

Course Syllabus—English 331-01W Spring 2012

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Instructor Information

Dr. Robert J. Baumgardner earned a Ph.D. in Linguistics from the University of Southern California in 1982. In the same year he was granted a Certificate in the Teaching of English to Speakers of Other Languages. His principal research interest is World Englishes. He has done extensive fieldwork and research in Pakistan, Iran, Sri Lanka and Mexico. He is co-editor of a book on English for Specific Purposes (Macmillan 1988) and editor of a book on English in Pakistan (Oxford University Press 1993) and South Asia (University of Illinois Press 1996) as well as author of numerous articles on ESP and English in Pakistan and Mexico. His CV is posted on the Department of Literature and Languages website.

Student Orientation Tutorial (SOT)

Under *My Courses/Special Courses* you will find the *NExT SOT* (Student Orientation Tutorial). If this is your first on-line course, *it is imperative that you take this tutorial.* It's an excellent introduction to how to navigate eCollege. It's also a good review if you feel rusty in eCollege operations.

Student Learning Outcomes

A student who completes *English 331* will:

- (a) learn the linguistic components of varieties of language (phonology, morphology, syntax, etc.)
- (b) learn the differences between spoken and written language and the nature and history of written language
- (c) become aware of the constant interplay between language and society in both English-speaking as well as in societies that speak other languages
- (d) become aware of his/her attitudes to varieties of English and other languages

(e) learn to respect all varieties of language

**Important
Disclaimer**

This course syllabus is the official English 331 (Spring 2013) syllabus. Any other previously-published version of the syllabus is not valid. ***This is the official Syllabus for this course.***

rjbaumgardner, January 7, 2013

**Course Policies
and Procedures**

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. You will have a reading assignment every week and every other week you will work on various combinations of discussions, assignments, journals, a quiz and two examinations. By mid-term you should begin reading your Extended reading book, ***The Story of English in 100 Words*** by David Crystal.

For you to complete the course successfully, you will need to read all assigned readings thoroughly and critically, read a non-class-text linguistics book (see Extended reading), prepare carefully for two examinations (the final will cover the two texts), take two quizzes, write one Journal, and participate in three class discussions.

**Course
Description**

Language may be studied at several structural or functional levels (such as phonology or morphology). Your attention in this course will be directed not only to the levels of language but also to components of language and *society*, language and *the mind*, *etc.* and to the relationships between these components and language variation within and across individuals.

You will also be encouraged in the class to examine carefully your beliefs about your own language and your attitudes toward the language varieties that you and others use. Doing so will help you better understand the change that language constantly undergoes in personal and social use. Examining your beliefs and attitudes will also

help you become more aware of the variation in language use from one group to the next and from one individual to the next.

Catalogue Course Description

Hours: Three

ENG 331 - Introduction to Linguistics

A survey of major areas of linguistic theory: phonology, morphology, syntax, historical/comparative studies, sociolinguistics, psycholinguistics are included. Prerequisite Eng 1302.

Course
Outline/Calendar

Below please find each week's work. *Each week runs from Monday, the first day of the week to the following Sunday. Assignments are due on Sunday at midnight.*

Week 1 January 14-20, 2013 Yule Chapters 1,2 Open Discussion

Week 2 January 21-27 Yule Chapter 3 Open Discussion

Week 3 January 28 - February 3 Yule Chapter 4 ***Discussion #1***

Week 4 February 4 - 10 Yule Chapter 5 Open Discussion

Week 5 February 11 - 17 Yule Chapter 6 Open Discussion

Week 6 February 18 - 24 Yule Chapter 7 Open Discussion ***Quiz #1***

Week 7 February 25 - March 3 Yule Chapter 9 Open Discussion

Week 8 March 4 - March 10 Yule 10 Open Discussion

Week 9 March 11 - March 17 ***Spring Break***

Week 10 March 18 - March 24 ***Mid-Term Examination***

Week 11 March 25 - March 31 Yule Chapter 11 ***Discussion #2***

Week 12 April 1 - April 7 Yule Chapter 12 Open Discussion
Week 13 April 8 - April 14 Yule Chapter 13 Open Discussion *Quiz #2*
Week 14 April 15 - April 21 Yule Chapter 14 *Discussion #3*
Week 15 April 22 - April 28 Yule Chapter 15, 16 Open Discussion
Week 16 April 29 - May 5 Yule 17, 18 Open Discussion *Journal*
Week 17 May 6 - May 10 *Final Examination Week*

Textbooks ***The Study of Language*** (4th ed.). George Yule (2010). Cambridge University Press.

ISBN-13: 978-0521749220 **REQUIRED TEXT**

The Story of English in 100 Words. David Crystal (2012). St. Martin's Press.

ISBN-13: 978-1250003461

REQUIRED TEXT

You can check out www.chegg.com for information on textbook rentals.

Extended Reading

Our theme for the extended reading portion of the course for this semester is the history of English in the world. David Crystal details for us in his recent work, *The Story of English in 100 Words*, how, through the use of 100 representative words, Anglo-Saxon developed into Modern English.

I would suggest you begin reading Crystal at the latest by mid-term (after the mid-term examination in Week 9). Of course you can begin earlier, but the book should not be referred to in Discussions or questions until after Week 9. It's a second-part-of-the-semester activity (much like a term paper would be!). It's a fascinating read, and it will open your eyes to the real situation regarding the position of English world-wide. Enjoy!

**Communication:
Virtual Office
and e-mail**

Please post class- and materials-related questions in the *Virtual Office* so all students can benefit from your question and (I hope) my answer. I normally check the *Virtual Office* on a daily basis except Sunday.

Private matters (such as grade questions) should be taken care of by e-mail.

Grading policy

First and foremost, I want to make it clear that this is not a correspondence course in which you work at your own pace to complete assignments and examinations. This is a paced, on-line course in which you will be expected to read and complete assigned work according to given deadlines. It is my policy not to accept late work. I will give you what I consider ample time to complete your readings and assignments, so I expect work to be turned in on time. Work that is late will receive a zero. Make it a habit, however, not to wait until 11:59 to turn in an assignment because it takes a few minutes for eCollege to log in your assignment. You should turn in your work well ahead of the deadline. If you have any questions about this policy, please send them to the Virtual Office. ***Nota Bene: No work for extra credit will be given.*** Following is a breakdown of the components of grades:

100	Mid-Term Examination
100	Final Examination
25	Journal (1)
75	Discussions (3)
20	Quizzes (2)
320	Total

A	288-320
B	256-287
C	224-255
D	192-223
F	191 & below

**Submitting
Journals**

Journals in English 331 should be done using the eCollege *Journal*

function found above in the Tool Bar. No journal will be accepted by e-mail. Each journal entry will have a prompt that you will see when you click Journal under the week's work.

Remember that your work should be submitted using *Microsoft Word* (either PC or Mac). I am using *Word 2007*; therefore, any version of *Microsoft Word* (2007 or earlier) should not present a problem. However, if you are using any other word processor (for example, *WordPerfect* or *Microsoft Works*), you must convert your files to RTF (rich text format) before sending them to me. If you don't do so, your work will not arrive in a readable format.

Nota Bene: The word processor in *Microsoft Works* is not compatible with *Microsoft Word*. So if you are using *Microsoft Works*, you need to convert your files to RTF before sending them to me. *Microsoft Word* will not read documents written with *Microsoft Works*.

You are responsible for sending me a file I can read. If I cannot read your first submission, I will alert you and give you the opportunity to correct the problem. After the first time, if you submit work that I cannot read, you will be given a zero on that assignment if the due date has passed.

You are responsible for submitting your work correctly and on time. Please remember that your name should be on all work you submit.

**Discussion
Guidelines**

In conducting a Discussion, please keep in mind the *Discussion parameters*:

Please submit no more than two postings. The first one should be a question about, a reaction to or a personal example of something in the Discussion prompt or the Chapter Overview. This should be about 300 to 400 words in length (minimum 300, maximum 400). The second posting should be your reaction to another classmate's posting. This second posting should be about 100 words minimum and 200 words maximum. Putting what we want to say in briefer form is actually much harder than writing with no length limit. Discussions will run from Wednesday to Sunday midnight on weeks they are

assigned.

There are a number of reasons why I am asking that you follow these instructions. *One*, as I stated above, is that it's more of a challenge in writing to put what we want to say in condensed form than it is to write without limits. We all need to learn how to write in this manner because it's the way writing often takes place in the "real" world. *Two*, if there are no limits, then there is too much material being posted and it is impossible for us to have a true discussion, i.e. reacting to what someone else has posted. *Three*, I also want to take part in the discussions, but if there are too many ideas, questions, queries, it's impossible to keep up. I jump in selectively because I want you too to react to your classmates' questions, and we generate plenty of questions by keeping within the limits. And *Four*, these parameters keep in check those of us who tend to be too loquacious.

If you do not follow the above instructions, points will be deducted from your Discussion mark for the week. Happy Talking!! rjb

Open Discussions

Every other week we shall have an *Open Discussion*. This is a place for you to express opinions, ask questions and make comments in general about the readings. *Open Discussions* are not graded and it is not mandatory that you participate (unlike *Discussions* which are assignments and graded). *Discussion Guidelines* do not apply to *Open Discussions*, i.e. you may contribute as much as you desire (but see Netiquette).

Feel free in an *Open Discussion* to make your own contribution, to respond to another classmate's contribution or to answer another classmate's question. Remember too that rules of Online Courtesy apply in both *Open Discussions* as well as *Discussions*.

Student Technical Support & Library Access

Contacting eCollege for Technical Support:

The following support options are available 24 hours a day / 7 days a week:

- **Help: Click on the 'Help' button on the toolbar for**

information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Contacting Your Instructor:

If you have questions pertaining to the content of this course (e.g., questions about an exam, course due dates, grades, etc.), please contact me through the "Virtual Office." If you have a question about grades or a private matter, please use e-mail.

STUDENT SUPPORT SERVICES:

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-920-6656 (direct), or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

Student Code of Conduct: The A&M-Commerce Student Guidebook (page 55) details student rights and explains grievance procedures. The guidebook includes the Student Code of Conduct.

eCollege Technical Concerns:

Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 OR 720-920-6656. The eCollege Helpdesk may also be reached through Chat by clicking on the 'Help' link at that top of this page, and then clicking on the 'Contact Help Desk' link.

Accessing Library Databases & Tutorials::

To access the Library databases and Library tutorials you must open a separate browser session. Minimize your eCollege session and open another browser window going to the Library's web site directly:
<http://www.tamuc-commerce.edu/library> not from within eCollege.

Currently enrolled students wanting to access databases from abroad:

1. Install the VPN client software from: <https://vpn.tamuc-commerce.edu>.

2. Open the installed VPN application and enter personal login information as follows:
Login: student\
(your CWID) (Example: student\12345678)
Password: (enter your myLeo password)

Plagiarism and Academic Dishonesty

Plagiarism is the presentation of the words or ideas of another person as your own. This will result in failure for the work plagiarized and possibly a failure in the course. Be sure to give credit in your papers for all borrowed language and ideas. I will assume that you are able to distinguish scholastic use of sources and cooperative work with your classmates from plagiarism and other forms of academic dishonesty. If you have any questions, however, please speak to me. No level of dishonesty is acceptable. (For further information please see the *Academic Honesty* statement of the Department of Literature and Languages below.)

Department of Literature and Languages

Texas A&M University-Commerce

Policy #12

April 28, 2003

ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines “academic dishonesty” in the following way (Procedure A13.12 “Academic Honesty”):

Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

2. “Plagiarism” Further Specified. The Department of Literature and Languages builds on the university definition of “plagiarism,” given in 1, in the following manner (taken from “Defining and Avoiding Plagiarism: The WPA [Council of Writing Program Administrators] Statement on Best Practices,” undated, pages 1-2, 12 March 2003. <<http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>>):

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. “Collusion” Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (Title 7 Offenses Against Property, Chapter 32 Fraud, § 32.50 Deceptive Preparation and Marketing of Academic Product), an “academic product” means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person.”

The Texas Penal Code also specifies that person commits a Class C misdemeanor offense “if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product.”

4. Responsibility. Matters of academic dishonesty are handled

initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the dean of the college for study and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, "Plagiarism").

Instructors may also choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a[2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that statement:

Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise.

Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3])

6. This Policy supersedes Department of Literature and Languages Policy #12, "Plagiarism," dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Gerald Duchovnay, Head, Department of Literature and Languages

April 28, 2003

Late Work Policy

No late work will be accepted. No exceptions. Work should be submitted by midnight, Central time, on the due date that is given in the Week's assignment.

Examinations should also be submitted during the time frame

specified for each. No exceptions. Failure to submit an examination on time will result in a zero grade.

Having said that, I do realize that unforeseen circumstances can occur in our lives, so if that is the case, please let me know what is going on and adjustments can possibly be made in the Late Work Policy.

**Online Courtesy
(Netiquette)**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Student's Guidebook*, Policies and Procedures, Code of Student Conduct)

I expect that students will exhibit courtesy toward others in this online class. Courtesy means not engaging in online rudeness or refusing to focus on group or class discussions. Courtesy means engaging in such behaviors such as paying careful attention to others in discussions, accepting that various points of views can be valid, and treating others as you wish to be treated.

**Teacher
Certification**

Teacher Certification. If you are seeking teacher certification in English, Spanish or ESL, you must pass the TExES, the state's certification examination. The TExES Preparation guides describing the English (#117, #131) and the ESL (#154) exams may be downloaded at

<http://www.texas.com>

Dates for the exam as well as university registration deadlines are available at the A&M-Commerce Educator Certification website: <http://excet.tamu-commerce.edu/registration.htm>. Additional information regarding teacher certification in English, ESL, and Spanish is available in the main office of the Department of Literature and Languages, or from the following faculty advisors: Ms. Dottie McIntyre (English Adviser), Ed North 220, Telephone 903-886-5778, Dottie_McIntyre@tamu-commerce.edu; Dr. Robert J. Baumgardner (ESL Adviser), HL 116, Telephone 903-886-5254, Robert_Baumgardner@tamu-commerce.edu; Dr. Inma Lyons (Spanish Adviser), HL 221, 903-886-8774, Inma_Lyons@tamu-commerce.edu

(see also *Major Policies* below).

MAJOR POLICIES *English as a Second Language (ESL)*

The ESL TExES differs from all other TExES exams in the Department of Literature and Languages. ESL is not a stand-alone certification; rather, it is an endorsement or add-on certification. Students may be working on an ESL endorsement as undergraduates, as graduate students, or under an emergency permit. However, because ESL is NOT a certificate, no distinctions between these groups of students is necessary.

Additionally, because of the nature of the ESL TExES, students may be approved to take the ESL along with another TExES test. This exemption applies ONLY to the ESL TExES.

The ESL Advisor is Dr. Robert Baumgardner. Contact information for Dr. Baumgardner:

Office: HL 116

Telephone: 903-886-5254

Email: Robert_Baumgardner@tamuc.edu

Students must meet with the ESL Advisor for evaluation and review of courses. Because so few students take the ESL TExES in any given year, regularly scheduled workshops are not available.

Course Requirements

Undergraduate students are expected to take the undergraduate courses. Students enrolled in the Graduate ESL Endorsement program are expected to take the graduate courses. Emergency permit students may choose whichever courses(s) best fit their schedules.

Undergraduate

Graduate

English 301 or 331

English 501 or 555

English 358

English 558

English 457

English 557

English 462

English 562

"At Risk" Criteria

Students must earn a "B" grade or above in three of the four required courses. Students who have earned more than one "C" grade are considered to be at risk and may have to re-take a course or courses.

ESL practice test manuals are available from the Literature and Languages Main Office, HL 141. The manual is also available in electronic format at:

<http://www.tea.state.tx.us/teks>

**Americans with
Disabilities Act**

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132**

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu
