

## Course Information

Date Submitted: 1/7/2013

Current Prefix and Number: LIN - Linguistics , LIN 211 - INTRO TO LINGUISTICS I

Other Course:

Proposed Prefix and Number: LIN 211

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: College of Arts & Sciences

b. Department/Division: Linguistics

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: andrew hippisley

Email: andrew.hippisley@uky.edu

Phone: 257-6989

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Already approved for DL\*

b. Full Title: INTRODUCTION TO LINGUISTICS I

Proposed Title: Introduction to the Study of Language

c. Current Transcript Title: INTRO TO LINGUISTICS I

Proposed Transcript Title:

d. Current Cross-listing: Same as ENG 211

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing: ENG 211

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course is an introduction to the scientific study of human language, with an emphasis on the fundamental principles of linguistic theory, and applications of these principles in the investigation of grammatical structure, language change, language universals and typology, writing systems. The course will also focus on the application of linguistic study to real-world problems, e.g. language and technology. Credit will not be given to students who already have credit for ENG 414G.

Proposed Course Description for Bulletin: Designed to give students a broad introduction to the field of linguistics, the scientific study of human language. Part 1 offers a basic foundation in the study of grammar, introducing the five core components of human grammar: syntax, morphology, phonetics, phonology and semantics. Part 2 builds upon this knowledge by surveying a number of subfields of linguistics, including historical linguistics, sociolinguistics, language acquisition, and language and the brain.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: This move is in direct response to an external review of the program that indicated a need for separate introductory courses for majors and non-majors. Changing this course as proposed for non-majors will deemphasize the technical nuances of linguistic theory and will allow for the inclusion of material that is more accessible to the average non-linguist and therefore more relevant to their majors and careers.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: The only program that has this course as a major or minor requirement is Linguistics. However, the following programs list LIN 211 as an option: English, Cognitive Science, all programs within the College of Communications, Middle School Education, Secondary Education English, and Communication Disorders.

5b. Will modifying this course result in a new requirement of ANY program? Yes

If YES, list the program(s) here: The Linguistics Program will replace this modified course with a new LIN 221, proposed separately.

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JACLYM3|Jeffory A Clymer|Cross-List chair approval for ZCOURSE\_CHANGE LIN 211|20120314

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE\_CHANGE LIN 211|20120314

SIGNATURE|ARHIPP2|Andrew R Hippisley|Approval resent to department for ZCOURSE\_CHANGE LIN 211|20120323

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE\_CHANGE LIN 211|20120629

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE\_CHANGE LIN 211|20121025

# Communications

Hi, Dr. Hippisley,

Thank you for making us aware of this coming change. I've looked over the syllabus you provided, **and I think this revised LIN 211 will continue to work quite well for students in the three majors in the School of Journalism and Telecommunications (Integrated Strategic Communication, Journalism and Media Arts and Studies)**. We plan to continue to allow our BA students to take six credits of LIN coursework, including LIN 211, as an option for that program.

Thanks again,  
Beth Barnes

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Beth E. Barnes, Ph.D.  
Professor and Director, School of Journalism and Telecommunications  
Associate Dean for Undergraduate and International Programs, College of  
Communication and Information  
University of Kentucky  
(859) 257-4275 (phone)  
(859) 323-3168 (fax)

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Dear Drs Barnes, Stafford and Sellnow

The Linguistics Program has proposed changes to its LIN 211 course, and as this course is a requirement for some of the majors in Communications, I would like to let you know what the proposed changes are. I am attaching the syllabus. I hope that the Communications college will view the changes as more beneficial to students of your degrees than what is currently in place.

The rationale for the change is to give students in non-linguistics majors a more accessible yet informative introduction to linguistics. In parallel we have proposed a new introductory course for our majors which goes into greater depth and is more technical than the current LIN 211, which we will call LIN 221.

If ultimately you view this as a positive change for your programs, then a brief email stating that you are aware of the change and are willing to incorporate the new-look LIN 211 into your curriculum would be most helpful to the Linguistics Program as part of the proposal process. We would ideally like to run with the new-look course in Fall 2013. I would of course be happy to chat about this further if that would be helpful.

Best wishes,  
Andrew

## Education

Dr. Hippisley,

My apologies for the delayed reply. I've finally had a chance to review the syllabus for LIN 211 you shared with us. First, thank you for considering the needs of our students and inviting us to work with you. We are grateful and very interested.

I have exchanged messages with Margaret, and we agree that the topics you have included in the revised course are appropriate. In my experience, English education students need a linguistics course that not only delves into the basic foundations of linguistic analysis, but also socio- and psycho-linguistic theories and research-based concepts in particular. These studies help them get past common cultural assumptions about the myth/convention of "standard" English, notions that dialect use equates with inferior cognitive ability (and even moral character), and stereotypes about social diversity across the spectrums of social class, race, gender, ethnicity, geography, and so forth.

***Your class appears to (at least!) offer a solid introduction to all of these issues. We fully support it.***

You may be aware, but Tom Clayton and Francis Bailey piloted and are now regularly offering a course called Linguistics for Teachers. That class was generated via the Modern and Classical Languages department; Tom and Francis consulted with me and my department chair Parker Fawson to develop it. While their focus and intent was to lay the foundations for endorsement, certificate, and MA programs in ESL education, their course has considerable overlap with topics you've included in LIN 211. I do not think these overlaps are necessarily a problem; in fact, they could be important, useful, and very complementary. I just wanted to make sure you were aware. Perhaps Tom and/or Francis should be included in this conversation to ensure program coherence.

I am currently working on a full revision of the undergraduate program for Secondary English Education. These topics in linguistics are extremely important to me, and important for my students. I would value your input and collaboration as I move forward. I want to make sure that any revisions we make are mutually beneficial across all our programs. I've copied Dr. Fawson here so that he is aware. We've spoken about the need to collaborate like this many times, so I'm sure he'll agree when I say thanks again for contacting us. If you would like to meet or talk more, just let me know and we'll be happy to find a time. Sincerely,  
Les

Leslie David Burns, Associate Professor of Literacy  
Program Chair of English Education  
313 Dickey Hall  
University of Kentucky  
Lexington KY 40506  
[L.burns@uky.edu](mailto:L.burns@uky.edu)

Hi Andrew,

I'm sorry not to have replied sooner. Les and I have emailed about this and he sent a reply earlier this week. I'm not sure if there are other steps you need from me at this point, but I am happy to help in any way that I can. I very much appreciate the invitation to work with you on this, and for our students needs to be considered.

Thanks so much,

Margaret

Margaret Rintamaa, Ed.D.  
Clinical Assistant Professor  
Chair, Middle School Teacher Education Program  
Director, Bluegrass Writing Project  
309 Dickey Hall, College of Education  
University of Kentucky  
Lexington, Kentucky 40506-0017  
859.257.9324 (office)  
859.257.1602 (fax)  
[margaret.rintamaa@uky.edu](mailto:margaret.rintamaa@uky.edu)

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Dear Professors Burns, Rintamaa and Shake,

The Linguistics Program has proposed changes to its LIN 211 course, and as this course is a requirement for Secondary English Education and for one of the options in the Middle School English Education and Elementary Education degrees, I would like to let you know what the proposed changes are. I am attaching the syllabus. I hope that you will view the changes as more beneficial to students of your degrees than what is currently in place. The rationale for the change is to give students in non-linguistics majors a more accessible yet informative introduction to linguistics. In parallel we have proposed a new introductory course for our majors which goes into greater depth and is more technical than the current LIN 211, which we will call LIN 221.

If you think a quick chat would be helpful, please let me know. If ultimately you view this as a positive change for your programs, then a brief email stating that you are aware of the change and are willing to incorporate the new-look LIN 211 into your curriculum would be most helpful to the Linguistics Program as part of the proposal process. We would ideally like to run with the new-look course in Fall 2013.

Best regards,  
Andrew

# Communication disorders

----- Forwarded Message

**From:** "Andreatta, Richard" <[richard.andreatta@uky.edu](mailto:richard.andreatta@uky.edu)>

**Date:** Tue, 9 Oct 2012 15:18:50 -0400

**To:** "Hippisley, Andrew R" <[andrew.hippisley@uky.edu](mailto:andrew.hippisley@uky.edu)>

**Cc:** "Andreatta, Richard" <[richard.andreatta@uky.edu](mailto:richard.andreatta@uky.edu)>

**Subject:** Re: LIN 211 proposed change

Hi Andrew,

Thanks for reviewing the changes to LIN 211 and describing the intent for the new LIN 221 course. **I think these changes will be a very positive development for our CSD students and I welcome these changes.** Given that our students are keenly interested in linguistics, I will encourage them to enroll for the higher level and more challenging LIN 221. Thanks for keeping me in the loop regarding these changes and I hope we can continue working together in the future.

My best to you, Richie Andreatta

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**Richard D. Andreatta, PhD - Associate Professor**



## **Department of Rehabilitation Sciences - College of Health Sciences**

~ Division of Communication Sciences & Disorders ~ Dir. of Undergraduate Studies

~ Rehabilitation Sciences Doctoral Program ~ Faculty

~ Laryngeal & Speech Dynamics Laboratory ~ Director

~ Laryngeal Muscle Physiology Lab Group ~ Co-Investigator

## **Spinal Cord & Brain Injury Research Center - College of Medicine.**

~ Faculty Associate

**Address:** Wethington Bldg – Rm. 120-F, Lexington, KY 40536-0200

**E-mail:** [richard.andreatta@uky.edu](mailto:richard.andreatta@uky.edu)

**Office:** (859) 218-0523

**Fax:** (859) 323-8957

**Web:** <http://www.mc.uky.edu/healthsciences/faculty/andreatta.html>

Hi Andrew!

Thank you so much for your email. I'm copying Dr. Richard Andreatta, our DUS for the Comm Disorders program. He should be able to work with you!

Take care and thanks again!

Corrie Y. Scott  
Academic Advisor



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College of Health Sciences  
University of Kentucky  
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Lexington, KY 40536  
[www.mc.uky.edu/healthsciences](http://www.mc.uky.edu/healthsciences) <<http://www.mc.uky.edu/healthsciences>>

-----Original Message-----

From: Hippisley, Andrew R  
Sent: Thursday, September 27, 2012 2:51 PM  
To: Scott, Corrie Y  
Subject: LIN 211 proposed change

Dear Corrie,

Jamie Wheeler over in A&S advising put me in touch with you. Here's the thing. The Linguistics Program is proposing changes to its LIN 211. We have a number of your wonderful students (and I mean that) taking this course, especially those interested in speech disorders. But we want to create a more challenging version, LIN 221. At the same time we want to change LIN 211 so that it is more accessible to education and comms students. I am attaching both syllabi. Could you put me in touch with a DUS to discuss these changes with? Ultimately a letter from the DUS saying that your college is aware of the changes, and aware of my advice would be most helpful.

Best regards,

Andrew