

3. the structural characteristics of sounds and sound combinations, as well as demonstrating the ability to use the International Phonetic Alphabet as a way of representing sounds in human languages
4. the structural characteristics of words and their meaningful parts, as well as processes by which new words are formed
5. the structural characteristics of phrases, clauses and sentences and be able to diagram sentences to identify different units within,
6. the structural characteristics of meaning of words and the relationships between them, as well as ways in which meaning is structured in sentences,
7. how to analyze language in the context of language use,
8. how variation is a natural part of all human languages, and that no variety is superior to others,
9. reasons for existence of different dialects and identify significant features of some social and regional dialects, and
10. some practical applications of grammar for the English language arts classroom and in academic writing

Student Learning Outcomes for California Teacher of English Learners (CTEL)

Upon successful completion of this course, candidates will be able to

- 4.1 analyze how language forms and structure (e.g., phonology and morphology, syntax and semantics) can affect English learners' comprehension and production of aural and written language forms, and to apply this knowledge to identifying effective strategies to promote English learners' literacy and communication competence.
- 4.2 understand language functions and variations (e.g., social functions, dialectal variations), and discourse and pragmatic so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement.
- 4.3 identify and address areas in which to build positive transfers from the first language to the second and specific linguistic and sociolinguistic challenges English learners may experience in developing social and academic English. [We will discuss both speakers of nonstandard dialects of English as well as English language learners.]
- 5.3 demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development. [We will discuss both speakers of nonstandard dialects of English as well as English language learners.]
- 7.3 understand the foundations of English language literacy, including the links between oral and written language and the effects of personal factors on English language literacy development.
- 9.3 understand how cross-cultural contact and acculturation are affected by issues of power and status, psychological and socio-emotional issues, and by social and economic factors.
- 9.5 have a conceptual understanding and demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive cross-cultural interactions among culturally diverse students, and challenges involved in cultural contact.
- 10.1 demonstrate a conceptual understanding of culturally inclusive instruction and the important role that cultural plays in school and classroom setting, as well as strategies on how to acquire in-depth knowledge of English learners' home cultures and cultural experiences.
- 10.2 examine their own cultural beliefs, attitudes, and assumptions and evaluate how these assumptions impact student learning and achievement.

COURSE REQUIREMENTS & POLICIES

Required Textbook(s):

- *Language Files 12* (available on Canvas)
- Free Sources through the [University Library](#) (You will need your CSUN qualifications to access the following free online sources)
 1. [ENGL LING 200 Introduction to Linguistics](#) (available through LibreTexts: Social Science)
 2. [Introduction to English Linguistics](#) by Plag, et al (e-Book)
 3. [The Study of Language](#) by George Yule (e-Book)
- All Other Supplementary material will be available on Canvas

Tutoring & Recommended Books for Further Understanding:

- All “Introduction to Linguistics” textbooks available through the University Library
- [Learning Resource Center](#): Ask for a linguistics prof.

Course Requirements & Grading

- **Exams:** There will be three exams. These exams cover lecture notes and assigned reading material. Note that our exams are scheduled for **Tuesday 9/24/24**, **Tuesday 11/5/24** and **Tuesday 12/10/24**. There are **NO MAKE-UPS** for exams.
- **Paper:** Your final reflective paper will be **due by 2:45PM** on **Tuesday 12/17/24**.
- **Grades:** Your grade will be based on the following:

Homework / In-Class Activities / Pop Quizzes	15%
3 Exams (25% each)	75%
Final Reflection	10%

The following scale will be used to arrive at your final grade in the class:

	B+	87.0 – 89.9	C+	77.0 – 79.9	D+	67.0 – 69.9	F	59 or below
A	93.0 – 100	B	83.0 – 86.9	C	73.0 – 76.9	D	63.0 – 66.9	
A-	90.0 – 92.9	B-	80.0 – 82.9	C-	70.0 – 72.9	D-	60.0 – 62.9	

Attendance & Participation Policies

Class participation includes Zoom meetings, when necessary, Canvas discussions, student-instructor conferences, and workshop activities. Everyone has something to contribute to our class, and there is always an opportunity to learn from one another. I think we can all agree that we are doing this under special circumstances. Attendance is very important to me because I can’t teach you if you are not there!

But I understand that there might be some extraordinary circumstances that would prevent you from attending our scheduled Zoom meetings or our one-on-one conferences. *In those cases, I would appreciate it if you could let me know ahead of time.* While I have not allocated any points for attendance this semester, I will keep track.

Please also note that you are responsible for completing any work due for a day that you miss, and you must come prepared with any work required for the following class. So, the best thing is for me to know what is going on. If you have a personal crisis during the semester, talk with me and let me know what is going on before you jeopardize your success in the course. Do not, however, ask me to tell you what you missed when you are absent. Instead, I suggest that you exchange contact information with one or more classmates so you can connect to find out what you missed if you are absent. Being absent is not an acceptable excuse for late or incomplete work.

Student Conduct Code and Academic Dishonesty

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

- i. CHEATING: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- ii. FABRICATION: Intentional falsification or invention of any information or citation in an academic exercise.
- iii. FACILITATING ACADEMIC DISHONESTY: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- iv. PLAGIARISM: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

This course values academic integrity and the development of critical thinking skills. Therefore, the use of Chat GPT or any other similar language models is strictly prohibited for all assignments in this class.

Chat GPT is a powerful tool that can generate coherent and sophisticated responses based on prompts, but it does not reflect the student's own ideas, analysis, and reasoning. Using Chat GPT for assignments undermines the learning process and the assessment of students' skills and knowledge.

Any violation of this policy will result in severe academic consequences, including but not limited to failing the assignment, failing the course, and reporting to the university's academic integrity office. Students are responsible for familiarizing themselves with the university's policies on academic integrity which are included in the syllabus, and any questions or concerns regarding this policy should be directed to the instructor.

It is the expectation of this course that all work submitted is the original work of the student and that all sources used are properly cited. Any instance of plagiarism or academic dishonesty will be taken seriously and will result in disciplinary action.

By enrolling in this course, students agree to abide by this policy and understand the importance of academic integrity in their academic and professional careers.

PLEASE NOTE: Any work that is submitted that was not created by you will result in an automatic F. Also, note that students may not submit their own work if that work has already been submitted to meet prior assignments. Students may not submit their own work to meet two current assignments without receiving written approval from the faculty member(s).

ADA Statement

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office. The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684.

Nondiscrimination Policy

See CSUN Catalog for details on policies regarding [Non-Discrimination Policies](#) – including Disability, Race/Gender, Sexual Harassment, etc.

SOME GENERAL POINTS

- I. Believe it or not, your profs have a life outside of academia! 😊 I will not check my message after 5:00PM and before 8:00AM, nor will I respond to emails over the weekend, so please do not expect a response from me right away.
- II. We all learn from one another, which means that the discussions we will be having during class are an integral part of the learning process. In order to learn more and to help others learn more, it is important that you do all the assigned readings and exercises prior to our meeting. (Check Canvas regularly, so you can come to class prepared.)
- III. This course covers a great deal of information and builds progressively on earlier material. It is extremely important that you do not wait until you have fallen behind to ask for help. **I strongly encourage you to ask questions and reach out to me or seek help at the LRC. There are a few linguists working there.** We are here to help. You just have to ask.
- IV. If you require any special course adaptations or accommodations because of a disability, if you have any emergency medical information to share with me, please let me know as soon as possible. I'm here to facilitate your learning. But *you* need to ask.
- V. Last but not least, please use your CSUN email address. I will not respond to non-CSUN emails.

TENTATIVE OVERALL SCHEDULE¹

[illegible]

¹ Check the relevant weekly module for the assigned readings and exercises.

Week 4	<p>Syllables Phonological Rules Phonotactic Constraints (4.3-I) Introduction to Writing Systems (7.3-I) READING: - <i>Language Files</i>, Chapter 3 - Readings on Syllable on Canvas</p> <p>Review for EXAM 1</p>	<p>In-Class Activity - How to Solve Phonological Problem? For English and other languages Class Discussion - Possible issues English Language Learners might have if their writing system in L1 is not Latin based (4.3-P) Homework for Next time: - More phonology problems sets</p>	2 & 3 10	4.1-P 4.3-I 4.3-P 7.3-I
Week 5	<p>EXAM 1: Introduction to Linguistics & Its Subfields / Phonetics & Phonology (4.1-A) - Multiple Choice - Short Answers - Transcription - Reverse Transcription</p> <p>Return & Review EXAM 1</p> <p>Introduction to Morphology 3 Ways to Classify Morphemes Morpheme Classification 1: Free vs. Bound READING: - <i>Language Files</i>, Chapter 4 - <i>How Language Works</i>: Chapter 4</p>	<p>In-Class Activity - Identifying Morphemes within words - Identifying Free vs. Bound Morphemes</p>	2, 3 4	4.1-A 4.1-I
Week 6	<p>Morphology Morphemes & Allomorphs Internal Structure of Words Morpheme Classifications 2 & 3 How “New” Words are Made READING: - <i>Language Files</i>, Chapter 4 - <i>How Language Works</i>: Chapter 4</p>	<p>In-Class Activity - Morphological Trees Homework for Next Time - Canvas Discussion Post: Identifying words/slangs used by younger people and explaining the morphological processes involved in their creation</p>	2 & 4 10	4.1-I 4.1-P
Week 7	<p>Finishing Morphology + Reviewing the results of “New Words” Discussion Introduction to Syntax: Word Classes READING: - <i>Language Files</i>, Chapter 5</p>	<p>In-Class Quiz: Morphology In-Class Activity - Using Morphology to Identify Words (How Children Learn New Words) - Is This a Noun or a Verb</p>	2, 4 5	4.1-P
Week 8	<p>Word Classes Constituents: How/Which Words Band Together Identifying Patters: Syntactic Rules</p>	<p>In-Class Activity - Identifying Constituents - Practicing Syntactic Trees Homework for Next Time - More Constituents</p>	2 & 5 10	4.1-P

	Internal Structure of Sentences: Syntactic Trees READING: - <i>Language Files</i> , Chapter 5	- More Trees		
Week 9	Practicing Syntactic Rules & Syntactic Trees Understanding Ambiguity READING: - <i>Language Files</i> , Chapter 5	In-Class Activity - Ambiguous Sentences Homework for Next Time - More Ambiguous Sentences	2 & 5 10	4.1-P
Week 10	Review For EXAM 2 EXAM 2: Morphology & Syntax - Multiple Choice - Short Answers - Morphological Trees - Syntactic Trees READING: - <i>Language Files</i> , Chapter 4 - <i>How Language Works</i> : Chapter 4 - <i>Language Files</i> , Chapter 5			4.1-A
Week 11	Return/Review EXAM 2 Introduction to Semantics (10.1-I) - <i>Language Files</i> , Chapter 6	In-Class Activity - Classifying Words into Categories - Do all languages & cultures classify things the same way? Should they? (10.1-P) Homework for Next Time - Semantic Categories	2& 6 10	4.1-I 4.1-P 10.1-I 10.1-P
Week 12	Introduction to Pragmatics Linguistic Competence vs. Communicative Competence (4.2-I) - <i>Language Files</i> , Chapter 7	In-Class Activity - Distinguishing between “Grammatical Form” of an utterance vs. its “Locutionary Force” - Direct vs. Indirect speech and cross-cultural differences (4.2-P) Homework for Next Time - Grice’s Maxims - Identifying Locution, Illocution & Perlocution for different utterances	2 & 7 10	4.1-I 4.1-P 4.2-I 4.2-P 10.1-I 10.1-P
Week 13	Introduction to Language Variation (Sociolinguistics) (9.5-I) Language vs. Dialect Language Variation in Different Regions What is “accent”? READING:	In-Class Activity - Listening to different regional dialects - Discussion of people’s attitudes towards different	8 & 9	4.2-I 4.2-P 9.5-I 9.5-P 10.1-I

	- <i>Language Files</i> , Chapter 10	dialects (myths or facts) (9.5-P)		
Week 14	Thanksgiving Holiday / Short Week Linguistic Profiling	In-Class or Online Activity - TEDTalk by Dr. John Baugh titled “The Significance of Linguistic Profiling - Canvas Discussion of Dr. Baugh’s talk.	8 & 9	4.2-P 9.5-P
Week 15	Finishing Language Variation (10.2-I) Ethnic Dialects Language & Gender Language & Power: Standard vs. Nonstandard Dialects Language Variation in Classrooms (5.3-I, 9.3-I) READING: - <i>Language Files</i> , Chapter 10	Class Discussion: Examining our own attitudes towards (10.2-P) - different variations of English (e.g., African American English, Chicano English), different languages in general (e.g., Arabic, Armenian, Mandarin) and how science/factual based they are - how (young) women and men speak and possible reasons behind phenomenon like “vocal fry”.	8 & 9	4.2-I 4.2-P 4.3-P 5.3-I 9.3-I 9.5-P 10.2-I 10.2-P
Week 16	Review For EXAM 3 EXAM 2: Semantics, Pragmatics & Language Variation (4.2-A, 4.3-A & 9.5-A) - Multiple Choice Exam			4.2-A 4.3-A 9.5-A
Finals Week	No Class	Final Reflection Paper The purpose of this reflective essay is to (i) help you synthesize/summarize what we have discussed in class <u>in your own words</u> , (ii) try to relate the material we have covered to your own major and future career, and of course (iii) use this opportunity to practice presenting your ideas in a clear manner, i.e., to practice academic writing!	1-10	

[ENGL 301: Language & Linguistics]

CTEL Program Standards Index

Pages on which Standards are Introduced are in yellow, Practiced in teal, and Assessed in green.

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