



Fayetteville State University
College of Arts and Sciences
Department of English

ENGL 230-01 Introduction to Linguistics

Fall 2011

"Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society"

I. Locator Information:

Credit Hours: 3

Course Number and Name: ENGL 230-01 Introduction to Linguistics

Course Location & Meeting Time: MWF 10:00 a.m. –10:50 a.m. Butler 342

Office Hours: MWF 8:20 a.m.-10 a.m. & Noon -1:00 p.m.

Other times by appointment

Instructor: Dr. Ji Young Kim

Office Location: Butler 134

Office Telephone: 672-1848

e-mail: jkim@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description

An introduction to the inductive method of studying language, exploring the phonological, morphological, and syntactical aspects of language, dialectical variations, graphemics, sound, spelling, linguistic changes, bilingualism, field linguistics, psycholinguistics, sociolinguistics, uses of linguistics, and related topics. Prerequisites: ENGL 110 and ENGL 120.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook

Denham, Kristin & Lobeck Anne. Linguistics for Everyone. Wadsworth, 2010.

V. Student Learning Outcomes for English 230:

Upon completion of this course, students should be able to

- 1) Recognize the diversity of language systems and their fundamental similarities and constant change.
- 2) Recognize historical developments between and within languages (for example, Old English to Present-Day English).
- 3) Employ IPA (International Phonetic Alphabet) symbols to differentiate and transcribe sounds.
- 4) Explain phonological rules.
- 5) Distinguish lexical categories and morphological structures.
- 6) Examine their beliefs and attitudes about language and language use.
- 7) Construct phrase structure diagrams ("tree diagrams") to differentiate and transcribe sounds.

VI. Course Requirements and Evaluation Criteria

- a. Grading Scale – The University grading scale will be utilized to determine all graded work in this class. Find below the grading symbols of the University, and their numerical equivalents.
A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59% or less
- b. Attendance Requirements – According to the Fayetteville State University Undergraduate Catalog, "Class attendance is required for all students enrolled in courses at the 100 and 200 levels. Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies." In regards to tardiness, the FSU Catalog states, "Students are required to arrive at each class on time and remain in class until dismissed by the instructor." It is important for you to attend class. I do not accept makeup work for unexcused absences. Having poor attendance lowers your grade for the course.
- c. Graded Assignments

Assignments	Percentage of Final Grade
Homework Assignments will be given frequently; they give practice in applying the principles studied in class and in analyzing particular linguistic phenomena. Worksheets will be reviewed in class. Students are required to correct any incorrect answers on their worksheet before submission.	20%
Web-Quizzes	20 %
Midterm Exam will test knowledge of basic facts and concepts covered in the first half of the course.	20%
Article Review: These short readings are from the PBS website	20 %

<p>accompanying the series "Do you speak American?"</p> <p>Post your summary and response and give feedback to two other peers.</p> <ul style="list-style-type: none"> • Carmen Fought, "Are Dialects Fading?" http://www.pbs.org/speak/seatosea/americanvarieties/tv/ • J.K. Chambers, "Talk the Talk?" http://www.pbs.org/speak/ahead/mediapower/media/ • John Fought, "R-ful Southern" http://www.pbs.org/speak/seatosea/americanvarieties/southern/ • John Fought, "Gatekeeping" http://www.pbs.org/speak/speech/correct/gatekeeping/ • Dennis R. Preston, "They Speak Really Bad English Down South and in New York City" http://www.pbs.org/speak/speech/prejudice/attitudes/ • Jim Quinn (1997), "Phillyspeak", <i>The Philadelphia Citypaper</i>, August 14–21, 1997. http://citypaper.net/articles/081497/article008.shtml 	
<p>Final Exam</p>	<p>20%</p>

- d. Policy on Missed or Late Assignments –Any missed or late assignment / tests will not be accepted. Students with valid documentation of excused absences may make up their missed or late assignments/ tests.
- e. **Academic Dishonesty:** According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she *attempts* to cheat or plagiarize, *cheats* (receiving unauthorized aid or assistance on any form of academic work), *plagiarizes* (copies the language structure, ideas and/or thoughts of another without giving appropriate recognition and/or adopting it as one’s own original work), *falsifies* (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work), or *aids and abets* others to cheat or plagiarize. Penalties include failing the course, suspension, and expulsion, and will be prosecuted to the fullest extent possible.
- f. I expect you to organize your ideas systematically and adhere consistently to conventions of Standard Written English (SWE). You should also demonstrate in your writing a clear understanding and application of research methods for academic papers with appropriate use of format and citations, preferably MLA. For example, every paper

should have a title, a date of submission, and your name on a title page at the beginning.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VII. Student Behavior Expectations: -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor may deduct as many as twenty points from the student's next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

VIII. Academic Support Resources- Smarthinking, University College Learning Center and **Purdue University's Online Writing Lab**
<http://owl.english.purdue.edu/>.

IX. Course Outline and Assignment Schedule

Class	In Class Activities & Topics	Work Due
Week 1 8/19	Course Expectations: overview, mechanics, course policies and procedures; Course syllabus.	
Week 2 8/22-26	Ch1. What Is Language and How Do We Study It? Ch.2 The Human capacity for Language	What Is Correct Language? http://www.lsadc.org/info/ling-fields-prescrip.cfm

		Review, Practice and Explore p. 25-28
Week 3 8/29- 9/2	Ch. 3 Phonetics: Describing Sounds	Review, Practice and Explore p. 95-p.100
Week 4 9/7-9	No class: Labor Day (September 5) Phonetic Transcription	Worksheet Take the web-quiz for Chapter 3 and email me your result
Week 5 9/12-16	Ch. 4 Phonology: The Sound Patterns of Language	Review, Practice and Explore p.133-138 Take the web-quiz for Chapter 4 and email me your result
Week 6 9/19-23	Ch. 5 Morphology: Words and Their Parts	Worksheet Take the web-quiz for Chapter 5 and email me your result
Week 7 9/26-30	Ch. 6 Morphological Typological and Word Formation	Work on Key Terms Review, Practice and Explore p.206-210 Take the web-quiz for Chapter 6 and email me your result
Week 8 10/3-7	Midterm Review (Cha1-6) Midterm Examination (October 7)	
Week 9 10/10-14	Ch. 7 Syntax: Heads and Phrases Phrasal structure rules	Review, Practice and Explore p.237-244 Take the web-quiz for Chapter 7 and email me your result
Week 10 10/19-21	No class: Mid-semester Break (October 17- 18) Ch. 8 Syntax: Phrase Structure and Syntactic Rules	Worksheet
Week 11 10/24-28	Drawing Syntactic Trees	
Week 12 10/31-11/4	Ch. 9 Semantics: Making Meaning with Words	Take the web-quiz for Chapter 9 and email me your result
Week 13 11/7-9	No class: Veteran's Day (November 11) Ch. 10 Semantics and Pragmatics: Making Meaning with Sentences	Review, Practice and Explore p.352-357
Week 14 11/14-18	Performance Speech Acts and Grice's Maxims of Conversation	Take the web-quiz for Chapter 10 and email me your result

Week 15 11/21-23	Ch. 12 English Goes Global No class: Thanksgiving (November 25)	Review, Practice and Explore p.430-432
Week 16 11/28-12/2	Article Review: These short readings are from the PBS website (Posted in Bb)	Post your article review in Bb and respond to two other peers.
12/9 (F)	Final Examination	

Note: As the instructor, I reserve the right to make changes, when necessary, to this course outline.

X. TEACHING STRATEGIES

Teaching strategies include the use of structured overview, large and small group activities, individual and group projects, individual oral presentation, reflections, structured overview, demonstration, discussion, Internet research and reading.

XI. Bibliography (Suggested Readings, Internet and/or Multi-media Resources)

Alfano, Christine, and Alyssa O'Brien. Envision: Persuasive Writing in a Visual World. New York: Pearson Longman, 2005.

Costanzo, William. The Writer's Eye: Composition in the Multimedia Age. Boston: McGraw Hill, 2008.

Crystal, David. The Cambridge Encyclopedia of the English Language. New York: Cambridge UP, 1995.

Durkin, Diane and Lisa Gerrard. Seeking Common Cause: Reading and Writing in Action. Boston: McGraw Hill, 2006.

Mayberry Katherine. For argument's sake. New York: Longman, 1999.

McWhorter, Kathleen. Successful College Writing. Boston: Bedford/St. Martin's, 2006.

Langan, John. College writing skills with readings. Boston: McGraw Hill, 2001.

Kennedy X. J, et. Al. The Bedford guide for college writers. Boston: Bedford/ ST Martin's. 2005.

Sedley, Dorothy. Anatomy of English: An Introduction to the Structure of Standard

American English. New York: St. Martin's Press, 1990.

Skwire, Sarah and David Skwire. Writing with a Thesis: A Rhetoric and Reader. Boston: Thomson Wadsworth, 2005.

Trent, Mary. Ethics in the 21st Century. New York: Longman, 2005.

Trimbur, John. The Call to Write. New York: Person Longman, 2007.

Webb, Igor. Ideas Across Time: Classic and Contemporary Readings for Composition. Boston: McGraw Hill, 2008.