Florida Atlantic University

Department of Languages, Linguistics & Comparative Literature

**LIN 2000 Introduction to Language**

**CRN XXXXX**

**Fall XXXX**

3 credit hours

**Time:**

**Location:**

**Instructor:**

**Office Location:**

**Office Hours:**

**Email:**

**Course Prerequisites:** N/A

**Course Co-requisites:** N/A

**IFP Course Proposal**

**Foundations of Society and Human Behavior**

LIN 2000 Introduction to Language

Department Name: Languages, Linguistics & Comparative Literature

College: Dorothy F. Schmidt College of Arts & Letters

Course number: LIN 2000

Course Title: Introduction to Language

Course Term: FALL      Number of Students: 165

Course Term: SPRING     Number of Students: 165

Course Term: SUMMER     Number of Students: 165

Is this course WAC-certified? NO

If there are multiple sections offered, is there a common syllabus?  YES

**Foundations of Society and Human Behavior description:**  Courses in this area examine the forces that shape human behavior and societies. The disciplines represented in this foundation area study individuals, groups, societies, cultures, markets, and nations. Their scope is broad: the formation of attitudes; how institutions develop, function, and change; the forces that transform society and social institutions; how societies change the environment and respond to environmental change; the relationships between individuals and society; and the scope and complexity of systems of race, ethnicity, gender, sexuality, and social class.

Learning outcomes are associated with each category of the Intellectual Foundations Program. For each learning outcome listed below, please describe how and where the course will meet each learning outcome. In other words, provide the Core Curriculum Committee a “road map” of where each outcome can be found in the course content and how it will be measured. Some outcomes might be readily seen in student papers or exams. Other outcomes, might be measured by projects, class discussions, portfolios, field experience, presentations for example. Your responses below need not be lengthy, but you should be as explicit as possible.

**Learning outcome #1:  Students will describe patterns of human behavior.**

**How and where will the course meet this outcome and how will it be measured?**

In successfully completing this course, students explore what is and is not known about the human faculty of language, how it is acquired, how it relates to other cognitive capacities, the role it plays in society, how it varies, what institutions guard and regulate its use, and how it relates to identity and power. Students will deal with fundamental questions such as *How do we acquire language? Does language equal thought? Can one person’s speech be better than another’s? Are sign languages real languages? Do men and women speak differently?* *Does offensive language harm children?* Students will address these and similar questions in writing assignments, discussion boards, and tests.

**Learning outcome #2: Students will describe how political, social, cultural, or economic institutions influence human behavior and how humans influence these institutions.**

**How and where will the course meet this outcome and how will it be measured?**

Students will discover in this course that whether we consider American Sign Language a ‘real’ language is, in fact, a Civil Rights issue in the same way the Official English Movement can be considered an issue of linguistic rights in the United Sates. They will explore in how far institutions such as governments, political entities, interest groups, corporations, or private organizations can influence language policy. Students will deal with general questions of prestige and power when they consider phenomena of linguistic variation, linguistic profiling, and the notion of standards. They will articulate their opinion on issues like censorship by addressing questions like *Is exposure to offensive language harmful to children?* Students will address these and similar questions in writing assignments, discussion boards, and tests.

**Learning outcome #3: Students will apply appropriate disciplinary methods and/or theories to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems.**

**How and where will the course meet this outcome and how will it be measured?**

Students will be exposed to a number of key concepts associated with the language sciences.
In each learning unit, students will explore current issues and approaches and the methods relevant to linguistics and related fields such as biology, comparative psychology, philosophy, sociology and political science among others. Especially the unit that addresses the question *What is linguistics?* exposes students to the major sub-fields, methods, and basic concepts of the discipline and how it relates to other fields, especially the social sciences. In each unit, participants will consider current issues and events relating to basic methods and key concepts relevant to the language sciences in writing assignments, discussion boards, and tests.

**Course Description**
This course is intended to explore fundamental questions about language such as: How do we acquire language? Why is translation so difficult? Can we think without language? Can computers learn it? Can language be used to profile and discriminate against people? Can language be used to manipulate how people think about issues? Can offensive language and certain linguistic content be harmful to children and young people?

##### **Course Objectives**

This course will enable students to
- discuss the origin and implications of the most common myths about language, and
- connect them with important issues in contemporary culture and society,
- explore the main objectives, subfields, methods, and approaches of the language sciences,
- articulate informed opinions about contemporary issues related to language and society.

**Course Delivery Mode**

The course is organized into units with dates provided for each unit. Dates and durations for each unit may vary so please pay close attention to start and due dates. The course begins with the START HERE page on Canvas, which will familiarize you with the organization of the course. You will open a new learning unit to access the assigned reading materials, links to websites, videos, podcasts and other relevant materials for each subsequent unit.

**Required Texts**

(1) Napoli, Donna Jo. 2010. *Language Matters*. *A Guide to Everyday Questions about Language*. Oxford University Press.

(2) Materials on Canvas

**Minimum Technical Skills Requirements**

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing the internet
2. Using Canvas (including taking tests, uploading documents, etc.)
3. Using email with attachments (please always use FAU email account)
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools
5. Copying and pasting functions
6. Downloading and installing software
7. Using presentation, graphics, and other programs
8. Creating and posting to a discussion board
9. Searching the FAU library and websites

**Computer Requirement**

* Operating System
	+ A computer that can run Mac OSX or Win XP or higher.
* Peripherals
	+ A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
* Software
	+ [Once logged in to Canvas](https://blackboard.fau.edu/), please visit the *Students* tab located at the top of each Canvas page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
	+ Other software may be required for specific learning units and/or modules. If so, the necessary links to download and install will be provided within the applicable unit and/or module.

**Technical Support**

If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eLearning Success Advisor for assistance:
eLearning Success Advisor - 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [Link to Print Screen Instructions.](http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux%22%20%5Co%20%22http%3A//en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux%22%20%5Ct%20%22_new)
3. Complete a Help Desk ticket [Link to Help Desk](http://helpdesk.fau.edu/). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
	1. Select “Canvas (Student)” for the Ticket Type.
	2. Input the Course ID.
	3. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
	4. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

**Course Assessments, Assignments, Grading Policy, and Course Policies**

**Unit Tests:**

* *There will be 6 tests based on readings, lectures, videos, podcasts, and other materials.*
* *The tests include multiple choice or true/false questions. These tests will be taken online in the Canvas Learning Management System.*
* *There are 3 discussion boards and 6 writing assignments.*

**Late assignments**

All assignments must be completed for a passing grade. Please consult the grading rubric to understand how late work is graded for each assignment. In case of illness or other legitimate unforeseen circumstances, participants can submit documentation to submit work past the due date for full credit. Without legitimate documentation, late assignments do not receive full credit.

**Grade components**

|  |  |
| --- | --- |
| Grade components | Weight |
| 6 Tests (incl. syllabus quiz + extra credit) | 40% |
| 3 Discussion board posts (min. 150 words) | 20% |
| 7 Writing assignments/essays (min. 250 words) | 40% |

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| Grade | greater than or equal to | less than |
| A | 94% | 100% |
| A- | 90% | 94% |
| B+ | 87% | 90% |
| B | 84% | 87% |
| B- | 80% | 84% |
| C+ | 77% | 80% |
| C | 74% | 77% |
| C- | 70% | 74% |
| D+ | 67% | 70% |
| D | 64% | 67% |
| D- | 60% | 64% |
| F | 0 | 60% |

**Testing policy**

All tests and graded assignments are delivered and completed or uploaded electronically.

All writing assignments and discussion boards have clear grading rubrics. Be sure to consult the grading rubrics and sample answers (if provided) before answering and posting.

**Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

[Plagiarism](http://libguides.fau.edu/c.php?g=325629&p=2352760) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

**Special Course Requirements**

*All assignments must be completed for a passing grade.*

 **Netiquette and Classroom Etiquette Policy**

**Netiquette**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.

For more in-depth information, please see the FAU statement on Netiquette at:

[Link to Netiquette policy](http://www.fau.edu/oit/student/netiquette.php)

For more information, please see the FAU Office of Student Conduct:

[Link to Student Conduct](http://www.fau.edu/studentconduct/) Policy

**Communication Policy**

**Expectations for Students**

* Announcements
	+ You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in. Check your FAU email regularly.
* Email
* You are responsible for reading all of your course email and responding in a timely manner. Please always use the FAU email account to contact your instructor.
* Course-Related Questions
	+ Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

**Instructor’s Plan for Classroom Response Time & Feedback**

* Email Policy
	+ Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.
* Assignment Feedback Policy
	+ Feedback will be provided on submitted assignments within one Week of the submission date. Some assignments may require a longer review period, which will be communicated to students by the instructor.
* Course-Related Questions
	+ Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.

**Support Services and Online Resources**

|  |  |
| --- | --- |
| Office of Information Technology Online Help Desk:  | [Link to FAU Help Desk](http://helpdesk.fau.edu/) |
| FAU Libraries:  | [Link to FAU Library](http://www.fau.edu/library/) |
| Center for Learning and Student Success:  | [Link to FAU Center for Learning](http://www.fau.edu/class) |
| University Center for Excellence in Writing:  | [Link to FAU Excellence in Writing](http://www.fau.edu/UCEW)  |
| Math Learning Center:  | [Link to FAU Math Center](http://www.math.fau.edu/MLC) |
| Office of Undergraduate Research and Inquiry:  | [Link to FAU Undergraduate Research](http://www.fau.edu/ouri) |
| Student Accessibility Services: | [Link to FAU Student Accessibility Services](http://www.fau.edu/sas)  |
| Office of International Programs and Study Abroad:  | [Link to FAU International Programs](http://www.fau.edu/goabroad)  |
| Freshman Academic Advising Services:  | [Link to FAU Freshman Advising](http://www.fau.edu/freshmanadvising) |

**Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions, which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* to establish and implement academic standards,
* to establish and enforce reasonable behavior standards in each class,
* to refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

Instructor reserves the right to adjust this syllabus as necessary.

**Selected University and College Policies**

**Accessibility Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please see: [Link to Student Accessibility Services](http://www.fau.edu/sas).

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room 133, (561) 297-3880, TDD (561) 297-0358.

**Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](http://www.fau.edu/regulations/chapter4/index.php).

**Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

**Code of Academic Integrity**

[**http://www.fau.edu/regulations/chapter4/4.001\_Code\_of\_Academic\_Integrity.pdf**](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

**University Approved Attendance Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the instructor at least one week prior to missing any course assignment.

**Drops/Withdrawals**

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](http://www.fau.edu/registrar/registration/faqs.php)

**Calendar**

|  |  |  |
| --- | --- | --- |
| Date | Topic / Reading assignment | Assessments |
| Week 1 | Introduction of course1. How do we acquire language? | Syllabus quizAssignment 1. Summary |
| Week 2 | 2. What is linguistics?  | Assignment 2. Test |
| Week 3 | 3. Why is it hard to learn a second language? Why is translation so difficult?  | Assignment 3. Writing assignment / translation project |
| Week 4 | 4. Does language equal thought? | Assignment 4. Discussion |
| Week 5 | 5. Are sign languages real languages?  | Assignment 5. Test |
| Week 6 | 6. Do animals have language?  | Assignment 6. Test |
| Week 7 | 7. Can computers learn language?  | Assignment 7. Discussion |
| Week 8 | 8. Can one person’s speech be better than another’s? | Assignment 8. Writing |
| Week 9 | 9. Why do dialects and creoles differ from standard language?  | Assignment 9. Test |
| Week 10 | 10. Do men and women speak differently? And who cares?  | Assignment 10. Writing |
| Week 11 | 11. English spelling is hard, and it makes learning to read hard. Should we do anything about it?  | Assignment 11. Discussion |
| Week 12 | 12. Should the United States adopt English as our official language and overhaul our educational system accordingly?  | Assignment 12. Writing |
| Week 13 | 13. How does language wield power over us? Can it overpower us? | Assignment 13. Test |
| Week 14 | 14. Does exposure to and use of offensive language harm children?  | Assignment 14. Writing |
| Week 15 | 15. What do we lose when a language dies? And who cares? | Assignment 15. Test |