

Course Title FOUNDATIONS OF LANGUAGE I
 Course Number 15:253:530 (post-bac) and 05:300:434 (5-year)
 3 Credits

Instructor Name Nydia Flores	Email address: nydia.flores@gse.rutgers.edu
Phone Number 732 932 7496 ext. 8244	10 Seminar Pl Rm 223
Office Hours: Wed. 2-4 or by appointment	Prerequisites or other limitations: Student must be in graduate school program: Language Education
Mode of Instruction: ¹ <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Write directly to professor nydia.flores@gse.rutgers.edu

Learning goals²

- To obtain knowledge regarding language as a phenomenon
- To understand the theoretical frameworks that inform the field of linguistics
- To draw connections between research and teaching practices and theoretical frameworks
- To develop students knowledge of how to conduct language/classroom action research

Course catalog description:

Introduction to Language, this course focuses on language use and function with traditional aspects of language such as, sound, form, meaning, and language change. It will also operate as a topics course and cover a wide range of language-related areas such as discourse, structure, semantics, language change, dialect variation, SLA, writing, among others.

Other description of course purposes, context, methods, etc.: To enable students to acquire knowledge regarding words and their parts, meaning, discourse, language and the brain, and the structure of sentences.

Grading policy:

- a. Participation in class: 30% (defined as: Oral participation, asking questions, responding, working in groups).
- b. 1 Project that is developed throughout the semester: 70% [Proposal: 30%; final paper and oral presentation in class 40%]

Assignments:

3 Products (can be uploaded due date or EARLIER; not later-IN YOUR SAKAI DROP BOX).

- a. Proposal of your project/paper (Area of interest and project option selected by student, specific topic, how will student examine the use of a feature in a given L, hypothesis/es, and include several articles that have informed proposal (including textbook chapters). UPLOAD DUE DATE: Mid October.
- b. Upload two interviews audio files with speakers of an L. UPLOAD DUE DATE: END OCTOBER. [If working in team, a team produced 4 interviews; if working solo, one student produces two interviews].
- c. Upload transcriptions of the two speakers, identified clearly on the paper which ones you have chosen, i.e., native, non-native, etc. Upload DUE DATE: FIRST WEEK NOVEMBER.
- d. Paper (max. 15 pages): Summarizing the results of your study and implications for teaching (only MA students) and future research (only for doctoral students). UPLOAD DUE DATE: First week DECEMBER.

TEXT(S):

Required Course Text. An Introduction to Language and Linguistics. Fasold, R.W., & Connor-Linton (Eds.) 2006. Cambridge University Press.

Supplementary: Bergmann, A., Currie Hall, K., Ross, S. M. (2007) (Eds.) The language files: Materials for an introduction to language and linguistics.

Academic Integrity Policy

<http://academicintegrity.rutgers.edu/integrity.shtml>

I Academic Integrity

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

The faculty shares the responsibility for educating students about the importance and principles of academic integrity. Individual faculty members 2 For purposes of the Academic Integrity Policy, the term faculty member includes not only tenured, tenure-track, and nontenure-track faculty members, but also part-time lecturers, TAs, staff members, and administrators who are serving as the instructor of record in a course; i.e., the instructor responsible for assigning final course grades. are also responsible for informing students of the particular expectations regarding academic integrity within individual courses, including permissible limits of student collaboration and, where relevant,

acceptable citation format. Finally, all members of the faculty should report all violations of academic integrity they encounter.

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred.

Course Schedule

Week	Assignments & Readings
1	Chapter 9: Dialect variation: Course description explanation and tasks to be produced.
2	Language & Culture: 30 min Discussion of Chapter 9; Discussion on Chapter 10 Fieldwork techniques in Resource Box.
3	Chapter 8 Language and Change; Topics for your study project.
4	Chapter 4 Semantics: Meaning in Language; Designing your study
5	Chapter 3: Sentence structure; What to look for in discourse in study project.
6	Chapter 2: Words and their parts and Lexical Variation, and Nadsadi (2008) on Factors driving lexical variation in French in Resource Box.
7	Chapter 1: Sounds of a Language and, article on Phonological variation in Resource Box.
8	Discussion Introduction of book (modularity, discreteness, productivity, arbitrariness, variability and, Flores-Ferrán (2005) Is the past really the past? in Resource Box.
9	Chapter 5: Discourse and, Félix-Brasdefer (2003) on Declining invitations in Resource Box. Meeting with teams to discuss project.
10	Chapter 13: Second Language Acquisition and, 2 Articles on Fossilization: Han (2004) on Fossilization: Five central issues; and Hasbún (2007) on Fossilization and acquisition in Resource Box.
11	Chapter 11: Politics of Language and Language and Culture; meeting with teams to discuss progress on study project.
12	Chapter 10 Language and Culture and, Lexical borrowing, codeswitching; record CS from TV or radio, human speech or digital or non-digital media; North Carolina English (Wolfram CD)
13	Chapter 12: Writing; meeting with teams to discuss project final stages
14	Chapter 6: Child Language Acquisition; Discussion on presentation requirements
15	Presentations, discussions, closure