

San José State University
Linguistics & Language Development
LING 107, Patterns of English, Section 2, Fall 2018

Instructor:	Scott Phillabaum
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Office Hours:	MW 1:30-2:30, M 5:00-5:30, and by appointment
Class Days/Time:	MW 3:00-4:15
Classroom:	Engineering Building 403
Prerequisites:	Written Communication I (English 1A)

*“In other classes, you just have to repeat back what the professor and the book say.
This class makes you **think**.” -- Former student, Ling 107*

How does English work? Our goals for this course

In this course, we will learn about how English sounds, how its words and sentences are formed, and how it conveys meaning. We will analyze different structural systems of English that work both separately and in conjunction, and we'll visit and examine different varieties of American English and World Englishes, looking at both their unifying patterns as well as their diversity.

You are probably taking this course because you're preparing to be a teacher. The course is designed for students who are pursuing subject matter preparation for multiple-subject teaching credentials, as well as those pursuing degrees in language or focusing on the teaching of English to speakers of other languages. (This course 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.)

Our overall course goal is for us to understand and discuss the systematic patterns of the English language as well as variation in English.



What will you be able to do by the end of this course?

- Recognize the sound patterns within your own speech as well as those of “typical” competent speakers of English;
- Know how the nature of sound-letter relationships is reflected in phonemic awareness and methods such as phonics in elementary schools;
- Understand the major word-formation patterns of English, in both historical and contemporary settings;
- Know the traditional terminology for grammatical categories, in order to discuss the patterns of spoken and written English;
- Recognize the basic sentence patterns of English, as well as the expansion, modification, and coordination patterns built upon them;
- Know the conventional system of punctuation used for written American English and the rationale behind it;
- Analyze the semantic features that enter into word-choice appropriateness for different styles and registers in spoken and written English;
- Recognize distinctive patterns of discourse associated with spoken and written English texts designed for specific audiences;
- Understand how the use of English varies, by studying dialect, accent, code switching, and other forms of variation and their relationship to an idealized standard of English;
- Know how to guard against stereotyping and bias in perceptions of other varieties of oral and written English.



(Official Course Catalog 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. **Prerequisite: Written Comm. I.**

What assignments will we complete? How are they graded?

- 15% **1st Collaborative (pair) assignment:** Transcription of Spoken Discourse
- 15% **2nd Collaborative (pair) assignment:** Error Analysis of and L2 Learner
- 15% **3rd Collaborative (pair) assignment:** Grammar Analysis of a Written Text
- 30% **3 Tests** (10% each)
- 25% **Final Exam** (cumulative)
- +1% **Extra Credit:** During the first 4 weeks of the course (before 9/24), visit me in my office (CL 479) for at least 5 minutes. You may wish to talk about coursework, homework, your academic or work ambitions, or anything else relevant. (My rationale for this: I like knowing you personally. Also, you learn my office location, so you're more likely to take advantage of office hours in the future.)

What is the grading policy?

A 93-100
B 83-86
C 73-76
D 63-66

A- 90-92
B- 80-82
C- 70-72
D- 60-62

B+ 87-89
C+ 77-79
D+ 67-69
F below 60

What should I know about grades?

- There are NO extra credit or make-up assignments.
- Your grade will be determined solely on your performance on the assignments listed above.
- All assignments are due on the date indicated and late assignments will NOT be accepted.
- In the event that a late assignment is accepted, it will be graded down (A becomes A-, A- becomes B+, et cetera.) for each day that it is late.
- All assignments, unless indicated otherwise, must be typed and submitted in electronic form.
- Each assignment is weighted as described above.

What will we read?

Required:

- Master, Peter. (1995). *Systems in English Grammar*. Available on CreateSpace (<https://www.createpace.com/6809886>).
- Additional readings and materials available on Canvas.

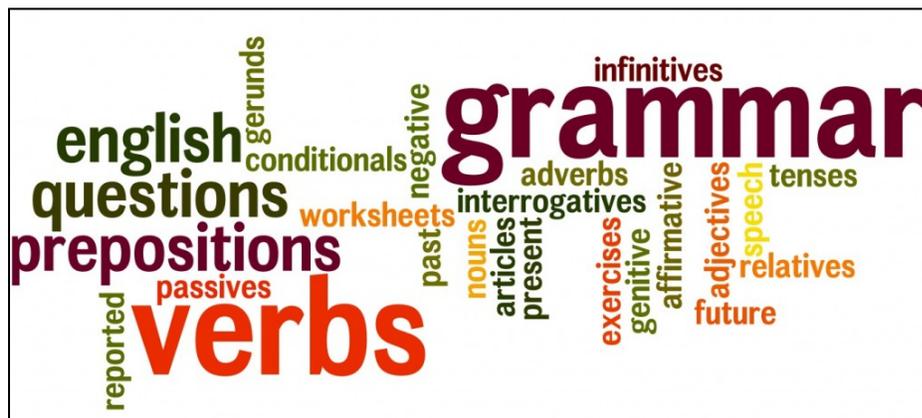
Recommended for M.A. TESOL students (as it may be required in LLD 260, and is a definitive reference for pedagogical grammar):

- *The Grammar Book: Form, Meaning, and Use for English Language Teachers (3rd ed.)*. Larsen-Freeman, Diane & Celce-Murcia, Marianne. (2016). Boston: National Geographic Learning.

What is Canvas?

We will be using the online resource Canvas for various purposes in this course, including submission of all written work final drafts (except tests and the final). To access this site:

- Go to <https://sjsu.instructure.com>. Enter your regular SJSU ID# and password.
- Find this course under **Courses** at the top.
- Be sure to edit your **Settings** (top right) and then **Notifications** (left column) so that you receive email or text notifications from Canvas.
- Please be sure to read all notifications, emails, and announcements sent through Canvas – that is one of your responsibilities.



What is the class format?

Please note that this is a workshop-style course, not a lecture course. I need to ask that you participate in all activities. We will be using lots of group and pair work, as well as whole-class discussion in which everyone is encouraged to speak up. If this is not the kind of format you prefer, please consider taking a different course or a different section of this course.

What are the “rules”?

I expect promptness to class and completed assignments before class. Late work will incur penalties. You will take any tests or exams at their scheduled dates and times. If you have a medical emergency, please show me a doctor’s signed explanation. If you observe a certain religious holiday, please show me written documentation far in advance (university policy: at least three weeks).

I value freedom of expression and the right for all of us to speak our minds. But I do insist that everyone be treated with respect, no matter their ethnic or linguistic background, their gender orientation, or their religion.

Let’s negotiate the following:

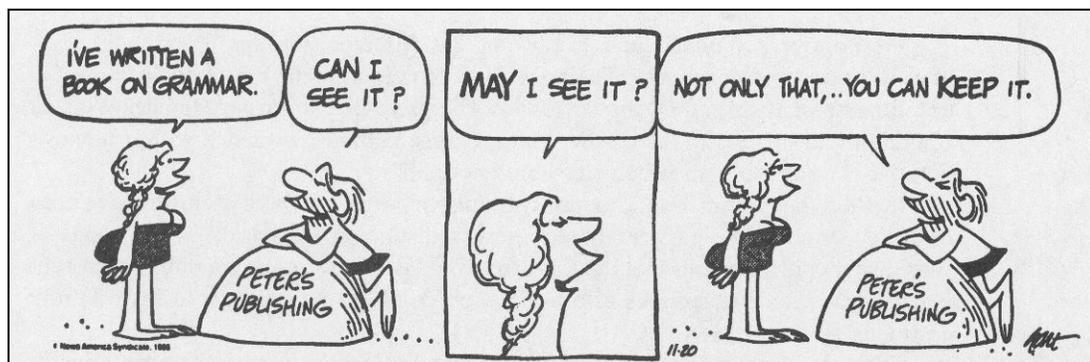
- cell phone use
- laptops & tablets
- emailing
- texting
- eating
- anything else?

Who is our library liaison?

Toby Matoush, Email: Toby.Matosush@sjsu.edu, Phone: 408-808-2096

What are the university policies required on all syllabi?

Here is a link to all university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/>



LING 107-01 / Patterns of English, Fall 2018, Course Schedule

Tentative Class Schedule and Assignments (subject to change)

NOTE: Readings and Assignments are to be completed by class time on the date indicated. Class topics are listed first, then assigned readings, and finally any assignment due that day.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
0	Aug 22	Who are we? What is this class about? What is grammar?
UNIT 1 – The Sounds of English: Phonetics, Phonology, Pronunciation		
1	Aug 27	Consonants Readings TBA available on Canvas
1	Aug 29	Consonants Readings TBA available on Canvas
2	Sept 3	NO CLASS – LABOR DAY
2	Sept 5	Vowels Readings TBA available on Canvas
3	Sept 10	Vowels Readings TBA available on Canvas
3	Sept 12	Word Stress & Sentence Stress Handouts available on Canvas
4	Sept 17	Intonation Handouts available on Canvas
4	Sept 19	Test #1
UNIT 2 – How are words put together to form sentences and paragraphs? Syntax, morphology, discourse		
5	Sept 24	What is grammar? Word classes/Parts of Speech Master 1
5	Sept 26	Word classes (cont.); Morphology and Word Formation Master 2
6	Oct 1	Morphology and Word Formation (cont.); Auxiliaries & Negation Master 3, 5 DUE -- Collaborative Assignment #1 (Transcription of Spoken Discourse)
6	Oct 3	Verb Tense & Aspect Master 4
7	Oct 8	Verb Tense & Aspect Master 4
7	Oct 10	Verb Tense & Aspect Master 4
8	Oct 15	Verb Tense & Aspect; Modals Master 4, 6
8	Oct 17	Test #2
9	Oct 22	Questions, Sentence Roles Master 7-8
9	Oct 23	Questions, Sentence Roles (cont.), Subjects & Objects Master 7-9
10	Oct 29	Subjects & Objects (cont.); Determiners Master 9-10 DUE – Collaborative Assignment #2 (Error Analysis)
10	Oct 31	Determiners Master 10
11	Nov 5	Determiners Master 10

Week	Date	Topics, Readings, Assignments, Deadlines
11	Nov 7	Test #3
12	Nov 12	<i>NO CLASS – VETERAN’S DAY</i>
12	Nov 14	Adjective/Relative Clauses Master 11
13	Nov 19	Adjective/Relative Clauses Master 11
13	Nov 21	<i>NO CLASS – THANKSGIVING</i>
14	Nov 26	Adverbials Master 12
14	Nov 28	Adverbials Master 12
UNIT 3 – How does English differ regionally? How does it change over time? How do we teach it?		
15	Dec 3	Regional & Social Variation in Language Readings TBA on Canvas DUE -- Collaborative Assignment #3
15	Dec 5	Language Learning and Teaching Readings TBA available on Canvas
16	Dec 10	Review for Final Exam
Final Exam	Dec 14	Friday, 12:15-2:30