

**University of North Texas at Dallas  
Spring 2015 SYLLABUS**

<b>LING 3060D.021: Principals of Language Study (3 Hrs)</b>	
<b>Division of Teacher Education and Human Services</b>	
<b>Instructor Name:</b>	Dr. Marco Shappeck
<b>Office Location:</b>	UNT-Dallas, Founders' Hall (DAL 2) #263
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<b>Email Address:</b>	<a href="mailto:Marco.Shappeck@unt.edu">Marco.Shappeck@unt.edu</a>
<b>Office Hours:</b>	Monday 12-2; Tuesday 12-11 & 3-5; Wednesday 10-2; Thursday 10-2 ( <i>Or by appointment</i> )
<b>Classroom Location:</b>	DAL 1 #248
<b>Class Meeting Days/Times:</b>	Tuesday 5:30 p.m. – 6:50 p.m. ( <i>Hybrid</i> )
<b>Course Catalog Description:</b>	An introductory linguistics course that focuses on the structure of English (sociolinguistics, phonology, morphology, orthography, pragmatics, and syntax). The course includes literacy development, the history of English, dialects of American English and problems of usage.
<b>Required Text:</b>	*Shappeck, Marco & Welch, Catharine. (2012). <i>Linguistics for Pre-service educators</i> . *Peyo (Illustrator). (1973). <i>Smurf vs. Smurf</i> . Published by Pepercutz.
<b>PDFs on Blackboard</b>	*Shappeck, Marco & Welch, Catharine. (2012). <i>Linguistics for Pre-service educators</i> .
<b>Access to Learning Resources:</b>	UNT Dallas Library: (972) 780-3625 <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> Texas Education Agency: <a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a>
<b>Course Goals or Overview:</b>	
The aim of this course is to provide a background in several core areas of the study of human language: phonetics and phonology (sound structure and patterns), morphology (word structure), syntax (sentence structure), and socio-linguistics (language use and style). Additional topics to be addressed include dialects, social aspects of language variation, and language change.	
<b>Learning Objectives/Outcomes:</b> ( <i>All outcomes below align with the INTASC, TEKS, and ELPS standards.</i> ) At the end of this course, the student will be able to . . .	
1	analyze the sounds in a language and the relationships between them;
2	analyze the structure of words;
3	analyze the structure of phrases and sentences;
4	understand the processes by which languages change;
5	become familiar with varieties of English and to understand why these varieties exist;
6	become familiar with consequences and potential of using phonics and whole-word approaches to reading;
7	understand the relationship between written and spoken language; and
8	apply knowledge of the structure of language (sounds, words, phrases, and sentences) to the elementary school classroom setting.

<b>INTASC Standards</b>	<b>The Interstate Teacher Assessment and Support Consortium (INTASC) standards as they relate to the study of language</b>
#1 Knowledge of Subject (Subject Matter)	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
#2 Learning and Human Development (Student Learning)	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
#3 Adapting Instruction (Diverse Learners)	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
#4 Strategies (Instructional Strategies)	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
#5 Motivation and Management (Learning Environment)	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
#6 Communication Skills (Communication)	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
#7 Planning (Planning Instruction)	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
#8 Assessment	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
#9 Commitment (Reflection and Professional Development)	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
#10 Partnerships (Collaboration, Ethics, and Relationships)	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

<b>ELA Standards</b>	<b>Generalist EC-6: STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA)</b>
Standard I: Oral Language.	Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
Standard II: Phonological and Phonemic Awareness	Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
Standard III: Alphabetic Principle	Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
Standard V. Word Analysis and Decoding	Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
Standard IX: Writing Conventions	Teachers understand how young students use writing conventions and how to help students develop those conventions.
Standard XI. Research and Inquiry Skills	Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

**Course Outline:** (This schedule is subject to change by the instructor. Any changes to this schedule will be communicated to the students via email and during class).

<b>Date</b>	<b>Topic(s)</b>	<b>For this class read...</b>	<b>Assignments &amp; Assessments</b>	<b>Learning Objectives</b>
Tues Jan 20 <sup>th</sup>	Subfields of Linguistics / Syllabus			
Thurs Jan 22 <sup>nd</sup>	Introduction: The word “like” (ON-LINE)	Introduction	Quiz #1 – Due Sunday (midnight)	Obj. #1, #2
<b>S O C I O L I N G U I S T I C S</b>				
Tues Jan 27 <sup>th</sup>	Linguistic Attitudes / Language Change	Sections 1.1 & 1.2		Obj. #4, #5
Thurs Jan 29 <sup>th</sup>	Grammar(s) / Standard American English (ON-LINE)	Sections 1.3 & 1.4	On-line Assignment #1	Obj. #4, #5
Tues Feb 3 <sup>rd</sup>	Linguistic Discrimination / Spanglish	Sections 1.5 & 1.6		Obj. #4, #5
Thurs Feb 5 <sup>th</sup>	African-American Vernacular English (ON-LINE)	Section 1.7	On-line Assignment (Ungraded)	Obj. #4, #5
Tues Feb 10 <sup>th</sup>	Appalachian English	Section 1.8		Obj. #4, #5
Thurs Feb 12 <sup>th</sup>	<b>PORTFOLIO PROJECT WORKSHOP: SOCIOLINGUISTICS</b>		Quiz #2 – Due Sunday (midnight)	
<b>P H O N O L O G Y</b>				
Tues Feb 17 <sup>th</sup>	Overview of English Phonemes	Section 2.1		Obj. #1
Thurs Feb 19 <sup>th</sup>	Articulation of Consonants (ON-LINE)	Section 2.2		Obj. #1
Tues Feb 24 <sup>th</sup>	Articulation of Vowels	Section 2.3	Quiz #3 – Due Sunday (midnight)	Obj. #1
Thurs Feb 26 <sup>th</sup>	Phonological Awareness and Phonemic Awareness (ON-LINE)	Sections 2.4 - 2.10	On-line Assignment #2	Obj. #1, #6, #7, #8
<b>O R T H O G R A P H Y</b>				
Tues March 3 <sup>rd</sup>	Orthography: Grapheme-Phoneme Distinction	Sections 3.1- 3.3	Quiz #4 – Due Sunday (midnight)	Obj. #6, #7, #8
Thurs March 5 <sup>th</sup>	Orthography: Etymology and Word Relationships (ON-LINE)	Sections 3.4-3.6	On-line Assignment #3	Obj. #6, #7, #8

Date	Topic(s)	For this class read...	Assignments & Assessments	Standards
Tues March 10 <sup>th</sup>	<i>PORTFOLIO PROJECT WORKSHOP: PHONOLOGY &amp; ORTHOGRAPHY</i>			
<b>M O R P H O L O G Y</b>				
Thurs March 12 <sup>th</sup>	Word Formation (ON-LINE)	Section 4.1		Obj. #2
<b>S P R I N G B R E A K</b>				
Tues March 24 <sup>th</sup>	Morphemes and Affixation	Sections 4.2 & 4.3		Obj. #2
Thurs March 26 <sup>th</sup>	Types of Affixes / Lexical Categories (ON-LINE)	Sections 4.4 – 4.6	On-line Assignment #4 & #5	Obj. #2
Tues March 31 <sup>st</sup>	Affixation and Changing Lexical Category	Sections 4.7 & 4.8	Quiz #5 – Due Sby Sununday (midnight)	
Thurs April 2 <sup>nd</sup>	<i>PORTFOLIO PROJECT WORKSHOP: MORPHOLOGY</i>		PORT. PROJ. PART I	
<b>S Y N T A X</b>				
Tues April 7 <sup>th</sup>	Parts of Speech   Subject and Predicate	Section 5.1 & 5.2		Obj. #2, #3
Thurs April 9 <sup>th</sup>	Noun Phrase   Prepositional Phrase (ON-LINE)	Section 5.3 & 5.4	On-line Assignment (Ungraded)	Obj. #2, #3
Tues April 14 <sup>th</sup>	Action Verbs	Section 5.5		Obj. #2, #3
Thurs April 16 <sup>th</sup>	Linking Verbs (ON-LINE)	Section 5.6	Quiz #6 – Due Sunday (midnight)	Obj. #2, #3
Tues April 21 <sup>st</sup>	Sentence Analysis	Section 5.7		Obj. #2, #3
Thurs April 23 <sup>rd</sup>	Sentence Analysis (continued) (ON-LINE)	Section 5.7	Quiz #7 – Due Sunday (midnight)	Obj. #2, #3
Tues April 28 <sup>th</sup>	Active and Passive Voice	Section 5.8		Obj. #2, #3
Thurs April 30 <sup>th</sup>	Syntax Review / Preparation for Syntax Quiz (ON-LINE)		Quiz #8 – Due Sunday (midnight)	Obj. #2, #3, #8
Tues May 5 <sup>th</sup>	<i>PORTFOLIO PROJECT WORKSHOP: SYNTAX</i>		PORT. PROJ. PART II	Obj. #2, #3
Thurs May 7 <sup>th</sup>	Review for Final (ON-LINE)			
May 10-16	Final Exam (In Class)	TBA	Final Exam	

**Course Evaluation Methods:** This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Quizzes** – short, written assessment designed to measure knowledge of presented course material

**Online Work** – short online assignments designed to measure knowledge course material

**Portfolio Project** – designed for application of concepts presented in course material

**Exam** – assessment designed to measure knowledge of presented course material material

Instrument	Total
Quizzes (8 @ 50 pts.)	400
Online Work (point distribution varies)	250
Portfolio Project (2 parts @ 100 pts.)	200
Final Exam: (1 @ 150 pts.)	150
<b>Total Points:</b>	<b>1000</b>

**Grade Determination:**

A = 900 pts or better = 90% or better

B = 800 – 899 pts = 80 – 89 %

C = 700 – 799 pts = 70 – 79 %

D = 600 – 699 pts = 60 – 69 %

F = 599 pts or below = less than 60%

**University Policies and Procedures**

**Students with Disabilities (ADA Compliance):** The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office (Founder's Hall #246)

**Student Evaluation of Teaching Effectiveness Policy:** The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT-Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students as I work continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Graded Assignment Policy:** Exams and quizzes should be taken as scheduled. All graded assignments should be turned in on the due date indicated in the course schedule. If you are unable to complete a graded assignment by the deadline indicated, please contact me PRIOR to the scheduled deadline to make other arrangements. All non-approved late assignments will be penalized one letter grade per day late. All non-approved late assignments turned in more than 5 days late will receive a zero (0).

**Exam Policy:** Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

**Academic Integrity:** Academic integrity is a hallmark of higher education. You are expected to abide by the UNT's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or **plagiarism**) will be handled in accordance with the University's policies and

procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

**Bad Weather Policy:** On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

**Attendance and Participation Policy:** Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Although I will be taking attendance for all of our class meeting, your grade is not calculated with attendance points. Yet, class participation and attendance is still **very important!** Please make a genuine effort to attend all of our classes since pertinent information on the exams and other assignments will be discussed during class time. Additionally, you may not turn in any assignment late except in the event of a documented excused absence.

**Homework Policy:** Throughout the course, you will be assigned homework assignments to help you practice skills learned in class. These will be announced periodically in-class. While these assignments will not be graded, it is extremely important that you complete the work. Your understanding of these homework assignments will directly affect your grades on quizzes and exams.

**Diversity/Tolerance Policy:** Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (e.g., swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

**WebCT/Blackboard:** This course meets face-to-face only on Tuesdays for 15 weeks. All class meetings on Thursday will be held online this semester (as noted in red on the syllabus). Even though we will not be meeting in our regular classroom on these dates, you are still required to participate in these sessions.

**Electronic Devices:** You may bring laptops to class in order *to access electronic copies of the readings or to complete assigned tasks*. Other electronic devices, such as cell phones and MP3/4 players, should not be used during class.