

Point Loma Nazarene University
Department of Literature, Journalism & Modern Languages
Introduction to Linguistics
LIN312 (3 units)

Section: 1

Time: TR, 9:30-10:45 a.m.

Fall 2017

Location: Bond 155

Instructor: Dr. Katie Manning, kmanning@pointloma.edu

Phone: 619-849-2432

Office: Bond 124

Office Hours: TR, 8:00-9:15 a.m., and other times by appointment

Course Website: <https://canvas.pointloma.edu>

Please turn off your cell phone, laptop, and other devices when you enter the classroom. Thanks!

PLNU Mission Statement: To Teach. To Shape. To Send.

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

LJML Department Mission Statement: Welcome to the Department of Literature, Journalism and Modern Languages. Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML Department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation. The following document will provide you with the information sources and information guidelines to University and Departmental policies that apply to all courses taken in this Department.

Catalog Entry: The nature and structure of language (universals) via the science of linguistics, emphasizing the core areas of phonology, morphology, syntax, and semantics. Also introducing sociolinguistics, language acquisition and development, historical comparative methods, and neurolinguistics.

Course Description: We will learn about language. We will have fun. Sometimes we will look and feel crazy. We will stare at each other and sound out a word a million times (“dogs, dogs, dogs, dogs...”) until we can forget the spelling and hear the actual sounds we’re making. We will consider language through scientific observation and philosophical questioning. This class will serve as a solid foundation for language teachers and for those who will go on for further study in linguistics, and it will also make all of us more thoughtful and effective language users in our lives beyond the classroom.

This class will require you to do a large amount of reading, studying, memorizing, researching, and writing. It will be rigorous, and it will also be rewarding. Hard work and fun don't have to be mutually exclusive.

Required Materials

Language Files, 11th ed. (ISBN: 9780814251799)

Additional readings and resources will be posted on Canvas.

The obvious things: pen/pencil, loose-leaf paper, folder for storage, etc.

Course Learning Outcomes

By the end of this course, you should be able to...	Related IDEA Outcomes	Assignments
Demonstrate basic competency in the nature and use of language: basic speech sounds, syllable structure, word formation, grammar systems, language acquisition and variation, historical aspects of language change	Gaining factual knowledge Gaining a broader understanding and appreciation of intellectual/cultural activity	Readings, Practice, Quizzes, Nerdy Language Cartoon, Research Paper, Exams
Conduct research and write knowledgeably about the nature and use of language	Developing skill in expressing myself orally or in writing Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Research Paper
Use your basic competency in the nature and use of language to teach others about language	Gaining factual knowledge Developing skill in expressing myself orally or in writing	Mini-Presentation, Research Paper
Articulate intersections between language and faith	Gaining a broader understanding and appreciation of intellectual/cultural activity Developing a clearer understanding of, and commitment to, personal values	Personal Reflection Essay/Blog, Class Discussions

Diversity Statement: Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race,

culture and other personal characteristics. In addition, the Department of Literature, Journalism and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism, and the study of literature and languages.

FERPA (Family Educational Rights and Privacy Act) Policy: In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the undergraduate student catalog.

PLNU Academic Accommodations: If you have a diagnosed disability, please contact PLNU’s Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU Academic Honesty Policy: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Copyright Policy: Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Attendance and Participation Policy: Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

CLASS POLICIES

Grade Distribution: In order to receive credit for the course, all of the following must be completed.

Practice & Quizzes	20% - 100 pts
Mini-Presentation	5% - 25 pts

Nerdy Language Cartoon	5% - 25 pts
Personal Reflection Essay & Blog	10% - 50 pts
Research Paper	20% - 100 pts
Midterm Exam	20% - 100 pts
Final Exam	20% - 100 pts
<i>Total</i>	100% - 500 pts

Grading Scale & Definitions:

A: 93-100%	B-: 80-82	D+: 67-69
A-: 90-92	C+: 77-79	D: 63-66
B+: 87-89	C: 73-76	D-: 60-62
B: 83-86	C-: 70-72	F: below 60

A = Phenomenal work that far exceeds the minimum requirements of the assignment; excellent logic, structure, and organization; virtually no grammar and punctuation errors.

B = Good work that exceeds the minimum requirements of the assignment; no major problems with logic, structure, and organization; very few grammar and punctuation errors.

C = Average work that meets the minimum requirements of the assignment; may have minor problems with logic, structure, and organization; may have some grammar and punctuation errors.

D = Poor work that does not fully meet the minimum requirements of the assignment; may have some problems with logic, structure, and organization; grammar and punctuation errors may hinder meaning.

F = Poor work that does not fulfill the assignment; may have serious problems with logic, structure, and organization; grammar and punctuation errors may obscure meaning.

Attendance & Participation: Because discussion will be an important part of our class, your regular attendance and participation are required for you to be successful. Your first two absences will not count against your grade, but use them wisely. For each additional absence, your total grade will be lowered by 5%; if you miss class more than 4 times (over 2 weeks), you will automatically fail this course. Coming to class unprepared, staring at a screen, or being disruptive in class will also count as an absence. If you already know that you'll be missing many classes due to some pre-existing schedule conflict, you should not take this course at this time. Also, since arriving late to class is distracting to your classmates (and to me), you are expected to arrive on time. Two late arrivals will count as one absence. Truly perfect attendance (with no tardies or absences of any kind—you were literally present for all of every class meeting) will earn you 1% of extra credit at the end of the semester.

Readings: Readings are due on the date they're listed in the course outline. Always bring your copy of the assigned reading to class with you for use in discussion. Read actively and make notes directly on the text and/or on the side.

Quizzes: On days when reading assignments are due, I may give brief quizzes at the very beginning of class. Some will be scheduled; some will be surprises. They will often require short answers to a few questions, but they might occasionally require a longer answer to one question

(in the form of a short essay). This will motivate you to do the assigned reading, and it is extra incentive to get to class on time. These quizzes cannot be made up later. You should keep all quizzes in a notebook or a folder, along with all of your class notes and other assignments. **Save everything** throughout the semester so that you can look back on previous work and build upon it. This will also allow you to keep track of your grade in the class and to ensure that my final calculations are accurate.

Practice: For each chapter, you will complete selected practice questions from the textbook. I will assign these as we go along, announcing them during the class period before they are due. These should be completed to the best of your ability by the beginning of class on the day they are due. Some of these problems will require that you work them out in pencil and by hand, but type if you can. I will select students at random to share answers as we go over these in class, and we will work through especially tough problems together in class. Completion, effort, and class participation will count for something; more important than simply having the right answer is learning how to think and work through the process to get to the answer.

Mini-Presentation: We will often open our class meetings with mini-presentations. On your assigned day, please come to class prepared to share something interesting and language related. This could be something that you've observed and analyzed yourself (such as a roommate's interesting speech pattern from a regional dialect or a song lyric), or it could be something that you found elsewhere (such as an NPR article about language use). It might require a little research. This presentation need not be formal, but it should be concise (under 5 minutes), well-prepared, and *engaging*. Use of media, handouts, or other visual/auditory aides is encouraged.

Nerdy Language Cartoon: Look at the beginning of each chapter in our text book. Go ahead. I'll wait... See how each chapter uses a nerdy language cartoon to introduce the topic of that chapter? I would like for you to make one of your own. It's okay if your platypus looks more like a duck. I don't have great drawing skill either. However, you should take the time to think of something clever and to present it as well as you can (a.k.a. don't scribble something down five minutes before it's due). Your final draft may be digitally designed and printed or neatly hand drawn. Along with your cartoon, turn in a 1-page artist's statement explaining what you did and why. Your cartoon shouldn't depend on this statement; this is just your chance to show me that you did thoughtful work. The point of this assignment overall is to allow you to dissect some feature of language in a fun, playful way.

Personal Reflection Essay (Blog): Early in the semester, we will read a published personal reflection on a topic of language and faith. Using this as a model, you will create your own personal reflection essay and post it to our "Discussions" page on Canvas. This will serve as a jumping off place for our class as we discuss how language and faith intersect. We will use the discussion function on Canvas to post these essays and to discuss the issues they raise by interacting with each other's comments. You will receive more detailed instructions for this assignment in class.

Research Paper: Early in the semester, you will choose a topic that you're curious about and form a research question to guide you in your quest for information. I will be available to help you along the way, but this paper will be mostly self-motivated. Make sure you choose

something you're truly curious about so that the research process will be interesting and enjoyable for you. You will receive more detailed instructions for this assignment in class.

Midterm & Final Exams: You will take a midterm exam and a final exam to demonstrate your knowledge of important concepts covered in our class. If you read closely and take notes in class regularly, you should have no problem passing. **If you do not take one or both of these exams, you will automatically fail the course.**

Due Dates: Dates when assignments are due are listed on the attached course outline; all written assignments are due at the beginning of class. I highly encourage you to visit with me one-on-one during office hours to run topics, thesis statements, or drafts by me. Once an assignment receives a grade, there will be no further opportunities to revise for a new grade. **Late work is not acceptable.** If unusual circumstances will keep you from completing an assignment on time, please make arrangements with me for an extension BEFORE the due date (or if you wake up sick, please email me ASAP with your assignment so it will not be counted late). Special arrangements can only be made in advance, not after a due date, except in the case of a real emergency. Please complete all readings on time as well. All coursework must be completed by the end of our final exam period.

Paper Format: All papers must be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins, and in MLA format. See the MLA Format handout on Canvas for specific formatting guidance. Electronic submissions will not be accepted, except when approved by me or as required by the assignment.

Student-Directed Conferences: During the semester, you will meet with me in my office to discuss your writing, reading, or whatever else you'd like. The dates for these conferences are on the course outline. Feel free to meet with me more often than this!

Extra Credit: You may earn extra points in two ways (in addition to perfect attendance):

1. Visit the Tutorial Center to get extra feedback on a paper or to get extra instruction on grammar and punctuation. Turn in a brief write-up explaining what you worked on, with whom, when, and how it has affected your writing. Turn this in with your assignment for a 2% grade boost on that assignment.
2. Language-related events go on frequently at PLNU and in our larger San Diego community. Attend an author lecture, reading, or workshop and write a 1-2 page critical reflection over what was said and how it connects with what you're learning about the nature and use of language. Due within one week of the event. This will earn you a 1% grade boost in the class (up to 2 times).

Canvas: A copy of this syllabus and assignments for our course are online at <https://canvas.pointloma.edu>. You can access these course materials through the portal using your PLNU username and password.

PLNU Email: Your PLNU email account should be checked daily. This is the way that I will most frequently communicate with you outside of class, and it's also the way the university distributes important information.

Inclusive Language Statement: Because language is powerful and shapes the way we think, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work. See the section on “Appropriate Language” at *The Purdue OWL*: <http://owl.english.purdue.edu/owl/resource/608/01/>.

Public Discourse: Much of the work we will do in this class is cooperative. You should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

This syllabus is a contract. If you continue in this course, then you agree to comply with the class policies as stated here.

COURSE OUTLINE¹

R Aug 30	Introductions and syllabus In Class: IPA, What is language?, Sign up for Mini-Presentations
T Sept 5	Read and complete “Dr. D’s Crash Course” (handout) Read this syllabus
R Sept 7	Read “Politics and the English Language” (handout) Read “The Trouble with Cussing Christians” (handout) In Class: Personal Reflection Essay assigned Finish Crash Course (if needed) *You MUST have a copy of the textbook by this date!
T Sept 12	Read Chapter 1 Practice - Memorize 9 design features of language (File 1.4)
R Sept 14	Read Chapter 2, Files 2.0–2.1 - Memorize IPA symbols for Standard American English (41-43)
T Sept 19	Read Chapter 2 Practice In Class: Quiz (Design Features & IPA), Research Paper prompt
R Sept 21	Continue Chapter 2 - Memorize place/manner of articulation chart (52) & vowel chart (54)

¹ This schedule may be changed at the instructor’s discretion.

- T Sept 26 Read Chapter 3
Practice
- R Sept 28* Continue Chapter 3
Practice
**Special Event*: Poetry on Point, 3-4 p.m., Colt Forum
- T Oct 3 Read Chapter 14
Practice
In Class: Quiz (Phonetics & Phonology), Conference Sign-up
- R Oct 5 CONFERENCES
DUE: Personal Reflection Essay (post to “Discussions” on Canvas)
- T Oct 10 Blog Participation
DUE: Between October 6-11, read *at least* two of your peers’
personal reflections on our “Discussions” page. Comment, check
back once a day or so, and actively discuss the issues that your
peers have raised (and please join the discussion on your own
essay too).
- R Oct 12 Midterm Exam Review
- T Oct 17 **MIDTERM EXAM**
- R Oct 19 DUE: Nerdy Language Cartoon
In Class: Cartoon Gallery & Celebration
- T Oct 24 Read Chapter 4
DUE: Research Paper Proposal
- R Oct 26 Continue Chapter 4
Practice
- T Oct 31 Read Chapter 5
Practice
- R Nov 2 Read Chapter 6
Practice

T Nov 7	Review Chapters 4-6 In Class: Quiz (Morphology, Syntax, Semantics), Research Paper check-in
R Nov 9*	Read Chapter 8 Practice *Bonus event: Poetry Day Afternoon Reading & Talk: 3-4 p.m. (Fermanian) Evening Performance: 7-8 p.m. (Fermanian)
T Nov 14	Read/skim Chapter 9 Continue Chapter 8
R Nov 16	Research & Writing Time
S Nov 18*	*Bonus event: Creative Writing Celebration LJML Homecoming Event 10-11:15 a.m. (Bond 103)
T Nov 21	Research & Writing Time
R Nov 23	THANKSGIVING – NO CLASSES
T Nov 28	Read Chapter 10 Practice
R Nov 30	DUE: Research Paper draft In Class: Discuss Research Papers (Peer Response)
T Dec 5	Chapter 15 Practice
R Dec 7	DUE: Research Paper In Class: Final Review

FINAL EXAM
Tuesday, Dec 12
10:30 a.m. – 1:00 p.m.

Mandatory attendance²

² Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.