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SYLLABUS: Spring 2015

LINGUISTICS 11: Introduction to Language for Teachers

#55629 Reedley College

#85486 Madera Center

INSTRUCTOR:

Nancy Frampton, Madera Center

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All e-mail communication must have the following information in the Subject: LING 11 Section# Last, First

OFFICE HOURS:

TUESDAY, 12:00-12:50 PM

THURSDAY, 7:00-7:50 AM

FRIDAY, 8:00: VIRTUAL OFFICE HOUR

(E-MAIL UNLESS OTHERWISE AGREED UPON)

--OR BY APPOINTMENT

OFFICE LOCATION:

R4-A (MADERA CENTER)

PHONE NUMBER:

675-4800 ext. 4705

TEXTS AND MATERIALS: *The Study of Language* (5th ed.), George Yule, Cambridge University Press, 2014. ISBN: 978-1-107-65817-2 (\$35.20) www.mycampusub.com
A copy of the textbook is available in the Library at Reedley College, the Madera Center, and the Oakhurst Center for two-hour checkout.

Note: The first chapter of the textbook will be provided on Blackboard for students. All students should have their textbooks by the beginning of Week 2.

Oakhurst students should contact to the Oakhurst office for details on securing textbooks.

BLACKBOARD: This course is accessible at <<http://sccd.blackboard.com>>. The sign-in link is: https://sccd.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=2_1
Students should use their student ID number as both their username and password.

Blackboard Support: 1-866-401-7784 (24/7)

If you have problems with your home technology that are affecting your work in the course, please notify the instructor via phone or e-mail.

COURSE DESCRIPTION: This course examines human language, including its nature, structure, use, history, and acquisition. Emphasis is on the systematic linguistic description of language knowledge and usage. It is recommended for foreign language majors, liberal studies majors, and students in the multiple subject credential blended program.

SUBJECT PREREQUISITES: “C” OR BETTER IN ENGL 1A OR ENGL 1AH

COURSE OUTCOMES: Upon completion of the course, students will be able to:

- A. Distinguish between biased and unbiased statements about language use in order to teach language objectively and to evaluate their students' accents and dialects objectively.
- B. Differentiate letters and other symbols from sounds in order to articulate spelling rules accurately.
- C. Apply principles and procedures of linguistic analysis on spoken and written English in order to identify patterns in nonstandard usage so that they can teach their students standard constructions in consistent and systematic ways.
- D. Apply knowledge of stages in the language acquisition process in assessing English language proficiency of young children and other English language learners so that they can 1) evaluate the appropriateness of language development materials and 2) detect potentially abnormal language development in their students.
- E. Differentiate between such dialect differences as spoken vs. written or formal vs. informal in order to help their students assess the appropriate use of each.

COURSE OBJECTIVES: In the process of completing this course, students will:

1. Demonstrate the ability to analyze language data scientifically and objectively, a necessary skill in analyzing their students' nonstandard language constructions.
2. Prove the systematic nature of language, giving them tools to teach language systematically.
3. Perform phonological analysis on English and other languages in order to predict and account for their students' nonstandard English pronunciation.
4. Perform morphological analysis on English and other languages in order to predict and account for their students' nonstandard word formation processes.
5. Perform syntactic analysis on English and other languages in order to predict and account for their students' nonstandard English sentence structures.
6. Apply current psycholinguistic theory to language dysfunction, language acquisition, and learning in order to support their students' language development.
7. Explain the nature and importance of bidialectalism in order to value and build upon the language skills of bidialectal students who are learning standard English.

COURSE CONTENT:

- I. The Fundamental Components of Human Language
 - A. Phonology
 - B. Morphology
 - C. Syntax
 - D. Semantics
 - E. Pragmatics
- II. Differences and Universality among Languages
- III. Phonemic Awareness
 - A. Rhyming
 - B. Segmenting
 - C. Blending
 - D. Necessity for reading readiness

- IV. Similarities and Differences among Groups of Phonemes
 - A. Consonants--place and manner of articulation
 - B. Vowels--place and manner of articulation
 - C. Patterns of substitution by children, non-native speakers, and others
 - D. Resulting spelling errors

- V. Phonemic Awareness vs. Phonics

- VI. Sound-symbol and Symbol-Sound Relationships (the Alphabetic Principle) and Some Rules of English Spelling

- VII. Parts of Speech, Their Functions, and Morphology
 - A. Affixing rules such as '-s', '-es'
 - B. Rules for using 'a' and 'an'
 - C. Rules for using the apostrophe

- VIII. The Use of Syntactic Components to Understand and Form a Variety of Sentence Types
 - A. Phrases and clauses
 - B. Verbals
 - C. Simple, compound, and complex sentences
 - D. Teaching sentence combining and embedding clauses

- IX. Language Development and Acquisition
 - A. Development of a first language and the acquisition of subsequent ones
 - B. The principal observable milestones in each domain.
 - C. Language acquisition theories
 - D. The range of issues related to the interaction of a first language and other languages.
 - E. Special features that identify exceptional development separate from inter-language effects.

GRADING: Final grades will be calculated as follows:

90- 100%	A
80- 89%	B
70- 79%	C
60- 69%	D
50- 59%	F

Categories	Weight
Exams*	50 %
Participation & Homework	20 %
Quizzes & Assessments	15 %
Synthesis Papers	15 %

Grades will always be posted on Blackboard.

EXAMS AND QUIZZES: The date for exams and quizzes will be announced in advance. If you are absent on the day of an exam or quiz, you will receive a zero score. You will not be allowed to take the exam on a later day unless you have made arrangements with the instructor **before** the exam. All quizzes and exams for this class will be taken online on Blackboard.

ASSIGNMENTS: Most of the work that you will be doing outside of class will count towards your final grade. All your tests will be based on your assignments and material covered in class. Therefore, it is very important to complete assigned material to pass the course.

SYNTHESIS PAPERS: You will be required to select, read, summarize, and respond to articles on a topic of interest to you concerning language/linguistics. Your write-up should include a summary of your reading, the relevance of this topic or why it is of interest to you, and a reflection on the topic (about 2 pages in MLA format). You may be asked to share this information with the class. More information will be provided as the class progresses. Synthesis papers are due in Weeks 12, 14 and 16 this semester. Two of the due dates fall in a short week, when one of the classes is cancelled, so this will give you extra time to focus on the papers. An example paper as well as guidelines and a rubric will be provided and students will have a set of articles to choose from. Students wishing to do their synthesis paper on a different article will need to secure approval in advance. *Linguistics 11 students will be required to have their articles approved if they opt to work on an article that is not one of the 5-Minute Linguist posted readings.*

LATE WORK: Your instructor does not accept late work. If you have circumstances that prevent you from turning work in on time, consult with your instructor in advance. Do not assume that you can turn in work late.

MAKE UPS: Your instructor does not give make up exams. If you have circumstances that prevent you from taking an exam at the scheduled time, consult with your instructor in advance.

EXTRA CREDIT: Normally extra credit is not offered. In the event that your instructor should offer extra credit, specific instructions and a due date will be provided along with information on how much credit will be offered.

PARTICIPATION: Your active participation in class is important for not only you but also your classmates. Make it your priority to be in class every day. You are expected to complete homework and actively engage in course activities such as discussion forums and weekly virtual office hours. You will find that your active participation will make the class more interesting and help you in learning the material.

VIRTUAL OFFICE HOUR: Students are required to attend and participate in 4 virtual weekly office hour chats through Blackboard. These will be Tuesday 12:00-12:50 PM, Thursday 7:00-7:50 AM, Friday 8:00 AM and potentially at other times when students are available based on a class survey. Attendance is extremely important and a requirement of the class for a minimum of four virtual meetings. Students will be provided with a master calendar with virtual office hour days and times once all student surveys are compiled.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

DROP DEADLINES:

Friday, 1/30: Deadline to drop the class to avoid a “W” (WebAdvisor)

Friday, 3/13: Deadline to drop the class to avoid a grade

Tuesday, 1/20: INSTRUCTOR DROP DATE for NO SHOWS

COLLEGE CALENDAR:

Mon., Jan. 19: Martin Luther King, Jr. Day

Fri., Feb. 13: Lincoln Day

Mon., Feb. 16: Washington Day

Mon., Mar. 16-Fri., Mar. 20: Spring Break

FINAL EXAM:

Available: Saturday, May 16—Tuesday, May 19

PLAGIARISM: A student will receive no credit for an assignment if in the opinion of the instructor the individual has cheated or plagiarized. See College definitions below.

ACADEMIC DISHONESTY

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

CHEATING

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

PLAGIARISM

Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents. *(Reedley College Catalog: 2014-2015, Page 47)*

STUDY PLAN (subject to change): Exams will be announced in advance. All exams, quizzes, and homework will be submitted on Blackboard.

Week 1: (1/12—1/16)	INTRO/CH 1	The Origins of Language What is Language? Introduction to Language Quiz
Week 2: (1/21—1/23)	CH 2	Animals and Human Language What do we know when we know a language?
Week 3: (1/26—1/30)	CH 16	Written Language / Exam #1

Week 4: (2/2—2/6)	CH 3	The Sounds of Language (Consonants)
Week 5: (2/9—2/13)	CH 3	The Sounds of Language (Vowels) SLO B** English Sound/Symbol Relationships
Week 6: (2/16—2/20)	CH 4	The Sound Patterns of Language / Exam #2

Week 7: (2/23—2/27)	CH 5	Word Formation
Week 8: (3/2—3/6)	CH 6	Morphology / Morphophonology / Exam #3

Week 9: (3/9—3/13)	CH 7	Grammar
Week 10: (3/16—3/20)	CH 8	Syntax
Week 11: (3/23—3/27)	CH 9	Semantics
	CH 10	Pragmatics SLO C** Standard vs. Nonstandard English Exam #4

Week 12: (4/6—4/10)	CH 12/13	Language and the Brain Synthesis Paper #1 due Friday, April 10
Week 13: (4/13—4/17)	CH 13/14	First Language Acquisition
Week 14: (4/20—4/24)	CH 14	Second Language Acquisition/Learning / SLO D** Synthesis Paper #2 due Friday, April 24
Week 15: (4/27—5/1)	CH 17/18	Language History & Change
Week 16: (5/4—5/8)	CH 18	Regional Variation in Language / SLO A** Synthesis Paper #3 due Friday, May 8
Week 17: (5/11—5/15)	CH 19	Social Variation in Language / Speaking & Writing Generation 1.5 English Learners SLO E**
Week 18:	Final Exam	Exam #5 Available: Saturday, May 16—Tuesday, May 19

***SLO(Student Learning Outcome) Assessments are referenced on the bottom of the first page of the syllabus. Students will be given practice exercises prior to the assessments, which will count as quizzes for grading purposes.*

Regular Due Dates: Assignment due dates will fall during the academic week, as follows:

TH: Chapter Questions (11:59 PM)

F: Discussion Forum Posting (11:59 PM)

M: Discussion Forum Responses (8:00 AM)

Weekly Unit Posting:

Saturday 12:00 PM – Monday 8:00 AM (10 days with overlap with next weekly unit)

Exam Posting: Saturday 8:00 AM – Tuesday 8:00 AM

Synthesis Papers Due Dates: Week 12, 14 & 16 (Friday 11:59 PM Submission)

E-MAIL COMMUNICATION: All e-mail will be sent to your District e-mail account. It is essential that you activate your e-mail account. Lastname_studentID@my.scccd.edu (e.g.: smith_0123456@my.scccd.edu)

Step by step directions on how to activate your account:

<http://www.scccd.edu/Modules/ShowDocument.aspx?documentid=1289>

INSTRUCTOR E-MAIL RESPONSE TIME: Unless your instructor has indicated that she will be off of the grid for a certain period of time, students should expect a response to e-mail communication within 24 hours. Students should use the Q & A Discussion Forum for non-private questions so that the entire class can benefit from the instructor's response and if the topic is a technical issue, classmates can also avail themselves to troubleshoot. The Q & A forum is a go-to place when students experience problems or have questions in the online class.

GRADING TURN-AROUND TIME: Every effort will be made provide feedback to students once assignments have posted. Students should expect regular assignments to be graded within the week. Larger assignments such as exams and synthesis papers may take up to ten days to grade. Students should contact their instructor if a grade is not posted in this time frame in case there is an effort. It is a good idea for students to check their grades regularly. Mistakes do happen and the instructor appreciates regular communication from students.

STUDENT RESPONSIBILITIES: Students will maintain a stable technology environment to work from that includes consistent connectivity and hardware and software specifications for the course. Students are expected to purchase the required textbook for the course. Students will be responsible for saving all work at their local computer and not depend upon the instructor to produce lost work. This includes all discussion postings, assignments, projects and any other required submissions. Students will also submit assignments on time in order to receive credit.

Participation & Level of Effort: As this is an online course, it is important that you recognize that you should expect to spend about nine hours a week on the requirements for the course. As this is a three-unit course, in addition to what is the equivalent of three hours of "class time", you are expected to spend an additional six hours reading, going over lectures, preparing assignments, and participating in discussions. This is in accordance with the Carnegie unit formula, which Reedley College follows. The course is organized into weekly modules which will be posted Saturdays and run through Mondays of the following week. The academic week, Monday through Friday, will consist of due dates, but students will have advance preparation time the weekend before each weekly module and the final due date for the last weekly module assignment will be the next Monday. This means students will have a total of ten days to complete a weekly module. This also means that there will be some overlap, so it is important for students to pace themselves. Because students have a variety of schedules, the instructor hopes by scheduling units in this way, students who need weekends for their studies will be able to maximally participate in the class. Students will be given a calendar of due dates for each module as well as a master schedule of major due dates in the syllabus.

COURSE NAVIGATION: In Blackboard, students will find the following sidebar links:

Announcements: You will receive e-mails to your College e-mail account when announcements are posted.

Course Info.: Information about the instructor, the syllabus, course policies, & extracurricular activities

Parts of Speech: Websites and documents about parts of speech, an essential core of knowledge needed for passing this class. Begin studying now!

Weekly Content: Modules by Week with courses assignments and documents

Discussion Forum Reference Documents: Guidelines, examples and rubrics

Discussions: Submission links

Synthesis Papers: Guidelines, examples, rubrics and submission links

Chapter Study Questions: Guidelines, examples, rubrics and submission links

Other Homework: Submission links for homework that does not fall into the categories above

Tests: Submission links

Office Hour Weekly Chat Sessions: Link to virtual real-time chat

E-mail: Link for e-mailing instructor or classmates

My Grades: Check your grades here.

Smarthinking: Online tutorial center. Linguistics is not a discipline for online tutoring here, but students can submit their synthesis papers for feedback before submitting them.

Tools: Miscellaneous bells and whistles. E-mail and My Grades are the most popular, for which separate sidebars have already been created.

Help: Tutorials. See also the 1-800 telephone number for 24-hour Blackboard assistance earlier in syllabus