Course Prerequisites: ENGL 1302 or with instructor’s approval

1. Course Description:
ENGL 3339 is an introduction to linguistics from an applied linguistics perspective. While traditional building blocks for linguistic inquiry will be explored such as phonetics, phonology, morphology, syntax, and pragmatics, additional sub-fields will also be covered such as language acquisition, language and culture, language variation, and discourse analysis. Students will become familiar with the basic tools and techniques used to analyze language and will study the organizing principles of language.

ENGL 3339 is a Liberal Arts course and a requirement for English majors. As a requisite course for English majors, ENG 3339 aims to enhance an understanding of culture, rhetoric, and literature through the study of human language. By gaining a greater understanding of the systematic nature of language as well as the systematic variation in language (e.g., between children and adults, standard and non-standard language varieties, monolingualism and multilingualism), students will heighten their meta-linguistic awareness in ways that should extend to their general English studies.

The course includes instruction in and assessment of a number of essential skills including scientific reasoning through linguistic analyses, critical thinking, and effective writing. Through the analyses of linguistic data sets, students search for organizing principles of language, discover patterns, propose generalizations, and account for properties of human languages. Reflections on the role of language in different settings and the impact of interlocutor and context toward language stimulate critical thinking. Written responses to videos and other topics provide students with opportunities to express themselves in effective writing.

2. Student Learning Outcomes:

(1) Demonstrate the ability to use linguistic techniques to code, analyze, and interpret patterns in language.

(2) Describe and identify the intricacies of various sub-fields of linguistics such as phonetics, phonology, morphology, syntax, and pragmatics.

(3) Analyze diversity and variability of language experience and language use.
(4) Describe and evaluate critically the relationship between language and social factors such as education, culture, and context.

(5) Demonstrate effective written communication skills, including thoughtful analysis, logical synthesis, and appropriate language use and mechanics.

3. Course Structure/Approach:
This course is primarily designed around lectures and small group work. Efforts will be made to transition between activities before fatigue sets in. To play an active role in keeping this course dynamic, you are encouraged to engage in discussion and take a hands-on approach to your learning. In addition to textbook readings and lectures, the course includes multimedia such as videos, learning modules, and websites.

4. Required Textbook & Materials


Web Resources:
For this course we will be using the Blackboard (Bb) learning management system. The Bb site contains a copy of the syllabus, homework assignments, handouts, relevant links, and supplemental materials. You are required to submit all assignments through Bb unless otherwise specified, and will receive your grades and my feedback through Bb as well. An easy way to access Bb is to go directly to bb9.tamucc.edu and log in. If you are using your own computer, you need to make sure you have the most recent versions of the necessary software. Once you have logged in, you will see a list of all of your courses that have Bb shells. Click on the “Introduction to Linguistics” link.

5. Course Assignments & Assessments

(1) **Attendance:** ENGL 3339 meets once per week, and you are expected to attend all classes. Regular attendance, punctuality, and active participation are critical to your success in this class. Class begins promptly at **7:00 pm.** I will take attendance within the first five minutes of class, and if you come in after this, it is your responsibility to talk to me after class to make sure I change the *absence* to a *late.* For every three late arrivals you will be given an absence. I will allow you to have two absences with no questions asked and no deductions in your attendance and class participation grade. After the second absence, each missed class will result in a *lowering of your final point total by 50 points.* Leaving at the break without making previous arrangements will be recorded as an absence. If you miss a class, you are responsible for making up the work you have missed. You should find out what you have missed and borrow any necessary notes or handouts from a fellow student *before* the next class meeting. Missing class does not constitute a valid excuse for not knowing (and meeting) the expectations of this course. Please discuss with me in advance any foreseeable attendance problems and we will try to find a solution.

(2) **Participation, classwork, and homework:** Your participation score will be assessed based on your engagement during in-class activities and in-class activity worksheets that
are turned in. Please discuss with me openly and in advance any problems with class preparation you encounter during the semester and we'll try to find a solution. Additionally, disrupting the class environment excessively (e.g., texting, chatting, sleeping in class, surfing internet) may result in loss of participation points and being marked absent for a given class session.

There will be a reasonable number of short in-class worksheets and homework assignments of a practical nature. These will involve tasks such as reading quizzes, reading responses, summaries/critiques, and discussion questions. These quizzes, worksheets and assignments will be graded as follows:

2 Exceeds expectations
1 Below expectations
0 Either no submission OR far below expectations

For full credit you need 2s on all assignments. At the end of the semester, equal points will be assigned based on the number of assignments. See the document in Blackboard entitled “Calculating your CW/HW/Part Grade” for specifics on how the final point total is reached for this section.

(3) **Online learning module tasks**: From my experience, the final 30 minutes of a three-hour class (7:00-9:30 pm) is rather ineffective. Therefore, in place of the final thirty minutes of class (9:00 to 9:30 pm), you will be completing learning modules in Blackboard. These learning modules will typically include a video and three (graded) multiple choice, true/false, and/or short answer questions. I will typically post the video by Monday to be completed before Wednesday’s class. Information covered in these videos may be essential to class participation, so, failure to complete the module will not only result in loss of these points, but will also limit your ability to fully participate in class. To calculate your grade out of 50 points, a similar equation is necessary as discussed above: (1) determine the total possible points, (2) divide the points that you have earned by the total possible points, (3) multiply by 50. We will practice and discuss this procedure in class.

(4) **Blackboard (Bb) quizzes**: The two quizzes taken throughout this course are another opportunity for you to demonstrate your understanding of course material and are a chance for both teacher and students to gauge how effectively material is being learned. Both quizzes are taken through the Bb system. Be sure that you are comfortable with the Bb assessment system before taking the quizzes.

(5) **In-class exams**: You will take two in-class exams: (1) a midterm and (2) a final. They are designed to assess your knowledge of basic terms and topics that were covered in the readings, lectures, and discussions. Review sessions will be held prior to these exams.

(6) **Writing assignments**: These three assignments require students to engage with course material and demonstrate critical thinking through written discourse on topics linking language use and social factors.

(7) **Term paper**: When we have gotten underway, keep your eye out for topics that are of interest to you. You will choose one class topic (e.g., language acquisition, language and culture, language variation, and discourse analysis) and identify three to six additional relevant articles/research papers/books/book chapters. You will write a 5-8 page term paper which synthesizes your sources including our textbook and your chosen sources. If
interested, you will also write about any connections that you can make between your sources and pedagogical issues (though this is not required). I will give more detailed information in class.

6. Course Grading

- Participation + Homework .............................................. (150 points) - 15%
  (includes reading quizzes, journals, short answer assignments, etc.)
- Online Learning Module Tasks ....................................... (50 points) - 5%
- Quizzes (2) ..................................................................... (120 points) - 12%
- Exams (2) ....................................................................... (300 points) - 30%
- Writing Assignments (3) .................................................. (180 points) - 18%
- Term paper ..................................................................... (200 points) - 20%
- TOTAL ........................................................................... (1000 points) - 100%

Grading scale (points)

A  900-1000  
B  800-899  
C  700-799  
D  600-699  
F  below 600

7. Other Course Policies and Expectations:

(1) It is expected that students will **turn off and put away cell phones** before entering class.

(2) **Students are expected to come to all classes prepared.** Students should have read all readings and completed all homework assignments BEFORE the class for which they are assigned. Because most students will be learning about linguistics (and its various subfields) for the first time, students may have to read assignments multiple times. It may be helpful to discuss readings in groups, take notes, make tables, fill in charts, use note cards, etc. to process the new information before class. Class lectures and activities will make much *more* sense if students take these steps and much *less* sense if they do not.

(3) **E-mail:** I will use your official university e-mail address if I need to contact you between course meetings. You are responsible for checking your mail regularly. “I didn’t get your e-mail” is not a valid excuse for missing out on something. Use my university e-mail address for correspondence.

(4) **Office hours:** Please make use of them. You do not need to be having difficulties with the material to come to office hours. Feel free to come in and discuss issues that interest you, get feedback on a draft of your assignments, talk about how the course is going, or share any suggestions you have.

(5) **Late work:** I reserve the right to not accept late work where agreed upon arrangements were not established ahead of time. If there is any chance that you might not be able to
turn in your assignment on-time, make sure to contact me at least one day prior to the
deadline so that we can find alternative options.

(6) **Course evaluation**: Your constructive assessment of this course plays an indispensable
role in shaping education at TAMUCC. Upon completing the course, please take time to
fill out the online course evaluation.

(7) **University policies**: This course will adhere to the university’s policy on academic
integrity and academic honesty (see http://catalog.tamucc.edu/content.php?catoid=4&navoid=111 for a copy of this and other
university policies).

(8) **Extenuating circumstances**: In case of an emergency that interferes with your work in
this class, come and talk to me as soon as possible.

8. University/College Resources, Policies, Required Statements

* **Academic Integrity/Plagiarism**: University students are expected to conduct themselves in
accordance with the highest standards of academic honesty. Academic misconduct for which a
student is subject to penalty includes all forms of cheating, such as illicit possession of
examinations or examination materials, falsification, forgery, complicity or plagiarism.
(Plagiarism is the presentation of the work of another as one’s own work.) In this class,
academic misconduct or complicity in an act of academic misconduct on an assignment or test
will result in a loss of points for the assignment/test and potentially larger punitive action as it
relates to this class and potentially your standing with the university at large.

** Dropping a Class**: I hope that you never find it necessary to drop this or any other class.
However, events can sometimes occur that make dropping a course necessary or wise. Please
consult with me before you decide to drop to be sure it is the best thing to do. Should dropping
the course be the best course of action, you must initiate the process to drop the course by
going to the Student Services Center and filling out a course drop form. Just stopping
attendance and participation WILL NOT automatically result in your being dropped from the
class. November 7th is the last day to drop a class with an automatic grade of “W” this term.

*** Classroom/Professional Behavior**: Texas A&M University-Corpus Christi, as an academic
community, requires that each individual respect the needs of others to study and learn in a
peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that
interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other
students to profit from the instructional program may be considered a breach of the peace and
is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct.
Students engaging in unacceptable behavior may be instructed to leave the classroom. This
prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs,
discussion groups, field trips, etc.

**** Grade Appeals**: Students who feel that they have not been held to appropriate academic
standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate
grading, may appeal the final grade given in the course. A student with a complaint about a
grade is encouraged to first discuss the matter with the instructor. For complete details on the
process of submitting a formal grade appeal, please visit the College of Liberal Arts website,
cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal
process, students may contact the Associate Dean.

***** Disabilities Accommodations**: The Americans with Disabilities Act (ADA) is a federal
anti-discrimination statute that provides comprehensive civil rights protection for persons with

disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

****** Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

****** Academic Advising: It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to: http://www.tamucc.edu/academics/advising.php

Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: http://www.tamucc.edu/~aac

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

****** Reminder to English Majors: As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

****** The Center for Academic Student Achievement (CASA): The Writing Center of CASA provides free writing instruction to any student interested in improving his/her writing abilities. Tutors will assist you with all aspects of writing. The Writing Center's purpose is not to correct or proofread your drafts but to help you learn strategies that good writers use during the processes of writing. You may visit the Center for assistance with a writing project for any of your classes. It is located in the Glasscock Building (825-5933).

****** TESOL Certificate: If you are pursuing a TESOL Certificate, be sure to contact Dr. Stephen Doolan during your final semester of Certificate coursework so that he can inform the registrar that you have completed your requirements and request that they note the certificate on your transcript: Stephen.doolan@tamucc.edu
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<td>Week 1</td>
<td>Introduction</td>
<td>What is linguistics?</td>
<td>Read Syllabus</td>
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<td>Wednesday 8/27/14</td>
<td>Phonetics</td>
<td>Yule, Ch. 3, pp. 27-39 Blackboard Handouts</td>
<td>Syllabus Quiz</td>
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<td>Wednesday 9/3/14</td>
<td>Phonology Watch Video #1, “With and Without Words” The Human Lg Evolves</td>
<td>Yule, Ch. 4, pp. 40-50 Supplementary Reading</td>
<td>HW#1, &amp; Bring Video 1 Viewing Guide to Class</td>
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<td>Wednesday 9/10/14</td>
<td>Lexicon / Slang</td>
<td>Yule, Ch. 5, pp. 51-65</td>
<td>WA#1, HW#2</td>
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<td>Wednesday 9/17/14</td>
<td>Morphology Watch Video #2, “Colorless Green Ideas” Discovering the Human Lg</td>
<td>Yule, Ch. 6, pp. 66-79 Supplementary Reading</td>
<td>HW#3, Quiz #1, Bring Video 2 Viewing Guide to Class</td>
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<td>Wednesday 9/24/14</td>
<td>Grammar &amp; Syntax</td>
<td>Yule, Ch. 7, pp. 80-94 Yule, Ch. 8, pp. 95-109 Supplementary Reading</td>
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<td>Midterm</td>
<td>Yule, Ch. 10, pp. 126-139 Yule, Ch. 11, pp. 140-154</td>
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<td>Wednesday 10/8/14</td>
<td>Pragmatics &amp; Discourse Analysis</td>
<td>Yule, Ch. 10, pp. 126-139 Yule, Ch. 11, pp. 140-154</td>
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<td>Wednesday 10/22/14</td>
<td>First &amp; Second Language Acquisition</td>
<td>Yule, Ch. 13, pp. 170-186 Yule, Ch. 14, pp. 187-200</td>
<td>Term Paper Prospectus</td>
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<td>Wednesday 10/29/14</td>
<td>Regional Language Variation Watch Video #3 “Playing with Language”</td>
<td>Yule, Ch. 18, pp. 243-256 Supplementary Reading</td>
<td>Quiz #2, Bring Video 3 Viewing Guide</td>
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<td>Wednesday 11/5/14</td>
<td>Social Language Variation</td>
<td>Yule, Ch. 19, pp. 257-270</td>
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<td>Wednesday 11/12/14</td>
<td>Language and the Brain</td>
<td>Yule, Ch. 12, pp. 155-169</td>
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<td>Wednesday 11/19/14</td>
<td>Language and Culture</td>
<td>Yule, Ch. 19, pp. 257-270</td>
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<td>Wednesday 11/26/14</td>
<td>Review &amp; Conclusion (Online Learning Module)</td>
<td>Yule, Ch. 19, pp. 257-270</td>
<td>Term Paper Due in Bb &amp; in hard copy</td>
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<td>Thursday 11/27/14</td>
<td>Thanksgiving Break</td>
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<td>Wednesday 12/3/14</td>
<td>Reading Day (No Class Held)</td>
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<td>12/8/14</td>
<td>Final Exam – 7:15 to 9:45 (During Final Exam Slot)</td>
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