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SEP - 5 2012

OFFICE OF THE SENATE COUNCIL

Courses	Distance Learning	Syllabus	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

Browse...

ID	Attachment
Delete: 188	MCL_575new_syl.doc

First 1 Last

Select saved project to retrieve...

(\*denotes required fields)

1. General Information

- a. \* Submitted by the College of: ARTS & SCIENCES Today's Date: 9/5/2012
- b. \* Department/Division: Modern & Classical Languages
- c. \* Contact Person Name: Francis Bailey Email: francis.bailey@uky.edu Phone: 859-257-7025
- \* Responsible Faculty ID (if different from Contact): Email: Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: Fall/2012
- e. Should this course be a UK Core Course?  Yes  No
- If YES, check the areas that apply:
  - Inquiry - Arts & Creativity  Composition & Communications - II
  - Inquiry - Humanities  Quantitative Foundations
  - Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
  - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
  - Composition & Communications - I  Global Dynamics

2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes<sup>4</sup>  No
- b. \* Prefix and Number: MCL 575
- c. \* Full Title: Introduction to Linguistics for Teachers
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- h. \* Number of credits: 3
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No
- j. \* Course Description for Bulletin:
 

This course provides an introduction to the field of linguistics, with a focus on the major subfields of linguistics: phonetics (the sounds of language), phonology (the sound structure of language), morphology (the structure of words), and syntax (the structure of sentences). The class explores the relevance of linguistics for language teaching and careers in education. The English language will be the primary, but not exclusive, focus in this class.
- k. Prerequisites, if any: None
- l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: \_\_\_\_\_

**4. Frequency of Course Offering.**

a. \* Course will be offered (check all that apply)  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: \_\_\_\_\_

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain: \_\_\_\_\_

6. \* What enrollment (per section per semester) may reasonably be expected?

**7. Anticipated Student Demand.**

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain.

We expect students to enroll in this course from the College of Education, English certification program, (proposed) TESL Graduate Certificate Program and the (developing) TESL MA Program

**8. \* Check the category most applicable to this course:**

- Traditional – Offered in Corresponding Departments at Universities Elsewhere  
 Relatively New – Now Being Widely Established  
 Not Yet Found in Many (or Any) Other Universities

**9. Course Relationship to Program(s).**

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

TESL Graduate Certificate

b. \* Will this course be a new requirement <sup>5</sup> for ANY program?  Yes  No

If YES <sup>5</sup>, list affected programs:

TESL Graduate Certificate

**10. Information to be Placed on Syllabus.**

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G/500-level grading differentiation if applicable, from 10.a above) are attached.

Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 3.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)

[Save Current Changes](#)

[Delete Form Data and Attachments](#)

**MCL 575**  
**Introduction to Linguistics for Teachers**

Term: Fall 2012  
Time: Tu. & Th.: 4:00 – 5:15  
Location: TBA  
Professor: Thomas Clayton  
123 I POT; 257-1604; tmclay@uky.edu  
Office hours: TBA, but best to e-mail for a specific appointment

**Bulletin Course Description**

This course provides an introduction to the field of linguistics, with a focus on the major subfields of linguistics: phonetics (the sounds of language), phonology (the sound structure of language), morphology (the structure of words), and syntax (the structure of sentences). The class explores the relevance of linguistics for language teaching and careers in education. The English language will be the primary, but not exclusive, focus in this class.

**Course Overview**

Linguistics is typically defined as the scientific study of language as a system. Introduction to Linguistics provides an introduction to this field of study. Through lectures, discussions, films, and exercises, students will gain familiarity with the major subfields of linguistics.

Most Introduction to Linguistics classes stop here, expecting that students will find the relevance of the material for themselves—for studies or careers in communications, English literature, and so on. In this class, we will go farther to establish the relevance of linguistics for careers in education. More specifically, through class discussion and student research and presentations, we will consider how knowledge of phonetics, phonology, morphology, and syntax may inform the work of classroom teachers and, thus, facilitate student learning. Everyone, regardless of their major or reason for being in this class, will participate in this pedagogical component of the class, including the final educational application research project and presentation.

**Student Learning Outcomes**

After completing this course, the student will be able to:

1. describe the central concepts of phonetics, phonology, morphology, and syntax;
2. apply the central concepts of phonetics, phonology, morphology, and syntax to an educational setting of their choice.

**Textbook** (available at UK, Kennedy, and Wildcat Bookstores)

Justice, Paul W. (2004). *Relevant linguistics* (2<sup>nd</sup> edition; revised and expanded). Stanford, CA: Center for the Study of Language and Information (CSLI) Publications.

Additional materials will be assigned as reading throughout the semester.

## Requirements

Introduction to Linguistics is challenging and covers a great deal of intellectual territory. As such, the course will require your careful attention. Students are expected to come to every class, to have read assigned material, and to have completed assignments. Active participation is encouraged; absences will have a strong negative effect on your grade.

## Undergraduate Student Grades

Test #1: 30%  
Test #2: 30%  
Participation: 10%  
Final Project: 30%

**Note:** Undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.

## Graduate Student Grades

Test #1 30%  
Test #2: 30%  
Participation: 10%  
Final Project: 30%

## Assessments of Student Learning Outcome #1

### *Test #1*

30 percent of your final grade. In-class, closed-book, on phonetics and phonology concepts and problems. Tentatively scheduled for xx.

### *Test #2*

30 percent of your final grade. In-class, closed-book, on morphology and syntax concepts and problems. Tentatively scheduled for xx.

### *Participation*

10 percent of your final grade. I will often assign and occasionally collect and grade homework. Beyond homework, active participation is encouraged and rewarded.

## Assessment of Student Learning Outcome #2

### *Linguistics for Teachers Project*

30% of your final grade. Following each conceptual unit in class (phonetics, phonology, morphology, syntax), I will lead one day's discussion on its educational application. How, specifically, can knowledge of phonetics benefit teachers? How can teachers apply their understanding of phonology to facilitate student learning? When might teachers appeal to morphology in their classes? When might teachers refer to syntax to help students?

In this final project, you will take the educational application of linguistics one step further by considering one specific way that phonetics, phonology, morphology, or syntax can benefit one specific group of students. You are currently observing (or have recently

observed) a class in the Center for ESL or a P-12 school. During your observations, take note of situations where you could use what you have learned about the sounds of language or the structure of sounds, words, or sentences in language to help students succeed. My application discussions will help you get started here, and we will continually encounter ideas as we move through the class. You may additionally want to do some outside reading, or discuss ideas with other students or professors.

Undergraduates' final projects will have two components. First, you will share your ideas in a five-minute presentation during the last several days of the semester. Describe the pedagogical context you have imagined and explain your application of linguistics to that context. Second, you will write a three-page paper on the same subject; this paper will include a specific lesson plan, giving attention to your particular educational context, your goal, and your procedures. We will discuss lesson planning specifically on xx.

Graduates' will complete two projects, but only present one to the class. You will apply two linguistic concept areas to real educational situations, or apply a single linguistic concept area to two different educational situations. For each of these projects, you will write a three-page paper, to include a specific lesson plan that gives attention to your particular educational context, your goal, and your procedures. Choose one of your projects to present to class in a five-minute presentation during the last several days of the semester.

**Note:** There is no final exam for this course. The culminating course task is the Linguistics for Teachers Project.

### **Attendance**

For each unexcused absence after 2, your *course* grade will drop by one-half letter grade. Don't miss class frivolously; save your absences for car accidents, deaths in the family, hospitalization, other emergencies, and university-sponsored conflicts.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

## **Grading Scale**

### **Undergraduate**

A = 90–100 percent

B = 80–89 percent

C = 70–79 percent

D = 60–69 percent

E = below 60 percent

### **Graduate**

A = 90–100 percent

B = 80–89 percent

C = 70–79 percent

E = below 70 percent

## **Classroom Behavior Policies**

Students should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

## **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and

phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Tentative Daily Syllabus (subject to revision; specific readings and exercises assigned in class):**

- |                                |   |
|--------------------------------|---|
| 1. Introduction to the Class   | 14. Morphology                            |
| 2. Introduction to Linguistics | 15. Morphology                            |
| 3. Phonetics (film)            | 16. Morphology                            |
| 4. Phonetics                   | 17. Morphology / Review                   |
| 5. Phonetics                   | 18. Morphology for Teachers               |
| 6. Phonetics / Review          | 19. Syntax                                |
| 7. Phonetics for Teachers      | 20. Syntax                                |
| 8. Phonology                   | 21. Syntax                                |
| 9. Phonology                   | 22. Syntax / Review                       |
| 10. Phonology                  | 23. Syntax for Teachers                   |
| 11. Phonology / Review         | 24. Linguistics Applications for Teachers |
| 12. Phonology for Teachers     | 25. <b>Second Midterm Test</b>            |
| 13. <b>First Midterm Test</b>  | 26. Student Presentations                 |
|                                | 27. Student Presentations                 |
|                                | 28. Student Presentations                 |

**Workflow Items**

- eCATS (Curricular Proposal)
- GSPA eAF Form
- Financial Disclosure

**Related Links**

- Browser Compatibility

Course/ Prog ID	Display Form	Course/ Program	Request Type	College
MCL 200	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES
MCL 270	<a href="#">Display Form</a>	Course	Change	ARTS & SCIENCES
MCL 510	<a href="#">Display Form</a>	Course	Change	ARTS & SCIENCES
MCL 517	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES
MCL 575	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES

Details of Course/Program ID(MCL 5)

WORKFLOW ID	Workflow Status	Date	Time
00000614509	DEPARTMENT RECEIVED	2011-11-14	13:37 PM
00000621603	APPROVED BY DEPARTMENT	2011-11-14	15:17 PM
00000621711	RECEIVED BY COLLEGE	2011-11-14	15:51 PM
000009190642	APPROVED BY COLLEGE	2012-02-03	16:52 PM
000009201419	RECEIVED BY UGC	2012-02-06	11:39 AM
000009819950	APPROVED BY UGC	2012-03-22	13:29 PM
000009978255	RECEIVED BY GC	2012-04-16	07:43 AM
000010082011	APPROVED BY GC	2012-05-03	13:27 PM
000010780445	RECEIVED BY SENATE COUNCIL	2012-09-05	11:15 AM

MCL 510	<a href="#">Display Form</a>	Course	Change	ARTS & SCIENCES
MCL 665	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES
MCL 690	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES