

**INGL 3224 SYLLABUS**  
**SPRING 2023**

<b>Course title:</b>	Introductory Readings in Language
<b>Pre-requisite:</b>	<u>One</u> of the following: English 3103-3104, or English 3011-3012, level 5 on English Department Placement Test, or Advanced Placement in English
<b>Credit hours:</b>	3 credits (45 contact hrs.)
<b>Section/meeting hours:</b>	INGL 3224-001 / MJ 11:30 a.m. - 12:50 p.m.
<b>Modality (classroom):</b>	Face-to-face (LPM 212)
<b>Professor (email):</b>	Cristal Heffelfinger-Nieves, Ph.D. ( <a href="mailto:cristal.heffelfinger@upr.edu">cristal.heffelfinger@upr.edu</a> )
<b>UPR phone extension:</b>	787-764-0000, Ext. 89729
<b>Office hours:</b>	MJ 1:00-2:20 p.m. (Janer 129), W 1:00-4:10 p.m. (Google Meet: <a href="https://meet.google.com/vqz-rxjc-xvo">vqz-rxjc-xvo</a> ). Appointments are highly recommended.

**Course description:**

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

**Course objectives:**

Students will engage in activities that will allow them to:

1. Demonstrate understanding of what linguistics is and what linguists do.
2. Contrast human language and animal communication.
3. Identify the major levels of linguistic structure (phonology, morphology, syntax, semantics, and discourse), as analyzed by linguists as compared to nonspecialized people.
4. Explain the differences between standard and non-standard varieties of language.
5. Evaluate the influence of the media on spoken and written language.
6. Identify how languages change over time and why people worry about this.
7. Describe the concept and the reasons underlying language attitudes.
8. Explain why common language myths and misconceptions are incorrect.
9. Participate in interactive group tasks to promote cooperation and inclusion of all students.

**Required resources:**

There will be no assigned textbook. Access to online articles, book chapters, reading materials, and audiovisual media will be available through the Moodle course page unless otherwise specified.

**Teaching strategies and methodology:**

This course will integrate a variety of student-centered approaches to promote learning and collaboration. Class activities will include lectures, flipped-classroom lessons, active discussion, individual and group work, interactive games, oral and written tasks, research, and others. Students will be encouraged to participate regularly, ask questions, share their experiences, and play an active role in their own learning experience. Language-related topics beyond the scope of this syllabus may be covered by students in the form of oral and written presentations.

**Course outline:**

Date	Topics and Activities	Required Materials
<b>Week 1:</b> January 26	<i>Course Introduction and Overview</i>	INGL 3224 syllabus
<b>Week 2:</b> January 31 February 2	<i>Language and Linguistics: Basic Concepts</i>	Digital presentation, <a href="#">Fasold &amp; Connor-Linton (2013, pp. 1-11)</a>
<b>Week 3:</b> February 7 February 9	<i>Human vs. Animal Communication</i>  <i>What It Means to “Have an Accent”</i>  <b>Reaction Paper #1</b>	<a href="#">Yule (2020, pp. 13-22)</a> <b>Supplementary:</b> <a href="#">Beecher (2021)</a>  <a href="#">Esling (in Bauer &amp; Trudgill, 1998, pp. 169-175), Birner (2023)</a>
<b>Week 4:</b> February 14 February 16	<i>Phonetics, Phonology, and Orthography</i>	<a href="#">Carney (in Bauer &amp; Trudgill, 1998, pp. 32-40, IPA chart,</a> digital presentation  <b>Supplementary:</b> Crash Course Linguistics <a href="#">#8</a> , <a href="#">#9</a> , <a href="#">#10</a> (2020)
<b>Week 5:</b> February 21 February 23	<b>Quiz #1</b> <i>Morphology: Word Structure and Classification</i>	Digital presentation, <a href="#">Anderson et al. (2022, pp. 183-206, 214-218), Rastle (2019)</a>
<b>Week 6:</b> February 28 <b>March 2 – Holiday</b> <b>(NO CLASS)</b>	<i>Notes on “Good, Bad Grammar”</i>	<a href="#">Milroy (in Bauer &amp; Trudgill, 1998, pp. 94-102), Burton-Roberts (2016, pp. 1-6)</a>
<b>Week 7:</b> March 7 March 9	<i>Syntax: Typology and Sentence Structure</i>	<a href="#">Fasold &amp; Connor-Linton (2013, pp. 97-109)</a>

		<b>Supplementary:</b> <a href="#">Coons (2021)</a>
<b>Week 8:</b> March 14 March 16	<i>Additional Practice: Syntactic Trees</i> <b>Quiz #2</b>  <i>Introduction to Semantics: Word Meaning</i>	Digital presentations  <a href="#">Trudgill (in Bauer &amp; Trudgill, 1998, pp. 1-8)</a>
<b>Week 9:</b> March 21 March 23	<i>Pragmatics: Meaning in Context</i>	Digital presentations, <a href="#">Yule (2020, pp. 149-166)</a>
<b>Week 10:</b> March 28 <b>March 30</b>	<i>Introduction to Child Language Acquisition</i>  <b>Special assignment (Quiz #3) in place of March 30 class (no face-to-face meeting)</b>	<a href="#">Yule (2020, pp. 201-212)</a>
<b>Week 11:</b> April 4 <b>April 6 – Easter break (NO CLASS)</b>	<i>Language Shift, Death, and Attrition</i>  <b>Reaction Paper #2</b>	<a href="#">Almurashi (2017)</a> , <a href="#">Gutman (2014)</a> , <a href="#">Rymer (2012)</a>  <b>Supplementary:</b> <a href="#">ITI Language Center (2019)</a>
<b>Week 12:</b> April 11 April 13	<i>Language Revival, Maintenance, and Revitalization</i>  <i>Introduction to Language Attitudes</i>	<a href="#">Flores Farfán &amp; Olko (2021)</a>  <a href="#">Giles &amp; Niedzielski (in Bauer &amp; Trudgill, 1998, pp. 85-93)</a> , <a href="#">Garrett (2010, pp. 1-36)</a>
<b>Week 13:</b> April 18 April 20	<i>Study of Language Attitudes and Dialect Variation, Standard vs. Nonstandard Varieties</i>  <b>Quiz #4</b>	<a href="#">Garrett (2010, pp. 37-52)</a>  <a href="#">Fasold &amp; Connor-Linton (2013, pp. 311-337)</a>
<b>Week 14:</b> April 25 April 27	<i>Language and the Media: Classic Theories and New Trends</i>  <b>Reaction Paper #3</b>	Digital presentation, <a href="#">Lunt &amp; Livingstone (2008/2001)</a>  <a href="#">Al-Sharqi &amp; Abbasi (2020)</a> , <a href="#">García-Penn (2021)</a> , <a href="#">Lorenz (2022)</a>
<b>Week 15:</b> May 2 May 4	<i>Language and Culture</i> <b>Quiz #5</b>  <b>Final Draft Revision</b>	<a href="#">Fasold &amp; Connor-Linton (2013, pp. 343-370)</a>
<b>Week 16:</b> May 9 May 11	<i>Final Presentations</i>	Rubrics
<b>Week 17:</b> May 16	<i>Final Presentations</i> <b>Final Paper due</b>	Rubrics

**Evaluation:**

Attendance and participation (readiness, effort)	20%
Quizzes (5)	25%
Response papers (3)	30%
Final presentation and paper	25%
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<b>TOTAL</b>	<b>100%</b>

**Grading system:**      100-90 = A      89-80 = B      79-70 = C      69-60 = D      59-0 = F

**Course policies and honor code:**

1. Students must abide by the rules of academic integrity. Answers to assignments, quizzes, and essays (response papers) must result from their own (individual) effort. Oral and written presentations must follow proper APA citation guidelines and include both in-text citations and a list of references to avoid plagiarism. (If needed, the professor will schedule an APA-style workshop for students.) Any act of academic dishonesty, including AI-generated text, will be penalized with a score of zero (0), without exception, and may be subject to disciplinary sanctions (see below).
2. Students are responsible for taking notes, asking for clarification, accessing the material available through the institutional LMS (Moodle), and meeting with the professor during office hours. The professor will gladly answer emails during regular work hours.
3. Any late assignments (up to one week past the deadline) will be subject to a 10% penalty. No work will be accepted more than one week after its established deadline, in which case it will be graded with a zero (0).
4. There will be no make-up quizzes without reasonable justification. The decision to grant deadline extensions, make-up tasks, or extra credit remains at the professor's discretion. Last-minute requests to "save the semester" will not be considered.
5. In case of an absence, students may send an excuse through official channels. More than three unexcused absences will automatically result in the lowering of a student's grade in the course (from A to B, and so on). Medical excuses will be accepted only if issued by a licensed physician. If diagnosed with COVID-19, influenza, mycoplasma, or any fast-spreading respiratory illness, students must isolate and wear a tight-fitting face mask following CDC guidelines or doctor's orders. In the event of a personal or family emergency, students should notify the professor via email as soon as possible. Students' right to privacy and protection of health information (HIPAA) will always be guaranteed.
6. Students have the right to choose their preferred name and pronouns and to have their classmates and professor respect their choice. Likewise, they are expected to acknowledge their peers' choices and use inclusive language when referring to others.
7. Students may openly disagree with their fellow classmates and professor, but they must do so politely and respectfully. Intentionally offensive and derogatory language will not be tolerated in the classroom or in any class-related environment, including Moodle forums.
8. The use of cellphones, tablets, iPads, laptops, and similar electronic devices will be allowed only as part of class activities, including notetaking, and for reasonable accommodation purposes. Students may be allowed to take calls in case of an emergency, having notified the professor at the beginning of the class.

**Important notices in accordance with the recommendations of the Dean of Students Office:**

Reasonable Accommodations (Division for Persons with Disabilities)

Students receiving Vocational Rehabilitation services must contact professor at the beginning of the semester to make arrangements for reasonable accommodations and for any necessary auxiliary equipment, following the recommendations of the Coordinating Office for People with Disabilities (Oficina de Asuntos para las Personas con Impedimentos -- OAPI), under the Office of the Dean of Student Affairs. Other students with special needs who require any kind of assistance or reasonable accommodations should also inform the professor. Alternative evaluation methods will be provided to students with identified special needs.

Discrimination / Sexual Harassment

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 No. 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 Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Academic Integrity

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR General Student Bylaws (Certification No. 13, 2009-2010, of the UPR Board of Trustees) establishes that "academic dishonesty includes but is not limited to: fraudulent actions, obtaining grades or academic degrees using false or fraudulent pretexts, entirely or partially copying academic work from another person, entirely or partially plagiarizing the work of another person, entirely or partially copying responses from another person to examination questions, having another person take any test, oral or written examination on the student's behalf, as well as assisting or facilitating any person to incur in the aforementioned conduct." Fraudulent conduct refers to "behavior with the intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University of Puerto Rico or any other institution." Any of these actions shall be subject to disciplinary sanctions in accordance with the respective disciplinary procedure, as stated in the current UPR Student Bylaws.

Contingency Plan in Case of Emergency

In the event of an emergency or interruption of classes, course offerings will take place with the support of distance learning modalities, as established in this official syllabus. In compliance with official communications and institutional guidelines, the professor will make efforts to communicate with students via institutional email or other available communication outlets to coordinate the continuity of course work.

**Bibliography:**

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[https://eprints.lse.ac.uk/1006/1/Language\\_and\\_the\\_media%28LSERO%29.pdf](https://eprints.lse.ac.uk/1006/1/Language_and_the_media%28LSERO%29.pdf)
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#### **Online resources:**

Crash Course Linguistics playlist (YouTube):

<https://youtube.com/playlist?list=PL8dPuualjXtP5mp25nStsuDzk2blncJDW>

DeepL translator: <https://www.deepl.com/translator>

Ethnologue: <https://www.ethnologue.com/>

IPA Keyboard: <https://ipa.typeit.org/>

Linguistic Society of America: <https://www.linguisticsociety.org/>

Merriam-Webster dictionary: <https://www.merriam-webster.com/>

Purdue Online Writing Lab (APA Guidelines):

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Summer Institute of Linguistics: <https://www.sil.org/>