

Linguistics 300 -- Introduction to Linguistics

SPRING 2019

CRN 21340 TuTH 9:00—10:15 AM SBSB 1108G

Contact Information

Professor	Office	Office Hours	E-mail and Tel.
Dr. Nicoleta Bateman	SBSB 4227	Tue 10:30—11:30am and by appointment	nbateman@csusm.edu 760-750-8036

Class website

<http://cc.csusm.edu/>. It is the student's responsibility to check the class website on a regular basis, as the content is updated often (assignments, e-mail, announcements).

Catalog description

An introduction to linguistic analysis of the languages of the world, the production and organization of natural sound systems, word and sentence formation patterns, and the linguistic organization of meaning. Included are introductions to language acquisition, dialect variations according to culture, region, social group, gender, and age, language history and change, animal communication, and language and the brain. In exceptional circumstances, students may take LING 100 and 300 concurrently, with permission of instructor. Prerequisite: LING 100.

Additional course information

This course is an introduction to linguistic analysis of the languages of the world, the production and organization of natural sound systems, word and sentence formation patterns, and the linguistic organization of meaning. We will also discuss how language use varies depending on context (culture, social group, gender, age), the relationship between brain and language, and how language is acquired. In addition, we will discuss how linguistics can be used in the K-8 classroom. *This is designated as a service learning course* (more information below).

Enrollment requirement

LING 100 (English grammar/syntax) must have been passed with a C or better prior to enrolling in LING 300. In exceptional circumstances students may take LING 100 and 300 concurrently, with permission of instructor.

Required texts

- *Language Files: Materials for an Introduction to Language and Linguistics*. 12th edition. Department of Linguistics, Ohio State University.
 - Available to check out for 2 hours at the Library check-out desk, 3rd floor
- Peterson, David. 2015. *The Art of Language Invention: From Horse-Lords to Dark Elves, the Words behind World-Building*.
- Selected readings posted on Cougar Courses.

Course Student Learning Outcomes

Upon completing this course students will be able to:

- Describe language as an object of scientific study in its own right
- Examine linguistic discrimination as connected to historical legacies of race and ethnicity, socio-economic status, and linguistic background **Criterion I, Criterion II K1**
- Demonstrate critical self-reflection of one's own assumptions and values as applied to the role of language in individual and community identity **Criterion I, Criterion II K2, D1**
- Conduct basic linguistic analysis in English and other languages by utilizing both descriptive and formal tools.
- Apply linguistic analytic tools to observing language outside the classroom and connecting course content to real life contexts. **Criterion II, S1, S2**

Program Student Learning Outcomes

This course addresses the following PSLOs. Upon completing this course students will be able to:

- PSLO #2 Articulate their role in the community, with an emphasis on how their educational experience informs their K-8 teaching. **Criterion II, S1, S2**
- PSLO #3 Collaborate with diverse groups and in multiple settings to achieve a goal.
- PSLO #4 Collect, evaluate, and analyze primary and secondary data.

Grading

Homework assignments	40%
Service learning	10%
Research project	10%
1 midterm exam	15%
1 final exam	15%
Participation	<u>10%</u>
	100

Course requirements and graded course components

Assignments (40%)

- Students will complete regular **assignments** (exercises from the book; supplementary exercises handed out or posted on Cougar Courses).
- Use legible handwriting or type. Do not use red or green for your assignments (you use red for in-class corrections, and I use green to grade).
- Bring a red pen for in-class corrections on homework. This does not mean you can do your homework in class.
- All assignments are due in class and/or on Cougar Courses on the date indicated in the syllabus or stated in class (check schedule of assignments and CC for instructions).
- Assignment credit is given based primarily on your ability to solve the assigned exercises and problem sets. Some consideration is also given to clarity of presentation and writing.

Service learning (10%)

This is a service learning course. Students serving at local non-profits and schools help meet real community needs while receiving real life experiences related to their course content. Service-

learning activities inform, clarify, illustrate and stimulate thoughts about classroom topics, as well as encourage students to develop or strengthen a habit of service and social responsibility to the community. In order to meet the SL requirement of this course, you will need to complete a minimum of 15 hours of SL work at one of the locations indicated on the SL website for our course. Check Cougar Courses for links to the website and further instructions.

Important: most sites require a background check, fingerprinting, and a TB test. These can take time, so be sure to apply to participate at your site as soon as possible!

S1 and S2: Students will engage in SL at various sites where they will work with students in grades K-12 (mostly K-8). This will give students the opportunity to connect subject matter to real life contexts, working with students whose first language is not English, whose home variety of English does not match the academic English of school, who have different cultural backgrounds, or different family situations (e.g. foster youth). Students will have to problem solve issues that arise in working with students to help them not only academically, but to socially navigate their circumstances.

Service learning sites for this course are: select a SL site where K-8 students are served, such as schools, after school programs, tutoring services, and continuation high schools. Please consult me if you are unsure whether a particular site is appropriate for our class.

You will also need to respond to reflection prompts (due dates are listed on the schedule at the end of the syllabus). Your response should be at least one thoughtful paragraph, typed and edited. You may, of course, write more if you wish.

SL reflection prompts:

1. What is your role at the community site? **D2 (opportunity for students to operationalize understanding)**
2. What sorts of things make you feel uncomfortable when you are working in the community? Why? **K2 (examining their own racial/ethnic, linguistic, ability, etc. privilege)**
3. How has the course content informed your service with your community organization? **S1 (connect subject matter to real life contexts)**
4. Discuss any dissonance between the course content and your experience with the community. **S1 (connect subject matter to real life contexts; interrogate own unexamined biases)**
5. How does your understanding of the community change as a result of your participation in this project? **K2, S2 (critically examine assumptions about structure of schools and institutions that care for/educate children; invisible power and privilege dynamics, such as in a school or foster care environment; opportunity to develop agency and see self as agent of social change).**
6. During your community work experience, have you dealt with being an “outsider” at your site? How does being an “outsider” differ from being an “insider”? **D1, D2 (Examine their own intersectional identities; examine attitudes and beliefs; not all people are always insiders or outsiders; develop empathy and compassion for those in other cultures or with different identities)**
7. Has the experience affected your world view? How? **D2 (develop respect, empathy, compassion for difference)**

These reflection prompts provide opportunities for students to examine current structures, existing practices, policies, pedagogies that create disparities, as well as opportunities for students to consider how they can advocate for change. They can learn where they can exercise their advocacy, as in the importance of raising awareness, voting to change policies of oppression.

Research project (10%)

For this assignment, you will have an opportunity to explore current slang terms by gathering real-world data outside of class. The assignment has three parts: the development of a statement of the study question and respondent population; interviewing ten people; and the analysis and write-up of your data and data-gathering experience. Slang develops to reflect the cultural perspectives of its users. For this assignment, you are going to gather slang terminology in at least one category, and look at differences in the slang for that category within different demographic populations (e.g., gender, age group, region, ethnic identity, etc.). Further details will be provided in class and on CC.

K2, D1

Slang is a core element of culture, often a way to express resistance, defy power, and identify with a particular group. It plays a critical role in determining the in-crowd vs the outcast, the oppressor vs the oppressed. This project will engage students in examining their own views of slang and the power-relations related to slang, which can be complex: slang can be used both to discriminate against particular groups, and also to signal a sense of belonging and power within a different group. Additionally, while slang is linguistically recognized, and while popular culture revels in using slang, the same people may hold views that slang is 'bad' in terms of 'proper' language use. The assignment will also ask students to examine these views in the context of the course.

Exams (30%)

- The midterm exam is cumulative and similar in content to the homework assignments and class exercises. It contains both multiple choice and short answer/data analysis questions.
- The final exam is take-home and asks the following question: *As a teacher/professional/citizen of California, what kinds of language issues might you expect to encounter in interacting with other people in the course of your daily life (e.g. your students, family, neighbors, coworkers, strangers, etc.), and what are some concrete ways in which you might go about dealing with these issues?* Note: the word "citizen" is dynamic and has various meanings; in this final assignment the word is intended in its broadest sense of "community member" as you examine the role(s) you embody within the various communities of which you are a part. Further instructions will be handed out in class. **D1, S1**
- If you will not be present on the day of the midterm, you must notify me immediately to make arrangements for a make-up exam.
- The final is take-home; early submission welcome, but no late final exams accepted.

Class Participation (10 % of grade)

Linguistics is learned best by doing. Be ready for each class by having read the assigned chapters ahead of time and coming prepared. Participate in discussion and problem-solving exercises;

ask/answer questions. You will benefit most from attending every class section (this is one of those courses where being in class to work through the material is critical). I will also be assigning participation assignments throughout the semester (e.g. reading reflections, free-writes). These are required and will factor into your participation grade.

D2, K2 -Part of participation includes reflective writing responding to readings and class discussions. These provide students opportunities to operationalize their understanding of course readings as applied to their own experiences (D2). Students also reflect on their own linguistic privilege and experience, and whether their linguistic background has provided them with advantages or disadvantages (K2).

All-University Writing Requirement

Students will write a minimum of 2500 words to meet the All-University Writing Requirement in the following assignments: homework assignments, reflections, the research project, and the final take-home essay exam.

Great Expectations: Course Policies for a Learning Focused Classroom:

The overriding goal of course policies is fairness to all students. Knowing these policies in advance should help you judge whether or not you are appropriately or inappropriately asking me for special treatment. Always read these policies before you email me about absences and late work.

Class Behavior Expectations and Student Collaboration Policy:

- Students in this class are expected to follow these basic principles:
 - Demonstrate respect for oneself and for others.
 - Treat others with dignity and behave in a way which promotes a physically and psychologically safe, secure, and supportive climate.
 - Allow all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed.
- It's not just me. Research shows that "*...students who use their mobile phones during class lectures tend to write down less information, recall less information, and perform worse on a multiple-choice test than those students who abstain from using their mobile phones during class*" (Kuznekoff and Titsworth, 2013, p. 251).
- You are encouraged to work with others as you analyze data and work to understand any of the materials covered in class; however, you **must write up** the assignments **on your own**. Doing otherwise will be obvious and will result in reduction of your grade or no credit for that assignment/exam for all involved—at my discretion. Also note that, per University policy, I am mandated to report incidences of suspected academic dishonesty to the Dean of Students for review of your student status.
- **Students may not record (audio or video) in this class except in accordance with ADA accommodations. Any recordings made in connection with a disability**

accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

Missing assignments and exams:

- All arrangements to make up assignments, quizzes, and exams must be made **PRIOR** to the due date of the assignment or date of the exam. Written proof of an emergency must be provided.

Missed class and Office hours (OH)

- If you miss class for whatever reason, it is your responsibility to be informed about what was covered (ask a classmate for notes, check website for assignments, handouts).
- Do not e-mail or come to OH expecting a run-down of what we did in a class you missed.
- Do come to office hours to ask any questions that you did not get to ask in class, for clarification, etc. Basically, come to office hours for any reason related to the class, other than for a lecture run-down!

Late policy:

- In-class participation assignments, due to the nature of their content, cannot be made up.
- If you must turn in an assignment late due to an emergency, you must obtain my permission first, and I will only grade it when I have time after I have finished grading any other assignments that were turned in on time. E-mailed work can only be accepted for good reason—you must discuss with me first.
- Assume that technology will fail at some point. Do not assume that everything will go smoothly when it comes to computers. Plan ahead. Do not leave completion of assignments/projects for the last possible moment. Printer failure/access happens to everyone at some point is not a valid excuse for work to be turned in late.

Email:

- Make sure that you regularly check your CSUSM email, or have your email forwarded to an account you check regularly. I may send important class announcements via your CSUSM email, and you want to be ready for this.
- Due to the high volume of student emails and phone calls, please **do not email or call me regarding an absence**. However, if you are experiencing an emergency situation which will keep you out of class for longer than **two** class periods, you may let me know about your situation via email.
- **Contact the CSUSM help desk:** sth@csusm.edu or 760-750-6505 with technical issues in Cougar Courses.

Credit hour policy

University policy requires students to devote 3 hours/ week of effort for each 1 unit of credit earned. That translates to a total of 9 hours/week of effort for a 3 unit class. **Since this is a 3 unit course, you are expected to spend 9 hours/week in class, reading, studying or preparing for this class.** We meet for only 2.5 hours/week, which means you should expect to spend 6.5 hours/week outside of class time reading, studying or preparing for this class. See

CSUSM's Catalog, in the "Academic Regulations and Catalog Rights" section, which states, "...students are expected to devote two additional hours outside of class for each hour of lecture, for a total of **three hours per unit** in every week of the semester (p. 80)." Full-time "students who attend class regularly and study 25 to 35 hours per week - two to three hours for every hour in class – increase their chances for academic success. The total time commitment, including class and study time, is 40-50 hours per week, similar to a full-time job."

ADA Statement:

- Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909.
- Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

University Academic Honesty Policy

The maintenance of academic integrity and quality education is the responsibility of each student within this University and the California State University system. Cheating and plagiarism in connection with an academic program at a campus are listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary action. Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes, but is not limited to the following:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Fabrication: falsification or invention of any information or citation in an academic exercise.
- Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism: intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

Schedule of topics, readings, and assignments

This schedule is subject to change—I will inform you of any changes ahead of time

Week	Date	Topic	Reading Assignment	Homework Assignment
1	Jan 22	Introduction		
	Jan 24	What is Language? What do teachers need to know about language?	Fillmore and Snow (2018) on CC Criterion I, Criterion II - K1, K2, D1, S2 This reading, response, and class discussion focus on the factors that drive language policy which affects the education of vulnerable students (different linguistic backgrounds, bilingualism, literacy expectations, cultural backgrounds, connection between language, culture, and identity).	Reading response due on CC
2	Jan 29	History of English	Peterson: Introduction File 1 (p. 7-32), File 9.1 (p. 360-366)	What is language? due on CC K2 –examines whose definition of language we adopt, who gets to write dictionaries?
	Jan 31	Phonetics	Peterson Ch. 1, p. 25-46	HW1: Ex. 8, p. 33, and Ex. 11, p. 34
3	Feb 5	Phonetics	File 2.1 through 2.5 (p. 42-73)	
	Feb 7	Phonetics homework and practice	Lippi-Green, <i>English with an accent</i> (CC) K1, K2 Reading and discussion on linguistic discrimination based on accent (related to ethnicity).	Students must have signed up for SL HW2: Ex. 5, 6, 7 p. 95-96; Ex. 12, 13, 17 (b-z), 19 (a-c) p. 98-100
4	Feb 12	Phonology	Peterson pp. 46-55, and 58-61 <i>Why I keep speaking up even when people mock my accent</i> (TED video) K1, K2 Video and discussion about discrimination based on accent and ability (Pakistani accent, stutter); addresses invisible structures of power and privilege	
	Feb 14	Phonology	Files 3.1 through 3.3 (p. 109-129)	
5	Feb 19	Phonology		HW3: Ex. 23, 24, 25 p. 146-147

	Feb 21	Morphology	Peterson pp. 97-103 Files 4.1 through 4.4 (p. 155-179)	
6	Feb 26	Morphology	Peterson pp. 103-118 File 4.5 (p. 180-183)	SL reflection 1 due Prompt 1, D2
	Feb 28	Morphology	Files 13.4, 13.6	HW 4: Ex. 4 p. 184, Ex. 23 and 24 p. 189, Ex. 31, p. 191
7	Mar 5	Semantics (prototype, metaphor, non-literal meaning)	Peterson p. 178-184	
	Mar 7	Putting it all together (Ex. 20, p. 188) Create a mini-language group mini-project	S1, D2: the process of creating a language involves the same processes in power dynamics: what is ‘real’ and what is not real, what can be a language? Students see language in different ways, through different lenses and when they do this it changes their perspective of the world (not every language uses the same way to refer to time and space, for example, and speakers of various languages view time and space differently)	Slang assignment proposal due
8	Mar 12	Putting it all together—part 2, class/group presentation		SL reflection 2 due Prompt 2, K2
	Mar 14	Midterm exam		
9	Mar 19	What is slang?	Ann Curzan, <i>What makes a word real?</i> TED video D2 Discussions about language change and people from different backgrounds as drivers of language change through slang.	SL reflection 3 due Prompt 3, S1
	Mar 21	In-class discussion of data gathered; work on write-up		

10	Mar 26	Pragmatics	File 7 K2 Discussions of discourse, rules of conversation, cultural differences in conversation and interactions. Students engage in examining ethno-linguistic assumptions about conversational expectations S1 Students interrogate their own assumptions and worldviews about discourse (who can speak, when they can speak, what they can speak about)	Slang assignment write-up due
	Mar 28	Language Acquisition	File 8.1 through 8.4	HW 5: Ex. 4, p. 305, Ex. 16 p. 307, Ex. 37, p. 312, Ex. 40 p. 313
Spring Break April 1-6				
11	Apr 9	Language Acquisition and bilingualism	File 8.5 K2 Linguistic diversity, ability diversity in acquiring language	SL reflection 4 due Prompt 4, S1
	Apr 11	Bilingual education	10 common fallacies of bilingual education S2 This chapter challenges common assumptions about bilingual education, and inspires discussions about language policy and how to approach voting on issues about language policy (working toward eradicating disenfranchising practices and policies in education).	HW 6: writing sample
12	Apr 16	Languages in contact; heritage languages	File 12.1 through 12.4 Sook-Lee and Oxelson 2006 (on CC) K1, K2, D1 This article examines teachers' attitudes toward	

			heritage language maintenance (their role in supporting their students' home languages). Discussions highlight the critical role of minority students' heritage languages in their success at the personal, academic, and social levels.	
	Apr 18	Languages in contact (code switching, multilingualism; language loss)	File 12.5 through 12.7 S1, K1 1. Class discussions center on students' experiences with code switching (switching between languages) and multilingualism. 2. Language loss—boarding schools in the US 3. Spheres of influence activity-to get students to think about how they can have an impact in their communities	SL reflection 5 due Prompt 5, K2, S2 OR Prompt 6, D1, D2
13	Apr 23	Language varieties; Talking Black in America (2018 documentary) K1, K2, D1 Documentary discussing the history of African American English (AAE) and the systematic oppression of African Americans under the guise of their language; language, culture, and identity; role of AAE on US culture.	File 10.1 through 10.3	
	Apr 25	Language varieties (American Tongues video) K2, D2	File 10.4 through 10.5 Siegel 2006 (CC) K1	SL reflection 6 due Prompt 7, D2

		Documentary about different dialects within the US, linguistic discrimination	Siegel article focuses on marginalized dialects and how teachers can support all students by examining their own assumptions; emphasizes a critical awareness approach whereby nonstandard dialects (such as African American English) are not only recognized, but students are encouraged to question inequalities perpetuated by prevailing language ideologies. In-class reflection (10 min free write on the article)	
14	Apr 30	Language and culture	File 11 K2 This chapter and discussion focuses on the relationship between language and culture.	HW 7: Standard English challenge due S1, D2 Experiential learning assignment designed to help students appreciate linguistic diversity and language variation; encourages developing empathy for people who have to change their language to conform to social norms in school or professional world.
	May 2	Linguistics in the classroom—begin work on group projects that incorporate linguistics into a lesson plan for K-8 education S1; students apply their content knowledge to their future professions as teachers; lesson plans must take into account teaching English learners and/or special education students.	Bateman (2019) (on CC) S1 Article discusses how linguistics was incorporated in student projects in middle school; lessons discussed focus on discrimination based on linguistic background, dialects in literature; languages in our communities, language preservation and appreciation for linguistic diversity.	

15	May 7	Application (linguistics in the classroom) presentations	
	May 9	Application—finish presentations	HW 8: Submit on CC (one per group) S1 Lesson plan on linguistics in the classroom
16	May 16	Take-home final exam due by 9:00 am on CC. D2, S1, S2 The final exam challenges students to apply what they have learned to real world situations they might encounter in which they would have to deal with language-related issues (as teachers or citizens).	

Readings on Cougar Courses

Bateman, Nicoleta. 2019. "Linguistics in middle school: Incorporating linguistics into project-based learning." *Language*, vol. 95 no. 2, 2019, pp. e300-e326. *Project MUSE*, [doi:10.1353/lan.2019.0044](https://doi.org/10.1353/lan.2019.0044)

Fillmore, Lily Wong, and Catherine Snow. 2018. "What teachers need to know about Language". *What teachers need to know about language*, ed. by Carolyn Temple Adger, Catherine E. Snow, and Donna Christian, 8-51. CAL Series on Language Education. Multilingual Matters: Bristol, UK, and Blue Ridge Summit, USA.

Lippi-Green, Rosina. 2012. *English with an Accent: Language, Ideology, and Discrimination in the United States*. Routledge (selections on CC)

Crawford, James. 1998. "Ten common fallacies about bilingual education". Digest for the ERIC Clearinghouse on Languages and Linguistics, 1998; adapted from *Best Evidence: Research Foundations of the Bilingual Education Act*, by James Crawford (Washington, DC National Clearinghouse for Bilingual Education, 1997).

Siegel, Jeff. 2006. Language ideologies and the education of speakers of marginalized language varieties: Adopting a critical awareness approach. *Linguistics and Education* 17. 157-174.

Sook-Lee, Jin and Eva Oxelson. 2006. "It's not my job": K-12 Teacher attitudes toward students' heritage language maintenance. *Bilingual Research Journal* 30(2), 453-477.