

University of North Alabama
EN 641 Introduction to English Linguistics

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Course Description

This course serves the student as an introduction to the study of language, particularly as it applies to English (other languages will be examined for comparison and illustration). We will examine the structures and patterns of the English language using tools provided by the field of linguistics [phonetics, phonology, morphology, morphophonemics, semantics, pragmatics, and syntax]. We will also consider the English language as an historical and social (and sometimes political) phenomenon using tools from philology, dialectology, and sociolinguistics. Concepts will be discussed in the context of their application to the ESL and SLA classrooms.

Course Objectives

Standard	Assignment	Evaluation
290-3-3-.45(2)(a)1.(i)(I) Knowledge of phonology (the sound system) and how English phonology differs from other languages.	Reflective paper on instructional theories and methods	Rubric
290-3-3-.45(2)(a)1.(i)(II) Knowledge of morphology (the structure of words) and how English morphology differs from other languages.	Reflective paper on instructional theories and methods	Rubric
290-3-3-.45(2)(a)1.(i)(III) Knowledge of syntax (phrase and sentence structure) and how English syntax differs from other languages.	Research paper on a regional variety of English, its structures and its social network	Rubric
290-3-3-.45(2)(a)1.(i)(IV) Knowledge of semantics (word/sentence meaning) and how English semantics and vocabulary differ from other languages.	Research paper on a regional variety of English, its structures and its social network	Rubric
290-3-3-.45(2)(a)1.(i)(V) Knowledge of pragmatics (effect of context on language) and how pragmatics differ from culture to culture.	Research paper on a regional variety of English, its structures and its social network	Rubric
290-3-3-.45(2)(a)1.(i)(VI) Knowledge of how the basic elements of American English, such as phonology and word selection of American English differ from forms of English spoken in other countries.	Research paper on a regional variety of English, its structures and its social network	Rubric

Text: Yule, G. *The Study of Language*.

Assessment

Weekly chapter exams [10@5]	50
Midterm exam	15
Final Exam	15

Reflective paper 10

Research presentation 10

Attendance and participation can positively or negatively affect your grade up to 10 (one letter grade).

Extra credit assignments must be requested two weeks before the end of term and submitted before the final exam period.

Course Content:

Module 1 – Origins of Language & Animal vs Human communication

Module 2 – Phonetics and Phonology

Module 3 – Etymology, Morphology & Morphophonemics

Module 4 – Syntax

Module 5 – Semantics and Pragmatics

Module 6—Discourse Analysis & Neurolinguistics

Module 7 – Language Acquisition

Module 8 – Sign Languages & Orthography

Module 9 – Language Change & Dialectology

Module 10 – Sociolinguistics

Midterm Exam – Structures of English

Final Exam – Functions of English

Reflective Paper – Select at least three areas of linguistic study as outlined in the book and consider how they may be applied in your chosen field. Connect them to the theories and methods of your field. Discuss how they might be used to enhance or extend the work you do in your field.

Research Paper – Select a regional variety of English. Analyze its structural differences from Standard Written American English. Describe its functional differences from SAE. Present its discourse community. Connect the variety to its community's history and position. Propose contexts in which the variety might be preferred to SAE. Make use of both primary [samples of the variety itself] and secondary [prior analyses of the variety] sources in your paper.

Attendance

You are expected to attend every class period both mentally and physically. If you must miss a class, it is your responsibility to contact the professor and your colleagues promptly to address missed material. Please review the "Class Attendance" statement in the college catalogue.

It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. Therefore, a student who has a disability that inhibits the student's ability to meet course requirements and who desires accommodations must contact the instructor and Developmental Services within the first three class meetings of the semester (within the first three days during summer terms). The goal is to develop a timely accommodation plan and to file an Americans with Disabilities Act (ADA) Accommodation Form. Course requirements will not be waived, but accommodations will be made to allow each student to meet course requirements, provided the student acts within the first three class meetings in working with the instructor to develop an accommodation plan. If a disability is identified later in the semester, a non-retroactive accommodation plan will be developed at that time.

Research and Reflective Rubric.

Tasks 	Target No errors in grammar, spelling or punctuation.	Acceptable Few errors in grammar, spelling or punctuation.	Unacceptable Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.
Part 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 2	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 3	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 4	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 5	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)