Instructor: Dr. Karen CODY  
E-mail: karen.cody@angelo.edu  
Office: A110G  
Phone: (325) 486-6159
Office Hours: TBA & by appointment  
  Office hours are also for remedial purposes. Please contact me early on if material is unclear to you or if you have any other questions regarding the class. You are most likely to make contact by e-mail. I expect everyone to meet me during office hours at least twice, the first time should be within the first two weeks of class. There will be a sign-up sheet on my office door for appts.

Mission statement of Angelo State University:
Angelo State University, a member of the Texas Tech University System, delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines. In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences, ASU prepares students to be responsible citizens and to have productive careers. (Intercultural competence, including some second language awareness, will almost certainly be required for success in tomorrow’s world.)

Program purpose: to help students acquire the ability to read, write, speak, and understand world languages, and to appreciate and evaluate other literatures and cultures…to prepare students for certification to teach in the public schools....

My personal and professional goals: to heighten awareness of the role of language in society; to encourage exploration of various models in second language learning.

COURSE DESCRIPTION

This course is an introduction to the scientific study of human language. Students will examine the nature and description of language by exploring fundamental principles and theories of phonetics/phonology, morphology, syntax, semantics/pragmatics. Students will ground this science in a brief overview of issues in psycholinguistics, neurolinguistics, sociolinguistics, historical linguistics and language acquisition.

STUDENT LEARNING OUTCOMES

Students will be able to demonstrate basic knowledge of the fundamental principles and theories of the phonetics/phonology, morphology, syntax, semantics and pragmatics of human language, by definition of major vocabulary items and explanation of the processes at work, and by demonstration in problem-solving. Further, students will situate the above with general understanding of the role of psychology, neurology, sociology, pedagogy in the development of language.

IDEA FORM OBJECTIVES

Essential (E):
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations or theories

Important (I):
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
11. Learning to analyze and critically evaluate ideas, arguments, and points of view (higher level thinking skills within or outside a disciplinary context)

**TEXTS**

**REQUIRED**  
*Language Files. (12th edition)* The Ohio State University.  
companion website at http://linguistics.osu.edu/research/publications/languagefiles

**RESOURCES**


**ASSESSMENT OF STUDENT LEARNING OBJECTIVES**

- **30%**  
  **Preparation** includes extensive reading and homework. The assigned homework problems and vocabulary definitions will be submitted for a grade.

- **40%**  
  **4 Quizzes @ 100 points each.** Quizzes on Chpts 2-3, 4, 5, 6-7 over major concepts, important theories, vocabulary, problems.

- **10%**  
  **Individual Presentation** Each student will give a brief virtual presentation of the main points of a section of the text (from Chpts. 8-17) of particular import to the student’s field of interest/area of specialization. He/she will include a ‘class’ hand-out with the main points clearly explained, and a virtual presentation with powerpoint. Presentations will be followed by feedback/questions from your colleagues.

- **20%**  
  **Final exam @ 200 points** primarily basic vocabulary and concepts from Chpts 1-7 and some points of Chpts 8-17 from student presentations.

Grading scale:  
- **A** 100-90,  
- **B** 89-80,  
- **C** 79-70,  
- **D** 69-60,  
- **F** 59-0

*Syllabus subject to revision.*

**ASSIGNMENTS**

**DATE**  
**ASSIGNMENT**

*Week 1*  
25-29Jan  
Chpt 1--define the vocabulary words and answer assigned exercises and discussion questions (not activities) to turn in

*Week 2*  
1-5Feb  
Chpt 2--define the vocabulary words and answer assigned exercises
Week 3
8-12Feb

Chpt 2 continue

Week 4
16-19Feb

begin Chpt 3--define the vocabulary words and answer assigned exercises

Week 5
22-26Feb

Quiz, Chpts 2 – 3 turn in packet

Week 6
1-5March

Chpt 4--define the vocabulary words and answer assigned exercises

Week 7
8-12March

Quiz, Chpt 4 turn in packet

Week 8
15-19March

Chpt 5--define the vocabulary words and answer assigned exercises

Week 9
22-26March

Quiz, Chpt 5 turn in packet

Week 10
29March-2April

Chpt 6--define the vocabulary words and answer assigned exercises

Week 11:
5-9April

Chpt 7--define the vocabulary words and answer assigned exercises

Week 12:
12-16April

Quiz, Chpts 6 and 7 turn in packet

Week 13:
19-23April

presentations, Chpt 8-12

Week 14:
26-30April

presentations, Chpt 13-17

Last day to Withdraw---30April
Week 15: 3-7 May

review Chpts 1-7 --FINAL EXAM—

Syllabus subject to revision.

_Become aware of your personal learning style because it has real implications for your progress (AND FOR YOUR TEACHING)!. Do you process what you hear easily, or do you prefer to see everything written down? Do you prefer to work alone or in groups? Are you a big picture kind of person or are you detail oriented? Do you spell well in English? etc. The Vark website has pages of suggested strategies to use your preferred mode of learning to improve your dispreferred. http://vark-learn.com/the-vark-questionnaire_

(8) Student Handbook Statement of Academic Integrity

Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.

Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.

(9) Operating Policy 10.5 (student accommodation)

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. All students at Angelo State University must have the capacity and ambition to undertake, with reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

(10) Operating Policy 10.19 (Holy Day):

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

(11) Title IX at Angelo State University:

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory _Facial Covering Policy_ to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus
suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

**Online Resources**

Actfl.org -- https://www.actfl.org/
SmartBrief -- https://www.actfl.org/publications/all/actfl-smartbrief
http://www2.smartbrief.com/getLast.action?mode=sample&b=ACTFL
VARK -- http://vark-learn.com/
Edutopia -- https://www.edutopia.org/
LinguaFolio -- http://ncssfl.org/LinguaFolio/
COERLL -- http://coerll.utexas.edu/coerll/
Methods -- http://coerll.utexas.edu/methods/
TELL collab -- https://docs.google.com/document/d/1j1Nw8TKx_7C21svzPrXhNfAKPPhHZZYLYQHcZPoTqM/edit
https://docs.google.com/document/d/1j1Y_YfEkCbcUcS1L_m4RnfYbMqokgZ83BwGG7Hs444/edit
CARLA -- http://carla.umn.edu/
SCOLA -- http://www.scola.org/
SCOLT -- http://www.scolt.org/
AATF -- http://frenchteachers.org/
Teacher’s Handbook website --
http://college.cengage.com/french/1428290362_shrum/assets/conceptual_orientation/conceptual_content/shrum_4e_teachers_conceptual_content_ch01.html
Vivian Cook Second Language Learning and Language Teaching (ESL) --
http://www.viviancook.uk/SLLandLT/SLL&LT5thed.html

Online cv: http://www.angelo.edu/content/profiles/236-karen-cody#education and http://www.angelo.edu/content/profiles/236-karen-cody#publications
Online syllabus: http://www.angelo.edu/courses/syllabi/201720/29194.pdf