

Linguistics 107 Patterns of English Section 1: Code 41421. Fall 2018, San José State University

Instructor:	Kevin Moore`
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Office Hours:	Wednesday 4:20 to 5:20 p.m.; Thursday 11 to 12 noon, and by appointment Monday through Thursday.
Class Days/Time:	MW 10:30 - 11:45 a.m.
Classroom:	Engineering 232
Prerequisite:	Written Communication 1 (English 1A) or equivalent.

Other Contact Information

Phone me in my office all day Monday/Wednesday until 5:15 p.m., or Tuesday/Thursday from 11 a.m. to 1 p.m.; leave a message if I don't answer. Email me at other times. Use my personal email (kevin.moore@sjsu.edu); don't email me on canvas. If you're not available during my office hours, we can make an appointment for another time. My box is in the Linguistics and Language Development department office in Clark Hall 473.

Course Website: Assignments, handouts, and lecture slides will be posted on the course website on canvas. For help in using Canvas go to http://www.sjsu.edu/at/ec/canvas/student_resources/index.html. If you have trouble getting to the website you can call the help desk at (408) 924-2377 or email me. Assignments will be available only on the website. Your completed assignments need to be submitted to me on paper (hardcopy).

Course Description

Description of the sound, word-formation, sentence, semantic, and discourse patterns of English. Analysis of contemporary examples of spoken and written English. 3 units.

Through linguistic analysis, students will begin to see what is systematic and not systematic about a language like English, and how the language varies between communities of speakers. Grammar is not a set of rules that someone put in a book; it is what is systematic about a language that people use.

This course will help students who are pursuing a multiple subject teaching credential, a major in Linguistics, a degree in language, or a degree or certificate in teaching English to speakers of other languages. The knowledge and abilities gained in this course can be applied in other university courses, in the teaching professions, and indeed in any encounter with a language. The course is a prerequisite for the MATESOL and is an elective for the BA in Linguistics. It addresses the California Commission on Teacher Credentialing requirements for Language Structure and Linguistics (Standard II, Reading Language and Literature, Domain 1.1), as well as the part of Domain 2.4 which deals with dialects and other forms of variation in English.

Required Texts/Readings

Textbook

1. Master, Peter. 1996. *Systems in English Grammar*. Upper Saddle River NJ: Prentice Hall Regents.
The textbook is available at Spartan Books and at the following website:
<https://www.createspace.com/6809886>

Other Readings

A compiled reader is available from Maple Press (330 S. 10th St.; 408-297-1000. Maple Press does not take credit cards). Please bring the textbook and/or reader to class, since we will often use them. I will let you know which of the two we are going to use.

You should have a college-level dictionary.

Other equipment

You will need an audio recorder for one of the mini-projects. Most cell phones will do the job. Also, you can borrow one at Media Services in the Instructional Resource Center, room 112 (on the ground floor in the same building as Dudley Moorhead Hall, behind Clark Hall and Administration).

NOTE: You will have to attend class to do well. Some of what I teach you can't get from the textbook or reader.

Summary of Course Requirements and Percentages of Final Grade

Table 1 Requirements and Percentages

Quizzes (4 at 5% each)	20%
Collaborative mini-projects 1-3	35%
Collaborative project 4	20%
Midterm exam	10%
Cumulative final exam	15% (12/18/2018; 9:45 a.m.)

Grading Policy

On your quizzes, projects, and exams your grade will be stated as a percentage. That percentage will be weighted for the value of the assignment. For example, if you got a 100 on the first quiz, that would count as 5 points towards your ultimate total; if you got a 90, that would count as 90% of 5 (or $.9 \times 5 = 4.5$ points). To calculate your grade, add up the points for each assignment. For example if you got 100 on each assignment you would add in each of the numbers on the right in the table above; i.e. $25+15+15+15+30=100$. The determination of grades based on points earned will depend on how well the class as a whole does. The table below gives the **approximate expected** point-values of each grade. If the class does not do well, point values of letter grades will be lower. (I.e. I will curve the grades in the students' favor in that case.) The point values will not be made higher under any circumstances. The lowest passing grade is a "D-"

Figuring out Approximate Grades From Total Percentages in "Course Requirements" above

Table 2 Grades and Percentages

A	95-100%	B	82-86%	C	70-74%	D	59-63%
A-	90-94%	B-	79-81%	C-	66-69%	D-	55-58%
B+	87-89%	C+	75-78%	D+	64-65%	F	below 55%

Course Goals and Student Learning Objectives

By the end of the semester, students will be able to do the following, as assessed by quizzes, exams, and projects:

- Demonstrate the ability to recognize the sound patterns in the speech of different English speakers, including one's self and "typical" native speakers.

- Show how the nature of English sound-letter relationships is reflected in phonemic awareness and methods such as phonics in elementary schools.
- Demonstrate understanding of the major word-formation patterns of English in both historical and contemporary settings.
- Use traditional grammatical terminology and linguistic methodology to analyze English sentence patterns.
- Distinguish between descriptive and prescriptive grammatical rules.
- Describe different sentence patterns of English and how they are related to each other.
- Use the conventional system of punctuation of American English and explain the rationale behind it.
- Describe the variation among different varieties of English. Analyze variation that is due to style, register, accent, dialect, code switching, and other forms of variation. Demonstrate an understanding of the relationship between standard American English and these other ways of talking.
- Recognize different discourse patterns in uses of language intended for different audiences.
- Know how to guard against stereotyping and bias in perceptions of nonstandard varieties of oral and written English.

Classroom Protocol

- Please do not let your phone ring in class. We will discuss further details of the cell phone policy.
- Students are expected to complete each assigned reading on time, to be prepared to discuss its contents, and to participate fully in pair-work or group-work in class.
- Exams may not be taken at other than their scheduled times, except in case of emergency or religious observance. Any such case must be documented in writing by the appropriate authorities. If an exam is scheduled on a religious holiday, please let me know in advance. If you have an exam conflict, let me know well in advance and it may be possible to reschedule.
- Each assignment must be the original work of the student or students who turn it in. No student may take any words from any source without acknowledging it in a clear and obvious way. For example if you study together for an exam you cannot collaborate on notes related to your discussions. The reason is that if you were to include an item from these notes on an exam, that would be **plagiarism**. Plagiarism is using someone else's work as if it were your own. The collaborative assignments involve collaborating on gathering data and doing analysis, but each student must write her or his assignment individually (There is an exception to this which will be stated clearly in writing on the assignment handout). If you use outside material, you must clearly indicate that it is someone else's work, and give the source. **Plagiarism has serious consequences — for example an F in the course, and discipline by the Office of Student Conduct.**
- All assignment prose (i.e. sentences) must be typewritten (i.e. machine-printed). Phonetic writing and diagrams do not have to be typewritten.
- Hardcopy of assignments and papers must be turned in to me by the due date. There will be substantial penalties for late work.
- If you miss a class it is your responsibility to contact me or a fellow student so that you can find out what you missed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on [add/drops](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html) are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html>. Information about [late drop](http://www.sjsu.edu/sac/advising/latedrops/policy/) is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments

(Subject to revision with a week's notice, given in class.)

(Please talk with me if you have any questions at all about how you are being evaluated .) Assignments weights can be found in the summary in Table 1 above. Due dates can be found in the schedule in Table 3 below. Grading policies are specified in the section on "Grading" above.

Quizzes. There will be a short quiz approximately every two weeks on the course content, consisting of English data analysis and description. Each quiz will take from 20 to 30 minutes.

Midterm and final exams. The exams will consist of the same sort of material as the quizzes. Time: one hour and fifteen minutes for the midterm, two hours and fifteen minutes for the final.

Collaborative projects. There will be four projects during the semester in which students will work in pairs. You will have to tape-record a conversation and analyze part of it — you can use the same recording for three of the projects. The first mini-project deals with what makes the segment of conversation you choose hang together as a coherent unit, and how the meaning relates to the place and time of the conversation.

The second mini-project is a (broad) phonetic transcription of a segment of the conversation.

The third mini-project is a partial grammatical analysis, involving the points of grammar we have covered at that stage of the course. The fourth is a more extensive grammatical analysis of a written text that you choose. The fourth project is larger than the others because you will be applying virtually all you know about English grammar. I will give you a detailed handout describing what is expected for each project.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Statement on plagiarism:

The Department would like to emphasize that we adhere strictly to the rules against plagiarism as set forth in the SJSU Catalog, available at <http://info.sjsu.edu/static/catalog/policies.html> - Student Responsibilities - Discipline - Standards for Student Conduct. Should a student plagiarize in any Linguistics or LLD course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. **There are severe penalties for plagiarism and cheating, which include an "F" in the course.** Plagiarism is presenting the work of another as your own for course credit, even if you do it by mistake. **Never copy from the web.** Using another person's ideas without giving proper credit is also plagiarism.

How to avoid plagiarism:

It is not always easy to recognize whether you are legitimately citing the work of others or whether you have "crossed the line" into plagiarism. To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention. www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm

Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires advance approval of all instructors involved.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Linguistics 107-03 Patterns of English Fall 2018 Tentative Course Schedule

The schedule is subject to change with fair notice. If it should become necessary to change the schedule, notice will be given in class. Readings from textbook, *Systems in English grammar*, are identified by “Systems”. Other readings come from the compiled reader, and are usually identified by the author’s name.

NOTES: W/D = ‘week and day’; this column gives the week of the semester and the day of the week; for example, 1M means ‘Week 1 of the semester, Monday’. Do each reading before the class where it is listed.

Table 3: Tentative Course Schedule

W/D	Date	<i>Topics, Readings, Assignments, Deadlines</i> DO EACH READING BEFORE THE CLASS FOR WHICH IT IS LISTED.
1W	8/22	Who are we? What are we doing here? How to get the textbook.
M	8/27	English word structure. Read Systems pp. 3-4.
2W	8/29	Word structure continued.
M	9/3	LABOR DAY, NO WORK (no classes, no book, no teachers ...)
W	9/5	Word structure continued. Deixis and cohesion (connections in discourse). READ: Halliday & Hasan pp. 1-22 (NUMBERS REFER TO THE ORIGINAL DOCUMENT). <i>Collaborative mini-project 1 on deixis and cohesion assigned.</i>
3M	9/10	Deixis and cohesion (cont.). READ: Fillmore pp. 59-75; 103-106; 110-125.
W	9/12	English phonetics (speech sounds). Short quiz 1 on word structure.
4M	9/17	Phonetics (Cont.)
W	9/19	Phonetics (Cont.) Introduce writing practice.
5M	9/24	Phonetics (Cont.) Go over writing practice. Phonetic “dictation” Collaborative mini-project 1 DUE . <i>Collaborative mini-project 2 on phonetic transcription assigned.</i>
W	9/26	Phonetics. More practice with “dictation”. Stress and intonation.
6M	10/1	Phonetics. Short quiz 2 (phonetic writing). Stress and intonation.
W	10/3	Stress and intonation.
7M	10/8	Review for the midterm. Project 2 on phonetic writing DUE .
W	10/10	MIDTERM (no books, study aids, or electronic devices)
8M	10/15	Discuss the midterm. Introduction to English grammar. READ: Systems pp. 6-15. Bring <i>Systems</i> to every class now.
W	10/17	Standard English grammar.
9M	10/22	Standard English grammar.
W	10/24	Standard English grammar. <i>Project 3 assigned.</i>
10M	10/29	Standard English grammar.
W	10/31	Standard English grammar. Short quiz 3 on Standard English grammar .
11M	11/5	Standard English grammar.
W	11/7	Standard English grammar.

W/D	Date	Topics, Readings, Assignments, Deadlines DO EACH READING BEFORE THE CLASS FOR WHICH IT IS LISTED.
M	11/12	OBSERVE VETERANS DAY. NO CLASSES.
12W	11/14	Standard English grammar. Project 3 DUE. <i>Project 4 assigned.</i>
M	11/19	Variation in American English. VIDEO: <i>American Tongues</i> . (TU 0935A) 56 minutes.
13W	11/21	Day before Thanksgiving. NO CLASSES.
M	11/26	African American Vernacular English and Education. READ: Rickford & Rickford. (Optionally read Labov on canvas.)
14W	11/28	Bilingualism and code switching (cont.) VIDEO: <i>Speaking in Tongues</i> (XD1433) 57 minutes.
M	12/3	Bilingualism and code switching. READ: Zentella.
15W	12/5	Short quiz on African American Vernacular English. Review for the final.
M	12/10	Review for the final. Last class.
Tues.	12/18	FINAL EXAM 9:45 to 12 noon. Not our regular day or time! Project 4 DUE.