

Linguistics 210 Introduction to Language

Winter 2014 (MWF 8:40-9:40am) GCB 182

Text: *An Intro to Language*, 9th Edition (Fromkin et al, Heinle Publishers)

Jan 6-10	What is Language?	Chap. 1
Jan 13-17	Brain	Chap. 2
Jan 20	HOLIDAY	
Jan 22-24	Language Acquisition	Chap. 8

Exam #1 (in Testing Center Jan 27-29)

Jan 27-31	Humans & Computers	Chap 9
Feb 3-7	Language in Society	Chap 10
Feb 10-14	Language Change	Chap 11

Exam #2 (Testing center Feb 17-19)

Feb 17	HOLIDAY	
Feb 19-21	Morphology	Chap. 3
Feb 24-28	Syntax	Chap. 4
Mar 3-7	Semantics	Chap. 5

Exam #3 (Testing Center Mar 10-12)

Mar 10-14	Phonetics	Chap. 6
Mar 17- 21	Phonology	Chap. 7
Mar 24	Language & the LDS Church	
Mar 26	HOLIDAY	
Mar 28	5 min. reports	
Mar 30	5 min. reports	
Apr 2	5 min. reports	
Apr 4	5 min. reports	
Apr 7	5 min. reports & REVIEW	

Apr 9 (7-10am) FINAL EXAM (in-class)

Grade:

Quizzes, homework, attendance and participation.	10%
1st Exam	20%
2nd Exam	20%
3rd Exam	20%
Final Exam	20%
Term paper	10%

Misc: Prerequisite: English 201 Bro James' office is MFB 212 (Tel. #3625)

TESOL-Major Student Learning Outcomes

The student learning outcomes (SLOs) for a TESOL degree are:

- Knowledge: Students can articulate a knowledge of human language and how it is learned and taught.
- Experience: Students demonstrate that they can apply what they have learned within a teaching situation.
- Professional Identity:
 - a) Students demonstrate a sense of professionalism through improving personal language proficiency.
 - b) Students participate in TESOL professional communities and utilize TESOL resources.
 - c) Students display a sense of self-awareness and efficacy by demonstrating an understanding of what strengths and weaknesses they bring to the TESOL professions and how they can capitalize on their strengths and improve upon their weaknesses.

Course Number	Course Title	Outcomes				
		Knowledge	Experience	Professional Identity		
		1	2	3a	3b	3c
Ling 210	Introduction to Linguistics	3	1	1	0	0

TESOL Major Outcomes Matrix

1 = slightly 2 = moderately 3 = significantly

Course Objectives

The major objectives of this class are to gain a basic understanding of the human capacity for language and language use. Also, an understanding of the major systems of human language (phonology, morphology, syntax, etc)

Student Learning Outcomes:

By the end of the course, students:

- can articulate current understanding regarding the human capacity for language.
- Understand the major systems of human language

(These SLO's are measured by examination primarily)

Special Needs

Brigham Young University-Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the students with Special Need Coordinator, Leilani A'una at 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8875 (24 hours).

Academic Honesty

The first part of the BYUH Honor Code is a call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President McKay taught that "character is the highest aim of education."

"BYUH students should seek to be totally honest in their dealing with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating and other academic misconduct."