CLT 2044 (sect. 049E), SPRING 2015: ENGLISH VOCABULARY FROM GREEK AND LATIN
Credits: 3   **Instructor**: Dr. David Hetrick   **Email**: greyor@ufl.edu
Office Hours: via email, **or** set up a **BigBlueButton** appointment.
Course Website: http://lss.at.ufl.edu/ (**Canvas** site)

COMMUNICATION
General questions may be posted to the **Canvas discussion forums**. If you have a private question (regarding grades, individual assignment questions, &c.), correspondence must be conducted through the "Inbox" tool on **Canvas**. 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 listen to audiovisual lectures with accompanying PowerPoint presentations, and complete assignments from Ayers' textbook. Students' progress and retention of the material from both lectures and the textbook will be assessed via quizzes and exams. Later in the course, students will write a book analysis on either Crystal's *The Story of English in 100 Words*, or Lerer's *Inventing English*. Students must also participate actively in the course's Canvas discussion forums.

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 analysis** 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. 2013. *Inventing English*. 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, bases, 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.

Quizzes will largely focus on vocabulary from the current module, but be prepared, for other words may appear. Overall, focus on the materials from the current module first and foremost.

Exams will cover materials from modules up to that point. The midterm, e.g., will cover materials from Modules 1-3, and the final, materials from Modules 4-6. The final is not cumulative in that respect – and will be heavily inspired by materials from Modules 4-6. However, do not neglect those materials later, as it may be necessary to draw upon material learned in Modules 1-3.

From Module 4 on (the Greek half of the course), the course will deal with a different set of materials – at least in terms of word elements and vocabulary – but many of the same concepts of word formation still apply. It will be best to maintain a working knowledge of the concepts learned so far.

PERFORMANCE EVALUATION

Grading Scale	Assessment
A = 100-90	10% Book Analysis (**due** Apr. 2)
B+ = 89-87	20% Assignments
B = 86-80	20% Discussions
C+ = 79-77	20% Quizzes (**6 announced**)
C = 76-70	15% Midterm Exam (Feb. 26)
D+ = 69-67	15% Final Exam (Apr. 28)
D = 66-60	= 100%
E < 59	For more on grading policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

COURSE POLICIES

1. There will be **no late** or **make-up work** (assignments, discussions, quizzes/exams) accepted, **except** in extraordinary and documented cases. Any requests for make-ups due to technical issues **MUST** be accompanied by the **ticket/request number** received from the **Help Desk** when the problem was reported to them. The ticket/request 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.

See the **PROCTORED EXAMS** section below for information on **quiz/exam** make-ups. You **do not** need to contact the **UF Help Desk** if you are having issues with **quizzes/exams**. ProctorU **will notify me** if you should run into any issues.

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. Please note that 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

3a. However, you **ARE** allowed to consult your textbook (Ayers' *English Words from Latin and Greek Elements*) **during quizzes/exams**. However, be advised that each assessment has a **time limit**, and with excessive searching through the book comes the risk of running out of time. Keep in mind, also, that many of the quiz/exam questions are drawn from **lecture** materials.

NO other resources (e.g., notes, lecture slides, &c.) are permitted for use during assessments. Resources such as **answer keys** are also **not permitted** for use on **assignments**.

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

PROCTORED EXAMS

The most up-to-date version of the following instructions is located here: *Proctored Exams Student Guide*

In order to maintain a high standard of academic integrity and assure that the value of your University of Florida degree is not compromised, course quizzes/exams **will be proctored online by ProctorU**. You will take your quiz/exam electronically using the course website, but **you will register with ProctorU early in the semester**, and then sign up for a time with a certified proctor in a testing facility to observe you on your computer while you take your quiz/exam.

You need a webcam, speakers, microphone, and reliable Internet connection to be able to take your exams. **Wireless internet is not recommended**. You may also need a mirror or other reflective surface.

Sign up for an account with ProctorU during the **first week of the semester**. If you already have a ProctorU account, you can use the same account. Register with ProctorU for your exam appointment times early in the semester.

You **must** sign up at least **72 hours** before a quiz/exam. Failure to do so will result in **additional fees** and reduce the likelihood that the time you want will be available. You should receive a confirmation email from ProctorU. If you experience any trouble with online registration, you can call **(855) 772-8678**.

Prior to each quiz/exam, go to the ProctorU Test Page to ensure your computer is ready for online proctoring. After you get the 6 checks that your system is ready:

Camera Check	Microphone Check	Port Check	Bandwidth Test	Flash Check	OS Check
Detected	Detected	Ports open	Speeds met	Supported	Supported

Take the extra step to connect to a live person; it takes just a few minutes, and is completely free:

Connect to a live person

If you are unable to take a quiz/exam because of a technical glitch on your end, that is your responsibility. However, if you do experience technical difficulties during the quiz/exam, ProctorU will document those difficulties, and communicate with your instructor to make alternative arrangements. *For additional questions, review the Proctored Exams Student Guide.*

Finally, keep in mind that the absolute **latest** time you may start the quiz/exam is 45, 60, or 120 minutes before the deadline, depending upon the exam time limits (see the schedule below).

This means that you **must** be set up with your proctor and ready to take the exam **by that time**, if you want the **entire time limit** for your use.

GETTING HELP, TECHNICAL OR OTHERWISE
For issues with technical difficulties in E-Learning in Canvas (**assignments**, **discussions**, **&c**.), please contact the **UF Help Desk**:
- **Web**: http://helpdesk.ufl.edu/ (or e-mail helpdesk@ufl.edu)
- **Telephone**: (352) 392-HELP (select option 2)
- **General E-Learning Help**: http://lss.at.ufl.edu/help.shtml

As for any potential issues with **quizzes/exams**, **ProctorU** will inform me if any problems occur during exam proctoring, and we will act and adjust accordingly (see "**PROCTORED EXAMS**" above)

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 **on Monday** at the **beginning** of each module
- You must submit an **initial post** by **Friday** of the **second week** of **each module** at **9pm**, and **respond** to *at least* two of your **colleagues' submissions** by **Sunday** of that same week at **9pm** (noted at length in the schedule **below**)
- Discussions for each module will be worth up to **10 points**
  - Up to **eight points** will be awarded for a **thoughtful** initial post which addresses and engages with the **discussion prompts** for the module
  - The remaining **two points** will be awarded for responding thoughtfully to at least **two** of your **colleagues' submissions** for that prompt: **one point** possible **per post**
  - The award of **all discussion points** is contingent upon posting by the **discussion posting**

deadlines set out above and in the Course Schedule below
- Please see the **discussion rubric**, available on **Canvas**, 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 that you must **stay on topic** and **be respectful of others**
- It is perfectly fine to disagree with others – **just do so** <u>respectfully</u> (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

<u>**COURSE SCHEDULE**</u> **(ALL times are** <u>Eastern</u>**)**
Weeks 1-2 (Jan. 6-Jan. 18): **Module 1**: Introduction and Word Formation
- **Assignment #1**: opens Tue., Jan. 6, **8am**, closes Thu., Jan. 15, **9pm**
- **ProctorU Assignment**: opens Tue., Jan. 6, **8am**, closes Mon., Jan. 13, **9pm**
- **Quiz #1**: Thu., Jan. 15, opens **8am**, closes **9pm**. **Time Limit**: **1hr.**
- **Discussion #1 (initial post): must** post by Fri., Jan. 16, **9pm**
- **Discussion #1 (response posts): must** post by Sun., Jan. 18, **9pm**

Weeks 3-4 (Jan. 20-Feb. 1): **Module 2**: Semantic Change
- Mon., Jan. 19: **Martin Luther King, Jr. Day** (no class)
- **Assignment #2**: opens Tue., Jan. 20, **8am**, closes Thu., Jan. 29, **9pm**
- **Quiz #2**: Thu., Jan. 29, opens **8am**, closes **9pm**. **Time Limit**: **45min.**
- **Discussion #2 (initial post): must** post by Fri., Jan. 30, **9pm**
- **Discussion #2 (response posts): must** post by Sun., Feb. 1, **9pm**

Weeks 5-6 (Feb. 2-Feb. 15): **Module 3**: History of English
- **Assignment #3**: opens Mon., Feb. 2, **8am**, closes Thu., Feb. 12, **9pm**
- **Quiz #3**: Thu., Feb. 12, opens **8am**, closes **9pm. Time Limit**: **45min.**
- **Discussion #3 (initial post): must** post by Fri., Feb. 13, **9pm**
- **Discussion #3 (response posts): must** post by Sun., Feb. 15, **9pm**
- **Book Analysis**: assignment **opens** Mon., Feb. 2, **8am**

Weeks 7-8 (Feb. 16-Feb. 26): **Midterm**
- **Independent Review for Midterm Exam**
- **Discussion**: Questions about Midterm Exam (**optional**)
- **Midterm Exam**: Thu., Feb. 26, opens **8am**, closes **9pm**. **Time Limit**: **1hr.**

Feb. 28-Mar. 8: **Spring Break** (no class)

Weeks 9-10 (Mar. 9-Mar. 22): **Module 4**: Greek Word Formation
- **Assignment #4**: opens Mon., Mar. 9, **8am**, closes Thu., Mar. 19, **9pm**
- **Quiz #4**: Thu., Mar. 19, opens **8am**, closes **9pm**. **Time Limit**: **45min.**
- **Discussion #4 (initial post): must** post by Fri., Mar. 20, **9pm**

- **Discussion #4 (response posts)**: **must** post by Sun., Mar. 22, **9pm**

Weeks 11-12 (Mar. 23-Apr. 6): **Module 5**: Book Analysis Week
- **Please note the slightly different and early deadlines for this module**
- **Assignment #5**: opens Mon., Mar. 23, **8am**, closes Thu., Apr. 2, **9pm**
- **Quiz #5**: Thu., Apr. 2, opens **8am**, closes **9pm. Time Limit**: 45min.
- **Discussion #5 (initial post)**: **must** post by Thu., Apr. 2, **9pm**
- **Discussion #5 (response posts)**: **must** post by Mon., Apr. 6, **9pm**
- **Book Analysis**: **due** Thu., Apr. 2 by **9pm**

Weeks 13-14 (Apr. 6-Apr. 19): **Module 6**: History of the *Oxford English Dictionary*
- **Assignment #6**: opens Mon., Apr. 6, **8am**, closes Thu., Apr. 16, **9pm**
- **Quiz #6**: Thu., Apr. 16, opens **8am**, closes **9pm**. **Time Limit: 45min.**
- **Discussion #6 (initial post)**: **must** post by Fri., Apr. 17, **9pm**
- **Discussion #6 (response posts)**: **must** post by Sun., Apr. 19, **9pm**

Weeks 15-16 (Apr. 20-Apr. 28): **Conclusion & Final Exam**
- **Independent Review for Final Exam**
- **Discussions**:
  - Course Reflection (**feedback appreciated, but** **optional**)
  - Questions about Final Exam (**optional**)
- Apr. 23-24: **Reading Days** (**no class**)
- **Final Exam**: Tue., Apr. 28, opens **8am**, closes **11pm**. **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.