INGL 3224 – INTRODUCTORY READINGS IN LANGUAGE
UNIVERSITY OF PUERTO RICO, RIO PIEDRAS
Fall SESSION 2021- Tuesday and Thursday 2:30-350 PM
Online*
Google Meets: meet.google.com/kva-mimz-nfp
WhatsApp: https://chat.whatsapp.com/EM2UG3O6YnRAvAIE9GmSm7

Prof. Marisol Joseph-Haynes
marisol.josephhaynes@upr.edu
Office hours: By appointment on Tuesday and Thursday via Google Meets

Course: INGL 3224 Introductory Reading in Language
Credits: 45 hours
Prerequisites: INGL 3103-3104 or, INGL3011-3012, or Level 5 on the English Department
Placement Test or Advance Placement in English

Course Description:

Online course on the study of selected readings by different authors on the nature of language and the psychological and sociological aspects of communication.

Course Objectives: Upon completing the course, the students will be able to:

- Know what linguistics is and what linguists do
- Contrast human language and animal communication
- Identify the major levels of linguistic structure (phonology, morphology, syntax, semantics, discourse) and the ways there are analyzed by linguist as compared to non-specialized people.
- Understand the differences between standard and non-standard varieties of language
- Evaluate the influence the media have on spoken and written language
- Evaluate how languages change over time and why people worry about this
- Comprehend and explain the reasons for language attitudes
- Explain why current language myths are incorrect
- Be able to contribute effectively to the inclusion of fellow students with special needs in the classroom

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Course Outline:

    I.   **Overview of Language and Linguistics…………………………….15 hours**

    II.   **Contrasting Human Language and Animal Communication……..6 hours**

    III.   **Language Change……………………………………………………6 hours**

    IV.   **Standard and Non-Standard Languages…………………………6 hours**

    V.   **Language Attitudes………………………………………………...6 hours**

    VI.   **Language Change……………………………………………….6 hours**

Teaching Strategies: I see the classroom as a unique space where people can collectively raise awareness about taken for granted elements of culture, society, and nature, and gain tools to move beyond boundaries, as well as to imagine and practice alternatives. The learning focus in this course is on student-driven exploration. While we utilize a wide variety of learning approaches (Interactive modules, readings, Instructional videos, Group work, homework, quizzes and test, Forums, Oral presentations, and Asynchronous and synchronic videoconference), this course is essentially interactive and experiential. **This sort of learning requires active individual and group participation.** Each of you will get out of this class what you put into it. And your experience will be a collective one.

To foster learning:
• Prepare yourselves by reading and involving yourselves in the readings. ***
• Engage in the class and actively participate in discussion, exercises, forums.

Students who receive the services provided by the office of Vocational Rehabilitation must contact me at the beginning of the semester in order to plan a reasonable accommodation and the necessary equipment according to the recommendations provided by the Oficina de Asuntos para la persona con Impedimento (OAPI) at the Office of the Dean of Students. Any other students with special needs or who require any type of assistance or special arrangement should contact the professor. I encourage these students to be aware of their rights and duties.

"The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of

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Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint."

Require resources:

❖ No textbook. All Reading material will be accessible online
❖ Videos

Method of Evaluation: Special arrangements will be made for those students requiring reasonable accommodation

	Points	Percentage
Assignments and asynchronous work	125	25%
Group work and participation in Forums	100	20%
Response/reaction papers	50	10%
Oral presentations	50	10%
Synchronic Meetings	50	10%
Quizzes	125	25%
Total	**500**	**100%**

Grading System: All cellular phones must be turned off completely. You may respond to the messages after class. Non-compliance with this regulation will affect grade.
   90-100=A   80-89= B   70-79=C   60-69=D   0-59=F

Ethics: Students found plagiarizing will receive a failing grade for the class, and the case will be reported to the University. The course emphasizes ethical practices and perspectives. Above all, both students and the teacher team should strive to communicate and act, both in class interactions and in assigned coursework, in a manner directed by personal integrity, honesty, and **respect for self and others**.

Students need to do original work and properly cite sources. Directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Further, course content will encourage the ethical practices and analysis of communication. If you commit plagiarism or engage in academic dishonesty of any kind, you will receive an "F" for the course and be reported to the Dean of Students where further disciplinary action may be taken.

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 Late work & absences: This course is given during the Fall Academic Session (August-December); this means that you are only allowed one (3) absence. The class starts at 2:30pm… Late work, again, will not be accepted.

Professional work quality: Work turned in should be polished. Unless otherwise noted, all written assignments turned in for a grade must be typed, double-spaced, 12-point font, and must conform to standard rules of English grammar, spelling, and punctuation. Assignments that seriously depart from these rules (due to sloppiness and not deliberate and careful creative effort) or the required format described in the assignment will be returned un-graded and counted as a zero/F.

APA style is required for all your citations and reference list. For guides on how to use APA style see:
http://owl.english.purdue.edu/owl/resource

Email etiquette & responsibility: A good rule to follow when addressing all people via email in a professional context is to use a greeting and that person's name or title to open your email message. Since you are not texting a buddy, it is respectful to begin one's email with "Hi, professor" or "Dear Prof. Joseph," before going into your message itself. If you feel more comfortable addressing people by title, note that professors are not addressed as Ms. or Mr., but as Professor so-and-so or Dr. so-and-so. Here is a helpful short blog about how to write a professional (and specifically academic professional) email to your professors:
https://medium.com/@lportwoodstacer/how-to-email-yourprofessor-without-being-annoying-af-cf64ae0e4087#.1b6bai82x.

 Check your UPRRP email account regularly, as I use this account to keep in touch with you about course requirements or updates. We will also use WhatsApp since the electrical infrastructure of the island is unpredictable.

 In-class technology: Moodle and Google Meets

Diversity: This course encourages different perspectives related to such factors including socio-economic class, gender, race, nationality, ethnicity, sexual orientation, religion, ability, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Bibliography:

Andreea S. Calude, Sally Harper, Steven M. Miller and Hemi Whaanga, (**2020**). Detecting language change, *Asia-Pacific Language Variation*, 10.1075/aplv.00003.cal, **5**, 2, (109-137),

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Andualem Desta, M. **(2019).** An Investigation into English Foreign Language Learning Anxiety and English Language Performance Test Result: Ethiopian University Students in Focus. *International Journal Of Research In English Education*, *4*(4), 83-100. doi: 10.29252/ijree.4.4.83

Armstrong, D. (2003). Language, Cognition, and the Brain: Insights from Sign Language Research. *Sign Language Studies*, *4*(1), 83-90. doi: 10.1353/sls.2003.0020

Bauer, L., Trudgill, P. (1999). Language Myths. Penguin Books

Bennett, R., Coon, J., & Henderson, R. **(2015).** Introduction to Mayan Linguistics. *Language And Linguistics Compass*, *10*(10), 455-468. doi: 10.1111/lnc3.12159

Chambers, J., & Schilling-Estes, N. *The handbook of language variation and change*.

Gibson, K. (1994). Continuity theories of human language origins versus the lieberman model. *Language & Communication*, *14*(1), 97-114. doi: 10.1016/0271-5309(94)90022-1

Holmes, J., & Meyerhoff, M. (1999). The Community of Practice. Theories and Methodologies in Language and Gender. Research Language in Society. 28(2), 173-183. Doi: 10.1017/S004740459900202

Masgoret, A., & Gardner, R. (2003). Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. *Language Learning*, *53*(S1), 167-210. doi: 10.1111/1467-9922.00227

Masgoret, A., & Gardner, R. (2003). Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. *Language Learning*, *53*(S1), 167-210. doi: 10.1111/1467-9922.00227

Norman I. Maldonado (2000) The Teaching of English in Puerto Rico: One Hundred Years of Degrees of Bilingualism, Higher Education in Europe, 25:4, 487-497, DOI: 10.1080/03797720120037822

Odlin, T. (2008). A handbook of varieties of English (review). *Language*, *84*(1), 193-196. doi: 10.1353/lan.2008.0057

Segerdahl, P. **(2015).** The rhetoric and prose of the human/animal contrast. *Language & Communication*, *42*, 36-49. doi: 10.1016/j.langcom.2015.03.00

All references available online in "Sistema de bibliotecas UPRRP"

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1. Multilingual education yearbook **2018** : internationalization, stakeholders & multilingual education contexts

Cham : Springer International Publishing : Imprint: Springer, 2018
Call #: **MRDF Springer E-book**

2. Exploring language aptitude: views from psychology, the language sciences, and cognitive neuroscience

   Cham : Springer International Publishing : Imprint: Springer, **2018**
   Call #: **MRDF Springer E-book**

3. Language policy and language acquisition planning

   Cham : Springer International Publishing : Imprint: Springer, **2018**
   Call #: **MRDF Springer E-book**

4. The psychology of political communicators : how politicians, culture, and the media construct and shape public discourse

   New York, NY : Routledge**, [2018]**
   Call #: **MRDF Ebook Central E-book**

5. Reading achievement and motivation in boys and girls : field studies and methodological approaches

   Cham : Springer International Publishing : Imprint: Springer, **2018**
   Call #: **MRDF Springer E-book**

6. Ears, eyes, and hands : reflections on language, literacy, and linguistics

   by *Wolter, Deborah L., author.*
   Washington, DC : Gallaudet University Press, 2018. ; (Baltimore, Md. : Project MUSE, **2015)**
   Call #: **MRDF Project Muse E-book**

7. Rethinking TESOL in diverse global settings : the language and the teacher in a time of change

   London : Bloomsbury Academic, **2019**.

8. Language in Louisiana : community and culture

   Jackson : University Press of Mississippi, [2019] ; (Baltimore, Md. : Project MUSE, **2015)**
   Call #: **MRDF Project Muse E-book**

9. Reconceptualizing English education in a multilingual society : English in the Philippines

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Singapore : Springer Singapore : Imprint: Springer, **2018**
Call #: **MRDF Springer E-book**

10. Acquiring sociolinguistic variation

Amsterdam ; Philadelphia : John Benjamins Publishing Company**, [2017]**
Call #: **MRDF Ebook Central E-book**

11. Remix multilingualism : hip-hop, ethnography and performing marginalized voice

by *Williams, Quentin, author.*
London ; New York : Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, **2017.**
Call #: **MRDF EBSCOhost E-book**

1 Cuban Spanish dialectology : variation, contact, and change
2. Washington, DC : Georgetown University Press, **2017**. ; (Baltimore, Md. : Project MUSE, 2015)
Call #: **MRDF Project Muse E-book**

13. Language variation on Jamaican radio [electronic resource]

by *Westphal, Michael, 1968-*
Amsterdam ; Philadelphia : John Benjamins Publishing Company, **2017.**
Call #: **MRDF Ebook Central E-book**

14. Multidisciplinary approaches to bilingualism in the Hispanic and Lusophone world

Amsterdam ; Philadelphia : John Benjamins Publishing Company, **[2017]**
Call #: **MRDF Ebook Central E-book**

15. Language contact in Africa and the African diaspora in the Americas : in honor of John V. Singler

Amsterdam ; Philadelphia : John Benjamins Publishing Company, **[2017]**
Call #: **MRDF Ebook Central E-book**

16. Language in society.
Cambridge, Eng. [etc.] New York, Cambridge University Press.
Call #: **Revistas**

Online sites:

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Language Varieties:http://www.hawaii.edu/satocenter/langnet/
Language   Varieties:https://www.lindsaydoeslanguages.com/language-varieties-accents-dialects-more/
Sociolinguistics and varieties of English: http://martinweisser.org/courses/intro/socioLing.html
Language Atttitudes: https://www.sil.org/language-assessment/language-attitudes
Language change: https://www.linguisticsociety.org/content/english-changing
Linguistic Society of America: https://www.linguisticsociety.org/