

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department English College Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix LIN Number 6685	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Course Title Structure of Modern English	
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> Comparative grammatical analysis of the structure of English prose styles of major writers; traditional, structuralist and transformational approaches critically examined. (See syllabus for extended description).	
Effective Date <i>(TERM & YEAR)</i> SPRING 2018		Prerequisites n/a	Corequisites n/a
		Registration Controls <i>(Major, College, Level)</i> Linguistics; Arts & Letters; Graduate	
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here See syllabus	
Faculty Contact/Email/Phone Sika Dagbovie-Mullins sdagbovi@fau.edu 561 297 3830		List/Attach comments from departments affected by new course LLCL (see attached)	

Approved by Department Chair <u>Eric Berlatsky</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date <u>10/16/17</u> 10/18/2017 10/18/2017 _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

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**Department of Languages, Linguistics and Comparative Literature
Structure of Modern English**

**LIN 6685
Section XXX
(CRN XXXXX)
Term / Year
Days / Time
Room**

Instructor: **Romain Rivaux**
Office: CU 265
Telephone: 561-297-3860
Office Hours:
E-mail: rrivaux@fau.edu

Catalog Description :

This course is devoted to the analysis of the linguistic structure of Modern English, focusing on its main phonological, morphological, syntactic, and semantic features.

Course Description:

This 3-credit course, LIN 6685 (CRN#XXXXXX), is designed to provide an introduction to the scientific study of human languages, emphasizing the English language but also concentrating on the similarity and diversity of the languages of the world. It examines and explores the properties of human language that make it so unique, and that make it powerful in studying the human mind. The study of linguistic knowledge will be divided into several areas: the study of sounds and their patterns (phonetics and phonology), words (morphology), sentences (syntax) and meanings (semantics). As such, studying the phonetic/phonological, morphological, syntactic, and semantic levels of modern English will offer a scientific apparatus to describe, compare, and ultimately understand the prose styles of major writers. We will weave in and out of textbook samples to examine a selection of authors who fall under the vast umbrella of Modernism (predominantly James Joyce, but without overlooking Joseph Conrad, Katherine Mansfield, T.S. Eliot, Whyndam Lewis, and others). This course will also expose students to dialectical variations of the English-speaking world and stress the development of critical thinking about language.

Course goals & objectives:

Student Learning Outcomes:

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- Transcribe English words phonetically
- Apply pronunciation rules
- Derive pronunciation rules from language data
- Diagram the internal structure of words/sentences
- Derive and justify word/sentence structures from language data
- Explain differences of meaning according to gender or number variations
- Compare languages and dialects in terms of pronunciation, words, sentences and meanings
- Better understand how adults acquire second languages and how to facilitate this apprenticeship
- Better understand variation of the English language and its history
- Learn to read critically about language, considering the basis for conclusions, the strengths and limitations of a given approach to a question, and what kinds of alternative interpretations may be possible.

Required texts:

◆ Laurel J. Brinton and Donna M. Brinton, *The Linguistic Structure of Modern English*, Amsterdam: John Benjamins Publishing Company, 2010. Workbook on-line at <http://dx.doi.org/10.1075/z.156.workbook>.

◆ James Joyce, *Dubliners*, Oxford: Oxford University Press, 2000.

Selected articles:

Bamman, D., Eisenstein, J., & Schnoebelen, T. (2015). Gender identity and lexical variation in social media. *Journal of Sociolinguistics*, 18(2), 135-160.

Dekydtspotter, Laurent, & Seo, Hyun Kyoung. (2017). Transitivity in the processing of intransitive clauses: a category-based prediction in low-intermediate learners of English. *Studies in Second Language Acquisition*, 39(3), 527-552.

Labov, W. (2014). The role of African Americans in Philadelphia sound change. *Language Variation and Change*, 26(1), 1-19.

Liang & Han (2005). A contrastive study on disagreement strategies for politeness between American English and Mandarin Chinese. *Asian EFL journal*, 7(1).

Laing, E. Catherine, Vihman, Marilyn, & Keren-Portnoy, Tamar (2017). How salient are onomatopoeia in the early input? A prosodic analysis of infant-directed speech. *Journal of Child Language*, 44(5), 1117-1139.

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Miyeon, Ahn. (2014). Prosodic structure and lexical preferences in allomorph selection. *Language Research*, 50(1), 77-89

Othman, Z. (2010). The use of okay, right and yeah in academic lectures by native speaker lecturers: Their 'anticipated' and 'real' meanings. *Discourse Studies*, 12(5), 665-681.

Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly* 29(1), 9-31.

Podesva, R., Reynolds, J., Callier, P., & Baptiste, J. (2015). Constraints on the social meaning of released /t/: A production and perception study of U.S. politicians. *Language Variation and Change*, 27(1), 59-87.

Stadnik, Katarzyna. (2016). Linguistic modality and female identity in Chaucer's *Clerk's Tale*. *Studia Anglica Posnaniensia*, 51(2), 45-76.

Werner, Valentin & Fuchs, Robert. (2017). The present perfect in Nigerian English. *English Language and Linguistics*, 21(1), 129-153.

Canvas

This course uses Canvas as a course management system where a course you will find links to the course syllabus, announcements, homework assignments, and other pertinent course information. Please keep in mind that you are responsible for having the required materials for class, checking the syllabus for assignments, and completing and submitting on time all assignments indicated for that week.

Course Requirements:

- Attendance and participation (5%)
- 2 abstract and response short papers (20%)
- 4 exams (40%)
- 2 presentations (20%)
- 4 Quizzes (take home) (15%)

Attendance & participation (5%)

You are expected to come to class on time having read the required sections of each chapter (as announced in class), and to participate in all in-class discussions and activities. Attendance will be recorded at the beginning of class. You are responsible for signing the attendance sheet as proof of attendance. Signing another student's name will be considered academic dishonesty and will be treated as such. If you miss class, you will be responsible for contacting your classmates to obtain any missed information.

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Two absences will be permitted for this class to cover illness, weddings, funerals, job interviews, car trouble, and similar reasons beyond the student's control. Additional absences will be authorized only for university-approved reasons, in accordance with University policy. Unauthorized absences, late arrivals and/or failure to participate in in-class activities will each result in a **1% deduction off the final grade.**

Abstract and Response short papers (20%)

Over the course of the semester, you will have to write 2 'abstract and response papers' on the research articles that are listed on this syllabus. These short papers (about 3-4 pages double spaced) should consist of an introduction and a succinct summary of the study followed by a *critical* analysis in which you should make connections with elements that were covered and discussed in class (if appropriate). Explain whether you think the study was interesting (or not), whether it could be replicated in different settings, with various participants, whether the tests, tools, design were well selected etc. (These are just suggestions...). Your summary should be **SHORTER** than the critical analysis section.

Your grade will be calculated with the following rubric:

Rubric for Abstract & Response Paper

Name:	Exemplary 10 points	Good 7-8 points	Satisfactory 5 points	Student's score
Length	The paper is 3-4 pages long. The summary section is about a page long and the response 2 pages long.	The paper is 3-4 pages long, but the summary section is too long.	The paper is too short or too long and the summary section is too long.	
Comments:				



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Organization of ideas	The paper starts with a clear introduction, giving an overview of the study. The summary highlights the essential points of the study in an organized manner including the main points of the study (theoretical and applied), including findings and conclusions. The last section of the paper presents critical thoughts. Overall, all elements are thoroughly presented; extremely well organized, allowing smooth & logical flow.	The paper has an adequate introduction but then lacks important information such as methodological elements that are essential to understanding the study. The last section of the paper contains limited critical thoughts and analysis of the study.	The paper does not address the topic properly. Essential information about the study is missing, making it difficult to follow and understand. Analysis and personal thoughts are lacking.	
Comments:				
Summary quality	The summary highlights the important aspects of the study. It clearly states the methods used, important information regarding the participants, and it clearly states the results. Overall, it Reveals mature and insightful understanding of the positions and a solid appreciation of points of view.	The summary is adequate, but omits some important information, or includes too many details. It reflects adequate understanding of positions; some attempts to appreciate points of view.	The summary is unclear and is missing important information, which reflects the lack of understanding of the study.	
Comments:				
Response quality	The response demonstrates thorough examination of data (information); shows advanced degree of comparison, contrast, & personal evaluation (critical thoughts).	The response is adequate examination of data (information); some degree of comparison, contrast & personal evaluation (critical thoughts).	The response is composed of some examination of data (information); little comparison, contrast and personal evaluation	



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			(critical thoughts).	
Comments:				
Writing style	Essentially faultless ; the paper is easy to read, as it flows References are listed correctly, respecting the APA style.	Some errors, which are minor in nature, & don't detract from overall meaning of paper. References are listed but do not respect APA style.	Errors noticeable, and on occasion, detract from flow or meaning of paper. References are not listed.	
Comments:				
Total				/50

No late or e-mailed abstract and response papers will be accepted.

Exams (40%)

Four exams will be given on the dates indicated below in the tentative schedule. Each exam will include the following sections: a) definitions of terms and questions requiring short answers; b) True or False; and c) exercises to evaluate if students can apply concepts and methods of analysis (e.g. phonetic transcription, grammatical analysis).

Presentation (20%)

Each student will give two presentations based on a recent empirical paper that investigated one of the topics covered during the semester. The presentation should be 15-20 minutes long. Be sure to present the essential aspects of the empirical study you selected and be critical as well. The presentations are spread throughout the semester, but depending on the topic you select, there may be an opportunity to do your presentations at an early stage in the semester so sign up ASAP if you see a topic that interests you.

Take-home quizzes (15%)

There will be four take-home quizzes using Joyce's *Dubliners* as a test bed for the identification and interpretation of linguistic concepts covered in class. Your instructor will give you a list of questions to answer that you will submit on the date indicated on the schedule below. **No late quizzes will be accepted.**

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Grading Scale

A	94.0-100%
A-	90.0-93.9%
B+	87.9-89.9%
B	83.3-87.8%
B-	80.0-83.2%
C+	75.0-79.9%
C	73.0-74.9%
C-	70.0-72.9 %
D +	65.0-69.9%
D	63.0-64.9%
D-	60.0-62.9%
F	0%-59.9%

TENTATIVE CLASS SCHEDULE

(Subject to change)

WEEK/DAY	TOPIC	HOMEWORK
Week1		
	Introduction Chapter 1: The nature of language and linguistics	
	Chapter 1: The nature of language and linguistics	Online workbook
Week 2		
	Chapter 1: The nature of language and linguistics	Online workbook
	Chapter 2: Consonants and vowels	Online workbook
Week 3		
	Chapter 2: Consonants and vowels	Online workbook
	Presentation: Labov Chapter 3: Phonology, phonotactics, and suprasegmentals	Online workbook
Week 4		
	Chapter 3: Phonology, phonotactics, and suprasegmentals	Online workbook
	Presentation: Podesva	
	Exam 1	Take home #1



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Week 5		
	Chapter 4: The internal structure of words and processes of word formation	Online workbook
	Chapter 4: The internal structure of words and processes of word formation Presentation: Miyeon	Online workbook
Week 6		
	Chapter 4: The internal structure of words and processes of word formation Presentation: Liang	Online workbook
	Chapter 5: Grammatical categories and word classes	Online workbook
Week 7		
	Chapter 5: Grammatical categories and word classes	Online workbook
	Chapter 5: Grammatical categories and word classes Presentation: Werner & Fuchs	Online workbook
Week 8		
	Exam 2	Take home #2
	Chapter 6: Lexical semantics	Online workbook 1st abstract and response short paper due
Week 9		
	Chapter 6: Lexical semantics Presentation: Bamman	Online workbook
	Chapter 6: Lexical semantics Presentation: Stadnik	Online workbook
Week 10		
	Chapter 7: Phrasal structure and verb complementation	Online workbook
	Chapter 7: Phrasal structure and verb complementation	Online workbook



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Week 11		
	Chapters 8 & 9: Adverbials, auxiliaries, and sentence types / Finite and nonfinite clauses Presentation: Dekydtspotter & Hyun	Online workbook
	Exam 3	Take home #3
Week 12		
	Chapter 10: Sentence semantics	Online workbook
	Chapter 10: Sentence semantics	Online workbook
Week 13		
	Chapter 11: Information structuring and speech acts	Online workbook
	Chapter 11: Information structuring and speech acts Presentation: Liang & Han	Online workbook
Week 14		
	Chapter 11: Information structuring and speech acts Presentation: Othman	Online workbook
	Chapter 12: Linguistics in language teaching	Online workbook
Week 15		
	Chapter 12: Linguistics in language teaching Presentation : Norton Peirce	Online workbook
	Presentations / Review	2nd abstract and response short paper due Take home #4
Week 16		
	Reading day	
	FINAL EXAM	



Emailing Your Professor

Please use your FAU account when e-mailing your professor. If you use a personal e-mail account (e.g., hotmail, yahoo, g-mail, etc.) the addressee will not know whether the message is junk mail, and therefore, will not respond. FAU e-mail is considered by the university to be official communication, and you should therefore address your professor appropriately (*e.g., Professor, Dear Dr., Dr., etc.*), sign your name, and use a respectful tone. Your professor will not respond to e-mails that do not address them directly, and/or are not signed.

Cell Phones and Electronic Devices

The use of cell phones and electronic devices is prohibited in class. All cell phones should be turned off *before* the start of class (not set on “vibrate”, but turned OFF). If you have a medical or family emergency and need to receive a call during class, you should inform your instructor *before* class. Students without authorization who use cell phones and electronic devices in class may be dismissed from class and counted as being absent for the day.

Attendance Policy Statement

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed

Disability Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings,



and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. I

Students are expected to uphold the Academic Honor Code.

ACADEMIC DISHONESTY ON ALL ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE.

By remaining enrolled in this course past the end of Drop /Add, you are agreeing to:

- uphold The Academic Honor System of Florida Atlantic University
- accept accountability for the course requirements, the course expectations, and the attendance policy stated in this document.
- attend the final exam which takes place as scheduled by the University.

*This syllabus is a guide for the course and is subject to change with advance notice.

Important Dates: Go to the following link to the FAU academic calendar to find important dates (i.e., drop add period, withdraw deadlines, etc.)

<http://www.fau.edu/registrar/acadcal.php>