

**COURSE:** Ling 11-Introduction to Language for Teachers (55118 and 56192)

**TIME/ LOCATION:** Online

**IMPORTANT DATES:** No Classes: 01/20; 02/14; 02/17; 04/6-10

Deadline to add or drop the class to avoid a “W” (withdrawal): 02/02

Deadline to drop the class to avoid a grade: 03/13

Last day of class: May 22, 2020

**INSTRUCTOR:** Rebecca Al Haider

Office: HUM 54

Office Hours: Monday 1:00PM-2:00PM HUM 54;

Tuesday 10:00AM-12:00PM Tutorial Center

Thursday 10:00AM-11:00AM Online

Friday 9:00AM to 10:00AM HUM 54

Office hours are an opportunity for you to ask me questions about grades, homework, quizzes and exams. Also, I can assist you in developing the skills covered in class. If you are not available during my office hours, please make an appointment, and I'd be happy to meet with you.

Phone: 638-3641 x 3220

Email: [rebecca.alhaider@reedleycollege.edu](mailto:rebecca.alhaider@reedleycollege.edu)

## What you need for this course:

### Daily internet access



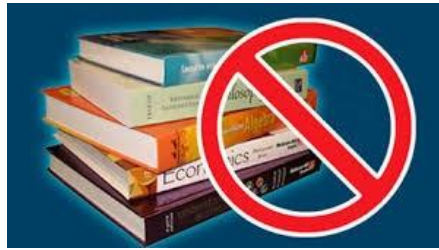
This class is on [Canvas](#), and it moves fast! Be prepared to visit Canvas at least three times per week.

### Daily access to email

The easiest email account to use is your RC account. You can use another address if you [add that email account to your Canvas profile](#).

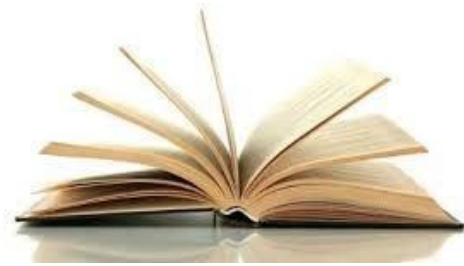
### Textbook?

There is no textbook required for this class. All the class material will be posted on Canvas.



## What you will learn in this course:

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.



**Student Learning Outcomes: At the conclusion of this course, students with a passing grade will have done the following:**

1. 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
2. Apply principles and procedures of linguistic analysis to spoken and written English in order to identify patterns in nonstandard usage so that they may teach their students standard constructions in consistent and systematic ways.
3. 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.
4. Differentiate letters and other symbols from sounds in order to articulate spelling rules accurately.
5. Distinguish between biased and unbiased statements about language use in order to teach language objectively and to evaluate their students' accents and dialects objectively.

## Grading:

Grading is based on the following percentages:

You will be graded on the following:

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Assignment	Point Value
Quizzes	1-2 per question
Exercises	1-2 per item
Discussion Board Posts	10
Discussion Board Replies	5 (x2)
Blog Entries	20
Content Summaries	20

## Drop Policy:

Anyone who does not participate in the Syllabus Quiz may be dropped from the course. However, if you do not plan to continue in the class, it is your responsibility to drop on Webadvisor by the final drop date (March 13) or you may receive a failing grade.

## Types of Assignments:

All **QUIZZES** are “learning quizzes,” meaning you have 3 opportunities to take them to get the highest grade you can.

**EXERCISES** are linguistics problems. There is a right and a wrong answer for these. When you get your grade, you will also get access to the right answers.

There are 3 **DISCUSSION BOARDS** in this class. These are saved for special topics in which real “discussion” is necessary. There are specific instructions for the replies. Just saying you agree or disagree with your classmate is not enough to get full credit.

**BLOGS** are short, informal essays. We use the “discussion tool” in Canvas for these so you have a chance to see what your classmates are saying even though you are not required to comment on their work. Of course, you are always encouraged to respond to your classmates if you have something to add although your responses are not worth any points.

**CONTENT SUMMARIES** are also short, informal essays in which you summarize a topic and then respond. Only your instructor will see these.

*All assignments are due at **11:59pm** on the date indicated. You have a grace period of a couple hours—Canvas will mark them as late, but you will receive full points when I give you a score.*



# ASSIGNMENTS ARE DUE WEDNESDAYS & SATURDAYS.



## How to get an A in this class:

- Set up your [notification preferences on Canvas](#) so that you get all emails and announcements for this class right away.
- Go to Canvas every Friday afternoon and look at the weekly assignments and Ms. Al Haider's introduction videos/messages.
- Make a plan for when you are going to do all the assignments. Plan to spend at least 10-15 hours per week. Block the time out in your existing schedule. For example, "go to class" every Friday, Sunday, and Wednesday from noon to 4:00pm. You can [use your Canvas calendar](#) to add blocks of time to your schedule to do your work.
- Do all of your work on time—**late work will receive 50% credit**. If you miss an assignment or are late, you can make up the points with extra credit, which will be posted towards the end of the class.
- Let Ms. Al Haider know immediately if you are struggling with something. You can call or email her and ask questions, email her a rough draft of your work, or set up an appointment to meet her on campus. Remember to expect at least 24-48 hours turnaround time for emails.
- Let Al Haider know immediately via email if something is not working or looks weird on Canvas. She will fix it as soon as she can.
- Treat your classmates and your instructor with respect. Use [the rules of netiquette](#) when posting on discussion boards and sending emails.
- [Don't plagiarize or cheat](#).

- Think carefully about the assignments and activities each week. Relate them to what you already know about language and teaching, and share your insights with your instructor and your classmates.

## Will there be extra credit?

- Yes. There will be extra credit available during the last week of the class. There will be a number of assignments worth 20 points each. You can choose to do any three if you need to make up points missed earlier in the class. All extra credit is due May 22.

## What you can expect Ms. Al Haider to do:

- Post the assignments for the following week every Friday around noon along with a video announcement or short written message.
- Respond to emails as soon as she can, but sometimes it might take up to 48 hours.
- Call you back if you leave a clear voicemail.
- Meet you in her office if you make an appointment a few days before an assignment is due.
- Grade all work 2-3 days after the due date (but usually not before that).
- Give you feedback to help you get the right answer on an assignment (but not tell you the answer) if you are confused about how to do something. You can get feedback if you email a draft of your work, ask a specific question about an assignment, or meet her in her office for a short conference.
- Provide interesting and relevant material and activities that will demonstrate the concepts of linguistics and how they can be used by classroom teachers.



## DSPS Statement

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. Please see the [RC DSPS page](#) for more information.