

Introduction to Linguistics LIN 312 (3 units)
Dr. Philip Bowles, Professor of English
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Classroom: BAC 102
Class Hours: TR 9:30-10:45
Final Exam: T, Dec 15, 10:30-1:00
Office Hours: 11:00-12:00 T,R
1:30-2:30 W

Stephenie Renteria, Teaching Assistant

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Fall 2015 -- Point Loma Nazarene University -- Literature, Journalism & Modern Languages

PLNU Catalog Course Description: 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.

[The course is intended to provide an introduction to linguistic studies for a variety of baccalaureate programs, including professional training in language teaching, writing, and literary studies. Several examples and data problems offered via texts and in-class presentations will be from languages other than English.]

I. WELCOME

Welcome to Introduction to Linguistics (LIN 312). While many upper-division college courses go deep in a rather narrow subject matter, this course provides an overview of the core areas as well as the key interdisciplinary categories of this rather new discipline (modern general linguistics) that has come into its own since World War II. When you come to class having read and thought deeply about your text assignment, we will engage each other in a variety of mini-lectures and workshop analyses that apply the tools of the discipline. We will also be favored by the mini-lectures of several guests who have done graduate work in linguistics.

II. LEARNING OUTCOMES

Relevant Departmental Program Learning Outcomes (PLOs)

LITERATURE: Concentrations in LIT and in ENG-ED

Students who complete this program will be able to

1. Demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world
2. [Marginal Relevance to LIN 312] Identify and articulate the relationships among literary-historical periods, dates, styles, and authors
3. [Not Relevant to LIN 312] Demonstrate knowledge of major literary-theoretical perspectives and terminology
4. Articulate the difference between a philological linguistics and a modern linguistics notion of language
5. Employ strong rhetorical, literary, and analytical skills in their writing
6. Identify and evaluate effective use of higher and lower order thinking and writing skills

WRITING

Students who complete this program will be able to

1. Apply creative and advanced skills in various forms and genres of writing
2. Demonstrate knowledge of the conventions and terminology of creative and advanced writing within literary and non-literary texts
3. [Not Relevant to LIN 312] Demonstrate knowledge of major literary-theoretical perspectives and terminology
4. Develop connections between the literature and language studied and the contemporary world
5. Engage in writing and editorial processes through campus publications and external internships

Course Learning Outcomes (CLOs)

LIN 312: Introduction to Linguistics

Students completing this course will be able to

1. Explain (comprehension) the nature of language, the scope of the study of linguistics, and the differences between traditional and linguistic views of language. **(LIT PLO 1, 2, 3, 4; WRI PLO 4)**
2. Define (comprehension) the key terms used in an introductory study of linguistics. **(LIT PLO 1 & 4; WRI PLO 1, 2, 4, 5)**
3. (a) Use (knowledge) categories of phonetics and phonology to
(b) Differentiate (analysis) phones according to their features, especially those of Standard American English. **(LIT PLO 1; WRI PLO 1, 2, 4, 5)**
4. Solve (analysis) data problems in morphology, phonetics/phonology, syntax and pragmatics, language acquisition, neuro-linguistics, historical linguistics and sociolinguistics. **(LIT PLO 1, 5, 6; WRI PLO 1-2, 4-5)**
5. Analyze (application) everyday language scenarios using linguistic theory **(LIT PLO 1, 4; WRI PLO 1, 4)**
6. Collect, evaluate and interpret (synthesis, evaluation, analysis) secondary and tertiary sources of information to pursue answers to complex research questions **(LIT PLO 1, 4, 6; WRI PLO 2, 4)**

The following tables reflect alignment among program outcomes, course outcomes and course assessments:

Student Learning Outcomes		Means of Assessment: LIN 312
Program: Literature	Course: LIN 312	
1. Demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world 4. Articulate the difference between a philological linguistics and a modern linguistics notion of language	1. Explain (comprehension) the nature of language, the scope of the study of linguistics, and the differences between traditional and linguistic views of language. (LIT PLO 1, 4; WRI PLO 4)	<ul style="list-style-type: none"> • In-Class Workshop • Quiz • Exam • (Research Essay) • (Blog)
1. Demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world 4. Articulate the difference between a philological linguistics and a modern linguistics notion of language	2. Define (comprehension) the key terms used in an introductory study of linguistics. (LIT PLO 1 & 4; WRI PLO 1, 2, 4, 5)	<ul style="list-style-type: none"> • In-Class Workshop • Quiz • Exam
1. Demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world	3. (a) Use (knowledge) categories of phonetics and phonology to (b) Differentiate (analysis) phones according to their features, especially those of Standard American English. (LIT PLO 1; WRI PLO 1, 2, 4, 5)	<ul style="list-style-type: none"> • In-Class Workshop • Quiz • Exam • (Research Essay) • (Blog)
1. Demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world	4. Solve (analysis) data problems in morphology, phonetics/phonology, syntax and pragmatics, language	<ul style="list-style-type: none"> • In-Class Workshop • Exam

<p>5. Employ strong rhetorical, literary, and analytical skills in their writing</p> <p>6. Identify and evaluate effective use of higher and lower order thinking and writing skills</p>	<p>acquisition, neurolinguistics, historical linguistics and sociolinguistics. (LIT PLO 1, 5, 6; WRI PLO 1-2, 4-5)</p>	
<p>1. Demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world</p> <p>4. Articulate the difference between a philological linguistics and a modern linguistics notion of language</p>	<p>5. Analyze (application) everyday language scenarios using linguistic theory (LIT PLO 1, 4; WRI PLO 1, 4)</p>	<ul style="list-style-type: none"> • In-Class Workshop • Exam • (Research Essay) • (Blog)
<p>1. Demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world</p> <p>4. Articulate the difference between a philological linguistics and a modern linguistics notion of language</p> <p>6. Identify and evaluate effective use of higher and lower order thinking and writing skills</p>	<p>6. Collect, evaluate and interpret (synthesis, evaluation, analysis) secondary and tertiary sources of information to pursue answers to complex research questions (LIT PLO 1, 4, 6; WRI PLO 2, 4)</p>	<ul style="list-style-type: none"> • Research Essay • Blog

Student Learning Outcomes		Means of Assessment:
Program: Writing	Course: LIN 312	LIN 312
<p>4. Develop connections between the literature and language studied and the contemporary world</p>	<p>1. Explain (comprehension) the nature of language, the scope of the study of linguistics, and the differences between traditional and linguistic views of language. (LIT PLO 1, 4; WRI PLO 4)</p>	<ul style="list-style-type: none"> • In-Class Workshop • Quiz • Exam • (Research Essay) • (Blog)
<p>1. Apply creative and advanced skills in various forms and genres of writing</p> <p>2. Demonstrate knowledge of the conventions and terminology of creative and advanced writing within literary and non-literary texts</p> <p>4. Develop connections between the literature and language studied and the contemporary world</p> <p>5. Engage in writing and editorial processes through campus publications</p>	<p>2. Define (comprehension) the key terms used in an introductory study of linguistics. (LIT PLO 1 & 4; WRI PLO 1, 2, 4, 5)</p>	<ul style="list-style-type: none"> • In-Class Workshop • Quiz • Exam

and external internships		
<p>1. Apply creative and advanced skills in various forms and genres of writing</p> <p>2. Demonstrate knowledge of the conventions and terminology of creative and advanced writing within literary and non-literary texts</p> <p>4. Develop connections between the literature and language studied and the contemporary world</p> <p>5. Engage in writing and editorial processes through campus publications and external internships</p>	<p>3. (a) Use (knowledge) categories of phonetics and phonology to (b) Differentiate (analysis) phones according to their features, especially those of Standard American English. (LIT PLO 1; WRI PLO 1, 2, 4, 5)</p>	<ul style="list-style-type: none"> • In-Class Workshop • Quiz • Exam • (Research Essay) • (Blog)
<p>1. Apply creative and advanced skills in various forms and genres of writing</p> <p>2. Demonstrate knowledge of the conventions and terminology of creative and advanced writing within literary and non-literary texts</p> <p>4. Develop connections between the literature and language studied and the contemporary world</p> <p>5. Engage in writing and editorial processes through campus publications and external internships</p>	<p>4. Solve (analysis) data problems in morphology, phonetics/phonology, syntax and pragmatics, language acquisition, neurolinguistics, historical linguistics and sociolinguistics. (LIT PLO 1, 5, 6; WRI PLO 1-2, 4-5)</p>	<ul style="list-style-type: none"> • In-Class Workshop • Exam
<p>1. Apply creative and advanced skills in various forms and genres of writing</p> <p>4. Develop connections between the literature and language studied and the contemporary world</p>	<p>5. Analyze (application) everyday language scenarios using linguistic theory (LIT PLO 1, 4; WRI PLO 1, 4)</p>	<ul style="list-style-type: none"> • In-Class Workshop • Exam • (Research Essay) • (Blog)
<p>2. Demonstrate knowledge of the conventions and terminology of creative and advanced writing within literary and non-literary texts</p> <p>4. Develop connections between the literature and language studied and the contemporary world</p>	<p>6. Collect, evaluate and interpret (synthesis, evaluation, analysis) secondary and tertiary sources of information to pursue answers to complex research questions (LIT PLO 1, 4, 6; WRI PLO 2, 4)</p>	<ul style="list-style-type: none"> • Research Essay • Blog

Means to Achieve Outcomes

1. Students are provided with a combination of reading assignments, study questions, quizzes on reading, in-class workshops and associated discussion and exams, and two research projects with feedback to facilitate the course learning outcomes
2. Students should devise unique individual study plans for completing the course work to the level of their satisfaction, totaling a minimum of five hours of preparation out of class per week
3. Students should plan ahead to complete weekly readings and concept/vocabulary study before online quizzes and in-class workshops
4. Students should review all course material—and especially new material—at least once per week and assess realistically which concepts and/or skills they need tutorial or peer assistance help with. Students must be fully aware of what they know and what they do not understand. They must also be activist about their own learning, not waiting for professor or TA to point out such gaps
5. Students who faithfully do weekly reviews and follow-ups on problem areas do not need to cram for examinations, which are cumulative
6. Students should consult with successful alumni of the course or with the professor about how to study for the course
7. Students concerned about their performance on particular assignments or evaluations should make appointments early in the semester to speak with the professor

III. 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.

IV. 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.

PUBLIC DISCOURSE

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus 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.

INCLUSIVE LANGUAGE POLICY

Because the Literature, Journalism, and Modern Language department recognizes the power of language, 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.

- Information from the *MLA Handbook*: “Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex.” (MLA Handbook, Sections 1.10 and A.3 in the 7th ed.)
- Information from the *Chicago Manual of Style*: “Biased Language—language that is either sexist or suggestive of other conscious or subconscious prejudices that are not central to the meaning of the work—distracts and may even offend readers, and in their eyes makes the works less credible.” (Chicago Manual of Style, Section 5.203, p. 233 of the 15th ed.)
- *APA Manual*: <http://www.apastyle.org/>

- ***Inclusive Language Handbook: A Practical Guide to Using Inclusive Language*** by Don Thorsen & Vickie Becker, Wesleyan/Holiness Women Clergy:
http://www.whwomenclergy.org/booklets/inclusive_language.php

V. 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.

VI. FERPA POLICY (FERPA stands for Family Educational Rights and Privacy Act)

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 (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). 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 undergrad student catalog.

VII. ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of their courses as established by the instructors, students with special needs may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center contacts the student’s instructors and provides written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with special needs and guarantees all qualified students equal access to the benefits of PLNU programs and activities.

Students have the right to appeal decisions regarding academic accommodations. In order to provide prompt and equitable resolution, the student must submit a written or verbal statement to the Director of Academic Advising who will conduct the appeal process in consultation with the Vice President for Student Development.

[http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic Accommodations](http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic_Accommodations)

VIII. ACADEMIC HONESTY

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Any violation of the university’s commitment is a serious affront to the very nature of Point Loma’s mission and purpose.

Violations of academic honesty include cheating, plagiarism, falsification, aiding academic dishonesty, and malicious interference.

Cheating is the use of unauthorized assistance that results in an unfair advantage over other students. It includes but is not limited to: Bringing and/or using unauthorized notes, technology or other study aids during an examination; looking at other students’ work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; allowing another person

to do one's work and submitting it as one's own; submitting work done in one class for credit in another without the instructor's permission.

Plagiarism is the use of an idea, phrase or other materials from a source without proper acknowledgment of that source. It includes but is not limited to: The use of an idea, phrase, or other materials from a source without proper acknowledgment of that specific source in a work for which the student claims authorship; the misrepresentation and/or use of sources used in a work for which the student claims authorship; the use of papers purchased online as all or part of an assignment for which the student claims authorship; submitting written work, such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

Falsification is the alteration of information or forging of signatures on academic forms or documents. It includes but is not limited to: using improper methods of collecting or generating data and presenting them as legitimate; altering graded work and submitting it for re-grading; falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, recommendations, letters of permission, transcripts or any other university document; misrepresenting oneself or one's status in the university.

Aiding academic dishonesty is assisting another person in violating the standards of academic honesty. It includes but is not limited to: Allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of academic honesty policies; providing false information in connection with any academic honesty inquiry.

Malicious intent is misuse of academic resources or interference with the legitimate academic work of other students. It includes but is not limited to: removing books, journals or pages of these from the library without formal checkout; hiding library materials; refusing to return reserve readings to the library; damaging or destroying the projects, lab or studio work or other academic product of fellow students.

A student remains responsible for the academic honesty of work submitted in PLNU courses and the consequences of academic dishonesty beyond receipt of the final grade in the class and beyond the awarding of the diploma. Ignorance of these catalog policies will not be considered a valid excuse or defense. Students may not withdraw from a course as a response to a consequence.

Response Procedure

The following response procedure is recommended to faculty who discover a violation of academic honesty:

1. **Fact-finding:** The faculty member should attempt to speak or otherwise communicate informally with the student as a first step.
2. **Communication of Consequence:** Once the violation is discovered, the instructor should send a written communication to the student regarding the incident and the consequences. Instructors can give students an "F" on a specific assignment or an "F" in the course as a consequence of violations of academic honesty.
3. **Internal Communication:** The instructor should send a report of the incident to the department chair or school dean, the college dean, the Vice President for Student Development and the Vice Provost for Academic Administration. The report should include a description of the violation, the action taken, and evidence of the violation. The official record of the incident is maintained by the Office of the Vice President for Student Development.
4. **Further action:** Prior instances of misconduct under this or other student conduct policies should be considered in determining disciplinary action for a present violation. As the Vice President for Student Development and the appropriate college dean consult, if additional action seems necessary it would be taken after consultation with the reporting instructor and communicated in writing to the student. Depending upon the seriousness of the incident or pattern of incidents, further actions can include probation, suspension or expulsion.

Appeal Procedure

The following appeal procedure should be used by a student who wishes to appeal consequences associated with a finding of academic dishonesty:

1. Instructor: The student should present a written appeal of the penalty to the instructor involved. The instructor should respond in writing, with a copy of the response also sent to the department chair.
2. Department Chair or School Dean: In the event that satisfactory resolution to the appeal is not achieved between the student and the instructor, the student may submit the appeal in writing to the department chair or school dean, who will review the appeal and send a written ruling to the student and instructor.
3. College Dean: Student appeals not resolved at the departmental or school level should be taken to the appropriate college dean for review. The college dean will review the appeal and send a written ruling to the student, instructor and department chair or school dean.
4. Administrative Committee: Student appeals not resolved at the college dean level can be submitted to an administrative committee including an academic administrator of the student's choice, the Provost or a designee, the Vice Provost for Academic Administration, and the Vice-President for Student Development or a designee. The appeal decision reached by this committee is final.

[Revision based on review academic honesty policies at Purdue University, University of Notre Dame, Wheaton College, Azusa Pacific University and The University of Rochester. Definitions based on those at The University of Rochester and used by permission.]

http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic_Honesty

IX. LJML ACADEMIC HONESTY POLICY

The LJML Department deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, and using the thoughts or ideas of others as one's own (using information in a paper without citation). Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

X. MAINTAINING CLASS SCHEDULE VIA ONLINE REGISTRATION

Students must maintain their class schedules. Should a student need arise to drop a course, they are responsible to drop the course (provided the drop date meets the stated calendar deadline established by the university) and to complete all necessary official forms (online or paper). Failing to attend and/or to complete required forms may result in a grade of F on the student's official transcript.

XI. OTHER GUIDES AND EXPECTATIONS

1. **Attendance:** PLNU professors are generally serious about class attendance. Please read the Class Attendance section of your *PLNU Catalog*, carefully (see link above). If students miss more than 10% of class meetings (approx. 4 for a MWF course and 3 classes for a TR course), faculty members may file a written report that may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 8 for a MWF course and 6 classes for a TTH course), you may be de-enrolled without notice. Serious students keep track of their number of absences (including arriving late and leaving class early = one-third absence per incident) and are not absent for frivolous reasons. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.
2. **Final Examinations** are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the Class Schedules site. You are expected to arrange your personal affairs to fit the examination schedule. In the rare case that you may be scheduled for more than three (3) final examinations on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described above, please meet with your professors as soon as possible so that they

may help you to make alternative arrangements for taking your exams. Department chairs/school deans and college deans need not be involved in the process of making this accommodation.

3. **Class Sessions, Preparation, Assignments, and Technology:**

If you wish to use your laptop during class for note-taking, you need to inform the professor on Day One. If you are using an electronic reader (Kindle, Nook, etc.), please let me know and have no other “file” open on your electronic device other than the class text/reading and related sites.

- a. All other electronics must be muted or turned off for the entire class period.
- b. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment’s requirements and intents. Missed work (quizzes and written responses) may be made up seldom, only in truly extenuating circumstances and only if you and I have had a timely conversation about your situation. No make-up work will be given routinely for missed work.
- c. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- d. It is your responsibility to see to it that I receive your work on time.
- e. Always keep multiple hard copies or soft (digital) copies (on flash drives, e.g.) of your work on hand so that you can provide duplicate copies if needed.
- f. Handwritten assignments are never acceptable except for in-class workshops (unless otherwise specified).
- g. You may be requested to attend office hours with the professor if a need arises.

4. **Classroom Decorum:** Please manage your electronic devices appropriately and with consideration for others—see a & b above. Please dress in appropriate academic attire out of consideration for others in our class. And please conduct yourself with enthusiasm but appropriateness for the classroom. I do reserve the right to ask you to leave the classroom if I believe your attire or behavior to be offensive and/or an obstacle to a positive learning and teaching environment.

5. **Extenuating Situations & Grades:** No “Incomplete” grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately. Do not wait. Also please submit any necessary and valid documents to help clarify and document your situation (e.g., doctor’s letter on letterhead, funeral service program, police report, etc.). I am happy to help you in these difficult situations as best I can.

6. **Challenges to grading** should be submitted in writing via email within one week after the assignment/quiz/essay/etc has been evaluated and posted, and, regarding the course grade, within a month of the semester’s end. Please wait at least twenty-four hours before filing a challenge; things often look different in the light of a new day or after a conversation with a trusted person. If you receive no response to a challenge, follow up with a “touching base” conversation with the professor two or three days later.

7. **A ringed binder** is recommended for organization of hard copies either distributed in class or created by you. Tabbed organizers for such binders may be purchased in the bookstore. Except for handouts, items used for In-class Workshops, exams, a few readings and the initial printed Schedule of Assignments, most business will be conducted via Canvas and email.

8. The professors’ **office hours** are normally posted at their office doors, at the top of this syllabus, and on the course website in E-class (See Course Information or Syllabus). Occasionally I have to be away during those hours, but in those cases I try to leave a note on my door or post an alert in Canvas Announcements. It is generally best to call ahead and make an **appointment** or to ask following class for an appointment time unless you simply want to pop in for a quick question and answer. Mentioning the purpose of the meeting also helps me better prepare to help you.

XII. **Textbooks**

Primary Text:

Fromkin, Victoria; Robert Rodman; and Nina Hyams. *An Introduction to Language*, 10th ed. Boston, MA: Wadsworth, 2014: **ITL**

Secondary Text:

Linguistics Department, Ohio State University *Language Files*, 11th ed. Columbus, OH: Ohio State University Press, _____. **LF**

XIII. **Other Materials Needed**

- **Lined loose-leaf filler paper** (consider asking for high-percentage recycled fiber). Do **not** use paper ripped from a spiral note book
- High quality blank white paper if you own a printer or use a friend’s (please request recycled paper). Double-siding is good for the environment and acceptable here if the black ink does not bleed through
- **Pens, pencils and highlighters, including a color (other than black/blue) pen editing practice** and for peer-review marking of hard copy

- Access to a word processor (Microsoft WORD is the standard program) and printer for most out-of-class assignments. Do not post files of your essays and other writing in any other software program. The suffix for your file should be .doc or (preferred) .docx
- For best results, access Canvas by using Google Chrome as your browser
- Plan now to use this professor's template for taking notes in Microsoft Word
- Stapler and staples and perhaps metal clamps (NO paper clips, please)
- A loose-leaf three-ringed binder notebook with tabbed dividers for organizing In-class handouts

UNIVERSITY POLICIES: (<http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies>)

XIV. Guide for the Student of LIN 312

Students in LIN 312 should **actively pursue** their education in introductory general linguistics. Such a role is far different from the lifestyle of the average student who merely takes notes in class and reads the textbook but fails to *grapple deeply* with the subject matter in weekly student-initiated review sessions, following up with questions directed to the professor. You must *intend* to do well and then invest the level of focus and thoroughness that are necessary! The theoretical nature of the class requires a new way of thinking about language.

Alumni of this course recommend that, in planning for study and work schedules, you free up more time than usual to **study for this three-unit course**. More *time and energy* are required because of the technical nature of the course, because most students are not familiar with “a linguistic point of view,” and because an introductory course in this discipline requires a rather steep learning curve. But the professional rewards can be great. The State of California is requiring its public school teachers to know increasingly more about linguistics in general and about language acquisition and development in particular so that teachers may analyze language difficulties and help their students move toward proficiency in the majority language (English). In addition to the more obvious professional connection of linguistics to teaching, there is a strong connection between linguistics and other professions that depend on writing, editing, and public speaking. A PLNU journalism alumnus recently said it is the journalist with a linguistics background--one who can do editing knowledgably--who is seriously considered for professional advancement.

Sometimes the **office hours** posted at the professor's door are limited and do not fit the student's schedule. It is helpful for the student to email a request for an appointment 1-4 days before it is needed. Requests may also be made after class.

Proper physical presentation of assignments

Students should not submit loose sheets of paper, assignments enclosed in plastic covers, or multiple pages that are paper-clipped or dog-eared. Paper clips promptly fall off when a stack of papers is handled, and dog-ears are inappropriate in the university or the workplace. Use staples for multi-page submissions. If you do not own a **stapler**, buy one. Small metal clamps are preferable to paper clips. Be sure, also, to label each assignment either top left with your name, the date of submission, the professor's name and the course prefix and number, as well as the **identifying label of the assignment** itself. Multiple-paragraph writings deserve your **original title** (in addition to the assignment label with the date and your name). Essays and other short writings done outside class should be typewritten and multi-paragraph writings should be double-spaced both within and between paragraphs. (Note that industry standard [please use], Microsoft Word, tends to leave too much space between paragraphs unless you tell the program not to do so). Any submissions (in-class workshop and examination) that are handwritten must be easily legible. Multi-page manuscripts such as the research paper will be submitted digitally via Canvas. All manuscripts should present a running header (top right) that includes your last name and the (automatic) number of the page.

Mobile Phone, Email & Canvas

You are responsible for checking your PLNU email account and Canvas (**Google Chrome**, preferred browser) regularly for electronic messages from me (and sometimes from your classmates). You will be asked to share your mobile phone number with the professor, to be used in cases of emergency. You are fully accountable for all course material, announcements, communications that are distributed via email and Canvas; and I will send messages only via these sites. Be certain that the topic of each email message can be determined by reading the subject line that you assign to every message. Start the subject line of each email message to the professor with **LIN312** for easy, quick identification. Then follow the course number with a word or phrase that adequately labels the purpose of the message. Please let me know if you encounter technical problems, especially with Canvas. You may also contact ITS or go to a computer lab.

Questions about individual grades or **a student's progress** should be made directly to the professor via email or in person. Usually the professor will want at least a day to prepare a response.

Exams will be based on material and skills covered in class and in assigned readings. Items for evaluation are often application questions,

requiring the use of information and skills rather than merely a regurgitation of the facts. Most of examination content will address factual and theoretical content and vocabulary not explicitly reviewed in class but presented and explained only in the assigned readings (a few of which—handouts or postings in Canvas—may not have been listed in the advance tentative schedule). At any point in the semester, material covered earlier may reappear in assignments, quizzes, and exams. (The skills portion of the course is cumulative and developmental.) Enter exam dates on your calendar at the beginning of the semester, and do not expect special early proctoring of exams to facilitate student travel plans for reasons other than emergencies. **Quizzes** cover mainly the readings due on the day the exam is due, but they may refer back to earlier concepts covered in earlier readings.

In-Class Workshops

The purpose of the usual class session is to practice and apply the concepts of the recent readings. This process will frequently offer opportunities to clarify concepts and procedures. From time to time supplementary materials that broaden or deepen the scope of the readings will be introduced in Workshop. It is assumed for the most part that readings guided by study questions and vocabulary study and quizzed online will prepare students for further engagement in the classroom workshops. Supplementary materials sometimes are included in examinations. Occasionally **mini-lectures** will address new material that you have read about for that class session and will move beyond the readings. Thorough students negotiate a **reciprocal relationship** with one or more peers in the class whereby they help each other with class workshop note-taking and sharing when the peer must be absent. Missed in-class workshops cannot be made up, but enterprising students and their empathetic peers can often fill that gap adequately.

Up to twenty-three (23) handwritten **workshop** worksheets, along with the student’s level of engagement with the professor and with peers during workshops will determine workshop scores. Sheets must be submitted at the end of the workshop, unless otherwise directed. The lowest workshop score will be dropped. (It is not wise to miss all or part of a class session simply to complete and submit a perfect assignment due that day—or to take full advantage of the opening of a registration portal for the next semester.) Selected portions of workshop worksheets will be marked qualitatively. Others will be marked only quantitatively.

Please **label all manuscript assignments** clearly with the label of the assignment and the date of submission. About ninety percent of the **vocabulary** in introductory linguistics will be the boldface terms in the main textbook. Students may ask for a supplementary list before each exam. Students are expected to be able to compose originally-worded, terse definitions based on their reading. Sometimes examples of the phenomenon named by the term will also be requested.

Name Essay: The essay that results from each student’s exploring several of his/her family/given names requires the student to use and cite a number of etymological sources in print and on line. The essay is meant to be part hard research and part whimsical speculation. An example paper will be offered online.

Research Project: The purpose of the research project is to get students out of the classroom and into the field (optional) and library and the Internet to search in-depth for research-based answers to questions that are difficult to answer or that are seldom addressed in the linguistics research literature. Students should clearly build their research projects on core theoretical material coming from the main textbook and from the professor’s lectures and optionally from other sources. The research project may be at its core either **field or library** based. A field-based project normally (but not always) involves a minimum of 20 hours of service learning and observation on the site to be negotiated with the professor (does not include travel time), serving under a primary supervisor, requiring **a reflective journal** of at least 2,500 words, and an essay that draws on (a) reflection and (b) specific observation (as voyeur and auteur) as well as insight from (c) at least two sources not already read for the course, as well as (d) the other LIN 312 studies to write a thesis-controlled essay of insight. The field-based project must cite at least one print and one on-line source and include them in the 1,250-word essay’s bibliography. The library-based project must cite at least three print and three on-line sources (not already read for the course) and include them in the 3,000-word essay’s annotated bibliography. Please note that—as in the field-based paper—in the library-based project it is important that an original thesis control the development of the analytical discussion throughout the paper. Several step-wise assignments from topic (linguistic issue) to finished manuscript allow for professor’s feedback and some peer review.

Posting and Calculation of Grades: Scores will be posted in Canvas, which will be the official grade book of the course. Course estimates at mid-term will be posted in the mypointloma Portal. Lowest scores are not so labeled and excluded from calculation until after the last item of that category has been posted: in this course, Online Quizzes and In-class Workshops.

Borderline course grades are determined by a combination of class participation, attendance, and the grade trend in the second half of the semester. If you have an energetic, take-control approach, steady participation in discussion and group activities, and no more than two absences for the semester, you can expect to be increased a point to the next grade category.

Grading

The **point distribution** in the course will be approximately as follows:

Weights of Semester Course Grade		
Categories	Percentage	Your Points Earned

Quizzes	20	
Workshops	10	
Exams	40	
Research Components in Blog	30	
	100	

Grading		
Assignments	Point Value	Your Points Earned
Online Quizzes on reading	30 points each (modular, the lowest dropped)	
In-Class Workshops	10 each (modular, the lowest dropped)	
Three Comprehensive Exams	100 each	
Respondents to Research Presentations (Final Exam session)	15 points	
<p>Research Blog (Each student should respond thoughtfully to two peers in each blog; must ensure coverage of class.)</p> <p>Name Essay (Blog 1)</p> <p>Research Question, Hypothesis w/ 2 annotated source citations (Blog 2)</p> <p>Problem/Issue, Research Question & Rationale w/ 4 annotated source citations (Blog 3)</p> <p>Book Report with Team (Oral, w/ Prezi or PowerPoint) (Blog 4)</p> <p>Annotated Bibliography (Blog 5)</p> <p>Revised RQ, Thesis, Point Outline to 2nd level (Blog 6)</p> <p>Draft Research Essay w/ RQ, Thesis, Outline & Annotated Bibliography (Blog 7)</p> <p>Oral Presentation w/ PowerPoint or Prezi (Blog 8)</p> <p>Revised Research Essay w/ RQ, Thesis, Outline</p>	<p>50 points</p> <p>10</p> <p>10</p> <p>30</p> <p>10</p> <p>10</p> <p>100</p> <p>50 (Examination points)</p> <p>(updated 100 from draft)</p>	

& Annotated Bibliog (Blog 9)	above)	
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Grade range equivalencies:

A	93-100 Percent
A-	90-92
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	Below 60

Last Updated: 9/2/15

TENTATIVE SCHEDULE OF ASSIGNMENTS & MEETINGS
LIN 312 – FA 15 – Bowles – 9:30-10:45 TR – BAC 102

Class Meetings and Topics	Online Quizzes, In-class Exams	Research Due <i>In-class Emphasis</i>	Readings Due
Week 1	Getting to know each other, the Course, & the Subject Area What is a scientific definition of language and what is linguistics? What makes a good research project?		
R 9/3 Introductions; Talking about possibilities for research		<i>Introductory lecture on Language and Linguistics</i> <i>Book Team Assignments</i>	LF 1.4 “Design Features of Language (17-23) (0.5 hr minimum)
Week 2	Why do we consider signing as a language? What library sources are available?		
T 9/8 Module 1: Nature of language Study of linguistics	Online Q1 due 8:30AM (available 24 hr ahead)	Workshop 1 in class <i>Guest Mini-Lecture: Prof. Wanda Gailey on Sign Language as legitimate linguistic system</i>	ITL Ch 1 “What is Language?” ITL (1-32) LF 1.5 “Language Modality” (24-29) (1.5 hr min)
R 9/10 Finding excellent sources of info in linguistics research	Library Instruction Ryan Library, 202	Due in class, individually: Hard copy of 4(+) issues/problems in linguistics in which you have significant interest. Please rank order the items (Blog 4: On the appointed day, an Oral Report will be made by your Book Report Team , illustrated by a Prezi or PowerPoint, which must be linked/attached to in your Blog 4 12 hr before the oral report. In Blog 4, each	

		<p>student peer must respond to at least five book team postings.) (Planning, creating & editing visuals, rehearsing oral presentation alone and with partner: 2.5 hr minimum per student)</p>	
Week 3	<p>What do we know about the structure of words? What have we learned about the linguistic dimensions of our names?</p>		
T 9/15 Module 2: Morphology	Online Q2 due 8:30AM (available 24 hr ahead)	Workshop 2 in class	<p>ITL Ch 2 "Morphology: The Words of Language" (33-75)</p> <p>LF 4.2 "Morphological Processes" (157-164) (2 hr min)</p>
R 9/17 (Morphology, continued)		<p>Blog 1: Name Essay. Please post essay attached to Blog 1. In the text box of Blog 1, reflect on the research and writing in a paragraph that gives among other things a linguistic insight you learned in the process. Due 8:30AM. (2 hr min)</p> <p>Each student peer will respond <i>substantially</i> in content—but succinctly and briefly--to at least three name essays (ensuring that there are a similar number of responses to all students). Begin each peer response with the name of the student whose blog you are responding to. Honest questions (e.g., What do you mean by) and humble suggestions (e.g., You might consider saying something like) are always appropriate. Due 8:30 AM Sat, 9/19. (0.5 hr min)</p> <p><i>Follow-up to Workshop 2</i></p>	
Class Meetings and Topics	Online Quizzes, In-class Exams	Research Due In-class Emphasis	Readings Due
Week 4	<p>How are words ordered to make utterances? In what directions would we like to go in our research projects?</p>		
T 9/22 Module 3: Syntax	Online Q3 due 8:30AM	Workshop 3 in class	<p>ITL Ch 3 "Syntax: The Sentence Patterns of Language"(76-138)</p> <p>LF 5.5 "Constructing a Grammar" (222-229) (3 hr min)</p>
R 9/24 (Syntax, continued) A preview to Exam 1		<p>Blog 2: Research Question, Hypothesis w/ 2 annotated source citations in good MLA or APA format (specialized encyclopedia article and scholarly journal article preferred). Annotations say why a source is of high quality or appropriateness. Due 8:30AM. (1.5 hr min)</p> <p>Each student peer will respond <i>substantially</i> in content—but succinctly and briefly--to at least three</p>	

		<p>peers' Blog 2 original posts (ensuring that there are a similar number of responses to all students). Begin each peer response with the name of the student whose blog you are responding to. Honest questions (e.g., What do you mean by ...?) and humble suggestions (e.g., You might consider saying something like) are always appropriate. Due 8:30 AM Sat, 9/26.</p> <p style="text-align: right;">(0.5 hr min)</p> <p>Follow-up to Workshop 3</p> <p><i>A preview of Exam 1</i></p>	
Week 5	<p>How does language make meaning? What rules govern the way we engage each other with language? How well can you explain what you are learning?</p>		
T 9/29 Module 4: Semantics & Pragmatics	Online Q4 due 8:30AM	Workshop 4 in class	ITL Ch 4 "The Meaning of Language" (139-188) LF 4.2.3 "Affixation of Signed Languages" (157-160) (2.5 hr min)
R 10/1	Exam 1 (in class)		
Class Meetings and Topics	Online Quizzes, In-class Exams	Research Due In-class Emphasis	Readings Due
Week 6	<p>What do we know about sound systems in languages? What are you discovering in answer to your research question?</p>		
T 10/6 Module 5: Phonetics	Online Quiz 5 due 8:30AM	Workshop 5 in class <i>Guest Mini-Lecture: Prof. Wanda Gailey on Phonetics of Sign Language</i>	ITL Ch 5 "Phonetics: The Sounds of Language" (189-223) LF 2.7 "The Phonetics of Signed Languages" (80-88) (2.5 hr min)
R 10/8 (Phonetics, continued)		<p>Blog 3: Update your prof and classmates with any changes to the way you define the Problem/Issue, Research Question, Rationale, Sources. Tell us what you have done on your project in the last 2 wk, and add a citation in good MLA or APA format for a good book source and/or online source (with annotation). This should now total at least four sources: minimum of 1 online; 1 ling encyc art; 1 schol j art; and 1 bk or sec of a bk. Please prefer scholarly journal articles over other sources. Due 8:30AM.</p> <p style="text-align: right;">(3 hr min)</p> <p>Each student peer will respond <i>substantially</i> in content—but succinctly and briefly--to at least three peers' Blog 3 original posts (ensuring that there are a similar number of responses to all students). Begin each peer response with the name of the student whose blog you are responding to. Honest questions (e.g., What do you mean by ...?) and humble suggestions (e.g., You might consider saying something like) are always appropriate. Due 8:30AM, Sat, 10/10</p> <p style="text-align: right;">(0.5 hr min)</p> <p>Follow-up to Workshops 4 & 5</p>	

Class Meetings and Topics	Online Quizzes, In-class Exams	Research Due <i>In-class Emphasis</i>	Readings Due
Week 7			
How do individual phones make meaning? What breakthroughs or cul-de-sacs have you experienced in research?			
T 10/13 Module 6: Phonology	Online Quiz 6 due 8:30AM	Workshop 6 in class	ITL Ch 6 “Phonology: The Sound Patterns of Language” (224-278) LF 3.1 “Phonotactic Constraints and Foreign Accents” (103-107) LF 3.4 “Implicational Laws” (124-127) LF 3.5 “How to Solve Phonology Problems” (128-133) (3.5 hr min)
R 10/15 (Phonology, continued) A preview to Exam 2		(Note: Blog 4 is your Team Book Report) Blog 5: Update your readers on any changes since last week. Add a thesis statement to answer your RQ in a single sentence, and attach your full annotated bibliography (in standard format, MLA or APA style, double-spaced, in hanging indentation). For a 2,500-word source-based thesis essay, readers normally expect at least ten sources cited in the essay. Generally, in a university essay, we expect more scholarly journal articles than any other type. Due 8:30AM. (2 hr min) Each student peer will respond <i>substantially</i> in content—but succinctly and briefly--to at least three peers’ Blog 5 original posts (ensuring that there are a similar number of responses to all students). Begin each peer response with the name of the student whose blog you are responding to. Honest questions (e.g., What do you mean by ...?) and humble suggestions (e.g., You might consider saying something like) are always appropriate. Due 8:30AM, Sat, 10/18. (0.5 hr min) Follow-up to Workshop 6 A preview of Exam 2	
Week 8			
Is sociolinguistics more than dialect study? Are you mastering the basics of the course?			
T 10/20 Module 7: Sociolinguistics	Online Quiz 7 due 8:30AM	Workshop 7 in class	ITL Ch 7 “Language in Society” (279-336) LF 10.5 “Language and Identity” (436-441) (2 hr min)
R 10/22	Cumulative Exam 2 (in class)		

Week 9		Linguistic change, reconstruction of languages, and the linguistic family tree. How will your research essay bring your unique understanding to the ongoing scholarly conversation? How will the reading teams enrich our linguistic conversation?	
T 10/27 Module 8: Historical- Comparative Linguistics	Online Quiz 8 due 8:30AM	Workshop 8 in class	ITL Ch 8 “Language Change: the Syllables of Time” (337-393) LF 12.6 “Language Endangerment and Language Death” (504-507) (2.5 hr min)
R 10/29 (Histor-Compar, continued)		Blog 6: Update your readers on your research project, noting any changes or breakthroughs or needs. Attach a point outline to the second level. Make certain the current RQ, thesis, rationale and outline are all consistent with each other. Due 11AM. (1.5 hr min) Each student peer will respond <i>substantially</i> in content—but succinctly and briefly--to at least three peers’ Blog 6 original posts (ensuring that there are a similar number of responses to all students). Begin each peer response with the name of the student whose blog you are responding to. Honest questions (e.g., What do you mean by ...?) and humble suggestions (e.g., You might consider saying something like) are always appropriate. Due 8:30AM, Sat, 10/31. (0.5 hr min) Book Report #1: Follow-up to Workshops 7 & 8	
Class Meetings and Topics	Online Quizzes, In-class Exams	Research Due In-class Emphasis	Readings Due
Week 10		Child acquisition, adult input and Bilingualism	
T 11/3 Module 9: Language Acquisition	Online Quiz 9 due 8:30AM	Workshop 9 in class	ITL Ch 9 “Language Acquisition” ITL (394-443) LF 8.1 “Theories of Language Acquisition” (313-320) (2 hr min)
R 11/5 (Language Acquisition, continued)		Book Report #2: Follow-up to Workshop 9	
Week 11		What have brain injuries taught us about the way language is processed in the human brain?	
T 11/10 Module 10:	Online Quiz 10 due	Workshop 10 in class	ITL Ch 10 “Language Processing and the

Neurolinguistics	8:30AM		Human Brain" (444-494) LF 9.7 Experimental Methods in Psycholinguistics (392-394) (2.5 hr min)
R 11/12 (Neurolinguistics, continued)		Book Report #3: Follow-up to Workshop 10	
Class Meetings and Topics	Online Quizzes, In-class Exams	Research Due In-class Emphasis	Readings Due
Week 12	Language and machines: Where are the limits?		
T 11/17 Module 11: Computational Linguistics	Online Quiz 11 due 8:30AM	Workshop 11 in class	ITL Ch 11 "Computer Processing of Human Language" (495-526) LF 16.5 "Corpus Linguistics" (639-641) (2 hr min)
R 11/19 (Computational, continued)		Blog 7: In the text box, post your reflection on the strengths and weaknesses of your Research Essay Draft . Post your full 10-page draft as an attachment. It should include RQ, Thesis, Point Outline, pagination, parenthetical citations in text, and full annotated bibliography. (10 hr min over several days) Each student peer will respond <i>substantially</i> in content—but succinctly and briefly--to at least two peers' Blog 7 original posts (ensuring that there are a similar number of responses to all students). Begin each peer response with the name of the student whose blog you are responding to. Honest questions (e.g., What do you mean by ...?) and humble suggestions (e.g., You might consider saying something like ...) are always appropriate. Due 8:30AM, Sat, 11/21. (1.5 hr min) Follow-up to Workshop 11	
Week 13	What are the types of writing in the languages of the world? Happy Thanksgiving		
T 11/24 Module 12: Language and Writing	Online Quiz 12 due 8:30AM	Workshop 12 in class	ITL Ch 12 "Writing: The ABCs of Language" (527-554) LF 15.3 "The Historical Evolution of Writing Systems" (606-611) (2 hr)
R 11/26	Thanksgiving Recess (No class)		
Week 14	Getting ready for the last examination		

T 12/1 (continue Language and Writing)		Book Report #4: Follow-up to Workshop 12	
R 12/3 A preview to Exam 3		Book Report #5: A preview of Exam 3 A Conversation on Practical Applications	LF 17.0-17.6 "Practical Applications" (648-672)
Class Meetings and Topics	Online Quizzes, In-class Exams	Research Due In-class Emphasis	Readings Due
Week 15			
T 12/8		Book Report #6: Book Report #7: Wrapping up a Semester	
R 12/10	Cumulative Exam 3 (in class)		
Final Exam Week			
T 12/15 10:30-1:00	ORAL PRESENTATIONS (A schedule of presentation will be provided by the professor. A guide for visuals and oral presentation will also be provided. Students as respondents will receive variable Examination points for participation.) Blog 8: Oral Presentations of Research with PowerPoint or Prezi in class. PowerPoint or Prezi posted in Blog 9 with reflection on strengths and weaknesses of the oral presentation and visuals posted in blog text box by 11:59 PM, T, 12/16. (Blog 8 = Examination points)		
R 12/17, noon	Blog 9: Revision of Research Essay (Blog entry in text box should be a reflection on what was learned from the research experience and how this version of the essay is improved. If you decided not to resubmit, the reflection should explain why you felt the draft was adequate. Blog 9 = Research points)		