**Mississippi Valley State University**

*Holistic Transformer: Transforming and developing scholars, reflective thinkers and facilitators, and*

*responsible professionals who will change and transform the Delta and society beyond*

**RD 310 01: Introduction to Linguistics**

**Formerly RD 303 Reading and Phonics**

Instructor: Class Meetings- Location/Time: Office Location:

Dr. Ying Wang OPL 168/R: 6:00-8:40 OPL 158

Office Phone: E-mail Address: Office Hours: T: 8:00-12:00

(662) 254-3621 ywang@mvsu.edu W: 8:00-11:00 online; R: 8:00-11:00

COURSE DESCRIPTION: This course focuses on the basic concepts of linguistics and methods of analyzing language with an overview of linguistics and the role of language in society. Emphasis will be placed on introduction to phonology, morphology, syntax, semantics, and to problem-solving techniques, with material drawn from a variety of languages. Prerequisite: RD 214 and RD 303. (3)[Show More](http://www.amazon.com/Striking-Balance-Practices-Early-Literacy/dp/1890871435)

[Show Less](http://www.amazon.com/Striking-Balance-Practices-Early-Literacy/dp/1890871435)

CREDIT HOURS: 3

PREREQUISITES: No Early Field Experience is required for this course.

COURSE CONTENT: This course is an introduction to linguistics, the scientific study of language. The two main goals of the course are to impart the analytical strategies and reasoning skills most important to the core areas of linguistics and to give the student a sense of the structured diversity of human languages.

Required Text

Finnegan, E. (2015). Language: Its Structure and Use. Stanford (5th ed): CT: Cengage Learning.

Secondary/Supplemental Resources:

Fromkin, V., Rodman, R., & Hyams, N. (2017). Introduction to Language. New York, NY: Cengage Learning

Department of Linguistics, Ohio State University. (2016). Language Files: Materials for an Introduction to Language and Linguistics. Stanford: CT: Cengage Learning.

American Psychological Association*.* (2019). *Publication manual of the American*

*psychological association.* Washington, DC: APA.

Major Areas of Study: The major areas of study include, but are not limited to:

1. Language Structure
2. Language Use
3. Language Change and Development
4. Language Acquisition

PURPOSE/RATIONALE:RD 310 Introduction to Linguistics (formerly RD 303 Reading and Phonics) will utilize The Holistic Transformer Model as a guide for instruction and application for teaching language structures and use. The course helps students gain a better understanding of what human language is and how language is acquired. It also provides a firm base for language learning and teaching and further linguistic study.

GENERAL COURSE GOALS:

1. Explain how language differs from all other complex skills.
2. Transcribe words you hear using the IPA.
3. Write rules to describe how sounds pattern in a language.
4. Draw trees to illustrate the structure of words and sentences.
5. Use linguistic theory to analyze patterns in the speech of children and nonnative speakers.
6. Design a lesson plan to teach syntax

MATRIX: LINKAGE of the HTM and RD 310 Introduction to Linguistics

Course Goals

|  |  |  |  |
| --- | --- | --- | --- |
|  | **HTM**  **(Knowledge)**  **1.0 Scholar** | **HTM**  **(Skills)**  **2.0 Facilitator & Reflective Thinker** | **HTM**  **(Dispositions)**  **3.0 Responsible Professional** |
| **Course Goals** |  |  |  |
| 1 | 1.1, 1.4 | 2.4, 2.5 | 3.1, 3.2, 3.3 |
| 2 | 1.1 | 2.3 | 3.2, 3.5 |
| 3 | 1.1, 1.4, 1.5 | 2.1, 2.4 | 3.3, 3.2, 3.3, 3.4, 3.5 |
| 4 | 1.1, 1.2, 1.4 | 2.1, 2.4 | 3.1, 3.2, 3.3, 3.5 |
| 5 | 1.1, 1.4 | 2.4 | 3.1, 3.2, 3.3 |
| 6 | 1.1, 1.2 | 2.1, 2.2, 2.3, 2.4, 2.5 | 3.1, 3.2, 3.3, 3.4, 3.5 |

**Outcome: Content**

**Candidate Proficiencies (Knowledge)**

**1.0 Scholar**

* 1. The candidate **synthesizes** in-depth knowledge of content in specific disciplines with

research-based practices in the teaching and learning process.

* 1. The candidate **plans** instruction and integrates technology appropriately based on best practices.
  2. The candidate **selects** reliable and valid assessments to measure student performance.
  3. The candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.
  4. The candidate **identifies** appropriate technology that supports differentiated instruction.

**Outcome: Processes, Skills**

**Candidate Proficiencies (Skills)**

**2.0 Facilitator and Reflective Thinker**

**2.1** The candidate regularly **reflects** on the state, national, and professional curriculum

standards as a basis for continuously improving teaching and learning.

**2.2** The candidate **designs and implements** unit and daily lesson plans that incorporate

rigorous instructional strategies and infuses technology appropriately to enhance

student learning.

**2.3** The candidate **administers** formative and summative assessments to measure student

learning outcomes and to facilitate data-based decisions about instruction.

**2.4** The candidate **develops** adaptive instruction plans to meet the educational and social

needs of all students in collaboration with community and parental support.

**2.5** The candidate **infuses/integrates** appropriate technology into lessons to enhance

student learning.

**Outcome: Dispositions**

**Candidate Proficiencies (Dispositions)**

**3.0 Responsible Professional**

**3.1** The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.

**3.2** The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.

**3.3** The candidate **systematically analyzes** individual student outcomes and makes appropriate decisions for student learning.

**3.4** The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

**3.5** The candidate **incorporates** new technology-based resources for instruction and

professional productivity

COURSE OBJECTIVES:At the end of the semester, the student will be able to:

1. Objectives-**Knowledge**
2. Explain the main properties of human languages. (HTM 1.1, 2.1, 3.1) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (TGR 1, 4, 9)
3. Appropriately use the linguistic terminology for describing and analyzing language and linguistic phenomena (HTM 1.4, 2.4, 3.4) (CAEP 1.1, 1.4) (INTASC 1, 2, 3, 8, 10) (TIAI 2, 16, 18, 19, 20, 22, 23) (CAEP K-6 1.b, 1.c, 3.d, 3.e, 3.f, 4.c, 5.a) (ISTE 1.a, 2.c, 3.a, 3.b, 4.d, 5.a, 6.b) (TGR 2, 5, 7, 9)
4. Analyze language-related phenomena using the terminology and theories they have studied in the class. (HTM 1.3, 2.3, 3.3) (CAEP 1.2, 1.3) (INTASC 6) (TIAI 5, 8) (CAEP K-6 3.a, 3.b) (TGR 3)
5. Apply basic knowledge and procedures in linguistic analysis and solve basic linguistic problems (HTM 1.2, 2.2, 3.2) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (ISTE 2.b, 4.c, 4.c, 5.c, 6.a, 6.d) (TGR 1, 4, 9)
6. Objective-**Skills**
7. Prepare for future study of linguistics or complement work in language study for teaching in the elementary school. (HTM 1.1, 2.1, 3.1) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (TGR 1, 4, 9)

1. Understand, respect, and value cultural, linguistic, and ethnic diversity. (HTM 1.4, 2.4, 3.4) (CAEP 1.1, 1.4) (INTASC 1, 2, 3, 8, 10) (TIAI 2, 16, 18, 19, 20, 22, 23) (CAEP K-6 1.b, 1.c, 3.d, 3.e, 3.f, 4.c, 5.a) (ISTE 1.a, 2.c, 3.a, 3.b, 4.d, 5.a, 6.b) (TGR 2, 5, 7, 9)
2. Be able to use technology to teach language components in elementary school. (HTM 1.2, 2.2, 3.2) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (ISTE 2.b, 4.c, 4.c, 5.c, 6.a, 6.d) (TGR 1, 4, 9)
3. Objective-**Disposition**
4. View professional development as a career-long effort and responsibility. (HTM 1.4, 2.4, 3.4) (CAEP 1.1, 1.4) (INTASC 1, 2, 3, 8, 10) (TIAI 2, 16, 18, 19, 20, 22, 23) (CAEP K-6 1.b, 1.c, 3.d, 3.e, 3.f, 4.c, 5.a) (ISTE 1.a, 2.c, 3.a, 3.b, 4.d, 5.a, 6.b) (TGR 2, 5, 7, 9)
5. Display positive disposition related to teaching language in elementary school. (HTM 1.4, 2.4, 3.4) (CAEP 1.1, 1.4) (INTASC 1, 2, 3, 8, 10) (TIAI 2, 16, 18, 19, 20, 22, 23) (CAEP K-6 1.b, 1.c, 3.d, 3.e, 3.f, 4.c, 5.a) (ISTE 1.a, 2.c, 3.a, 3.b, 4.d, 5.a, 6.b) (TGR 2, 5, 7, 9)

Note: HTM stands for the Holistic Transfer Model; CAEP standards for the Council for the Accreditation of Educator Preparation; INTASC stands for the Interstate New Teacher Assessment and Support Consortium; TIAI stands for the Teacher Intern Assessment Instrument; CAEP K-6 standards for the CAEP 2018 K-6 Elementary Teacher Preparation Standards; ISTE stands for the International Society for Technology in Education (ISTE) standards; and TGR stands for the Teacher Growth Rubric.

TECHNOLOGY INFUSION:

Software:

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| --- | --- |
| Internet Access: | Any Internet Service Provider |
| Browser: | Microsoft Edge, Google Chrome, Internet Explorer |
| Application | Recommend Microsoft Word or application file name .doc, docx, or PDF |
| Audio & Video: | Windows Media Player, Potplayer |

Note: If you experience technical/computer difficulties (need help downloading browsers or plug-in, logging into your course, using your course website tools, or experience errors or problems while in your online course), contact (662) 254-3114 or (662) 254-3624 for assistance.

CLINICAL AND FIELD EXPERIENCE: No Early Field Experience is required for this course.

INSTRUCTIONAL STRATEGIES: Class time will be devoted to online. Handouts, assignments, and other course work related instructions will be uploaded through Canvas.

STUDENT EVALUATION:The student will be evaluated based on class participation,

quality of assignments, and attendance of class (Course Objective A, B, C).

1. Grading Scale:
2. Outstanding effort and performance 90-100=A
3. Satisfactory effort and performance 80-89=B
4. Mediocre effort and performance 70-79=C
5. Minimal effort and performance 60-69=D
6. Grading Procedures are performance-based.
7. Short bio in an essay format (Objective A and B) (the 10-point rubric)
8. Quiz on Language (Objective A and B) (the 10-point rubric)
9. Quiz on Morphology (Objective A and B) (the 10-point rubric)
10. Quiz on Syntax (Objective A and B) (the 10-point rubric)
11. Quiz on Semantics (Objective A and B) (the 10-point rubric)
12. Mid-term Exam (Objective A and B) (the 25-point rubric)
13. Final Exam (Objective A and B) (the 25-point rubric)
14. Positive attitude, participation in class discussion/activities (Objectives A, B, and C).

We reserve the right to curve letter grades, but will only curve them to your advantage.

1. Attendance policy: The student is expected to log in to the class daily to read, participate in discussions, and upload the assignments. Unless appropriate documentation is provided, any student missing three (3) weeks of discussions will automatically find that their final course grade is lowered a letter. Please see MVSU undergraduate catalog on pp. 46-47 for university class attendance policy.
2. There is no make-up policy except in the case of a documented emergency. You are responsible for all content, discussion, and materials covered during the absence on your own, through your classmate, by reading. Late work will result in a loss of points.

ADA SYLLABUS STATEMENT:Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located in the Social Science Building Office 105 to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mrs. Kathy Brownlow, via phone or email at 662-254-3443 or kbrownlow@mvsu.edu.

PLAGIARISM/ACADEMIC INTEGRITY:Plagiarism is the intentional or careless use of someone else’s language, ideas, information, or original work without acknowledging the source and presenting it as one’s own. Please see the sanctions for the academic integrity violations, MVSU undergraduate catalog pp. 112-114.

To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. *Turnitin* is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students’ work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet. Plagiarism will result in at least a failing grade for the assignment(s) and/or course.

CALENDAR OF ACTIVITIES/COURSE TENTATIVE SCHEDULE

Wk Dates Topics

1 8/19 Log in to Canvas to explore the course syllabus and requirements

2 8/26 Languages and Linguistics-chap. 1

3 9/2 Words and Their Parts: Lexicon and Morphology-chap. 2

4 9/9 Words and Their Parts: Lexicon and Morphology-chap. 2

5 9/16 The Structure and Function of Phrases and Sentences: Syntax-chap. 5

6 9/23 The Structure and Function of Phrases and Sentences: Syntax-chap. 5

7 9/30 The Study of Meaning: Semantics-chap. 6

810/7 **Mid-term exam**

9 10/14 The Study of Meaning: Semantics-chap. 6

10 10/21 Speech Acts and Conversation-chap. 9

11 10/28 Language Variation across Situations of Use: Registers and Styles-

chap. 10

12 11/4 Language Variation among Social Groups: Dialects-chap. 11

13 11/11Historical Development in English 14

**Senior Final Exam**

14 11/18 Acquiring First and Second Languages-chap. 15

**Final Exam**

15 11/23 Commencement

REFERENCES:

**Educational Journals:**

*The Literacy Teacher* (International Literacy Association)

*Journal of Adolescent and Adult Literacy* (International Literacy Association)

*Reading Research Quarterly* (International Literacy Association)

*English Journal* (National Council of Teachers of English)

*Journals of Literacy Research* (National Reading Conference)

*Reading Research and Instruction* (College Reading Association)

Educational Websites:

http://www.corestandards.org the Common Core State Standards

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

http://www.caepnet.org Council for the Accreditation of Educator Preparation

https://www.iste.org/standards/computational-thinking the International Society for Technology in Education (ISTE) standards

http://www.ed.gov United States Department of Education

http://www.mde.k12.ms.us Mississippi Department of Education

<https://www.apa.org/> Publication Manual of the American

Psychology Association

http://www.mvsu.edu/library/online\_resources.php EBSCO host, ID: magn1309

pwd: wh!telibr@ry3494

[www.mvsu.edu](http://www.mvsu.edu) Mississippi Valley State University website

Other References Include:

[Bryant, P.,](javascript:__doLinkPostBack('','ss~~AR%20%22Bryant%2C%20Peter%22%7C%7Csl~~rl','');) [Nunes, T.](javascript:__doLinkPostBack('','ss~~AR%20%22Nunes%2C%20Terezinha%22%7C%7Csl~~rl','');), & [Barros, R.](javascript:__doLinkPostBack('','ss~~AR%20%22Barros%2C%20Rossana%22%7C%7Csl~~rl','');) (2014). The connection between children's knowledge and use of grapho**-phonic** and morphemic units in written text and their learning at school. [*British Journal of Educational Psychology*](javascript:__doLinkPostBack('','mdb~~aph%7C%7Cjdb~~aphjnh%7C%7Css~~JN%20%22British%20Journal%20of%20Educational%20Psychology%22%7C%7Csl~~jh','');)*. 84*(2), 211-225.

Dowell, M. S., Meidl, T., & Meidl, D. (2016). Who Dat Say We Gonna Talk Dis Way? Making a case for considerate phonics instruction in South Louisiana. *Journal of Intercultural Disciplines,* 15, 68-91.

Fante, R., Jacobi, L. L., & Sexton, V. D. (2013). The Effects of Instant Messaging and Task

Difficulty on Reading Comprehension. *North American Journal of Psychology. 15(*2),

287-298.

Finley, S. (2018). Cognitive and linguistic biases in morphology learning. *Cognitive Science, 9*(5), 1-1.

Foster, I. (2019). The future of language learning. *Language, Culture & Curriculum. 32*(3), 261-269.

Lai, M., McNaughton, S., Amituanai-Toloa, M., Turner, R., & Hsiao, S. (2009).

Sustained Acceleration of Achievement in Reading Comprehension: The New

Zealand Experience. *Reading Research Quarterly, 44*(1), 30–56.

National Institute of Child Health and Human Development. (2000). *Report of the*

*National Reading Panel. Teaching children to read: An evidence-based*

*assessment of the scientific research literature on reading and its implications for*

*reading instruction. (*NIH Publication No. 00-4769). Washington, DC: U.S.

Government Printing Office.

Rehfeld, D. M.; Sulak, T. N. (2021). Service Delivery Schedule Effects on Speech Sound Production Outcomes. *Language, Speech & Hearing Services in Schools, (52)*, 728-737.

Skibbe, L., Gerde, H., Wright, T., & Samples-Steele, C. (2016). A Content Analysis of Phonological Awareness and **Phonics** in Commonly Used Head Start Curricula. *Early Childhood Education Journal, 44*(3), 225-233.

White, A.S., Hacquard, V., & Lidz, J. (2018). Semantic Information and the Syntax of Propositional Attitude Verbs. *Cognitive Science, 42*(2), 416-456.DOI: 10.1111/cogs.12512.

Disclaimer: The information and schedule of events contained in this syllabus are subject to change.