**ENG 343 01D (Directed Study) MC:**

**Introduction to Language and Linguistics**

**Fall 2023**

**Professor: Dr. G. Johnson**

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Office Phone: (770) 720-5627

Office: Lawson 124-C

Office Hours: by appointment

**Required Texts**

Bauer, Laurie and Peter Trudgill, eds. *Language Myths*. Penguin Books, 1998.

Curzan, Anne and Michael Adams. *How English Works: a Linguistic Introduction*. 1st

edition. Pearson/Longman, 2006.

Rickerson, E. M. and Barry Hilton, eds. *The 5-Minute Linguist: Bite-sized Essays on*

*Language and Linguistics*. 2nd edition. Equinox, 2012.

**Course Description**

This course analyzes the nature of human language. It will include an introduction to speech sounds (phonetics), morphology, syntax, and semantics. The main emphasis will be upon examining the social and pedagogical implications of modern linguistic theory, including issues such as language acquisition, dialect variation, historical linguistics (i.e. history of the English Language), sociolinguistics, and English as a Second Language. As time allows, additional areas to be studied may include: pragmatics (along with speech act theory) and stylistics.

**Workload and Breakdown of Grade**

Students are required to write one research essay or project (10 pages, typed, double-spaced), one take-home assignment on *The* *5-Minute Linguist,* one take-home assignment on *Language Myths*, several short tests on chapters from *How English Works*.

Take-home Assignment on *5-Minute Linguist*  20%

Take-home Assignment on *Language Myths* 20%

Tests on *HEW* Chapters 30%

Research Essay or Project 30%

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

**Late Policy**

Assignments are due on the due date. Any assignment turned in after the due date will be considered late, with the grade for that assignment being lowered by 10 points (or one letter grade) for each day it is late.

**Attendance and Participation**

Students doing a directed study are expected to do more work on their own, with the general supervision, course structure, and assignments established by the instructor.

**Academic Honesty**

Official RU Statement regarding Academic Integrity: “All students are expected to adhere to the highest standards of academic integrity, and to abide by the Reinhardt Honor Code. Also, all students are expected to be familiar with the Reinhardt policy on academic dishonesty stated in the University Catalogue and in the Student Handbook. Plagiarism (Using ideas and phrases of others without crediting them, therefore, claiming those ideas and phrases as your own) will not be tolerated in this course or on this campus. To avoid such academic dishonesty, you must use a citation (footnote or in text) for all ideas drawn from your reading and research, including research in encyclopedias and online, even when you have restated those ideas in your own words.”

Additional for this ENG 343 section: Plagiarism is the use of ideas or words of another writer without giving that writer proper credit for their work. In other words, you hand in an essay with ideas, written phrases, sentences, or paragraphs lifted from someone else and you do not use quotation marks or cite the fact that the material came from a source. The most egregious case is when a student hands in, as his or her own work, an entire essay taken directly from the internet.

Collusion is when two or more people write a paper together which is turned in as if it were the work of a single author. An example of this is when you have a roommate make a significant contribution to the ideas or words of your paper.

The Consequences of plagiarism or collusion are as follows: a failing grade for the assignment, a failing grade in the course, disciplinary action taken against you by the school, possibly including academic probation or even expulsion.

Spinbot:

Students who use the “synonym swap-out” websites, apps, or programs, such as Spinbot, will receive an automatic F (zero points) on the assignment in question.

ChatGPT and A.I. Tools:

Students are not allowed to use ChatGPT or any other A.I. tools for any of the ENG 240 assignments, whether for class presentations or essays, unless explicitly directed to on a particular assignment by the professor, Dr. Johnson.

Students who are found to have used these tools for any assignment will receive an F (zero points) on the particular assignment, which will dramatically lower the overall grade in the course.

When these tools are used, students must make sure to use them responsibly and with transparency. In other words, include citations indicating when, where, and how such tools were used for a particular writing assignment.

See above: using ideas from a source, including A.I. tools, is plagiarism unless the source is being cited correctly.

**The Center for Student Success (CSS)**

Students are encouraged to use the Center for Student Success, located in room 313 of the Hill Freeman Library. The Center offers free peer and faculty tutoring for all subjects. For ENG assignments, students can work with the tutors there to: develop ideas about a particular assignment; receive help with a draft; receive instruction about any writing-related issue, such as how to avoid writing sentence fragments. To make an appointment, drop by room 313, or you can go to Reinhardt University’s homepage ([www.reinhardt.edu](http://www.reinhardt.edu)) and check on Academics and on the next screen, click The Center for Student Success. This next page enables students to see the tutors and times available for each subject area. At the bottom of the left column, click on Student Appointment Form. Fill in all required fields, signaled by a red dot, and submit your request. A tutor from the CSS will contact you within the same day to confirm your appointment.

**Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact the Academic Support Office (ASO).

Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. Phone is (770) 720-5567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

So, students with disabilities who need extra accommodations in class, please inform and provide me with proper documentation from ASO. All such information is of course kept strictly confidential.

**COVID (official from RU)**

All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia. Current policies and procedures can be found at: <https://www.reinhardt.edu/back-to-campus>.

If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center  
[studenthealthcenter@reinhardt.edu](mailto:studenthealthcenter@reinhardt.edu), 770-720-5542

Public Safety

**Non-Emergency Phone:** 770.720.5789  
**Emergency Phone:** 770.720.5911  
[publicsafety@reinhardt.edu](mailto:public_safety@reinhardt.edu)

Dean of Students – Dr. May

[deanofstudents@reinhardt.edu](mailto:deanofstudents@reinhardt.edu), 770-720-5540

Office of the Vice President for Academic Affairs – Dr. John Miles

[VPAA@reinhardt.edu](mailto:VPAA@reinhardt.edu) or [John.Miles@reinhardt.edu](mailto:John.Miles@reinhardt.edu) .

**COVID Transition**

High COVID incidence on campus may cause classes to be transferred to an online format. Such a transition may cause a disruption in your lives. I will work to maintain the continuity of our program, but the schedule and organization of the class may be modified to accommodate your needs and the changing condition of the university or county. (Courtesy of Leigh Zeitz)

**Technology Requirements (official from RU)**

Students should be aware of the technological requirements for engaging in class sessions delivered by online conferencing platforms. These class sessions may be accessible by smart devices (phones and tablets.) However, in some situations, a student may find that is it best to access these learning sessions through a computer (laptop or desktop.) Engaging with an online conference can be easier at a computer as it provides larger screens and easier access to chat functions.

Should the course move online, the student will need to be able to share both video and audio during online conferences, so the device chosen must support those requirements. In other words, your device must have a camera and a microphone. If the computer used to connect with an online conference does not have audio and video support, then the student may have success logging in to the conference from two sources: a computer for ease in utilizing chat functions and seeing the presentation, and a smart device to provide audio and video sharing with the conference. If logged in from two devices, please make sure to listen to the audio from the device with the microphone and mute the sound on the other device. This will prevent microphone feedback and echoes. Earphones with microphones (gaming headsets or smartphone earbuds) are recommended.

Students will likely need a computer to submit required files and file types for assignments.

**Flexibility Clause**

The instructor reserves the right to modify the course requirements and other policies as circumstances may dictate, and with sufficient notification to all students. Even the professor can have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. If I need to invoke this clause you will be notified as soon as possible via email. (Courtesy of Sally Hadden)

**RU’s Credit Hour Policy**

Over 15 weeks, students will spend 150 minutes per week in lectures, class discussion, and examinations (37.5 hours for the semester). Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is estimated at around 300 minutes per week (75 hours for the semester).

**Course Objectives and Learning Outcomes**

**Program Objective 1:** To ensure that students master sound writing skills, including the ability to craft correct and readable prose and to sustain a logical argument (University Objective 1: Communication)

Learning Outcome 1: Shows knowledge of and skills in the use of the English language

Learning Outcome 2: Shows facility with expository and argumentative writing

**Means of assessment:** take-home writing assignment on *The* *5-Minute Linguist*, take-home writing assignment on *Language Myths*, research essay or project (10 pages)

**Program Objective 2:** To prepare students to read, comprehend, and study independently (University Objective 2: Critical Thinking and Inquiry)

Learning Outcome 3: Demonstrates a close reading of the text(s) under discussion

Learning Outcome 4: Exercises independent thought in the analysis and interpretation of texts

**Means of assessment:** take-home writing assignment on *The* *5-Minute Linguist*, take-home writing assignment on *Language Myths*, research essay or project (10 pages), tests on *How English Works*

**Program Objective 3:** To equip students with solid research skills, including the ability to use and cite both print and electronic primary and secondary sources (University Objective 2: Critical Thinking and Inquiry and University Objective 4: Values and Ethics)

Learning Outcome 5: Uses appropriate secondary sources to advance an argument

Learning Outcome 6: Integrates quoted and paraphrased material into essays

Learning Outcome 7: Demonstrates integrity and ethics in the attribution and citation of source material

Learning Outcome 8: Applies MLA style sheet to citations and Works Cited Page

**Means of assessment:** take-home writing assignment on *The 5-Minute Linguist*, take-home writing assignment on *Language Myths*, research essay or project (10 pages), (for honors students: two typed reviews of scholarship)

**Program Objective 5:** To familiarize students with the terms and tools of literary analysis (University Objective 2: Critical Thinking and Inquiry)

Learning Outcome 12: Applies literary terms to the analysis of literary texts

**Means of assessment:** take-home writing assignment on *The* *5-Minute Linguist*, take-home writing assignment on *Language Myths*, research essay or project (10 pages), tests on *How English Works*

**RU SLOs**

In ENG 343 01D, we will be directly developing students’ knowledge and skills of SLOs #1, 2, 3, 4, 5, 6, and 7 as seen by the above **Course Description** and **Assignments and Grade Structure** on pp. 1-2 of the syllabus.

**Reinhardt University Student Learning Outcomes**

**Communication**

Students will demonstrate:

1. Effective expression of ideas through writing, speech, and visual media.

**Critical Thinking and Inquiry**

Students will demonstrate:

1. Integrative, critical thinking and inquiry-based learning using evidence, logic, reasoning, and calculation.
2. Knowledge of various research methodologies, information, technological, and scientific literacy.
3. Independent thought and imagination; preparation for lifelong learning.

**Self, Society and Culture**

Students will demonstrate:

1. Knowledge of the traditions of Western civilization and their global context.
2. Knowledge of the diversity of societies and cultures; the ability to view themselves and the world from cultural and historical perspectives other than their own.

**Values and Ethics**

Students will demonstrate:

1. Integrity and ethical responsibility.
2. Understanding of and commitment to physical, emotional, and spiritual wellness.
3. Stewardship and civic engagement, coupled with the ability to work with others both collaboratively and in leadership roles.

Tentative Schedule

Note: *HEW* = *How English Works*.

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| Week | Topics and Readings |
| **1** | Introduction to course  *The 5-Minute Linguist*, selected readings |
| **2** | *Language Myths* 9 and 20  *Language Myths* 8 and 17  *Language Myths* 13 and 14 |
| **3** | Labour Day—college closed  Take-home assignments on *The 5-Minute Linguist* and *Language Myths* |
| **4** | Chapters 1 and 2 of *HEW*, supplementing knowledge from *Language Myths* essays.  Issues include: language and authority, ideas of correctness, language change.  Also *HEW* pp. 89-92 on spelling.  Introduction to Phonology. Voiced and unvoiced. English consonants. *HEW* pp. 64-75 |
| **5** | Phonology continued. English vowels. *HEW* pp. 75-9. Transcription practice using IPA  Phonology continued. Phonological Rules. *HEW* pp. 83-5. More practice using IPA  Phonology continued. Further exercises and practice using IPA. |
| **6** | **Quiz** on Phonology  Morphology and Morphemes. *HEW* pp. 101-110.  Morphology continued. *HEW* pp. 110-119.  Morphology continued. *HEW* pp. 119-124. |
| **7** | **Quiz** on Morphology  Syntax. Review English grammar and hearken back to diagramming sentences.  Syntax continued. *HEW* pp. 129-146.  Syntax continued. *HEW* pp. 146-160. |
| **8** | Syntax continued. *HEW* pp. 166-70, 174-80, 184, 191, 194-6  Fall Break—college closed  Fall Break—college closed |
| **9** | **Midterm Exam** on chapters 1-6 of *HEW*  Semantics. *HEW* chapter 7  Semantics |
| **10** | **Quiz** on Semantics  Language Variation. *HEW* chapter 11  Language Variation |
| **11** | American Dialects. *HEW* chapter 12  American Dialects  American Dialects |
| **12** | **Quiz** on Language Variation and American Dialects  Language Acquisition. *HEW* chapter 10.  Language Acquisition  Language Acquisition and English as a Second Language (supplementary readings on ESL from handouts and library reserve) |
| **13** | English as a Second Language  English as a Second Language  Focus on issues related to pedagogy and ESL |
| **14** | **Quiz** on Language Acquisition and English as a Second Language  Thanksgiving Holidays—college closed  Thanksgiving Holidays—college closed |
| **15** | **Research Essay due**  Spoken Discourse, Pragmatics, Speech Act theory. *HEW* chapter 8, with supplementary readings from handouts and library reserve.  History of the English Language. *HEW* chapter 13.  The Future of English. *HEW* pp. 477-505 |
| **16** | **Final Exam** |