

**University of North Texas at Dallas
Spring 2016 SYLLABUS**

LING 3060D.021: Principals of Language Study (3 Hrs)	
College of Teacher Education and Human Services	
Instructor Name:	Dr. Katie Welch
Office Location:	UNT Dallas, Building 1, 301C or D
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Email Address:	katie.welch@untdallas.edu
Office Hours: (in-person)	Thursday 2:30 p.m.– 5:30 p.m. (or by appointment)
Office Hours (virtual)	Monday –Wednesday: 10 a.m. - noon
Classroom Location:	Founders Hall #338
Class Meeting Days/Times:	Thursday 5:30 – 6:50 p.m. (<i>Hybrid</i>)
Course Catalog Description:	An introductory linguistics course that focuses on the structure of English (sociolinguistics, phonology, morphology, orthography, pragmatics, and syntax). The course includes literacy development, the history of English, dialects of American English and problems of usage.
Required Text:	*Shappeck, Marco & Welch, Catharine. (2012). <i>Linguistics for Pre-service educators</i> . *Peyo (Illustrator). (1973). <i>Smurf vs. Smurf</i> . Published by Pepercutz.
PDFs on Blackboard	*Shappeck, Marco & Welch, Catharine. (2012). <i>Linguistics for Pre-service educators</i> .
Access to Learning Resources:	UNT Dallas Library: (972) 780-3625 http://www.unt.edu/unt-dallas/library.htm Texas Education Agency: http://www.tea.state.tx.us/http://www.tea.state.tx.us/ http://www.tea.state.tx.us/
Course Goals or Overview:	
The aim of this course is to provide a background in several core areas of the study of human language: phonetics and phonology (sound structure and patterns), morphology (word structure), syntax (sentence structure), and socio-linguistics (language use and style). Additional topics to be addressed include dialects, social aspects of language variation, and language change.	

Learning Objectives/Outcomes: <i>(All outcomes below align with the INTASC, TEKS, and ELPS standards.)</i>	
At the end of this course, the student will be able to . . .	
1	analyze the sounds in a language and the relationships between them;
2	analyze the structure of words;
3	analyze the structure of phrases and sentences;
4	understand the processes by which languages change;
5	become familiar with varieties of English and to understand why these varieties exist;
6	become familiar with consequences and potential of using phonics and whole-word approaches to reading;
7	understand the relationship between written and spoken language; and
8	apply knowledge of the structure of language (sounds, words, phrases, and sentences) to the elementary school classroom setting. school classroom setting.
INTASC Standards	The Interstate Teacher Assessment and Support Consortium (INTASC) standards as they relate to the study of language
#1 Knowledge of Subject (Subject Matter)	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
#2 Learning and Human Development (Student Learning)	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
#3 Adapting Instruction (Diverse Learners)	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
#4 Strategies (Instructional Strategies)	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
#5 Motivation and Management (Learning Environment)	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
#6 Communication Skills (Communication)	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
#7 Planning (Planning Instruction)	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
#8 Assessment	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
#9 Commitment (Reflection and Professional Development)	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
#10 Partnerships (Collaboration, Ethics, and Relationships)	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

ELA Standards	Generalist EC-6: STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA)
Standard I: Oral Language.	Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and

	provide a variety of instructional opportunities for young students to develop listening and speaking skills.
Standard II: Phonological and Phonemic Awareness	Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
Standard III: Alphabetic Principle	Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
Standard V. Word Analysis and Decoding	Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
Standard IX: Writing Conventions	Teachers understand how young students use writing conventions and how to help students develop those conventions.
Standard XI. Research and Inquiry Skills	Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Mode	Date	Topic(s)	Reading	Graded	Competencies
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Chapter 1: Sociolinguistics					
	Thurs, Jan 21 In-Class Session #1	Introduction	Syllabus		Obj. 1, 2
	Online Session #1	Introduction: The word "like"	Introduction	Quiz #1	Obj. 1, 2
	Thurs, Jan 28 In-Class Session #2	Linguistic Attitudes / Language Change	Sections 1.1 & 1.2		Obj. 4, 5
	Online Session #2	Grammar(s) / Standard American English	Sections 1.3 & 1.4	Online Work #1	Obj. 4, 5
	Thurs, Feb 4 In-Class Session #3	Linguistic Discrimination / Spanglish	Sections 1.5 & 1.6		Obj. 4, 5
	Online Session #3	African-American Vernacular English	Section 1.7	Online Work #2	Obj. 4, 5
	Thurs, Feb 11 In-Class Session #4	Appalachian English	Section 1.8		Obj. 4, 5

	Online Session #4	Smurfshop: Sociolinguistics	Chapter 1	Quiz #2 Smurf Project	Objs. 1,2,4,5
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	Chapter 2: Phonology				
	Thurs, Feb 18 In-Class Session #5	Overview of English Phonemes	Section 2.1		Obj.1
	Online Session #5	Articulation of Consonants	Section 2.2	Quiz #3	Obj. 1
	Thurs, Feb 25 In-Class Session #6	Articulation of Vowels	Section 2.3		Obj.1
	Online Session #6	Phon/Phonemic Awareness	Sections 2.4 - 2.10	Quiz #4	Obj.1,6,7,8

	Chapter 3: Orthography				
	Thurs, Mar 3 In-Class Session #7	Orthography: Grapheme- Phoneme Distinction	Sections 3.1- 3.3		Obj. 6, 7, 8
	Online Session #7	Orthography: Etymology and Word Relationships	Sections 3.4-3.6	Online Work #3	Obj. 6, 7, 8
	Thurs, Mar 10 In-Class Session #8	<i>Smurfshop: Phono and Ortho</i>		Smurf Project	

Chapter 4: Morphology					
	Online Session #8	Word Formation	Section 4.1	Online Work #4	Obj. 2
****Spring Break****					
	Thurs, Mar 24 In-Class Session #9	Morphemes and Affixation	Sections 4.2 & 4.3		Obj. 2
	Online Session #9	Types of Affixes / Lexical Categories	Sections 4.4 – 4.6	Online Work #5	Obj. 2
	Thurs, Mar 31 In-Class Session #10	Affixation and Changing Lexical Category	Section 4.7	Quiz #5	
	Online Session #10	<i>Smurfshop: Morphology</i>		Smurf Project	

Chapter 5: Syntax					
	Thurs, Apr 7 In-Class Session #11	Parts of Speech Subject and Predicate	Section 5.1 & 5.2		Obj. 2, 3
	Online Session #11	Noun Phrase Prepositional Phrase	Section 5.3 & 5.4	Online Work #6	Obj. 2, 3
	Thurs, Apr 14 In-Class Session #12	Action Verbs	Section 5.5		Obj. 2, 3
	Online Session #12	Linking Verbs	Section 5.6	Quiz #6	Obj. 2, 3

	Thurs, Apr 21 In-Class Session #13	Sentence Analysis	Section 5.7		Obj. 2, 3
	Online Session #13	Sentence Analysis (continued)	Section 5.7	Quiz #7	Obj. 2, 3
	Thurs, Apr 28 In-Class Session #14	Active and Passive Voice	Section 5.8		Obj. 2, 3
	Online Session #14	Syntax Review / Preparation for Syntax Quiz		Quiz #8	Obj. 2, 3, 8
	Thurs, May 5 In-Class Session #15	<i>Smurfshop: Syntax</i>		Smurf Project	Obj. 2, 3
	Thurs, May 12 Final Exam Week In-Class Session #16 10 a.m.	Final Exam	TBA	Final Exam	

Course Evaluation Methods: This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Quizzes – short, written assessment designed to measure knowledge of presented course material

Online Work – short online assignments designed to measure knowledge course material

Smurf Project – designed for application of concepts presented in course material

Exam – assessment designed to measure knowledge of presented course material material

Instrument	Total
Quizzes (8 @ 50 pts.)	400
Online Work (point distribution varies)	250
Smurf Project (4 parts @ 50 pts.)	200
Final Exam: (1 @ 150 pts.)	150
Total Points:	1000

Grade Determination:

A = 900 pts or better = 90% or better

B = 800 – 899 pts = 80 – 89 %

<p style="text-align: center;"> C = 700 – 799 pts = 70 – 79 % D = 600 – 699 pts = 60 – 69 % F = 599 pts or below = less than 60% </p>

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Graded Assignment Policy:

Exams and quizzes should be taken as scheduled. All graded assignments should be turned in on the due date indicated in the course schedule. If you are unable to complete a graded assignment by the deadline indicated, the following scenarios are applicable:

- 1) Students may contact me at least 24 hours prior to the scheduled deadline to make other arrangements. With prior approval from instructor, there will be no penalty assessed for late work.
- 2) All non-approved late assignments will be penalized one letter grade per day late.
 - a. 10 minutes – 24 hours late: highest grade assessed is a B
 - b. 24 to 36 hours late: highest grade assessed is a C
 - c. 36 to 48 hours late: highest grade assessed is a D

- 3) All non-approved late assignments turned in more than 48 hours late will receive a zero (0). Students concerned about a late assignment grade are encouraged to make an appointment with me to discuss the situation during office hours. Alternative assignments may be available on a case-by-case basis.

Exam Policy: Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html