



### Basic Course Information

Semester:	<b>Fall 2022</b>	Instructor Name:	<b>Dr. Cynthia J. Spence</b>
Course Title & #:	Introduction to Linguistics English 270	Email:	<b>cynthia.spence@imperial.edu</b>
CRN #:	<b>CRN 10874</b>	Units:	<b>3</b>
Mode of Instruction:	This is a fully online Asynchronous Course: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one-week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	Office #:	Office 2799 Office Phone #760-355-5702
Class Dates:	<b>August 15, 2022 - December 10, 2022</b>	Office Hours:	Monday 11:00-12:00 via email Tuesday 4:30-5:30 in person Wednesday 11:00-12:00 via email Thursday 4:30-5:30 via email

### 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 the meaning of 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)

### Course Prerequisite(s) and/or Corequisite(s)

**Prerequisites:** ENGL 110 or ENGL 105 or ENGL 101 with a grade of "C" or better.

## 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

**This is a ZTC/OER Course -Zero Textbook Cost/Online Educational Resources  
All reading materials are provided free on Canvas**

Cruz - Ferreira, Madalena, and Sunita Anne Abraham. *The Language of Language*. OER Text Third Edition, 2011.

Russell Carol. *Linguistics for Teachers of English*. OER text Kansas State University, 2018.



## 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. English 270 is a 3 unit college level English class. This means students should expect to spend **three hours a week in our Canvas shell** and **six hours a week outside of the Canvas shell** reading, studying, researching, and writing.

## 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.

Mandatory Check-in		10
Linguistic Journals	12 X 20	240
Chapter Assignments	12 X 20	240
Discussion Threads	24 X 15	360
Linguistics Project/Paper		150
Total		1000

I have designed the course in the student's favor, I tend to grade in the student's favor, and I offer extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

## Course Policies

- 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. **The "Check-in Discussion Post" must be completed before 6:00 p.m. Friday August 19th or you will be dropped from the course.**
- Should re-admission 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 the [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.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor

- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

**Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.**

**Academic Honesty** There are many different forms of academic dishonesty. The following examples 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.
- **Asking someone else to write your essay or using an essay writing service is a serious academic honesty infraction.**
- 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, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

Anyone who **allows another student to copy** discussion threads, summaries, or essays will also receive a "0" on the assignment – **enabling another student to cheat is also cheating.** 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. Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can't be submitted in this class for a grade.

**There is an entire plagiarism module available to you in our course Canvas shell** if you need more information, but you can always feel free to discuss any questions before you submit your assignment.

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

available for students. Please speak to your instructor about additional services which may be available.

- [Learning Services](#). In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).



- [Library Services](#). Visit the Spencer Library’s page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) are in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>
- **CANVAS Support**. 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.
- **Student Health Center**. A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, for more information.
- **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.

### Anticipated Class Schedule/Calendar

Date	Activity, Assignment, and/or Topic	Assignments
Week One August 15th	Syllabus & Introduction - What is Language and How Do We Study It? Linguist Noam Chomsky	Mandatory Check-In Discussion Thread 1
Week Two August 22nd	The Human Capacity for Language, the brain’s role in first and second language learning, bilingualism, and aphasia. Analyze the complexities of and differences between first and second language acquisition Linguist: David Crystal	Chapter Assignment 1 Discussion Thread 2 and 3
Week Three August 29th	Phonetics, identify, classify, and analyze spoken language using the International Phonetic alphabet Linguist: Peter Ladefoged	Chapter Assignment 2 Discussion Thread 4 and 5

<b>Date</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Assignments</b>
Week Four September 5th	Phonology and Morphology, discuss the key concepts of phonology: phoneme, allophone, minimal pairs, complementary distribution Linguist: Paul Frommer	Journal One Chapter Assignment 3 Discussion Thread 6 and 7
Week Five September 12th	Morphological Typology and Word Formation Linguist: Eve Clark	Journal Two Chapter Assignment 4 Discussion Thread 8
Week Six September 19 <sup>th</sup>	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 Three Discussion Thread 9 Chapter Assignment 5
Week Seven September 26th	Syntax – Phrase Structure and Syntactic rules. Draw, tree diagrams using knowledge of phrase structure rules and constituents. Linguist: Arnold Zwicky	Journal Four Discussion Thread 10 Chapter Assignment 6
Week Eight October 3 <sup>rd</sup>	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 Five Discussion Thread 11 & 12 Chapter Assignment 7
Week Nine October 10 <sup>th</sup>	Semantics and Pragmatics: making Meaning with Sentences Linguist: Brian MacWhinney	Journal Six Discussion Thread 13 & 14 Chapter Assignment 8
Week Ten October 17 <sup>th</sup>	The Early Story of English, the three stages of the history of English in historical context. Linguists: Edward Vajda and J.R.R. Tolkien	Journal Seven Discussion Thread 15 Chapter Assignment 9
Week Eleven October 24 <sup>th</sup>	English Goes Global, distinguish social aspects of language: idiolect, dialect, pidgin, creole, isogloss, register, slang, jargon, argot, euphemism. Linguist: Kate Burridge	Journal Eight Discussion Thread 16 & 17 Chapter Assignment 10
Week Twelve October 31st	Representing Language: The Written Word Linguist: Adele Goldberg	Journal Nine Discussion Thread 18 & 19 Chapter Assignment 11
Week Thirteen November 7	Sociolinguistics and Gender, examine language in socio-cultural events	Journal Ten Discussion Thread 20 & 21 Chapter Assignment 12
Week Fourteen November 14	Sign language	Journal Eleven Discussion Thread 22
November 21 <sup>st</sup> – 27th	Thanksgiving Holiday – Campus Closed	*****
Week Fifteen November 28th	Artificial intelligence	Journal Twelve Discussion Thread 23
Week Sixteen December 5th	Final Week - Course reflection	Discussion Thread 24 Linguistic Research Project/Paper Due

\*\*\*Subject to change without prior notice\*\*\*