

**University of Puerto Rico at Aguadilla**  
**Department of English**  
**Course Syllabus**  
**Second Semester - 2005-06**

<b>Course Title</b>	INGL 4205 - Introduction to Linguistic Theory
<b>Credits</b>	3 (Three)
<b>Contact Hours</b>	3/week
<b>Pre-requisite</b>	INGL 3102 or INGL 3104
<b>Textbooks and Materials</b>	Course Handouts
<b>Course Description</b>	Introduction to linguistics and an examination of the human capacity for language; students will examine how language acquisition proceeds and the theory of universal grammar. Attention will be given to children's knowledge of language and their dependence to structure.
<b>Course Goal</b>	The goal of this course is to present the theoretical aspects of linguistics required to teach English as a second language.
<b>Objectives</b>	By the end of the course, the students will be able to <ul style="list-style-type: none"> <li>• Define and explain: linguistic knowledge, grammar, and language universals.</li> <li>• Explain the differences between linguistic performance and linguistic competence.</li> <li>• Explain the differences between language acquisition and language learning.</li> <li>• Describe the following sub-fields of linguistics: Phonology, Morphology, and Syntax.</li> <li>• Describe and explain Psycholinguistics and its components especially as related to language acquisition and bilingualism.</li> <li>• Describe and explain Sociolinguistics and its components, how language is used in society.</li> <li>• Describe the major differences between Spanish and English phonetics and syntax and explain how to teach these differences.</li> </ul>

**Course Content and Distribution of Time**

<b>Time</b>	<b>Course Content</b>
3 hrs.	Introduction to the course Course Syllabus
3 hrs.	Introduction to Linguistics: The Nature of Human Language
3 hrs.	Linguistic knowledge, grammar, and language universals
3 hrs.	linguistic performance and linguistic competence
3 hrs.	language acquisition and language learning
4 hrs.	An introduction to phonology
4 hrs.	An introduction to morphology and syntax <b>(Mid Term Take-Home Test)</b>
3 hrs.	An introduction to psycholinguistics <b>(Turn in Take-Home Test)</b>
3 hrs.	An introduction to sociolinguistics
4 hrs.	An introduction to contrastive English/Spanish phonology and syntax

11 hrs.	Oral presentations
1 hr	<b>Turn in Final Reports, Journals, and Portfolios</b>

### Instructional Strategies and Evaluation

This course will make use of the following strategies

- Class and Group Discussions
- Computer and Library Research
- Cooperative Learning
- Internet Research
- Lectures
- Oral Reports
- Pair and Small Group Work
- Writing Tasks

### Evaluation

The student will be evaluated on the basis of the following

Criteria	Points
Mid-Term Take Home Exam	100
Final Research Project	100
Formal 15 minutes Oral presentation	100
50 page Journal	100
Class Portfolio	300
Evidence/Reflection for electronic portfolio	100
Quizzes and Assignments	100
<b>Total</b>	<b>900</b>

### Grading System

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	00 - 59

### Bibliography

Akmajian, A., Demers, R. A., Farmer, A. K., & Harnish, R. M. (2001). *Linguistics: An introduction to language and communication, 5<sup>th</sup> ed.* Cambridge, MA: The MIT Press.

Belletti, A. & Rizzi, L (2002) *Noam Chomsky: On nature and language.* Cambridge: Cambridge University Press. [401 C5482o 2002]

Chapelle, C. A. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing and research.* Cambridge: Cambridge University Press. [acq1207723]

Cleary, L. M., & Linn, Michael D. (1993). *Linguistics for teachers.* New York: McGraw-Hill. [428.002 4372 C623L 1993]

Field, J. (2003). *Psycholinguistics: A resource book for students.* London: Routledge.

Finegan, E. (2004). *Language: Its structure and use.* Boston: Thompson.

- Fromkin, V. Rodman, R., & Hyams, N. (2003). *An introduction to language, 7<sup>th</sup> ed.* Boston: Thompson.
- Frommer, P. R. & Finegan, E. (2004). *Looking @t languages: A workbook in elementary linguistics* (3rd ed.). Boston, MA: Wadsworth.
- Ladefoged, P. (2006). *A course in phonetics, 5<sup>th</sup> ed.* Boston: Thompson.
- Lawler, J. M. & Dry, H. A. (Eds.). (1998). *Using computers in linguistics: A practical guide.* London: Routledge. [410.285 U855 1998]
- Oaks, D. D. (1998). *Linguistics at work: A reader of applications.* Fort Worth: Harcourt Brace College Publishers. [410 O118L 1998]
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- Steele, J. (1995, March 2). *The null subject parameter: An anthology.* Class project for EN 721 – Psycholinguistics, Indiana University of Pennsylvania.
- Steele, J. (1995, May 9). *Production accounts vs grammar accounts for the null subject parameter: An anthology.* Final class project for EN 721 – Psycholinguistics, Indiana University of Pennsylvania.
- Tserdanelis, G. & Wong, W. Y. P. (Eds.). (2004). *Language files: Materials for an introduction to language and linguistics (9th ed).* Columbus, Ohio: Ohio State University Press
- Willis, D. (2003). *Rules, patterns and words: Grammar and lexis in English language teaching.* Cambridge: Cambridge University Press.

## Special Notes INGL 4205

Professor:	<b>Dr. John H. Steele</b>	Office Hours	<b>MWF - 8:00 - 9:00</b>
E-mail:	<b>Dr.0cat@gmail.com</b>	Section/Hour	<b>L11 – MWF: 1:00 - 1:50 pm</b>

### Notes on Evaluation Activities

#### ***Mid-Term Take Home Exam***

Your mid-term test will be a take-home test covering all material discussed in class or assigned for reading. It is to be word-processed, double-spaced with 1" margins. Your name, student number, and the date should be in the upper right-hand corner of each page. Staple it in the upper left hand corner. Do not put it in a folder.

#### ***Final Research Project***

You are to research an area of linguistics and write a 15 page report. This report is to be turned in when you make your oral report. I will assign the topics for this report as well as the format, during the first two weeks of class. The report is to be done in modified APA 5th edition format. It is to be bound. Topics will be in the areas of Psycholinguistics, Sociolinguistics, Pragmatics, Animal Languages, Visual languages, Artificial Languages, and Language and Computers.

#### ***Formal Oral Presentation***

During the last three weeks of class, you are to give a 15 minute oral report on your research project you have carried out during the semester. Due to time limitations, students who take longer than 15 minutes will be penalized. Likewise, students who do not reach at least 13 minutes will also be penalized. I will assign the topics for this report during the first two weeks of class. Dress and use of audio-visual (i.e. PowerPoint) techniques will be among the criteria. You should have hand-outs for everybody in the class.

#### ***50-Page Journal***

You are to keep a journal for this class. In this journal, you are to respond to the course readings. At a minimum, the responses should include what you think is the most important point in each section, why it is important, and how you will put it into practice in the classroom. They should also include reflections on the readings themselves. The journal is to be a minimum of 50 pages. The journal is to be word-processed, double-spaced, 1" margins, Times-New Roman font face and 12 point font size. It is to be spiral bound (An example will be available during the first week of classes).

#### ***Class Portfolio***

You are to turn in a portfolio for the class. It is to include all the work you do for the class as well as the handouts from all the presentations. It is to be bound in a loose-leaf binder and may include plastic page protectors. The items to be included in the portfolio will be handed out with instructions.

#### ***Evidence/Reflection for electronic portfolio***

As one of the requirements for your practice teaching, you are to have an electronic portfolio that includes evidence of your best work from each class as well as a reflection on why you selected the particular evidence. You should select what you feel is the best

work you did in this class; write a reflection on it, and save both the work and the reflection on your pen-drive and/or CD.

### **Quizzes**

There may be a 10 - 15 minute quiz every week. This quiz will be given at the beginning of class. If you are late or absent, you can not make up the quiz.

### **Assignments**

- You are responsible for all material assigned and/or covered in class. If you are absent, get the class notes from one of your classmates.
  - You should turn in all homework on time, in person, in class unless otherwise indicated. I am not responsible for anything left in my departmental mail box. Assignments are due at the beginning of the class in which they are due.
  - Word-process your homework on standard white paper. I will not accept any assignment that does not fulfill this requirement.
  - Do all of your classroom work in black ink on standard (8-1/2" x 11") white composition paper. I will not accept any work that does not fulfill this requirement.
  - Under NO circumstance will I accept an assignment after the due date.
  - Make sure you have the following information in the upper right-hand corner of all your assignments: your name, the class and section, the date, the assignment's title.
  - Your name and the date should be on every page.
  - Unless otherwise specified, you should staple your assignments in the upper left-hand corner. Do NOT put them in a folder or envelope.
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### **Attendance**

- You are expected to attend all classes with textbooks and other materials. A role sheet will be passed out at the beginning of each class. **You are responsible for making sure you sign the daily role sheet.**
  - You will be allowed three absences (excused or unexcused) without penalty. For every additional three absences (excused or unexcused) your final grade will be dropped to the next lower grade (e.g. a final grade of B will drop to a C). Inform me (on time) of any problem that will interfere with your presence in the class. I will take extraordinary circumstances into account in terms of this policy.
  - If you are more than 5 minutes late for the class, don't bother to come in.
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### **Cell Phones**

The only people allowed to have/use cell phones in this class are medical doctors on call in an emergency room and police officers on call for court appearances. If you are neither of these, turn them off and refrain from using them. Make sure your cell-phone is turned off and put away before coming to class. Use of a cell phone in the class room is grounds for lowering your grade.

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### **Dress Code**

As future teachers, you are expected to dress accordingly. Before coming to class, make sure you are dressed in the same manner that you would be expected to dress in the public or private schools in Puerto Rico.

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***Incompletes***

If you decide, for a justifiable reason, that you must request an incomplete for the semester, you should do so in writing. This will give you an extra few months (till the end of the following semester) to complete the work, but you will not be allowed to register in any course for which this is a pre-requisite until the required work is turned in. Usually it is not a good idea to request an incomplete unless it is for reasons of health. Please remember that an incomplete grade may affect your Pell Grant or other financial aid.

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***Internet and e-mail***

You are expected to have and use an e-mail account. As future professionals, your email address will be the first impression you give many other professionals. Therefore, if you do not have a professional address, you should obtain one. Consider what your mother, grandmother, priest, or minister would think if somebody forwarded a message from you to them.

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***Participation***

You are expected to participate actively in all class and group activities as well as in the online portion of the class.

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***Plagiarism***

- Plagiarism: Any student caught plagiarizing will receive an F in the course. Plagiarism is defined as the copying of words and/or ideas from another source (including another student), and claiming them as your own.

Plagiarism will be reported to the Dean of Academic Affairs and to the Dean of Student Affairs for presentation to the Discipline Committee (for disciplinary action). Disciplinary action may include (among other actions) suspension or expulsion from the University of Puerto Rico.