

ENG 219 Introduction to Linguistic Science

Class Meetings: T/R 9:30 – 10:45 am

Instructor: Dr. Mary Lou Vercellotti

Office Hours: Thur. 1:30 - 2:30 pm AND by appointment

Fall 2022

TC 414

Email: mlvercellott@bsu.edu

Zoom:

COURSE DESCRIPTION

What is the structure of words and phrases in the world's languages? What processes are used to create new words? How do we articulate speech sounds? What patterns are there in the sound system of a language? This course introduces the basic terms, concept, and methodology of linguistic science. We will analyze and describe aspects of language in an objective, precise to gain an understanding of how ordinary human language works and how complex and diverse it is. The course delivery will be blended, with both online and face-to-face components.

COURSE RATIONALE

This course provides background information about how language operates as a system and provides fundamental background for all other courses in linguistics, applied linguistics, and language teaching.

Learning Objectives Students will be able to:

1. Identify and categorize language parts in English and other languages at various linguistic levels (e.g., sound, word, sentence, discourse), subsystems of organized, interrelated system.
2. Describe and analyze data and patterns at various linguistic levels (e.g., phonemes, morphemes, grammatical constructions, discourse patterns).
3. Interpret and evaluate linguistic analysis using linguistic reasoning and content knowledge.
4. Explain linguistic patterns and linguistic phenomena.
5. Identify and interpret differences across speech communities (languages and cultures) in the social conventions of language use, including politeness and cross-cultural communications.
6. Identify and explain applications of linguistics to your education/career goal.
7. Successfully use technologies which support clear communication of course content

COURSE LEARNING OUTCOME	NACE Workplace Competencies
Identify and categorize language parts	Critical Thinking
Describe and analyze data and patterns	Communication, Critical Thinking
Interpret and evaluate linguistic analysis	Critical Thinking, Teamwork
Explain linguistic patterns and linguistic phenomena	Communication, Technology, Professionalism
Identify and interpret differences across speech communities	Critical Thinking, Equity & Inclusion
Identify and describe applications of linguistics	Communication, Career & Self Development
Use technologies which support clear communication	Communication, Technology

REQUIRED TEXT

Dawson, H. C. & Phelan, M. (2016). *Language Files: Materials for an Introduction to Language and Linguistics (12th edition)*. The Ohio State University Press.

Other readings will be in the module or available via Ball State University's Course Reserves. See Course Technology Module in Canvas for information about accessing Course Reserves.

TECHNOLOGY

In addition to the technology tools in Canvas, we will be using the following free and easy-to-use software program: *Explain Everything*

COURSE REQUIREMENTS

We will actively engage in course concepts. Active participation and intellectual engagement is vital to success. Course members have the opportunity to demonstrate knowledge of course content through a variety of assessments.

Assignments—Course members will complete assignments to practice using the relevant skills and knowledge needed to be successful on the exam. These assignments serve mainly as **formative assessments**, [assessment for learning](#), which means they are opportunities to inform future teaching and learning. These assignments are process-oriented--

- you will learn by doing the assignment, which means you may feel like you aren't sure of your answers. *Keep going! Don't give up!* It takes time to build these skills! *You can do it!*
- The assignments take time to complete. Start the assignments several days before the due date.

The topics of assignments can be discussed with course members—learning is social, but this collaboration should still follow the guidelines of academic honesty. If you collaborate, you must note collaborators in the assignment. Acceptable collaboration means that each person makes a contribution. Fake collaboration is where one person does the work, and someone else copies it; fake collaboration is cheating. In general, if you do not fully understand your submission, you are probably cheating. See assignments for details and grading criteria. Assignments will be submitted as a static document (not a link to another site) or a video, as described in the assignment description. Notice the **green Assignments** listed on the course schedule.

Exam—Course members will demonstrate knowledge of course terms and concepts in a closed-book exam. The exam includes declarative knowledge and application of linguistic methodologies to new data to solve linguistic problems. The quizzes and the assignments are excellent preparation for the exam.

Quizzes—Preparation for each class meeting is critical to your success because we will spend our class meetings doing higher-order thinking, which requires all course members to have knowledge of the basic terms and general concepts. There will be a short (5 question) closed-book in class Canvas quiz covering the assigned reading at the START of class. Getting 4/5 correct = 100% for that day. The lowest 2 quiz scores will be dropped. These quizzes incentivize class preparation and serve as formative assessments.

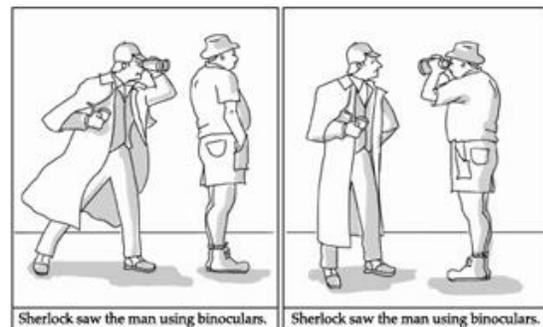
Academic Discussion—As an introductory course, we cannot cover every *extremely* interesting topic. This course requirement is an opportunity to explore additional linguistic topics and share it by posting it to the Discussion. These posts should demonstrate your application of course terms and concepts. Notice the **purple Academic Discussion** activities on the course schedule. See description for grading criteria.

EVALUATION

	#	Percentage of Course Grade	Final letter grades			
Assignments	6	40%	93-100%	A	73-76%	C
Academic Discussion	7	20%	90-92%	A-	70-72%	C-
Quizzes	≈ 15	15%	87-89%	B+	67-69%	D+
Exam	1	25%	83-86%	B	63-66%	D
Scores within categories will be averaged.			80-82%	B-	60-62%	D-
Course grade will be weighted by evaluation category as shown.			77-79%	C+	Below 60	E

Grades will be posted to Canvas. If you think there is an error in the calculation of your grade, please email me as soon as you notice it.

Notes/Qs?



LATE WORK

It is important to submit assignments on time because we will often discuss specifics of assignments in class. Working through activities and getting feedback are important to your learning, so I may accept assignments up to one week past the due date. Late assignments will be docked points (but it's better than a zero). If any assignment solution is reviewed, credit cannot be given for work turned in after that time because the submitted work would not be solely your own. (See academic honesty.)

ACADEMIC INTEGRITY

“Plagiarism is a species of intellectual fraud. It consists of unauthorized copying that the copier claims (whether explicitly or implicitly, and whether deliberately or carelessly) is original with him and the claim causes the copier's audience to behave otherwise than it would if it knew the truth” (Posner, 2007: 106).

We cannot participate in, condone, or ignore intellectual fraud. Ball State University's Section VII.B of the Code of Student Rights and Responsibilities defines academic dishonesty as using unauthorized aids during tests and other assignments as well as using someone else's work as your own. (It is also academic dishonesty to allow your work to be submitted by someone else!) The instructor is required to confront any student suspected of cheating to discuss the matter and decide on an appropriate resolution or response. The use of another author's words and phrases without proper citation, plagiarism, is another form of academic dishonesty. If you use someone else's words or ideas, cite the work properly. The instructor retains the right to penalize (e.g., give a score of zero for that assignment) any student who engages in any form of academic dishonesty so that other members of the learning community are not put at a disadvantage.

COURSE DIVERSITY AND INCLUSION

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [Beneficence Pledge](#) and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>.

We acknowledge and honor the Indigenous communities with ties to this region, particularly the [Myaamiaki](#) (Miami) and [Lenape](#) (Delaware) peoples. We urge everyone to engage with contemporary communities, to learn the [complex histories of this land](#), to look at who has and does not have access to its resources, and to examine your own obligations within this reparative work, which is key to enacting Ball State's commitment to [Inclusive Excellence](#). We recognize that a land acknowledgment statement is not enough; it must be coupled with action. In this course, we will: intentionally study languages and language use of Indigenous communities.

Diverse languages and dialects are welcome in this classroom. As we communicate with one another, both the reader/listener and the writer/speaker must be committed to the communication process, which means that we will listen patiently, work to understand one another, seek out clarification when necessary, and avoid correcting grammatical "errors." The instructor may need to draw our attention to differences in language use in order to clarify meaning for effective communication.

If you need course adaptations or accommodations because of a disability, please let me know as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodation can be provided. Contact Disability Services at 765-285-5293 or dsd@bsu.edu.

ADDITIONAL COURSE INFORMATION

Course Communication: Set your Canvas notifications to alert you when a course announcement is made; information about changing Canvas notifications is in the Course Technology module. For tech issues: contact the HelpDesk www.bsu.edu/helpdesk. Become familiar with our Canvas course site and seek help when necessary.

Best ways to reach me:

1. Join me during office hours. A quick conversation is an efficient way to clarify concepts.
2. Post to our Canvas Course. If you have a question about an assignment, ask when it is assigned (earlier is better). If you have any challenges with the course material or assigned reading which you cannot resolve on your own, you can post a question in a Discussion. These questions should be:
 - focused on concepts (not "*what is the answer to X?*")
 - specific (not "*what is X?*").
 - a specific, concept-focused questions might be: "*Is button a prototypical example of a noun because it's a concrete noun which takes the regular -s plural marker?*"

If you have a question, it is likely someone else has it, too. Posting questions will allow others to consider your question, perhaps posting an answer or comment, which may help all course members better understand the material. My teaching philosophy is student-centered. **I encourage everyone to respond to questions** posted to our Canvas course.



3. Email me. I generally check my email a few times a day during the week, but less frequently on the weekend. I respond to email within 48 hours, unless notified.

Online Meeting Days: Some class meetings will be held online. This does NOT mean that the class is cancelled that day. You will have a task to complete and post to our Canvas course. These tasks are often individual research tasks. Note the *red [online work day]* listed on the course schedule.

Course Policy: By remaining in this course, you implicitly accept the following social contract.

The instructor agrees to:

- Act in good faith to help the student learn the material and to get the highest grade possible within the parameters of academic respectability
- Conduct the course with transparency with an explicit grading policy with current grade posted
- Intellectually engage in the course concepts and learning community members
- Treat students with fairness and respect

The student agrees to:

- Be an active learner
 - read the assigned texts and watch video lessons
 - listen actively and attentively
 - take responsibility for the quality of the discussion
 - build on one another's comments
- Be an interactive learner
 - ask for clarification when you have trouble understanding a concept or assignment
 - post questions to the relevant Discussion so that everyone has the same information
 - answer questions, whenever possible, posted to a discussion
- Be a socially responsible learner
 - take responsibility for the quality of the discussion
 - treat others with respect; critique ideas, not people
 - include supporting evidence when presenting opinions
 - if offended by a discussion, acknowledge it so that the discourse can be repaired