LING360, The English Language

Instructor Information

- Jack A. Hardy, Assistant Professor of Linguistics
- Pierce Hall 204
- Office Hours; Wednesdays 10am – noon; 2pm – 4pm (no appointment necessary); see Canvas for more options to meet
- jack.hardy@emory.edu
- (770) 784-8426 (office)

Course Information

- Linguistics 360 (same as English 360)
- The English Language
- Students learn the grammatical structures of the English language and how those structures have been used differently depending on time, register, and dialect.
- History, Society, Cultures (HSC) designation; No prerequisites
- Class meeting times: Tuesdays and Thursdays 2:30 - 3:45 pm
- Seney Hall 209

Course Overview and Goals

We all know a lot about language. However, we are not conscious about this knowledge most of the time. When we study a language different from our mother tongue, we feel
the need to discover what we know about the language to make comparisons and understand certain learning processes.

In this course, we are going to reflect about English, concentrating on its structure and use. We will start the course by analyzing the major components of the English language: content and function words, and we will move from there to the most sophisticated structures that make up the language. As this is a descriptive grammar class, we will always try to bring the real world into the class, with analyses of real language production.

Course Objectives: Upon completion, students will be able to:

- **Classify** and **label** word classes (aka parts of speech) and grammatical structures.
- **Deconstruct** and **analyze** extended phrases and clauses.
- **Design** a study to investigate lexico-grammatical variation across a social variable (e.g., time, genre, sex, discipline).
- **Compare** patterns of lexico-grammatical variation.
- **Create** an academic poster to synthesize their findings.
- **Present** (orally) the key information of their study.

Student Learning Objectives

- **Gain a basic understanding of the subject**
  - Content delivered via reading and lectures. Assessed by homework (for completion), quizzes (low-stakes), and exams (higher-stakes). By the end of the semester, students will understand every major grammatical category and structure in English.
  - Topics: word classes, phrase types and structures (e.g., noun, verb, adjective phrases), clause types and structures (e.g., relative, complement, adverbial).

- **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
  - Grammatical analysis (usually in the form of diagramming trees)
  - Designing and implementing an empirical study
Developing skills in expressing oneself orally and in writing

- Creating (writing and visual design) and presenting (orally) an academic poster describing their empirical study

Course Requirements

Class Participation

Students are expected to attend class sessions and complete relevant readings and assignments before class.

Homework

Homework will be assigned regularly. However, it will usually be graded for completion rather than accuracy. Their purpose is to begin to become familiar with concepts.

Unless otherwise indicated, you may work on homework with other students. Always acknowledge collaboration by including all names on submitted assignments.

Quizzes and exams will be graded with more precision because they are used to assess your ability to understand and analyze course concepts.

Short Quizzes

Several short quizzes (about 5 minutes each) will be given throughout the semester. These will give you feedback on your knowledge and abilities.

Your lowest quiz will be dropped. Yay!

Midterm Exam

February 20th. The midterm exam will cover the material up until that point (chapters 1 - 7).

Final Exam
Wednesday, **May 6th from 9am - noon.** The final exam requires students to analyze and diagram several sentences. This will allow them to display the amount of lexical and grammatical concepts they have learned over the course of the semester.

**Grading Scheme**

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Short Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Grammar Analysis Poster</td>
<td>25%</td>
</tr>
</tbody>
</table>

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% and higher</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.99%</td>
</tr>
</tbody>
</table>
C+ 77% - 79.99%
C 73% - 76.99%
C- 70% - 72.99%
D 60% - 69.99%
F 59.99% and lower

View Grades

Grades can be viewed on the Canvas page for this course.

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Events</th>
<th>Associated Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14/20</td>
<td>Words and word classes</td>
<td>Chapters 1 and 2</td>
</tr>
<tr>
<td>1/16/20</td>
<td>Words and word classes</td>
<td>Chapters 1 and 2</td>
</tr>
<tr>
<td>1/21/20</td>
<td>Phrases and clauses</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>1/23/20</td>
<td>Structure of the noun phrase</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>1/28/20</td>
<td>Nouns and noun phrases</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>1/30/20</td>
<td>Verbs</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>2/4/20</td>
<td>Variation in the verb phrase</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>2/6/20</td>
<td>Variation in the verb phrase</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>2/11/20</td>
<td>Modals, semi-modals, “verbs, verbs, verbs”</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>2/13/20</td>
<td>Adjectives and adverbs</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>2/18/20</td>
<td>Review for Midterm</td>
<td></td>
</tr>
<tr>
<td>2/20/20</td>
<td><strong>Midterm</strong></td>
<td></td>
</tr>
<tr>
<td>2/25/20</td>
<td>Introduce Final Project, Clauses</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>2/27/20</td>
<td>Clauses</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>3/3/20</td>
<td>Workshop: Using Corpus Tools</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>3/5/20</td>
<td>Complex noun phrases</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>3/10/20</td>
<td>No Class: Spring Break</td>
<td></td>
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<tr>
<td>3/12/20</td>
<td>No Class: Spring Break</td>
<td></td>
</tr>
<tr>
<td>3/17/20</td>
<td>Workshop: Using Corpus Tools (part 2)</td>
<td></td>
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<tr>
<td>3/19/20</td>
<td>Complex noun phrases</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>3/24/20</td>
<td>Complex noun phrases</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>3/26/20</td>
<td>No Class: Students working on projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go to Library Course Reserves on Canvas</td>
</tr>
<tr>
<td>4/2/20</td>
<td>Verb and adjective complement clauses</td>
<td>Chapter 10</td>
</tr>
</tbody>
</table>
Course Materials

Required Textbooks & Materials


Resources

- Access course materials
  - Canvas ([https://canvas.emory.edu/](https://canvas.emory.edu/))
- Databases, periodicals, help with research
  - Oxford College Library
  - ([https://oxford.library.emory.edu/](https://oxford.library.emory.edu/))
  - Help with written and oral communication
  - Oxford College Writing Center
Course Policies

Attendance

Participation is expected at all of our class meetings. If you are not present for any reason, you are responsible for finding out from another student what you missed.

Attendance will be taken every class session. Students may miss four class sessions without penalty. For every additional absence, 2.5% will be deducted from the final grade.

Academic Honesty/Plagiarism

- Improperly placing students’ names on assignments or class exercises or asking other students to write your name on assignments/exercises to which you did not contribute will also be considered violations of the Emory Honor Code.
- During exams, looking at another student’s exam or discussing exam questions will also be considered violations of the Emory Honor Code.
- Memorizing long passages of someone else’s work and using that information to answer an essay question on an exam is not acceptable. You must always cite your sources if the idea is not your own.
- Using any source of information (prepared notes, your phone, the internet) that is not given to you by the instructor to complete an exam is a violation of the Emory Honor Code.

These are only highlights of the university code. Please read the code in its entirety. You will be required to sign a pledge stating that you have read the honor code and that you abide by it in its entirety.

Infractions of the honor code will result in a zero for the assignment/exam and will be referred to the Honor Council.

For a copy of Oxford’s Honor Code: http://oxford.emory.edu/catalog/regulations/honor-code.html

Accommodations and Religious Holidays
The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, please contact the OAS and complete the registration process. Faculty may not legally provide you with accommodations until an accommodation letter has been processed and discussed with them; accommodations do not start until this point and are not retroactive.

Students registered with OAS who receive a letter outlining specific academic accommodations are thus strongly encouraged to immediately coordinate a meeting with their professors to discuss a protocol to implement accommodations that will (or may) be needed over the course of the semester. This meeting should occur as early in the term as possible. Contact Megan Bohinc in OAS for more information at (770) 784-4690 or oas_oxford@emory.edu

If you are going through any health or personal issues that may affect your success in the class, please coordinate with the Advising Support Center (ASC) oxacadsvc@emory.edu. They are very helpful.

Instructors are encouraged, not required, to accommodate students' academic needs related to religious holidays. Please make every effort to negotiate your religious holiday needs within the first two weeks of the semester; waiting longer may compromise your instructor's ability to extend satisfactory arrangements. If you need guidance negotiating your needs related to a religious holiday, the College Chaplain, Rev. Dr. Lyn Pace, ppace@emory.edu, Candler Hall 202, is willing and available to help. **Please be aware that Rev. Dr. Pace is not tasked with excusing students from classes or writing excuses for students to take to their professors.

Emory's official list of religious holidays may be found at

http://www.religiouslife.emory.edu/faith_traditions/holidays.html

**Note that late assignments are not accepted, except by PRIOR arrangement.**

**Inclusivity**

Oxford College of Emory University’s ideals of inclusivity require that we foster an environment where people of diverse backgrounds, identities, abilities, and ideologies are affirmed, respected, and seen as a source of strength; where we strive to learn
together, and ultimately thrive communally. If we at all fail to support these ideals, then we encourage discussion towards improvement, and we hope that this statement affirms your right to seek those discussions via dialogue with faculty, staff, and your peers.

**Emory’s Statement on Civil Discourse**

We believe the manner in which we interact with each other is critical to cultivating and maintaining a meaningful and effective intellectual environment. We encourage a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences. We deliberately seek multiple perspectives and support the free and open exchange of ideas and civil discourse. We affirm the inherent dignity in all of us and we strive to maintain a climate of justice marked by respect for each other. Our community can only continue to thrive when we approach each conversation with an open mind and when each member can contribute fully.

**Technology Usage Policy**

This is generally a pencil and paper class. The grammatical analyses are possible on computers, but are much easier on paper. Plus, when you're quizzed on your abilities, you'll use paper and pencil, so it will help to practice doing that in class and on homework.

Your phone’s camera will come in very handy. Feel free to regularly take pictures of the diagrams we make in class.

Otherwise, electronics are welcome in class when being used for dictionaries, to take notes during lectures, and if necessary to use an e-book version of the textbook and/or workbook. If a laptop is used, please sit in a way that does not distract your classmates.

**Additional Notes**

This syllabus may be amended.

Student work may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.
Occasionally, student work may be photocopied or saved digitally to be included in my teaching portfolio for professional development and assessment purposes. I will ask for your permission in those instances.