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| **English 442.01:** | Fall 2022 |  |
| **Language and Linguistics** | |  |



**Instructor and Course Information**

Dr. Courtney L. Werner, she/her

**Email:** [cwerner@monmouth.edu](mailto:cwerner@monmouth.edu)

**Phone:** 732.571.3608

**Class:** Mon/Wed, 11:40am – 1:00pm

**Room:** McAllan Hall 226

**Office:** Great Hall Annex 505

**Office Hours:** by appointment only (sign up on eCampus!) Mon/Tues, 2 – 3:30

# Sign up for an appointment here:

https://tinyurl.com/WernerOfficeHrs

\*Email or our TeamSite general channel or chat is generally the best way to contact me. I reserve **24 hours** for return emails M-F. I **frequently DO NOT respond to weekend emails.** Weekends are time for me to spend with my family. Schedule an appointment during my office hours to discuss questions, grades, or other requests and accommodations.

This syllabus is our classroom contract. **Read it thoroughly.** Meeting the requirements outlined by this syllabus is essential to your passing the course. If you fail to meet these requirements, you will not pass.

**Catalogue Course Description:** A grounding in the structural aspects of general linguistics: morphology, syntax, semantics, phonology, and pragmatics. Examines the structure of the English language, including nouns and noun classes, ways of talking about actions and states, how ideas are combined into complex sentences, and how context and purpose affect how we use language. Also considers differences between learning a first and second language.

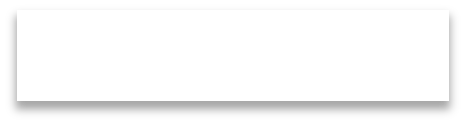
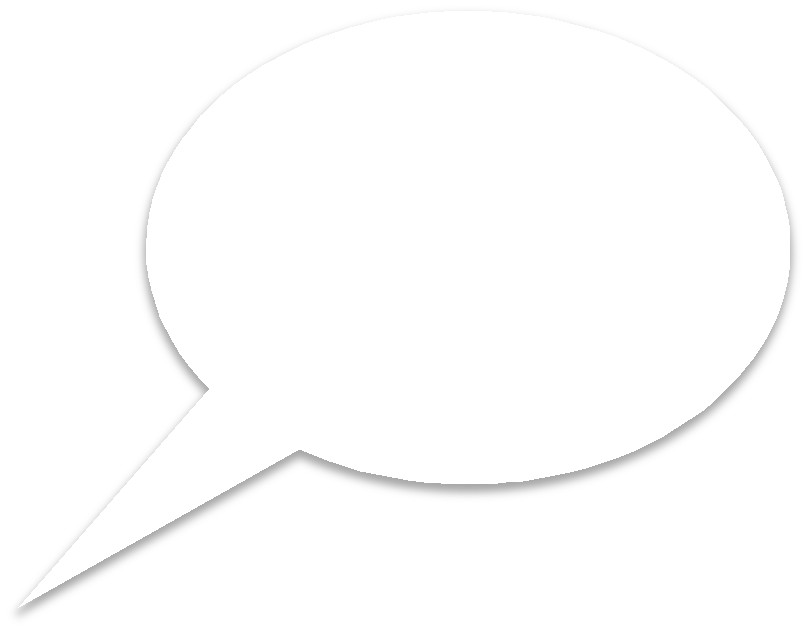
**Extended Course Description:** The course will have two “halves”: one on structural linguistics and one on sociolinguistics. We will divide the weekly readings between our two texts, and similarly divide our discussion time. As we work through the semester, we will begin to consider how the two form a cohesive unit of study. **This class has an experiential component**. We will be starting to map the MU campus community’s linguistic patterns (dialects, accents, etc.) in an effort to better understand our community and the linguistic needs of our community.

# Course Objectives (The Instructor Will…):

* Introduce students to central concepts in the study of the structure of language
* Engage students with questions of how language functions in societies and social contexts
* Provide a vocabulary for discussing the structure of language
* Demonstrate the importance of the subject for the English majorCourse Outcomes: (Students Will…):
* Be able to identify the central concepts in structural linguistics
* Be able to discuss and write about sociolinguistics
* Have a command of vocabulary for the course material
* Be able to explain why the subject is important for their course of study.

# This course is also designated a TL Course, and as such, as TL Outcomes:

1. Students will demonstrate the ability to use a word processing program to produce scholarly documents with citations and references in an academically accepted formatting style, with graphics as appropriate.
2. Students will demonstrate the ability to use a spreadsheet software package to enter, manipulate with formulas, analyze, and graphically display data.
3. Students will demonstrate the ability to incorporate best practices in the use of presentation software to accompany an oral presentation.
4. Students will demonstrate the ability to conduct effective, efficient, and scholarly searches, evaluate the quality of the materials retrieved and use those materials judiciously, upholding standards of academic integrity and honesty.
5. Students will articulate important ethical and social issues involving the use of technology. These might include, but are not limited to, issues surrounding copyright infringement, social networking behavior, and societal implications such as equality of access.
6. Students will demonstrate the ability to identify the major issues in computer and Internet security and to save and retrieve files, documents, and data using local and network storage devices.



Both are required! Yes, we will read them both!

Fall 2022

# Recommended Text:

* *APA Style Manual* OR *MLA Style Manual* (although you are encouraged to write in APA style because linguistics traditionally uses APA style, you may use MLA for your papers in this course.)
* Wilson, Kevin. *Essential Office 365 Second Edition: The Illustrated Guide to using Microsoft Office*. May, 2018.

# Additional Required Items:

* Flash/USB drive
* Note Taking
* Microsoft (or equivalent) Office Suite

# Positionality Statement

**Dr. Werner** self-identifies as a middle class, white, cisgender, hetero female of progressive-liberal Roman Catholic faith. She has a strong desire to support her students, especially as she tries to see the world for their eyes and recognizes that many of them have not had the same privileges she had growing up. She was raised in an upwardly-mobile low-middle class household with working class parents from both rural and city backgrounds. She grew up in a rural area where archaic Low German dialects and accents were the norm and influenced her perception of her Caucasian heritage. After moving to Texas, she began to confront her own homogeneous upbringing and the ways in which she participated in systemic racist systems, cultures, actions, activities, and mindsets. She strives today to better understand, empathize, and fight for those with less systemic power than she has. At the same time, she recognizes her female-ness and the ways in which that female-ness has disadvantaged her and also made her a target. Dr. W. is a survivor of assault and harassment, and she takes the fight for equity very seriously from the perspective of race, gender, sexuality, and socioeconomic standing. She is taking action to be a more equitable educator, assessor, and user of language. She is working on learning the grammatical structure of African American English and Spanglish varieties in the NJ area, especially Dominican and Puerto Rican varieties.

# COVID Protocols and Requirements

# MASKING IS HIGHLY RECOMMENDED in our classroom.

**Dashboard**: https://[www.monmouth.edu/covid-19/](http://www.monmouth.edu/covid-19/update-to-masking-protocol/)

# HAND SANITIZER

Because we are in a computer lab and you will be touching computers and working with others regularly, please use hand sanitizer upon entering *and* leaving the classroom. If you would like physical social distancing accommodations, please speak with Dr. W.

# Health and Wellness Support

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| **Counseling and Psychological Services 3rd Floor Student Center**  **732-571-7517**  **or by email:** [**mucounseling@monmouth.edu**](mailto:mucounseling@monmouth.edu) | **Health Support**  **Health Center: 732-571-3464**  **Or by email:** [**health@monmouth.edu**](mailto:health@monmouth.edu)  **Substance Awareness Support: 732-263-5804** |
| **Equity and Diversity 732-571-7577** | **Food Pantry (The Nest) 732-571-3484** |
| **Disability Services 732-571-3460** | **Monmouth University Police 732-571-4444, Confidential line 732-263-5222** |
| **2nd floor Youth Helpline Up to age 24 Call or text 1-888-222-2228** | **Monmouth County Mental Health Crisis Hotline 732-923-6999** |
| **Trevor Project/LGBTQ Support 866-488-7386** | **National Suicide Prevention Lifeline**  **(including Veteran Support Services) 1-800-273-TALK (8255)** |

Monmouth University cares about you, your health, and your wellness. As you prepare for your path to success at Monmouth, don’t forget there are campus-based, local, and national resources to support your health and mental health along the way! As this list is not exhaustive, please visit [www.monmouth.edu/connectwellmu](http://www.monmouth.edu/connectwellmu) for more information and additional resources on health and wellness. These resources can be used for you or to help you support a friend – Hawks Fly Together!

# Late Work Policy

Late work should be uploaded to the eCampus dropbox as soon as possible, as you will be penalized 10% of the final grade for each class day the paper is late. Handing in the paper at any time after the assignment is due **counts as the first late day (so you may as well take your time, and don’t hurry)**. All papers and other class assignments are due at the beginning of class on the day listed in the syllabus **(they are due as a submission via assignments on eCampus)**.

Dr. Werner is happy to accommodate you if you’re having a rough week or two for whatever reason, but you **must** speak with her ahead of time. Without written approval, you may not have an extension. **You must request and receive written approval for an extension at least 2 days before the deadline; otherwise, your work will simply be accepted as late**. Work submitted 10 days or later after the due date will not be accepted for credit.

# Make-up Work Policy

Out-of-class assignments cannot be made up, as deadlines are posted well ahead of time and all work can be handed in digitally and remotely in a timely fashion. However, in-class make-up work will be granted when students have a medical or family emergency keeping them from attending class. Students must have official proof of such emergencies to be eligible for making up in-class work. A sore throat, a cough, a busted tire are not in and of themselves reasons for make-up work. A professional notice (doctor’s note, mechanic’s time-stamped receipt, etc.) should be shown to Dr. Werner as soon as possible. She will work with you to provide for make- up work if such work is allowable.

# Reading and Class Preparation Expectations

Students should come to class prepared and ready to complete the work assigned for that day. Time, work, or other academic obligations will not exempt a student from the requirements of the successful completion of EN 442. Students should plan accordingly, make contact with instructor for known or anticipated absences and **recognize their own time limitations.**

# Writing Services

Please avail yourself of the Tutoring & Writing Services. You can make an appointment (f2f, synchronous online, or asynchronous online) here: https://[www.monmouth.edu/writing-](http://www.monmouth.edu/writing-) services/. Students may further develop their writing skills by voluntarily attending tutoring sessions at Writing Services (Center for Student Success, 732-571-7542). Some students may be asked by the instructor to attend tutoring sessions based on each student's individual needs and demonstrated progress toward fulfilling the course objectives. Students may schedule their own sessions on days and times convenient to them. To each session, students should bring their assignments and current coursework. Students who seek tutoring at the Writing Services, especially early in the semester, are more likely to improve their writing assignments and course grades. It is there to assist you at all stages of your writing for any level of writer.

Students who utilize Writing Services should have **Dr. Werner notified of their time with the consultant.** Writing Services will offer this **automatically,** and **all students** should have a **report sent to Dr. Werner.** You get extra credit for doing so.

# Electronic Submission of Assignments

In general, professors have full discretion regarding the use of technology, but must be aware of their own and the institution’s technical access and constraints when agreeing to accept electronic submission of assignments. **Dr. Werner expects you to submit assignments digitally and on time (via eCampus).** If you expect problems with this system, you should meet with her during office hours to discuss your situation. There are computer labs on campus open to students 24/7, and you are expected to use them.

# Plagiarism

See the English Department policy on plagiarism and academic honesty and familiarize yourself with both course- and university-level consequences. When in doubt, ask your professor. Failing to cite paraphrases is **plagiarism**.

# Attendance Policy of the English Department

Students are expected to attend all scheduled class meetings, including the one during final examination week. Attendance enables better performance on specific course requirements and in the course, resulting in higher grades. **Absences will negatively affect grades on course requirements and therefore the final course grade.** After missing the equivalent of **one semester-week of class meetings (2 class meetings)**, students may have absences excused **only at the discretion of the instructor,** who will supplement this departmental policy in his/her syllabus. Absent students are solely responsible for the consequences of their absence. Absent students must request from classmates information about missed course content, may arrange

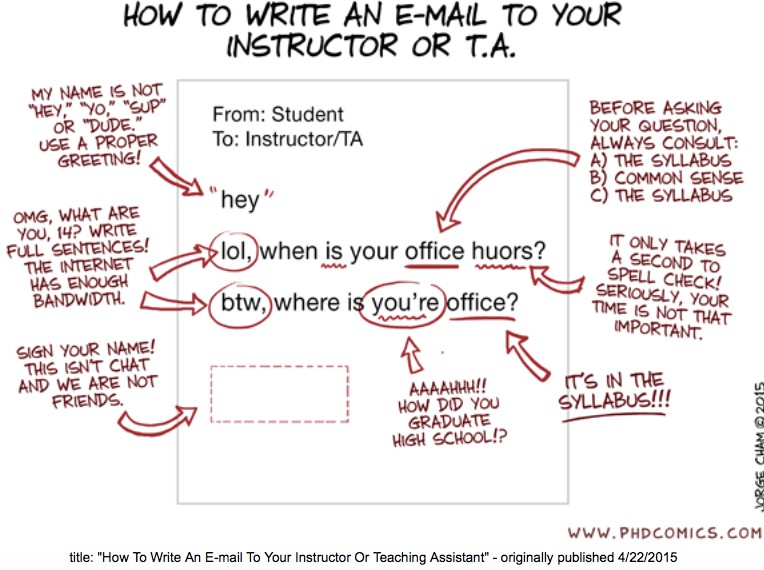
with the instructor possible make-up assignments as specified in the course syllabus, and must be current and prepared for the next class meeting.

***Dr. Werner’s Supplemental Attendance Policy***

As per the English Department Attendance Policy, students are permitted two “free days.” You may miss two days with no questions asked (however, your homework assignments and papers are still due those days unless a pre-arranged extension has been granted—you won’t be able to make up in-class work, and you won’t get credit for attendance, but the absences won’t count against you). After missing two days of class, your grade will be impacted by absences.

# You cannot pass this class if you miss more than 6 classes.

**Emailing Your Prof.**

**Maintain a professional tone.** When communicating online, the facial expressions, tone of voice, and gestures that

accompany face-to-face interactions are often lost, leaving the tone of a message up to interpretation. Sarcasm, slang, and jokes can be misinterpreted in an online environment.

Remember your audience and create messages that are direct and contain relevant details. Emails should include a subject, greeting (e.g.,

Dear or Hello), a concise message, and a signature. Please don’t address me as “Hey,” and I’ll do the same.

**Follow the rules of grammar and usage.** While social media has allowed informal writing to become more common, professional communication still follows more formal grammar and usage rules. Emails, discussion posts, and the like should be spell-checked. Writing in all-caps should be avoided because it is considered shouting and rude to online users. Also, I enjoy emojis, and, given the lack of nonverbal cues via email, I likely will use them. Remember, though: audience and context matter. Emojis can work well in some emails but should be avoided in others and should always be avoided in essays and homework.

# Cell Phones and Personal Technology

Please **turn off or silence your cell phone during class.** Texting and phone calls during class are **prohibited**. If seen texting or making phone calls during class, Dr. Werner will not say anything to you, but you will be marked a **“0” for that day’s class participation**.

# General Classroom Decorum

As adults, all college students are expected to observe common sense and basic courtesy during class. Respect for your instructor and fellow students is an absolute must for a healthy learning environment. **The instructor reserves the right to dismiss any disruptive student from the class when such behavior interferes with the learning progress of others.**

# Special Student Needs

Any student who has a physical or learning disability must register with Student Disability Services and provide appropriate documentation to that office before special accommodations can be arranged. If you have a disability that you want to make the professor aware of, please do so at the end of the first day of class.

**Note: The last day to withdraw from courses with an automatic assignment of the grade of “W” is Thursday, Nov 3, 2022.**

**Grading Policy**

**Grades**

Letter or number grades will be given on all formal assignments (that is, those that contribute to the overall grade for the course). The instructor has full authority and responsibility for how grades should be determined and distributed, but grades must be documented by the instructor and should be reported in a reasonable period to the student and the administrative bodies that require grading information.

**Evaluation:** The final grade will be based on the following percentages (brief assignment descriptions are on the final page of the syllabus):

**Grade Conversions:**

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| --- | --- | --- | --- | --- | --- |
| Primary Research | 10% | Letter |  | Percentage | GPA Scale |
| Exploration Annotated Bibliographies | 10% | A | = | 95+ | 4.0 |
| Proposal | 15% | A - | = | 90-94 | 3.7 |
| Annotated Bib | 10% | B + | = | 88-89 | 3.3 |
| Exams | 25% | B | = | 84-87 | 3.0 |
| Semester Project | 15% | B - | = | 80-83 | 2.7 |
| Notes | 5% | C+ | = | 78-79 | 2.3 |
| Homework | 5% | C | = | 74-77 | 2.0 |
| In Class Activities | 5% | C - | = | 70-73 | 1.7 |
|  |  | D+ | = | 68-69 | 1.3 |
|  |  | D | = | 64-67 | 1.0 |
|  |  | D - | = | 60-63 | 0.7 |
|  |  | F | = | 59 and lower | 0.0 |

# Assignment Schedule

*Readings Key:*

**HEW:** *How English Works (textbook)*

**OPE:** *Other People’s English*

**(e):** Reading available as a document/link on eCampus

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| **On this day** | **Have this read by the start of class…** | **Have this completed and uploaded to eCampus assignments folder by the start of class…** | **Class activities** |
| **Week 1** | | | |
| Sept. 7 | Introductions: syllabus, eCampus, assignments, Dr. W.’s email and eCampus. | Nothing | Intro to linguistics; ice breakers |
| **Week 2** | | | |
| Sept 12 | Notes handout (**e**);  Young (**e);**  Exploration Annotations handout (e) | Notes on Young, Reflection on Young;  don’t write the exploration  paper: just read the assignment | Discussion of Young, structural, and socio- linguistics; discuss exploration papers |
| Sept 14 | *HEW* Ch. 1 | Notes; Exercises; Plagiarism Module (upload certificate with your score shown); Exploration paper Choice Discussion board | Discussion, review |
| **Week 3** | | | |
| Sept 19 | *HEW* Ch. 2 | Notes, Exercises | Discussion, review |
| Sept 21 | *HEW* Ch. 3; | Notes, Exercises | Discussion, review, activities, transcriptions |
| **Week 4** | | | |
| Sept 26 | MS Word Tutorials (e); | Notes; Exercises;  Exploration Paper #2 Choice Discussion Board | Discussion, review; transcriptions |
| Sept 28 | *HEW Ch. 4* | Notes; Exercises | Review, activities, transcriptions, morpheme trees |
| **Week 5** | | | |
| Oct 3 | Exam review (**e**) | Exam review (**e**) | Transcription and morpheme trees |
| Oct 5 | STUDY | No class meeting: exam online | **No class meeting: Exam #via eCampus** |
| **Week 6** | | | |
| Oct 10 | Semester Project Handout Proposal Project Handout  Annotate Bib Handout  Primary Data Handout | Exploration Paper #2  Group Choice Discussion | Transcription and morpheme trees  Groups, workshop, planning, discuss components of  Semester Project |
| Oct 12 | OneDrive Tutorials (e) |  | Transcription and morpheme trees  Set up OneDrive;  Discussion, activities |
| **Week 7** | | | |
| Oct 17 | No class, Fall Break |  |  |
| Oct 19 | *HEW* Ch. 5 | Notes; Exercises; IL Library  Module (e) | Transcription and morpheme trees  Discussion, activities |
| **Week 8** | | | |
| Oct 24 | *HEW* Ch. 6 | Notes | Activities; workshop on  proposal; Proposal Due |
| Oct 25 | Midterm grades due | | |
| Oct 26 | HEW Ch. 10 |  | Transcription and morpheme trees  Research Workshop |
| **Week 9** | | | |
| Oct 31 | *HEW* Ch. 11 | Notes; Exercises | Discussion |
| **Nov 2** | Bibliographic Formatting tutorial **(e)** | Bibliography formatting activity | **No class meeting:**  **work due by 1pm (end of class meeting).**  **Annotated Bib. Due** |
| Nov 3 | *Last day with Withdraw with “W” Grade* | | |
| **Week 10** | | | |
| Nov 7 | *HEW* Ch. 12;  Greenfield (**e**) | Notes; Exercises | Transcription and morpheme trees;  Bibliography formatting. |
| Nov 9 | Exam review (**e)** | **No class meeting** | **Exam #2 via eCampus** |
| **Week 11** | | | |
| Nov 14 | Autonomous Literacy Model (e);  Literacy as Social (e);  The Literacy Myth (e);  Literacy Crises (e) | Notes  **Data Collection Due** | Activities and discussion |
| Nov 16 | Excel Tutorials (e) | See assignment on eCampus regarding primary data | Review, work on data collection tables, charts, diagrams, and visual organizers. |
| **Week 12** | | | |
| Nov 21 | **OPE:** Preface, Foreward,  Intro | Notes, Exercises | Review, activities  Transcription and morpheme trees |
| Nov 23 | **NO CLASS, THANKSGIVING BREAK** |  | Work on Primary Data Write-up: due by Sunday, 9pm |
| **Week 13** | | | |
| Nov 28 | **OPE:** Part I | Work on Semester Project | **Workshop: finish**  **project; project due** |
| Nov 30 | **OPE:** Part 2 | Presentation software: the essential transferable components of various platforms.  You’ve got your data, now how can you use spreadsheet software to help you make sense of it (for yourself and  your various audiences)? | Craft and hand in Presentation |
| **Week 14** | | | |
| Dec 5 | ***OPE:*** Part 3 | Notes; Exercises | Discussion; activities;  Transcription and morpheme trees |
| Dec 7 | MS PowerPoint Tutorials (e) | Notes; Exercises | Discussion; activities |
| **Week 15** | | | |
| Dec 12 | ***OPE:*** Part 4, Coda, & Afterword | Notes; Exercises | Discussion; activities |
|  | **Exam #3 in-class*;* Discussion of Semester Projects/Presentations** | | |
| Dec 19 (Monday),  11:35 am – 2:25pm in MH 226  (our usual classroom) | | Presentations (PowerPoint due);  Exam #3 | |

# Brief explanations of main assignments appear below and on the next page (full handouts with expectations and requirements will be supplied and discussed throughout the term):

**Exploration Annotations**

Over the course of the first half of the term, you will choose two separate linguistic areas and do basic research on them (you will have limited choices). You will locate 3 sources on each topic and write an annotated bibliography. At the end, you will write a paragraph or more explaining any ideas **you have for investigating how the linguistic topic manifests on Monmouth University’s campus**. Basically, what ideas do you have for your research paper? 3+ scholarly, peer-reviewed sources .

# Proposal

This short paper is your proposal for what you would like to research on Monmouth’s campus. You will have several options that you may choose from to help you narrow your topic. You will receive both approval and feedback on your proposal. You will have a particular format to follow (see handout on eCampus). You will need to include a proposal for collecting primary data for this project. **This is a group project.**

# Annotated Bibliography

**3 scholarly, peer-reviewed sources relevant to your project and the critical conversation/body of scholarship:** Read each source, and write an annotated bibliography of the sources: each citation should have a summary (100-250 words) and a statement of evaluation (50-100 words). The summary and statement of evaluation must include information on how you located the source. To prepare for this assignment, we will spend class time discussing features of Word Processors—especially MS Word and Google Docs— that will help you conform to standard document layout of MLA, APA, and Chicago Style.

For the Annotated Bibliography, we will cover the how-tos of essential layout basics such as margins, headers, headings, font sizing/style, indenting, and hanging indents. We will also cover the basics of Works Cited/Reference style citations. **This is an individual project, but it will contribute to your group project. Each group member must have unique sources; sources will be pooled together for the final project.**

# Primary Data Write-Up

This project requires you to include a discussion of methods of data collection and analysis as well as a discussion of results (complete with graphics to explain those results). This information will be necessary for your final project. This is an individual project.

**Semester Project: Your final group project** should bring to fruition your secondary and primary research—as well as 2-4 chapters from our textbooks—on the area you proposed researching earlier in the semester. In this essay, you will work to *apply* the knowledge you gained from the primary and secondary research. In addition to **substantially integrating scholarship to answer your research question**, you will be asked to **apply your MS Office knowledge, including adding charts and tables for your data as well as appropriately formatting the essay and source material**. Primary research can come from various methods of data collection, including a mixture of **quantitative** and qualitative methodologies of data collection and analysis. Much of this **data will be quantified for analysis**. The primary research will be quantified, categorized/coded, and represented both through print-linguistics and visual modalities (charts, graphs, and other data visualization techniques).. We will build on elements from the Proposal and the Annotated Bibliography and include other components of a research-based essay, including footnotes and parenthetical citations. 1,800-3,000 words

**Exams:** Exams are a combination of vocabulary, theoretical questions, application activities, and other exercises derived from our texts, lectures, and class discussions. Short answer, short essay, and essay questions may be included.