Basic Course Information

Semester:	**Fall 2018**	Instructor Name:	**Dr. Cynthia J. Spence**
Course Title & #:	**English 270**	Email:	cynthia.spence@imperial.edu
CRN #:	**11325**	Webpage (optional):	**None**
Classroom:	**2726**	Office #:	**2799**
Class Dates:	**August 13-December 8**	Office Hours:	Mon 2:00-2:30, Tues, 2:40-3:10, Wed 2:00-4:30, Thurs 2:40-3:10
Class Days:	**Thursday**	Office Phone #:	**760-355-5702**
Class Times:	**6:00 p.m. -9:10 p.m.**	Emergency Contact:	**Email is best.**
Units:	4		

About this course: Everywhere, every day, everybody uses language. There is no human society, no matter how small or how isolated, which does not employ a language that is rich and diverse. This course introduces you to linguistics, featuring interviews with well-known linguists and with speakers of many different languages. In this course students develop an understanding of the nature of language through the study of core areas in linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. Students also read, observe, and think critically about the following:

- Psycholinguistics - the process of language acquisition
- Sociolinguistics - the differences of languages due to regional, class, occupation, and gender differences,
- Historical linguistics - how language has changed and continues to change.
- Sign language - using hand signs, facial expressions, body positions, motions, and other physical signs
- Artificial intelligence - representing human language in a way that complex computing systems can understand

Course Description

This course is an introduction to the scientific study of language. This includes morphology, the study of the way words are put together using small pieces called morphemes; syntax, the study of the structure of sentences; semantics, the study of meaning in language; pragmatics, the branch of linguistics concerned with meaning in context, or the meanings of sentences in terms of the speaker's intentions in using them; and sociolinguistics, the study of the connection between language and society and the way people use language in different social situations. In this course students develop an understanding of the nature of language through the study of core areas in linguistics. Students read, observe, and think critically about psycholinguistics, sociolinguistics, historical linguistics, sign language, animal communication, and artificial intelligence. This course is designed for students who plan to transfer as well as for those with a general interest in linguistics. (CSU, UC)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify basic elements of English phonetics, phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics as they relate to success and failure in communication between people.
2. Accurately describe the universal and variant elements of human language and language learning.
3. Identify the nature of errors in non-standard dialects as they relate to the core areas of language study listed in #1 above.

Course Objectives

Upon satisfactory completion of the course, students will be able to: Discuss what it means to know a language using concepts of linguistic performance, competence, descriptive versus prescriptive linguistics, animal communication, sign language. This question will spiral through all other content areas.

1. Explain the brain's role in first and second language learning, bilingualism, and aphasias.
2. Identify, classify, and analyze spoken language using the International Phonetic alphabet
3. Discuss the key concepts of phonology: phoneme, allophone, minimal pairs, complementary distribution.
4. Identify and classify morphemes of English: (1) derivational: prefix, suffix, circumfix, infix, stems, bound, free, lexical, functional, and (2) inflectional.
5. Identify (a) semantic roles (agent, theme, instrument, experience, source, goal, location); (b) semantic relationships (synonymy, antonymy, hyponymy, homophony, homonymy, polysemy, metonymy.)
6. Distinguish social aspects of language: idiolect, dialect, pidgin, creole, isogloss, register, slang, jargon, argot, euphemism.
7. Identify difficulties in machine translation as it relates to the properties of human language.
8. Draw, tree diagrams using knowledge of phrase structure rules and constituents.
9. List the stages of the development of writing.
10. Discuss the three stages of the history of English in historical context.
11. Examine language in socio-cultural events
12. Analyze the complexities of and differences between first and second language acquisition

Textbooks & Other Resources or Links

The textbook for this course is *Linguistics for Everyone: An Introduction*, 2nd Edition by Kristin Denham. You can rent the ebook for $20.53 from Amazon or buy a hardcopy used starting at $38.06. This book is also available at the IVC bookstore. Additionally, I have a hard copy on hold at the Imperial Valley College library. While you can't check the book out you can ask the librarian to lend you the book for reading in the library.

Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Reading assignments will include textbook listed. Students will consult websites to explore word history and coinage, dialects, and theories about the origin of language. Writing assignments will include many problems to analyze chunks of language to include English and other languages in the core areas listed in the learning objectives. Students will also write opinions regarding contemporary issues in language policy, bilingualism, as they relate to sociolinguistic issues.

Course Grading Based on Course Objectives

Grading Scale 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A
Students will keep a linguistic journal. They will observe instances of non-standard or "interesting" uses of language and note them down. Included in the journal will be a description of what makes the piece of language use non-standard or "interesting" related to the core areas listed in the objectives.

Journals	13 X 25	325
Chapter Assignments	13 X 25	325
Group Presentation		100
Linguistics Project/Paper		150
Project/Paper Presentations		100
Total		1000

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms.   Water bottles with lids/caps are the only exception.   Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.
There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services. There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.
- **Student Health Center**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu. EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date	Activity, Assignment, and/or Topic	Assignments
Class 1 Thursday August 16	Syllabus & Introduction Chapter One: What is Language and How Do We Study It? Linguist Noam Chomsky	****************
Class 2 Thursday August 23	Chapter Two: The Human Capacity for Language Explain the brain's role in first and second language learning, bilingualism, and aphasias. Analyze the complexities of and differences between first and second	Journal One

Date	Activity, Assignment, and/or Topic	Assignments
	language acquisition Linguist: David Crystal	
Class 3 Thursday August 30	Chapter Three: Phonetics Identify, classify, and analyze spoken language using the International Phonetic alphabet Linguist: Peter Ladefoged	Journal Two Chapter Two Book Assignment
Class 4 Thursday September 6	Chapters Four and Five: Phonology and Morphology Discuss the key concepts of phonology: phoneme, allophone, minimal pairs, complementary distribution Linguist: Paul Frommer	Journal Three Chapter Three Book Assignment
Class 5 Thursday September 13	Chapter Six: Morphological Typology and Word Formation Linguist: Eve Clark	Journal Four Chapter Four and Five Book Assignment
Class 6 Thursday September 20	Chapter Seven: Syntax/ Semantics Identify and classify morphemes of English: (1) derivational: prefix, suffix, circumfix, infix, stems, bound, free, lexical, functional, and (2) inflectional. Linguists: Geoffrey Nunberg and Beth Keyser	Journal Five Chapter Six Book Assignment
Class 7 Thursday September 27	Chapter Eight: Syntax – Phrase Structure and Syntactic rules. Draw, tree diagrams using knowledge of phrase structure rules and constituents. Linguist: Arnold Zwicky	Journal Six Chapter Seven Book Assignment
Class 8 Thursday October 4	Chapter Nine – Semantics: Making Meaning with words Identify (a) semantic roles (agent, theme, instrument, experience, source, goal, location); (b) semantic relationships (synonymy, antonymy, hyponymy, homophony, homonymy, polysemy, metonymy.) Linguist: Steven Pinker	Journal Seven Chapter Eight Book Assignment
Class 9 Thursday October 11	Chapter Ten: Semantics and Pragmatics: making Meaning with Sentences Linguist: Brian MacWhinney	Journal Eight Chapter Nine Book Assignment
Class 10 Thursday October 18	Chapter Eleven: The Early Story of English Discuss the three stages of the history of English in historical context. Linguists: Edward Vajda and J.R.R. Tolkien	Journal Nine Chapter Ten Book Assignment
Class 11 Thursday October 25	Chapter Twelve: English Goes Global Distinguish social aspects of language: idiolect, dialect, pidgin, creole, isogloss, register, slang, jargon, argot, euphemism. Linguist: Kate Burridge	Journal Ten Chapter Eleven Book Assignment
Class 12 Thursday November 1	Chapter Thirteen: Representing Language: The Written Word Linguist: Adele Goldberg	Journal Eleven Chapter Twelve Book Assignment
Class 13 Thursday November 8	Sociolinguistics and Gender Examine language in socio-cultural events	Journal Twelve Chapter Thirteen Book Assignment
Class 14 Thursday November 15	Sign language/ Artificial intelligence	Journal Thirteen

Date	Activity, Assignment, and/or Topic	Assignments
No Class Thursday November 22	Thanksgiving Holiday – Campus Closed	****************
Class 15 Thursday November 29	Group Linguist Presentation	
Class 17 Thursday December 6	Individual Presentations	Linguistic Research Project/Paper Due

The Assignment Calendar is Subject to Change, Changes Will Be Announced in Class