

Introduction to the Study of Language

Syllabus

LING/ENGL 1200-090, LING 120-090 – Summer 2018

3 Credits

Time: Online

Place: Online via Canvas

Instructor: Miranda McCarvel

Office: LNCO 2930

Office Hours: Online by Appointment

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This course is taught via Canvas. You are responsible for material on Canvas, including information on the calendar and in the posted course materials.

General Education/Bachelor Degree Requirements Met

General Education

LING 1200 meets the Humanities Exploration (HF) requirement. This course addresses the following Essential Learning Outcomes: Knowledge of Human Cultures and the Physical and Natural World; Inquiry Analysis; Critical Thinking; and Intercultural Knowledge and Competence.

Linguistics

LING 1200 is required for Linguistics Majors and Minors, including TESOL track students.

Course Description

This is an introductory course to the scientific study of language. This course is designed to introduce the basic ideas of how language works, how it is used, how it is acquired, and how it is analyzed within the science of linguistics. In this course we will develop the critical thinking skills used in linguistic analysis.

Readings

Required Textbook

O'Grady, W., Archibald, J., Aronoff, M. & Rees-Miller, J. (2010). *Contemporary Linguistics*, 6th Edition. Boston, New York: Bedford/St. Martin's.

Readings

There will be occasional required readings posted on Canvas.

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Overview

The course will focus on the scientific analysis of language, specifically looking at the subfields of phonetics, phonology, morphology, syntax, and semantics. In addition to these main subfields the course will also examine how language is acquired by both children and adults, how linguists go about obtaining data for analysis (fieldwork), endangered languages, historical linguistics, and the prescriptive/descriptive distinction.

Course Objectives

By the end of this course you will be able to:

1. Demonstrate familiarity with the main subfields of linguistics.
2. Analyze various linguistic phenomena using linguistic theories, including:
 - a. transcription of sentences into IPA
 - b. derivational analyses of phonological data
 - c. construction of internal structure trees for words
 - d. construction of syntactic trees for sentences.
3. Articulate the similarities and differences between adult and child language acquisition
4. Critically assess your own views on language
5. Discuss the interfaces of the various subfields of linguistics

Activities, Expectations, and Policies

Attendance and participation: Students are expected to check Canvas regularly (at least twice a week) and to participate in on-line discussions. Students are expected to download and view power point presentations posted on Canvas.

Tests: It is the students' responsibility to register for the tests and exams. Please go to the Course Information Module on Canvas and view the Exam Information sheet for details on how to sign up for and take exams in this class. The exams are all proctored; you cannot just take them at home on Canvas.

Homework: Students are expected to complete regular readings and homework assignments. All homework must be submitted via Canvas. Homework for a given week is always due by Sunday at 11:59 p.m. unless otherwise specified.

Policy Regarding Late Assignments: Late work may be accepted for if prior arrangements have been made with the instructor. This means you **MUST** email the instructor before the due date. Makeup tests will not be given. It is your responsibility to register for the tests and to show up for the test date you scheduled.

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Academic Honesty: Cheating and plagiarism will not be tolerated. Students who cheat or plagiarize may be expelled from the university. If you are not sure about what is considered cheating or plagiarism, please discuss this with your instructor before getting outside help.

Communicating with the Instructor: It is preferred that you communicate with your instructor via Canvas. However, if you have an urgent question, feel free to use your instructor's University of Utah e-mail. If you have any questions about the material discussed in the presentations, post your questions on the on-going question discussion board on Canvas before contacting the instructor.

Assessments & Grading:

Tests	45%
Exercises	40%
Discussions	15%

Tests – 45%

There will be three tests in this class. These tests are designed to assess what you learned during the modules. They will assess familiarity with terminology, ability to apply analyses learned in class to linguistic data, and to extrapolate on the potential benefits and downfalls of the theories.

Tests are taken online, but at a testing center. It is the students' responsibility to register for the tests. Please go to the Course Information Module on Canvas and view the Exam Information sheet for details on how to sign up for and take exams in this class. The exams are all proctored; you cannot just take them at home on Canvas.

Exercises – 40%

You are expected to complete exercises (quizzes) associated with each module. These will help you put into practice the theories and analytical skills you learn in class. These are due at the end of the week (Sunday at 11:59 p.m.)

Discussions – 15%

There will be discussions associated with each module. These discussions are designed to introduce, review, and/or reinforce materials and concepts from the lectures and readings.

Grading

Final grades will be assigned according to the following percentages. These percentages represent a percentage of the total possible points for the class.

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	B+ = 87% - 89%	C+ = 77% - 79%	D+ = 67% - 69%	
A = 94% - 100%	B = 83% - 86%	C = 73% - 76%	D = 63% - 66%	E = 0% - 59%
A- = 90% - 93%	B- = 80% - 82%	C- = 70% - 72%	D- = 60% - 62%	

Exceptions to the course policies will only be given at the instructor's discretion. You will have a better chance of getting an exception if you contact the instructor before the situation arises. The instructor will generally only grant exceptions to those students who, in her judgment, tried to follow the course policies but were prevented by legitimate circumstances beyond their control.

University Policies

The Americans with Disabilities Act

"The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations."
(obtained from www.hr.utah.edu/oeo/ada/guide/faculty/)

Faculty responsibilities

"All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee." (obtained from www.admin.utah.edu/ppmanual/8/8-12-4.html).

Online Civility

The online environment is an interesting venue for discussion and dissemination of information and ideas. Unfortunately, due to its virtual nature, it can often lead to incivility. This can be due to a number of factors: students are not "visible" in online courses as they are in the classroom and are therefore emboldened, believing they can be anonymous behind the computer; students may have had little experience with civil behavior online; students view education as service-based, and as "consumers" they expect entitlement; or students fear being powerless or challenged or feel threatened by new ideas, causing them to act defensively through incivility (Mechenbier & Prescott, 2009). To avoid incivility and promote a positive and informative online classroom, this class will abide by the below Rules of Netiquette. If you feel someone has

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violated these or has behaved in a way that is offensive, hurtful, racist, derogatory, etc., please email the instructor right away to report and resolve the issue.

Rule 1: Remember the Human

When communicating electronically, whether through email, instant message, discussion post, text, or some other method, practice the Golden Rule: Do unto others as you would have others do unto you. Remember, your written words are read by real people, all deserving of respectful communication. Before you press "send" or "submit," ask yourself, "Would I be okay with this if someone else had written it?"

Rule 2: Adhere to the same standards of behavior online that you follow in real life

While it can be argued that standards of behavior may be different in the virtual world, they certainly should not be lower. You should do your best to act within the laws and ethical manners of society whenever you inhabit "cyberspace." Would you behave rudely to someone face-to-face? On most occasions, no. Neither should you behave this way in the virtual world.

Rule 3: Know where you are in cyberspace

"Netiquette varies from domain to domain." (Shea, 1994) Depending on where you are in the virtual world, the same written communication can be acceptable in one area, where it might be considered inappropriate in another. What you text to a friend may not be appropriate in an email to a classmate or colleague.

Rule 4: Respect other people's time and bandwidth

Electronic communication takes time: time to read and time in which to respond. Most people today lead busy lives, just like you do, and don't have time to read or respond to frivolous emails or discussion posts. As a virtual world communicator, it is your responsibility to make sure that the time spent reading your words isn't wasted. Make your written communication meaningful and to the point, without extraneous text or superfluous graphics or attachments that may take forever to download.

Rule 5: Make yourself look good online

One of the best things about the virtual world is the lack of judgment associated with your physical appearance, sound of your voice, or the clothes you wear (unless you post a video of yourself singing Karaoke in a clown outfit.) You will, however, be judged by the quality of your writing, so keep the following tips in mind:

- Always check for spelling and grammar errors
- Know what you're talking about and state it clearly
- Be pleasant and polite
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Rule 6: Share expert knowledge

The Internet offers its users many benefits; one is the ease in which information can be shared or accessed and in fact, this "information sharing" capability is one of the reasons the Internet was founded. So, in the spirit of the Internet's "founding fathers," share what you know! When you post a question and receive intelligent answers, share the results with others. Are you an expert at something? Post resources and references about your subject matter. Recently expanded your knowledge about a subject that might be of interest to others? Share that as well.

Rule 7: Help keep flame wars under control

What is meant by "flaming" and "flame wars?" "Flaming is what people do when they express a strongly held opinion without holding back any emotion" (Shea, 1994). As an example, think of the kinds of passionate comments you might read on a sports blog. While "flaming" is not necessarily forbidden in virtual communication, "flame wars," when two or three people exchange angry posts between one another, must be controlled or the camaraderie of the group could be compromised. Don't feed the flames; extinguish them by guiding the discussion back to a more productive direction.

Rule 8: Respect other people's privacy

Depending on what you are reading in the virtual world, be it an online class discussion forum, Facebook page, or an email, you may be exposed to some private or personal information that needs to be handled with care. Perhaps someone is sharing some medical news about a loved one or discussing a situation at work. What do you think would happen if this information "got into the wrong hands?" Embarrassment? Hurt feelings? Loss of a job? Just as you expect others to respect your privacy, so should you respect the privacy of others. Be sure to err on the side of caution when deciding to discuss or not to discuss virtual communication.

Rule 9: Don't abuse your power

Just like in face-to-face situations, there are people in cyberspace who have more "power" than others. They have more expertise in technology or they have years of experience in a particular skill or subject matter. Maybe it's you who possesses all of this knowledge and power! Just remember: knowing more than others do or having more power than others may have does not give you the right to take advantage of anyone. Think of Rule 1: Remember the human.

Rule 10: Be forgiving of other people's mistakes

Not everyone has the same amount of experience working in the virtual world. And not everyone knows the rules of netiquette. At some point, you will see a stupid question, read an unnecessarily long response, or encounter misspelled words; when this happens, practice kindness and forgiveness as you would hope someone would do if you had committed the same offense. If it's a minor "offense," you might want to let it slide. If you feel compelled to respond to a mistake, do so in a private email rather than a public forum.

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Adapted from The Core Rules of Netiquette Shea, V. (1994). Core rules of netiquette. Netiquette (Online ed., pp. 32-45). San Francisco: Albion Books. Taken from:
<https://learning.colostate.edu/guides/guide.cfm?guideid=4>