

**CLT 2044 (sect. 0029), FALL 2014: ENGLISH VOCABULARY FROM GREEK AND LATIN**  
**Credits:** 3    **Instructor:** Dr. David Hetrick    **Email:** [greyor@ufl.edu](mailto:greyor@ufl.edu)  
**Office Hours:** via email, or set up a **Sakai chat room** / **BigBlueButton** appointment.  
**Course Website:** <http://lss.at.ufl.edu/> (Sakai/E-Learning site)

## COMMUNICATION

General questions can be posted to the **Sakai discussion board**. If you have a private question (regarding grades, assignment questions, &c.), correspondence must be conducted through the “Mail” tool on **Sakai**. There is no guarantee of privacy even via **GatorLink email**, and thus I cannot share information on grades or academic progress through **email** due to **FERPA** regulations.

## COURSE OBJECTIVES

This course offers an intensive study of the Greek and Latin elements (e.g., prefixes, bases, suffixes and combining forms) that form a substantial part of English vocabulary. Equipped with this knowledge, students will learn to decipher unfamiliar words and explore the nuances of familiar words. The study of Latin and Greek elements will be augmented by readings on the history and development of the English language and semantic change.

Some benefits of taking this course may include: a better command of English, better standardized test scores (GRE, MCAT, &c.), better spelling, and better preparedness for graduate, medical, and/or law school.

Two overarching questions guide our course of study:

1. Why are there so many words of Latin and Greek origin in the English language?
2. Why do the etymologies of some words not accurately reflect their meanings?

## ACTIVITIES

Students will complete assignments from Ayers’ textbook, listen to audiovisual lectures with accompanying PowerPoint presentations, and complete word bank and multiple-choice exercises from Ayers’ textbook. There will also be quizzes on the material from both lectures and the textbook. Later in the course, students will write a book report on either Crystal’s *The Story of English in 100 Words*, or Lerer’s *Inventing English*. Students should also expect to participate actively in the discussion boards on the course Sakai site.

## REQUIRED TEXTBOOK

Ayers, Donald M. 1986. *English Words from Latin and Greek Elements*. 2nd ed. Revised by Thomas D. Worthen. Tucson, AZ. ISBN-13: 978-0816508990.

## “OPTIONAL” TEXTBOOKS

These books are **not** optional – you must use **one** of them for the **book report** later in the semester. I only mark them as “optional” since you must buy only **one** of them, not **both**.

1. Crystal, David. 2011. *The Story of English in 100 Words*. London. ISBN-13: 978-1846684289
2. Lerer, Seth. *Inventing English*. 2013. New York. ISBN-13: 978-0231137942

## RECOMMENDED TEXTBOOK

Dettmer, Helena and Marcia Lindgren. 2005. *Workbook to Accompany the Second Edition of Donald M. Ayers’s English Words from Latin and Greek Elements*. Tucson, AZ. ISBN-13: 978-0816523184.

## COURSE REQUIREMENTS

This course involves a great deal of memorization of prefixes, stems, and suffixes. You will need to master over 700 vocabulary terms over the semester, so you should plan to devote time daily to memorization and homework.

## PERFORMANCE EVALUATION

Grading Scale	Assessment
A = 100-90	10% Book Report ( <b>due Nov. 7</b> )
B+ = 89-87	25% Assignments
B = 86-80	15% Discussions
C+ = 79-77	20% Quizzes ( <b>6 announced</b> )
C = 76-70	15% Midterm Exam ( <b>Oct. 15</b> )
D+ = 69-67	15% Final Exam ( <b>Dec. 17</b> )
D = 66-60	= 100%
E < 59	

Please consult <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> about grading policies.

## COURSE POLICIES

1. There will be **no** make-up work (quizzes, homework, exams, discussions), **except** in extraordinary and documented cases. Any requests for make-ups due to technical issues **MUST** be accompanied by the **ticket number** received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** email your instructor **within 24 hours** of the technical difficulty if you wish to request a make-up.

2. Students requesting classroom accommodation **must first** register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then **provide this documentation to the Instructor** when requesting accommodation. The student **must** submit this documentation **prior to** submitting assignments or taking quizzes/exams. Accommodations are **not** retroactive; students should thus contact the office as soon as possible in the term for which they are seeking accommodations.

3. **Academic Honesty is expected at all times.** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

4. **Please contact me with any questions/concerns. I will do my best to solve any potential issues.**

## GETTING HELP, TECHNICAL OR OTHERWISE

For issues with technical difficulties for E-Learning in Sakai, please contact the **UF Help Desk** at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <http://lss.at.ufl.edu/help.shtml>

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources

- Library Help Desk support
- **If you should have any complaints about your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.**

**Please do not wait until the end of the semester to seek help.**

## **DISCUSSION GUIDELINES**

Before your first post, familiarize yourself with the **Netiquette Guide** (<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>)

### **Parameters & Requirements**

- Discussions open at the beginning of each module
- You must submit a post by Thursday of the **second week** of each **module** at **8pm**, and **respond to two** of your **colleagues' submissions** by Sunday of that same week at **8pm** (noted in the schedule **below**)
- Discussions posted **after** the Sunday deadline at **8pm** will not count towards your discussion grade.
- Discussions for each module will be worth up to **10 points**. Up to **five points** will be awarded for a **thoughtful** initial post which addresses and engages with the **discussion prompts** for the module. Up to an additional **five points** will be awarded for responding thoughtfully to at least **two** of your **colleagues' submissions** for that prompt. The award of these points is contingent upon posting by the **discussion posting deadlines** set out above.
- Please see the **discussion rubric**, available on **Sakai**, for more information on grading criteria.

**Suggestions for posting** (not **comprehensive** by any means)

- Please engage in **thoughtful** and **meaningful discussion** of the **prompts** for each **module**. This means **stay on topic** and **be respectful of others**.
- It is perfectly fine to disagree with others – **just do so respectfully** (e.g., “Have you considered ...?”). Do not engage in **personal attacks** or **insults**.
- When posting, draw upon your **own experience**, if possible, in order to **enrich** discussion.

## **COURSE SCHEDULE**

**Weeks 1-2** (Aug. 25-Sept. 7): **Module 1:** Introduction and Word Formation

- **Assignment #1:** opens Mon Aug. 25, **8am**, closes Thu Sept. 4, **11:55pm**
- Mon Sept. 1: **Labor Day** (no class)
- **Quiz 1:** Fri Sept. 5, opens **8am**, closes **11:59pm. Time Limit: 30min.**
- **Discussion board:** must post by Sun Sept. 7, **8pm**

**Weeks 3-4** (Sept. 8-Sept. 21): **Module 2:** Semantic Change

- **Assignment #2:** opens Mon Sept. 8, **8am**, closes Thu Sept. 18, **11:55pm**
- **Quiz 2:** Fri Sept. 19, opens **8am**, closes **11:59pm. Time Limit: 30min.**
- **Discussion board:** must post by Sun Sept. 21, **8pm**

**Weeks 5-6** (Sept. 22-Oct. 5): **Module 3:** History of English

- **Assignment #3:** opens Mon Sept. 22, **8am**, closes Thu Oct. 2, **11:55pm**
- **Quiz 3:** Fri Oct. 3, opens **8am**, closes **11:59pm. Time Limit: 30min.**
- **Discussion board:** must post by Sun Oct. 5, **8pm**

- **Book Report:** assignment opens Mon Sept. 22, **8am**

**Weeks 7-8 (Oct. 6-Oct. 19): Midterm**

- **Independent Review for Midterm Exam**
- **Discussion board:** Questions about Midterm Exam (**optional**)
- Oct. 17-18: **Homecoming** (no class)
- **Midterm Exam:** Wed Oct. 15, opens **8am**, closes **11:59pm**. **Time Limit: 1hr.**

**Weeks 9-10 (Oct. 20-Nov. 2): Module 4: Greek Word Formation**

- **Assignment #4:** opens Mon Oct. 20, **8am**, closes Thu Oct. 30, **11:55pm**
- **Quiz 4:** Fri Oct. 31, opens **8am**, closes **11:59pm**. **Time Limit: 30min.**
- **Discussion board:** must post by Sun Nov. 2, **8pm**

**Weeks 11-12 (Nov. 3-Nov. 16): Module 5: Book Report Week**

- **Assignment #5:** opens Mon Nov. 3, **8am**, closes Thu Nov. 13, **11:55pm**
- **Book Report: due** Fri Nov. 7 by **11:55pm**
- Tue Nov. 11: **Veterans' Day** (no class)
- **Quiz 5:** Fri Nov. 14, opens **8am**, closes **11:59pm**. **Time Limit: 30min.**
- **Discussion board:** must post by Sun Nov. 16, **8pm**

**Weeks 13-14 (Nov. 17-Nov. 30): Module 6: History of the *Oxford English Dictionary***

- **Assignment #6:** opens Mon Nov. 17, **8am**, closes Tue Nov. 25, **11:55pm**
- **Quiz 6:** Tue Nov. 25, opens **8am**, closes **11:59pm**. **Time Limit: 30min.**
- Nov. 26-29: **Thanksgiving** (no class)
- **Discussion board:** must post by Sun Nov. 30, **8pm**

**Weeks 15-16 (Dec. 1-Dec. 10): Conclusion & Final Exam**

- **Independent Review for Final Exam**
- **Discussion board:**
  - Course Reflection (**feedback appreciated**)
  - Questions about Final Exam (**optional**)
- Dec. 11-12: **Reading Days** (no class)
- **Final Exam:** Wed Dec. 17, opens **8am**, closes **11:59pm**. **Time limit: 2hr.**

**DISCLAIMER**

This syllabus reflects my vision for the course to the **best** of my knowledge and ability, but **is subject to change, if necessary**. As we proceed through the course, these plans **may** require changes in order to maximize pedagogical goals. Such changes, when communicated clearly, are not unusual and should be expected. That said, I understand that this syllabus constitutes a type of **contract** between **student** and **instructor**, and I will genuinely strive to avoid changing any of these aforementioned plans.