making: Some Sources of New Words
- R. C. Simonini, Word-Making in Present-Day English

[Activities](#)

Word Origins & Formation Paper due 11/10

Module 6: Language Variations

[View/Read](#)

- Lee Pederson, Dialects
- Paul Roberts, Speech Communities
- Ronald Macaulay, Regional Dialects and Social Class
- David Crystal, Pidgins and Creoles

[Activities](#)

[Group discussion 11/16](#)

[In-class notes on group discussion 11/17](#)

Final Exam due 12/6

SCHEDULE FOR FALL 2021 ENGL 3303
AUGUST 23 – DECEMBER 10

Week	Module	Activities & Assignments All due dates @ 11:00 pm Assignments may be submitted early
Week 1 8/23	Start here Attend class 8/23	Class discussion notes due 8/23 Group discussion: introductions due 8/24
Week 1 8/24 – 8/28	Module 1: Introduction to Language	Group discussion due 8/24 In-class notes due 8/25
Week 2 8/30 – 9/4	Module 2: Language Acquisition, Speech and Writing	Group discussion due 8/31 In-class notes due 9/1
Week 3 9/6 – 9/11	Module 2	Test #1 on Modules 1 and 2 due 9/8
Week 4 9/13 – 9/17 No class 9/13 Class meets 9/15	Module 3 The Structure of Language Sounds	Callary Exercise 1 on page 91 Callary Exercise 3 on page 100
Week 5 9/20 – 9/21	Module 3 The Structure of Language Sounds	Callary Exercise 4 (page 104) and Exercise 5 (page 106)
Week 5 cont. 9/22 – 9/24	Module 3 The Structure of Language Morphemes	Ohio Files “Minimal Units . . .” Exercise 1
Week 6 9/27 – 10/2	Module 3 The Structure of Language Morphemes	Gleason, “Swahili” Exercise page 164- 165, “Llocano” Exercise page 166, “Dinka” Exercise page 166
Week 7 10/4- 10/9	Module 3 The Structure of Language Syntax	“Syntax: The Structure of Sentences” pages 191 to 198 Exercise 1, #1 a-d (page 198) read pages 199 to 208 and do the Exercise entitled <i>Frank Heny “Syntax: The Structure of Sentences” Ten Phrase Structure Trees Exercise</i> (inside Module folder Activities)
Week 8 10/11 – 10/12	Module 3 The Structure of Language Syntax	Heny, Exercise 5 #1 and #2 (page 222) Structure of the English Language file due 10/13
Week 8 cont. 10/13 – 10/16	Module 4 History of English Language Old English	
Week 9 10/18 – 10/23	Module 4 History of English Language Middle English	Test #2 on Module 1-3 due Oct 20 Group discussion due 10/22
Week 10 10/25 -10/26	Module 4 History of English Language Middle English	In-class notes due 10/25
Week 10 cont. 10/27 – 10/30	Module 4 History of English Language Modern English	Group discussion due 10/29

Week 11 11/1 – 11/6	Module 4 History of English Language Modern English	In-class notes due 11/1 History of the English Language project due 11/3
Week 12 11/8 – 11/13	Module 5 Word Origins & Formation	
Week 12 cont. 11/9 – 11/13	Module 5 Word Origins & Formation	Word Origins & Formation Paper due 11/10
Week 13 11/15 – 11/20	Module 6 Language Variations	Group discussion due 11/16 In-class notes due 11/17
Week 14 11/22 – 11/23	Module 6 Language Variations	
Week 15 11/29 – 12/4	Review	
Final Exam 12/6		Final Exam due 12/6