



SYLLABUS: Spring 2016

LINGUISTICS 11: Introduction to Language for Teachers

#51528 Reedley College

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

OFFICE HOURS: TUESDAY, 2:00-2:50 PM
THURSDAY, 9:00-10:50 AM
FRIDAY, 8:00: VIRTUAL OFFICE HOUR
(E-MAIL UNLESS OTHERWISE AGREED UPON)
--OR BY APPOINTMENT

OFFICE LOCATION: AV1-158 (MADERA COMMUNITY COLLEGE 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)

Bookstore Links:

[Reedley College Bookstore](#)

[Madera Community College Center Bookstore](#)

A copy of the textbook is available in the Library at Reedley College, the Madera Community College 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 the Oakhurst office for details on securing textbooks.

BLACKBOARD: This course is accessible at [SCCCD Blackboard Access](#).
Blackboard Support: 1-866-401-7784 (24/7)

Students experiencing problems with their home technology that are affecting their work in the course should 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
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Synthesis Papers (X3)	15 %
Assessments (X5)	25 %
Exams (X5)	50 %
Participation & Homework	10 %

Grades will always be posted on Blackboard. Grading is weighted.

NOTE: Students should not gauge how they are doing by relying on points. Instead, they are advised to look at percentages. Points are assigned individual assignments are aligned with rubrics and **percentage** scores.

EXAMS AND QUIZZES: The date for exams and quizzes will be announced in advance. Students will not be allowed to take the exam on a later day unless they have made arrangements with the instructor **before** the exam. All quizzes and exams for this class will be taken online.

ASSIGNMENTS: Most of the coursework will count towards the final grade. All tests will be based on assignments and material covered in class. Therefore, it is very important to complete assigned material to pass the course. Any materials that are not mandatory will be labeled “optional” or “recommended”. (“Optional” materials have entertainment or high interest value; “Recommended” materials have explanatory value; and “Mandatory” materials are subject to examination and assessment.)

SYNTHESIS PAPERS: Students will be required to select, read, summarize, and respond to articles on a topic of interest concerning linguistics. The write-up should include a summary of the reading, the relevance of this topic or why it is of interest, and a reflection on the topic (about 2 pages in MLA format). More information will be provided as the class progresses. Synthesis papers are due in Weeks 12, 14 and 16 this semester. 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 an article outside of the approved list will need to secure approval in advance. Synthesis Papers can be submitted before the due date.

LATE WORK: The instructor does not accept late work. Students who have circumstances that prevent them from turning work in on time should consult with the instructor in advance. Students should not assume that they can turn in work late.

MAKE UPS: The instructor does not give make up exams. Students who have circumstances that prevent them from taking an exam at the scheduled time should consult with the instructor in advance.

EXTRA CREDIT: Normally extra credit is not offered. In the event that the 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: Students’ active participation in class is important. Students should make it a priority to stay on top of their workload and pace

themselves. Students are expected to complete homework and actively engage in course activities such as discussion forums and any virtual office hours. Students will find that their active participation will make the class more interesting and help them in learning the material.

VIRTUAL OFFICE HOUR: Students are required to attend and participate in four virtual weekly office hour chats. These will be at times when students are available based on a class survey and also include all instructor office hours and will count for a homework grade. Students will be provided with a master calendar with virtual office hour days and times once all student surveys are compiled. Students are reminded that the instructor is just an e-mail away and if students wish to speak by phone, they should indicate a telephone number and best times to be reached. The instructor prides herself in her quick turnaround time and accessibility to students and recognizes that it is vital to the success of the course.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students who 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 are advised to contact the instructor as soon as possible.

DROP DEADLINES:

Monday, Jan. 31: Deadline to drop the class to avoid a "W" (WebAdvisor)
Friday, March 11: Deadline to drop the class to avoid a grade

COLLEGE CALENDAR: NO CLASSES

Jan. 18 (M): Martin Luther King, Jr., Day (campus closed)
Feb. 12 (F): Lincoln Day (campus closed)
Feb. 15 (M): Washington Day (campus closed)
Mar. 21-24(M-F): Spring Recess (campus open)

FINAL EXAM: Available: Saturday, May 14—Tuesday, May 17

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 online.

Week 1: (1/11—1/18)	INTRO/CH 1	The Origins of Language What is Language? Introduction to Language Quiz
Week 2: (1/18—1/25)	CH 2	Animals and Human Language What do we know when we know a language?
Week 3: (1/25—2/2)	CH 16	Written Language / Exam #1 (Due 2/2 @8 AM)

Week 4: (2/1—2/8)	CH 3	The Sounds of Language (Consonants)
Week 5: (2/8—2/16)	CH 3	The Sounds of Language (Vowels) SLO B** English Sound/Symbol Relationships (Due 2/16 @8AM)
Week 6: (2/15--2/23)	CH 4	The Sound Patterns of Language / Exam #2 (Due 2/23 @8AM)

Week 7: (2/22—2/29)	CH 5	Word Formation
Week 8: (2/29—3/8)	CH 6	Morphology / Morphophonology / Exam #3 (Due 3/8 @8AM)

Week 9: (3/7—3/14)	CH 7	Grammar
Week 10: (3/14—3/28)	CH 8	Syntax
(3/21—3/24)	SPRING BREAK	(Consider starting Synthesis Papers.) <i>See Weeks 12, 14, 16 below.</i>

Week 11: (3/28—4/5)	CH 9 CH 10	Semantics Pragmatics SLO C** Standard vs. Nonstandard English Exam #4 (Due 4/5 @8AM)
Week 12: (4/4—4/11)	CH 12	Language and the Brain Synthesis Paper #1 due 5/8 @11:59PM
Week 13: (4/11—4/18)	CH 13	First Language Acquisition
Week 14: (4/18—4/26)	CH 14	Second Language Acquisition/Learning SLO D**(Due 4/26 @8AM) Synthesis Paper #2 due 5/22 @11:59PM
Week 15: (4/25—5/2)	CH 17	Language History & Change
Week 16: (5/2—5/9)	CH 18	Regional Variation in Language / SLO A** (Due 5/10 @8AM) Synthesis Paper #3 due 5/6 @11:59PM
Week 17: (5/9—5/16)	CH 19	Social Variation in Language Speaking & Writing Generation 1.5 English Learners SLO E**
Week 18:	Final Exam Exam #5	Saturday, May 14 — Tuesday, May 17

***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.*

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

- TH: Chapter Study Questions (11:59 PM)
- F: Discussion Forum Posting (11:59 PM)
- M: Discussion Forum Responses (8:00 AM)
- T: Exam and Assessments (8:00 AM)

Regular Weekly Unit Posting:

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

Special Exam & Assessment Posting: Saturday 12:00 PM – 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 student District e-mail accounts. It is essential that students activate their e-mail accounts. It is also advisable that students have their College e-mail account routed to their cell phone for 24/7 access. Note: Students should always indicate the course (Ling 10 or Ling 11) and section number on the Subject line of any e-mail communication.

Step by step directions on how to activate your account:

[SCCCD E-mail Activation](#)

INSTRUCTOR E-MAIL RESPONSE TIME: Unless the 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 timely 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 error. 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 are expected to 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 are responsible for saving all work and should not depend upon the instructor to produce lost work. This includes all discussion postings, assignments, projects and any other required submissions. Students are expected to submit assignments on time in order to receive credit.

Reedley College Technology Requirements: [Technology Requirements](#)

Please note that Chrome is the recommended browser. Students experiencing problems on Chrome are advised to log out and try Firefox (Mozilla) before reporting problems to the instructor.

Participation & Level of Effort: As this is an online course, it is important that students recognize that they 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”, students 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 actually starts and the final due date for the last weekly module assignment will be the next Monday, except for assessments, which are due Tuesdays at 8 AM. 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.

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

START HERE: This is the initial check-in link, which will disappear after the first few weeks of the semester. Students need to complete all requirements by the second day in order not to be dropped from the class.

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 for Discussion Forums.

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

Exams and Assessments: Submission links

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

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

My Grades: Link for checking grades

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