ENGL3339-001: Introduction to Linguistics
Tues/Thurs, 11:00-12:15, IH267

Instructor
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FC 262
Office Hours: Tues/Thurs 10-11am; Wed 9am-12pm; or by appointment

Course Overview
This course is designed to provide students with a general introduction to the scientific study of human language. Through this course, you will be able to familiarize yourself with linguistic terminology, as well as to learn about the methods of linguistic analysis and how to apply them to all languages. Traditional building blocks for linguistic inquiry will be explored such as phonetics, phonology, morphology, syntax, semantics, and pragmatics. Other subfields of linguistics will also be surveyed including language acquisition by children and adults, language variation, discourse analysis, and language and culture.

ENGL3339 is a Liberal Arts course and a requirement for English majors. As a requisite course for English majors, ENGL 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 datasets, 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 various topics provide students with opportunities to express themselves in effective writing.

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 subfields of linguistics such as phonetics, phonology, morphology, syntax, semantics, and pragmatics
(3) Analyze 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

Readings

**Course Policy**

• You are not allowed to use your cell phone during class. Doing so would not only be disrespectful but also would distract me and your classmates from concentrating. Your phone should be silenced and kept out of sight for the entire class time. If you absolutely need to check your phone for emergency (e.g. babysitter calling you), please do so outside the classroom. Failure to comply with this policy will result in a) a halt in class and/or b) your lowered participation grade.

• The use of tablet or laptop is not allowed during class, unless otherwise noted for class purposes.

• Discussions of the topics and concepts covered in readings are an integral component of this course. Accordingly, students are expected to do the readings before each class meeting, and come prepared to talk. (Note: If you are concerned about speaking in class, please come talk to me so that we can find a solution.)

• Check your official university email regularly. I will consider the information delivered once I hit send. After that point, it is your responsibility to make sure you do not miss out on something.

• It is your responsibility to keep abreast of the progression of the course, your attendance record, and your assignment submissions.

• **Only** in extenuating personal emergencies such as illness and death of the student’s immediate family will late work be accepted **without point deduction.** In all the other circumstances (e.g., technological issues, not feeling well, assignments from other classes), your grade will result in a 10 per cent per day point deduction. Under all circumstances, assignments will not be accepted if submitted later than a week past the assignment deadline, resulting in a zero.

• Every written work that you submit or post on Blackboard should be **free from any grammar or spelling errors.** You are always expected to demonstrate your highest quality academic writing.

• All assignments must follow APA style. The following references and websites provide helpful information on APA style:
  
  
  
  
  o Websites:
    - [http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/](http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/)
    - [http://owl.english.purdue.edu//owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**Requirements and Assessments**

**Attendance**

• You will receive points for attending each class meeting.

• Three tardies (arriving after 11:05am) equal one absence. If you arrive after the attendance check, you must talk to me after class to make sure I change the absence to a late.
• Leaving early without making previous arrangements will be recorded as an absence for the entire class period.
• If you will be unable to attend class for some reason, please inform me well in advance of your absence.
• If you miss five class meetings, your grade goes down a letter (e.g. if you received an “B” in the class, but missed five classes, you will get a “C”). For each additional absence, I will deduct 2% from your final grade.
• Only excused absences or absences granted by the instructor (i.e. with a doctor’s note) will be accepted.
• You are responsible for any material covered and any homework assigned during your absence.

**Participation + classwork + 4 homework assignments (200 points)**

• Your participation score will be assessed based on your engagement a) during in-class activities (50 points), b) in-class activity worksheets that are turned in at the end of the class (50 points), and c) four short homework assignments (100 points).
• You are encouraged to do the homework collaboratively with your classmates, though your homework assignments must be submitted individually. When submitting, indicate who you worked with on the homework on top of the homework sheet.
• When requested, Bb responses must be completed as instructed and on time.
• Disrupting the class environment such as chatting, sleeping in class, or surfing the internet will result in loss of participation points as well as being marked absent for a given class session.

**In-class exams (100 x 2 = 200 points)**

• There will be two in-class exams (timed and closed-book) during the first half of the semester; first one on Tuesday, Feb 12, and the second one on Thursday, Mar 7. These exams assess your understanding of basic terms and topics covered in the readings, lectures, and discussions. They are designed to help you prepare for the final exam as well. Review sessions will be held prior to these exams.

**Writing tasks (100 x 2 = 200 points)**

• There are two writing assignments during the second half of the semester; due on Thursday, Mar 28 and on Tuesday, Apr 16. The style of your write-up must be academic.
  o WT#1 (Due Mar 28): Submit a 2-page, double-spaced, 12-point font sized paper, in which you provide an in-depth answer to the question I on p.297 of Yule 2017. Your paper must be clearly structured. In your paper, you should provide summary and review of the relevant topics, demonstrating your understanding of regional dialect as well as social dialect. You must present logical and convincing thoughts in supporting your arguments/main points. Your writing must be free from typos, grammatical errors, or formatting errors.
  o WT#2 (Due Apr 16): Submit a 2-page, double-spaced, 12-point font sized paper, in which you provide an in-depth answer to the question II on p.171 of Yule 2017. Your paper must be clearly structured. In your paper, you should provide summary and review of the relevant topics, demonstrating your understanding of discourse and the meaning of cohesion in defining discourse in linguistics, as well as your understanding of discourse markers. You must present logical and convincing thoughts in supporting your arguments/main points. Your writing must be free from typos, grammatical errors, or formatting errors.
Final paper (200 points)
- You will choose one class topic (e.g. language variation, language and culture, language acquisition, sign language, etc.) and learn more about it by writing your final paper. Once you choose a topic, you have to identify 3 sources – apart from the class readings – that inform you of your topic. These sources must be academic; they must either be research articles or book chapters.
- The final paper should be approximately 5-6 pages in length, excluding the references list. The paper must be double-spaced, 12-point font-sized, with 1-inch margins. The paper should read as a coherent text, with three distinct parts: a) an introductory roadmap in which you introduce your topic and the structure of your paper, b) discussions on your topic as informed by class readings/lectures/discussions, and c) critical summary and synthesis of your three additional sources, explicitly addressing how these sources together expand your knowledge on the topic, and what you would like to know more on this topic. Your final paper should also have a title, page numbers, and a list of references. A cover page is not needed.
- Criteria for assessment will include the following:
  - Appropriately narrow topic with a well-defined research question
  - Quality of information gathered, sufficiency of sources
  - Clarity of writing and structure
  - Accuracy, substance, and depth of understanding of the topic investigated
  - Lack of misconceptions or glossing over of important distinctions you could be expected to know from the course
  - Evidence of critical thinking (insightfulness in interpreting the existing research)
  - Conclusions that go beyond summarizing
  - Proofreading (evidenced by lack of typo, grammatical errors, formatting errors, etc.)

Final exam (200 points)
- The final exam is scheduled during Week 17, on Tuesday May 7, 2019, from 11:00am-1:30pm. It will be a closed-book exam. The exam will cover topics read about and discussed throughout the semester. A review session will be held prior to the final exam. More information will be provided as the date approaches.

Grading Summary
- Participation + Classwork + Four homework 200 points 20%
  - Participation (50 points)
  - Classwork (50 points)
  - Four homework assignments (25x4=100 points)
- In-class exams (2) 200 points (100 x 2) 20%
- Writing tasks (2) 200 points (100 x 2) 20%
- Final paper 200 points 20%
- Final exam 200 points 20%
- TOTAL 1000 points 100%

Grading Scale (in points)
A: 900-1000
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.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. Friday, April 5, 2019 is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals
As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.
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.

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 grade of 0 and may result in a failing grade for the course.

- **Definition of plagiarism:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:
  - Using the work of another as your own,
  - Downloading or purchasing ready-made essays off the web and using them as your own,
  - Using resource materials without correct documentation,
  - Using the organization or language of a source without using quote marks and proper citation.
  - Turning in a researched project without citing sources in an appropriate documentation style.
# Tentative Course Schedule

<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/15 T</td>
<td>Introduction: What is a language? What is linguistics?</td>
<td>Syllabus</td>
<td>Distribute syllabus</td>
</tr>
<tr>
<td></td>
<td>1/17 R</td>
<td>Phonetics: how are sounds made?</td>
<td>Yule Ch3</td>
<td>HW1 handed out</td>
</tr>
<tr>
<td>2</td>
<td>1/22 T</td>
<td>Phonetics: IPA</td>
<td>Yule Ch3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/24 R</td>
<td>Phonetics: IPA cont.</td>
<td>Yule Ch3</td>
<td><strong>DUE: HW1</strong></td>
</tr>
<tr>
<td>3</td>
<td>1/29 T</td>
<td>Phonology</td>
<td>Yule Ch4</td>
<td>HW2 handed out</td>
</tr>
<tr>
<td></td>
<td>1/31 R</td>
<td>Phonology</td>
<td>Yule Ch4</td>
<td></td>
</tr>
</tbody>
</table>
| 4 | 2/5 T | Morphology | Yule Ch5 | **DUE: HW2**
 |   |      |       |   | HW3 handed out |
| 5 | 2/7 R | Review session for in-class exam #1 | | |
| 6 | 2/12 T | **In-class exam #1** | | |
|   | 2/14 R | Morphology | Yule Ch6 | |
| 2/19 T | Syntax | Yule Ch7 | **DUE: HW3**
<p>|   |       |       |   | HW4 handed out |
| 7 | 2/21 R | Syntax | Yule Ch8 | |
| 2/26 T | Semantics | Yule Ch9 | <strong>DUE: HW4</strong> |
|   | 2/28 R | Pragmatics | Yule Ch10 | Final paper guidelines |
| 8 | 3/5 T | Review session for in-class exam #2 | | |
|   | 3/7 R | <strong>In-class exam #2</strong> | | |
| 9 | 3/11-15 | <strong>Spring Break</strong> | | |
| 10 | 3/19 T | Language and the brain | Yule 12 | |
|   | 3/21 R | Regional variation in language | Yule 18 | BB upload: final topic |
| 11 | 3/26 T | Social variation in language | Yule 19 | |
|   | 3/28 R | Discourse analysis | Yule 11 | <strong>DUE: Writing task #1</strong> |
| 12 | 4/2 T | Language and culture | Yule 20 | |
|   | 4/4 R | First language acquisition | Yule 13 | |
| 13 | 4/9 T | Second language acquisition | Yule 14 | BB upload: 3 sources |
|   | 4/11 R | Sign language | Yule 15 | |
| 14 | 4/16 T | Historical linguistics | Yule 17 | <strong>DUE: Writing task #2</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/18 R</td>
<td></td>
<td>Written language</td>
<td>Yule 16</td>
</tr>
<tr>
<td>4/23 T</td>
<td></td>
<td>Final paper workshop</td>
<td>Bring final paper draft</td>
</tr>
<tr>
<td>4/25 R</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>4/30 T</td>
<td></td>
<td>Review for final exam</td>
<td>DUE: Final Paper</td>
</tr>
<tr>
<td>5/2 R</td>
<td></td>
<td>Reading Day</td>
<td></td>
</tr>
<tr>
<td>5/7 T</td>
<td></td>
<td>FINAL EXAM (11:00 – 1:30)</td>
<td></td>
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