

Eastern Mennonite University
Directed Study: EDSL 561 THE ENGLISH LANGUAGE
3 semester hours
EMU Campus Center Rm 207/Moodle LMS Online

Spring 2012
Instructor: April Sachs
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COURSE DESCRIPTION:

Focuses on essentials of linguistic science studies as a background for understanding the history of the English language. Explores the development of dialect, colloquialism and regionalism.

M.A. IN EDUCATION PROGRAM OUTCOMES:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. (S)

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. (I)

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. (PK)

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. (C)

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings. (Ca)

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. (L)

COURSE OUTCOMES:

This course is an introduction to the field of linguistics with an emphasis on the English language. We will explore a wide variety of topics with the objective of familiarizing you with the scope of the field and giving you a foundation on which to base further linguistics-related experiences. Of course, my hope, as a linguist, will furthermore be to arouse your curiosity about linguistics and perhaps inspire you to continue your linguistic studies after this course.

Successful completion of this course will include:

1. Becoming familiar with the fundamentals of linguistic analysis, the historical, social, regional, political, and cross-cultural dimensions of English, and some implications of linguistics for the study of literature, the pedagogy of English in secondary schools, and the teaching of English as a foreign or second language. (S, PK, C, L)
2. Knowing what the various subdivisions of linguistics are so that in the future when questions involving language arise, you will know where to look for an answer. (S, I, PK)
3. Becoming familiar with the basic concepts and vocabulary of linguistics so that you can talk about language and understand answers to your questions when you find them. (S, I)
4. Becoming familiar with library resources in linguistics so that you can efficiently seek answers to your questions involving language. (I, C)
5. Becoming familiar with the historical development of English. (S)
6. Beginning to develop your own social and ethical perspective on language and linguistics. (Ca)

REQUIREMENTS AND EVALUATION:

Your final grade in this course will be determined using the following parameters: participation, problem sets, quizzes, tests, and a research project.

Attendance and Participation:

Since this is an independent study, your attendance and participation will be expected as a given throughout the course. You will be expected to read the relevant sections of the textbook each week and do your best to understand the concepts. We will meet in person for a total of 15 hours throughout the course; the rest of the work will be completed online through Moodle.

Problem Sets

Problem sets, usually from the textbook (occasionally I may give you a more in-depth assignment in place of problems from the book), will be assigned throughout the course in order to aid your understanding of the concepts presented. You should complete these and submit them on Moodle by *noon on Thursday* of each week so I have time to look over them before our weekly meeting. The problems will be designed to help you and me gauge your understanding of what you have read, so that you can reread as necessary or bring your questions to me; the problems will also encourage deeper exploration of the topic. Please feel free to contact me with questions you may have after doing your best to master the problems.

Quizzes

Some units will be followed by a short quiz to help you synthesize the things you have learned during that unit and to help me recognize any areas that I need to clarify.

Tests

There will be four tests during the course of the semester:

1. Morphology, phonetics, and phonology
2. Syntax and semantics
3. Language use
4. English historical linguistics

Research Project

By the end of the course, you will complete a major research project (10-15 pages) focusing on a question in an area of linguistics you have found to be of interest. You should choose a question that is relevant to your goals and interests as an educator. To complete the project, you will:

1. Choose a question to research
2. Find and read journal articles relevant to your question
3. Gather data to analyze
4. Present a rough draft to me for feedback
5. Gather more data and/or revise as necessary
6. Present the results of your research to me and the other student at the end of the semester

USE OF MOODLE

This course will utilize Moodle to make our independent study more effective. In addition to using it to assign readings and problems, we will also use it for discussion in between meetings. I will provide a forum for each topic in which you can ask questions of me (or of each other) and/or discuss the topics we are studying. Some of the quizzes and tests may be administered via Moodle.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style: Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Writing Tutors

Please take advantage of the free individual tutoring that you may receive from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center.

BOOKS AND MATERIALS:

Required textbook:

Finegan, E. (2011). *Language: Its structure and use*. (6th Edition) Boston: Thomson Wadsworth.

ACADEMIC INTEGRITY POLICY:

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). For full policy see general graduate program policies at www.emu.edu/catalog/graduate/.

Special Accommodations Statement: EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through Student Disability Support Services of the Academic Support Center. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with disabilities Act of 1990, and the ADA Amendments Act of 2008.

Tentative Course Schedule

Week	<i>Material</i>	<i>Reading</i>
1	Introduction to the course: languages and linguistics	Chapter 1 (pp. 1-28)
2	Lexicon and Morphology	Chapter 2 (pp. 38-68)
3	Phonetics	Chapter 3 (pp. 81-103)
4		
5	Phonology	Chapter 4 (pp. 111-140)
6	Syntax	Chapter 5 (pp. 151-177)
7		
8	Semantics	Chapter 6 (pp. 187-222)
9	Review and catch-up	
10	Language use	Chapter 9 (pp. 301-327)
11		Chapter 10 (pp. 335-358)
12		Chapter 11 (pp. 369-405)
13	Historical linguistics	Chapter 12 (pp. 418-455)
14		Chapter 13 (pp. 463-493)
15	Review and research projects	