



**Saint Louis University – Madrid Campus
English Department**

HR 4810 Fall 2015

Fall 2015: Mondays & Wednesdays, 9:30-10:45

3 Credit Hours

Instructor: Anne McCabe, Ph.D. **Office Hours:** Monday: 11:30-14:00; Tuesday & Thursday: 12:30-14:00 (or by appointment)

Office: San Ignacio Hall, Office 313 **Office phone:** 91.554.5858 ext. 237 **e-mail:** mccabea@slu.edu

Teaching Assistant: Darrin DeChane, dechane@slu.edu

Prerequisites: ENGL-1900/20; CMM-1000 recommended

Course Goals and Outcomes

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person: spirituality, community, knowledge, inquiry, and leadership.. In this course, you will gain in your knowledge and abilities to teach linguistics.

Specific course outcomes include:

- ✓ Deepen knowledge of linguistics gained from SPAN 4110
- ✓ Design a syllabus using the course materials
- ✓ Create learning activities for the classroom and beyond
- ✓ Create rubrics and evaluate student homework and assignments

Course Description:

The objectives of the course will be approached through meeting with with the course instructor, through attending the classes regularly, and by teaching whole-class, group and individual sessions with the students enrolled in the course.

Course Text:

McCabe, Anne (2011). *An Introduction to Linguistics and Language Studies*. London: Equinox.

Grading Policy: 65% course preparation and teaching activities
35% critical reflection paper

Grading Scale:

Each piece of graded work will be assessed using the following scale. At the mid-term and at the end of the semester, your grade will be calculated also according to this scale:

A 4.0 High intellectual initiative and achievement (work constantly and consistently goes beyond the given, shows informed risk-taking, adds new perspectives)

- A- 3.7 High intellectual initiative and achievement (work usually goes beyond the given, shows informed risk-taking, adds new perspectives)
- B+ 3.3 Above average and approaching high achievement (work goes beyond the given, shows some risks, adds something new)
- B 3.0 Above average (work goes beyond the given, shows solid initiative)
- B- 2.7 Above average (work sometimes goes beyond the given, shows some initiative)
- C+ 2.3 Slightly above average (work is as expected, but shows some initiative)
- C 2.0 Clearly acceptable performance (work is as required)
- C- 1.7 Slightly below average (work is sometimes less than expected)
- D 1.0 Minimum passing grade; achievement of questionable acceptability
- F 0.0 Failure
- AF 0.0 Failure due to excessive absences or unauthorized withdrawal

Attendance Policy:

Regular class attendance is mandatory. More than three unexcused absences will result in a lowered grade. Excused absences include illness (if verified by a doctor’s note) and school trips. In the case of an excused absence, you are expected to keep up with any assigned work (as indicated on the syllabus).

Critical Reflection Paper:

The critical reflection should be approximately 7-pages (over 2,000 words) about your experience(s). The paper is due **Thursday, December 17**. This paper should be more than a summary of your lessons and experiences. Instead, you should critically reflect on your experience and about your class. The following questions are good points of departure for your reflection paper:

- How did the experience differ from your expectations?
- What did you learn from teaching?
- What would you do differently if you were teaching again?
- What challenged you?
- What "worked" and why?

Integrating outside sources (e.g. scholarly articles about identity development, pedagogy, the freshman transition process, the content of your course, etc.) will serve you well as you create a cohesive framework for your paper. You are encouraged to visit the University Writing Services for feedback and dialogue about your ideas as you construct your draft.

Academic Honesty Policy:

You are expected to carefully read and follow the Saint Louis University Madrid Campus “Academic Honesty Policy”, available at:

http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf.

In writing up research, it is important to be careful about citing all exact words, as well as ideas, taken from outside sources. Please do not hesitate to ask me about the correct ways of handling and citing outside sources. Sanctions for violations of academic integrity include an F on the assignment for a first occurrence, and an F for the course in the case of further occurrences, with the possibility of further disciplinary action taken by the University.

Academic Accommodation:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall).

Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Outcomes Assessment: Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of your work for this course, including lesson plans and the critical reflection paper, may be kept on file.* If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

SYLLABUS (for students enrolled in CMM 4010, ENGL 4110, FREN 4110, SPAN 4110)

Date	Topic	Assignment for next class	Further Reading
Sept. 2	Introduction to the course: What is language? What is linguistics?	Read text: Chapter 1 Do: Exercises 1.3 and 1.4 Reflect: expectations + reservations about this course	Akmajian, et al. Chapter 1 (library)
Sept. 4	Doing things with words: Speech act theory	Read text: Chapter 2: pp. 16-21 Do: Exercises 2.2, 2.3, and 2.4	
Sept. 7	Grice's Cooperative Principle; Politeness theory Lexicogrammar of casual speech	Read text: Chapter 2: pp. 21-31 (up to Intonation) Do: Exercise 2.5, 2.6, 2.8, and 2.9 Reflect: Exercise 2.7	Akmajian, et al. Chapter 9
Sept. 9	Intonation & prosody Conversation analysis	Read text: Chapter 2: pp. 31-42 Do: Exercises 2. 13, 2.14, 2.15, 2.16, and 2.17 Reflect: on your new(?) understanding of conversation	Sacks, H. Schegloff, E.A., & Jefferson, G. (1974) A simplest systematics for the organization of turn-taking for conversation (Available: JSTOR)
Monday, September 14: Last Day to Drop a Class Without a Grade of W and/or Add a Class			
Monday, September 14: Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options			
Sept. 14	Introduction to phonetics: Consonants Review: Discourse markers	Read text: Chapter 2: pp. 43-52 (top) Do: Exercises: 2.18, 2.19, 2.20, 2.21, 2.22 and 2.23 Do: Exercise 2.11, 2.12	Akmajian, et al. Chapter 3 To practice the phonetic alphabet: http://www.ic.arizona.edu/~lsp/IPA/IPAGame/IPAGame.html http://www.btinternet.com/~ted.power/phon01.htm
Discussion of first assignment: Analysis of spoken language. First draft (data analysis) due Wednesday, October 7! (See Exercises 2.35-2.40 for ideas)			
Sept. 16	Phonetics: Vowels, Articulatory Processes	Read text: Chapter 2: pp. 52-58 Do: Exercises: 2.24, 2.25, 2.26 and 2.27	
Sept. 21	Phonology	Read text: Chapter 2: pp. 59-65 Do: Exercises: 2.28, 2.29, 2.30, 2.31, 2.32 and 2.33 Reflection: Exercise 2.34	Akmajian, et al. Chapter 4
Sept. 23	What is a word? Morphology	Read text: Chapter 4: pp. 169-181 Do: Exercises 4.1, 4.2, 4.3 and 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 and 4.10	
Sept. 28	Morphomonemics Morphology and syntax	Read text: Chapter 4: pp. 181-184 Do: Exercises: 4.11, 4.12, 4.13, 4.14 and 4.15	

Sept. 30	Semantics	Read text: Chapter 4: pp. 203-211 Do: Exercises: 4.26, 4.27, 4.29 and 4.30 Reflect: on meaning: what do words mean?	
Oct. 5	Introduction to formal syntax	Read text: Chapter 4: pp. 187-194 Do: Exercises 4.17 (on paper), 4.19 and 4.20 (on Blackboard)	
Oct. 7	Review; data analysis for first assignment due!		
Oct. 12	<i>Holiday: Nacional de España: University Closed</i>		
Oct. 14	Mid-term exam in class		
Oct. 19	Final draft of first assignment due! More on syntax	Read text: Chapter 4: pp. 195-203 Do: Exercises 4.21, 4.22 and 4.23	
Oct. 21	Systemic functional linguistics: Groups	Read text: Chapter 3: pp. 101-111 Do: Exercises 3.6, 3.7, 3.8, 3.9 and 3.11	
Oct. 26	Clauses	Read text: Chapter 3: pp. 128-131 Do: Exercises: <i>handout</i> and exercise 3.12	
Oct. 28	Clause as exchange Clause as representation	Read text: Chapter 3: pp. 111-127: Do: Exercises: 3.13, 3.14 and 3.15 Reflect: on understanding of how language reflects/constructs experience.	Mick O'Donnell: http://web.uam.es/departamentos/filoyletras/filoinglesa/Courses/LFC11/LFC-2011-week3-Transitivity.pdf
Thursday, October 29: Last day to DROP a class and receive a grade of "W".			
Nov. 2	Clause as message	Read text: Chapter 3: pp. 131-138 Do: Exercises: 3.16, 3.17 and 3.18	http://users.utu.fi/dbergen/theme1.html
Discussion of 2nd assignment: analysis of the written language, first draft (data analysis) due Wednesday, November 23			
Nov. 4	Genre: textual patterns	Read text: Chapter 3: pp. 82-98 Do: Exercises: 3.1, 3.2, 3.3, 3.4 and 3.5	
Nov. 9	<i>La Almodena Holiday: University Closed</i>		
Nov. 11	Formal vs. informal language Multimodal Analysis	Read: Chapter 3: pp. 141-145 Do: Exercises 3.19, 3.20 and 3.21	
Nov. 16	Fields of linguistics and language studies	Read text: Chapter 7: selections TBA Reflection: TBA	

Nov. 18	Language change	Read text: Chapter 5: pp. 232-251 Do: Exercises: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.11	
Nov. 23	Data analysis (first draft of second assignment) due! Language change	Read text: Chapter 5: pp. 251-264 Do: Exercises: 5.12, 5.13, 5.14, 5.15, 5.16, and 5.18	
Nov. 25	Language variation	Read text: Chapter 6: pp. 271-285 Do: Exercises 6.1, 6.2, 6.3, 6.4 and Project Work on p. 278/279 Design a lesson to teach your friends, parents or grandparents how language differs depending on context	Akmajian, et al. Chapter 12 Fasold Tannen
Nov. 30	Language variation	Read text: Chapter 6: pp. 285-306 Do: Exercises 6.5, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15	
Dec. 2	Final draft of second assignment due! Language and the Brain	Read text: Chapter 7: pp. 313-339 Do: Exercises 7.1, 7.2, 7.3, 7.4 and 7.5	Grosjean Harris & Coltheart Martin & Obler Taylor
Dec. 7	Language and the Brain		
Dec. 8	<i>Inmaculada Concepción Holiday: University closed</i>		
Dec. 9	Review		
Critical Reflection Paper Due: Thursday, December 17, 8:30-11:30			