Sul Ross State University
ENGL 3303 Structure & History of the English Language
Fall 2022 Monday & Wednesdays 4:30 – 5:45

Locations for Class Meetings
Alpine H04 CRN 11809 meets in ACR Room 206   **Del Rio** D01 CRN 11087 meets in Room 101
Eagle Pass H02 CRN 11092 meets in Room B114   **Uvalde** H03 CRN 11093 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

Library Information
The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus. The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Assignments	Deadline	Percent of Course Grade
Test #1	9/4	10
Structure of English Language File	10/16	20
Test #2	10/20	10
History of English Language Project	11/3	20
Word-Origins and Word-Formation Paper	11/16	20
Final Exam—cumulative	12/5	20

Grading Policy
A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 59 or lower
To calculate your grade, add up the number of possible points. Then add your points. Divide your points by the number of possible points to get your percentage.

SCHEDULE FOR FALL 2022 ENGL 3303
AUGUST 22 – DECEMBER 7

Week & Class Meetings	Readings	Assignments
	Module 1: Introduction to Language	
Week 1 8/22 8/24	View YouTube video on American Sign Language in performance Read - Harvey A. Daniels, Nine Ideas about Language - W.F. Bolton, Language: An Introduction	
	Module 2: Language Acquisition, Speech and Writing	
Week 2 8/29 8/31	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"	
Week 3 9/7	Read - George A. Miller and Patricia M. Gildea, "How Children Learn Words" - Victoria Fromkin, Robert Rodman and Nina Hyams, "Reading, Writing, and Speech"	Test #1 on Modules 1 and 2 due 9/4 or earlier
	Module 3 The Structure of Language: Sounds, Morphemes, Syntax	
Week 4 9/12 9/14	Sounds Read Edward Callary, Phonetics	Callary Exercise 1 on page 91 due 9/12 Callary Exercise 3 on page 100 due 9/14
Week 5 9/19 9/21	Sounds Read Ohio State Language Files, What Is Phonology? Language Sounds and their Rules	Callary Exercise 4 (page 104) due 9/19 Exercise 5 (page 106) due 9/21 Ohio Files "Minimal Units . . ." Exercise 1 due 9/21
Week 6 9/26 9/28	Morphemes Read Ohio State Language Files, Minimal Units of Meaning: Morphemes	Gleason, "Swahili" Exercise page 164-165 due 9/26 "Llocano" Exercise page 166 due 9/28

	• H.A. Gleason, The Identification of Morphemes	
Week 7 10/3	Morphemes	"Dinka" Exercise page 166 due 10/3
10/5	Syntax Read • Frank Heny, Syntax: The Structure of Sentences	Exercise 1, #1 a-d (page 198) Read pages 199 to 208
Week 8 10/10 10/12	Syntax Read • Frank Heny, Syntax: The Structure of Sentences	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 the English Language file due 10/16
	Module 4 History of English Language: Old English, Middle English, Modern English	

Week 9
10/17
10/19
	Old English
	Read:
	    • A History of the English Language
	    • Paul Roberts, A Brief History of English (pages 330-334)
	    • The Lord's Prayer in Old English
	    • Presentation on Old English	

Week 10
10/24
10/26
	Middle English
	View/Read
	    • William the Conqueror and the Norman Invasion
	    • "The Norman Conquest" and "Middle English"
	    • Middle English Vocabulary
	    • Glossary of Chaucer's Vocabulary
	    • Dialects of Middle English
	    • The Lord's Prayer in Middle English
		Test #2 on Module 1-3 due Oct 29

Week 11
10/31
11/2
	Modern English
	View/Read
	    • The Rise of Standard English
	    • Summary of the Great Vowel Shift
	    • What Is the Great Vowel Shift?
	    • The Great Vowel Shift
	    • Modern English
	    • English Spelling
	    • Samuel Johnson's Dictionary
	    • Notes on Modern English
		History of the English Language project due 11/3

	• Lecture Notes on Modern English	
	Module 5 Word Origins & Formation	
Week 12 11/7 11/9	Read • W. Nelson Francis, Word-Making: Some Sources of New Words • R. C. Simonini, Word-Making in Present-Day English	
Week 13 11/14 No meeting 11/16		Word Origins & Formation Paper due 11/16
	Module 6 Language Variations	
Week 14 11/21	Read • Lee Pederson, Dialects • Paul Roberts, Speech Communities	
Week 15 11/28 11/30	Read • Ronald Macaulay, Regional Dialects and Social Class • David Crystal, Pidgins and Creoles Review	
	Module 7 Course Review	
Final Exam 12/5		Final Exam due 12/5

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.

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 November 7. November 14 is the last day to withdraw from class. You have the right to appeal your grade as you can see in the Student Handbook at https://www.sulross.edu/wp-content/uploads/2020/09/student_handbook_2019-2020_revision_12.7.2020.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.

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 must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and they will contact you as soon as possible during working hours), or email mschwartze@sulross.edu. The office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122, SUI 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
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. 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. Directions for filing a student complaint are located in the student handbook.

Technical Support
The SRSU Blackboard Online Support Desk is where you can direct all your Blackboard technical questions such as problems submitting a document to an assignment, trouble getting videos to play, or dealing with a technical error in your Blackboard course. The Blackboard technical support desk is open 24 hours a day/7 days a week for your convenience. To reach the support desk:

  By calling 888.837.6055
  Via email blackboardsupport@sulross.edu

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.

Report Suspicious SRSU emails: abuse@sulross.edu

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.

Educator Standards
For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:
Competency 004 (Literacy Development: The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.
Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.
Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.
Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.
Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.
Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.
Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.
Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

English Language Arts and Reading 4-8 Domain II:
Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.
Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and taches students to apply those skills and strategies to enhance their reading proficiency.
Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.
Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.
Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

English Language Arts and Reading 4-8 Domain II:
Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.
Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and taches students to apply those skills and strategies to enhance their reading proficiency.
Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.
Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.
Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

BA English Program Marketable Skills
1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.