

**LING 3309: Linguistics for Language Teachers**  
**LING 5309: Linguistics for Language Professionals**  
Fall 2019

**Instructor Information**

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**Instructor:** Cynthia Kilpatrick  
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**Office Telephone Number:** 817-272-3032  
**Email Address:** cynkil@uta.edu  
**Faculty Profile:** <https://www.uta.edu/profiles/cynthia-kilpatrick>  
**Office Hours:** Wednesdays 2-4, or by appointment

**Course Information**

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**Section Information:**

LING 3309-001  
LING 5309-001

**Time and Place of Class Meetings:**

Tuesday evenings, 5:30 – 8:20 in Trimble Hall 202

**Description of Course Content:**

This course is an examination and analysis of the linguistic structures of languages of the world, with a focus on how this knowledge can inform language teaching. We will examine data from a variety of languages in an effort to better understand the structure of language. In particular, we will look at the sound patterns of languages (phonetics and phonology), words and word formation (morphology), sentence structure (syntax), meaning (semantics), and language in context (pragmatics). In addition, we will consider the role of spelling, variation, social media, and other factors, in an effort to better understand how these factors affect language and language learners. Much of the course will include hands-on experience, research, discussion, and practical application of course topics.

**Student Learning Outcomes:**

After successfully completing this course, students should be able to:

- 1) Recognize and use IPA symbols appropriate in language classrooms
- 2) Analyze morphological forms
- 3) Build syntactic structure and analyze syntactic data
- 4) Demonstrate an understanding of semantics and pragmatics
- 5) Integrate knowledge of the structure of language into language lessons
- 6) Apply knowledge of linguistic analysis to second language data

**Required Textbooks and Other Course Materials:**

The official textbook for this course is below. However, the second edition of the book does not appear to differ significantly from the third for most sections of the text. Therefore, students may choose to use the second edition if they prefer:

Clark, Mary M. (2019). *The Structure of English for Readers, Writers, and Teachers*, 3<sup>rd</sup> edition. Glean Allen, Virginia: College Publishing.

ISBN (print) : 978-1-932780-16-1      ISBN(ebook): 978-1-932780-17-8.

Copies of the second edition are available on Amazon or elsewhere. A digital edition of the 3<sup>rd</sup> edition may be rented from VitalSource.com.

Additional weekly readings will be made available on Canvas.

## Descriptions of major assignments and examinations:

Course Component	Points Possible	Percentage of final grade
Problem Sets, Questions, and Quizzes	Up to 550	Up to 55%
Presentations	Up to 200	Up to 20%
Course Engagement	150	15%
Final Project/Paper	250	25%

### Problem Sets, Questions, and Quizzes

In order to ensure mastery of the course material, in many weeks students will be expected to complete a problem set, questions based on the reading, or quiz. Format of these items may vary by week, and different sections may be asked to complete different assignments. In general, plan for a 50-point assignment in 11 weeks. These assignments will generally be completed ahead of time and submitted on Canvas, but on occasion, they may be done in class. Note that you can do additional presentations in lieu of problems, questions, and quizzes, but the determination must be made no later than September 15. If you do more of these assignments than needed, your lowest grades will be dropped.

### Presentations

Students may earn up to 100 points for an oral presentation of an article assigned for reading, and up to 50 points for written chapter notes. 5309 students must do an oral presentation, and may choose to also do a written presentation in lieu of one set of problems/questions/quizzes. 3309 students may choose to do one oral or written presentation, and may choose one additional presentation in lieu of one set of problems/questions/quizzes. Students must sign up for their presentation weeks no later than September 15. If they are absent on the day of a chosen presentation, their assigned grade will be a 0; taking an additional quiz/problems/questions cannot change this.

Written presentation of notes will present key ideas from a relevant chapter reading. A sample will be provided on the first day of class. Notes must be posted on the class discussion board one week before the chapter will be discussed in class.

Oral presentation of articles assigned for reading will both summarize an article and engage students in discussion. Presentations must include the following:

- A handout (ONE single sheet of paper, front/back and 2-up ok, but not required)
- A set of questions for discussion of the article (printed, at least
- A coherent oral summary of the main points of the article (~10 minutes)
- A discussion eliciting students' thoughts, questions, and opinions (30-45 minutes)

### Course Engagement

Students are expected to attend class each week and participate fully throughout. Each week, up to 10 points will be assigned for course engagement. Students who do not attend class will receive 0 points for that week. Students who are late or leave early will receive no more than 5 points for their engagement for that week.

### Final Project/Paper

In lieu of a final exam, the final for this course will take the form of a project that describes different linguistic aspects of a chosen language and/or proposes particular classroom activities to aid speakers or learners of that language. More details on the Final will be provided in Week 3.

## Grading Information

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A	B	C	D	E
90 – 100%	80-89%	70-79%	60-69%	59% or lower
900-1000 points	800-899 points	700-799 points	600-699 points	Below 600 points

### Make-up Exams and Work:

There are no make-up exams for this course. Assignments are due by the due date specified, and are subject to a 25% reduction in grade if submitted late.

### Expectations for Out-of-Class Study:

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3 credit course might have an expectation of 9 hours of reading, study, etc. outside of class.

### Extra Credit

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On occasion, there may be opportunities for students to earn extra credit points through various means during the semester. Details about extra credit opportunities, including available points, will be announced as they arise. These opportunities may include (but are not limited to) the following:

- Experiments: Participate in a linguistics experiment. If not provided, request a confirmation of participation from the experimenter.
- Attend a talk: This means that you arrive before the presenter begins speaking and stay throughout the question and answer period.
- Participation in events for local literacy and/or ESL agencies
- Student-generated ideas that have been approved by the course instructor

### Syllabus and Schedule Changes

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Instructors try to make their syllabi as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Although course materials are laid out well in advance of the course start date, instructors reserve the right to make such changes in the event they become necessary. Students will be informed of any changes in writing.

### Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

## Course Schedule

*As the instructor for this course, I, Cynthia D Kilpatrick, reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

Week 1	No class – UTA classes begin on Wednesday, August 21	
Week 2 <i>August 27</i>	What is Linguistics? Why should Teachers care?	Read for class: Fillmore and Snow, 2000
Week 3 <i>September 3</i>	Morphology: Word Formation Patterns vs Parts of Speech	Read for class: Clark, chapter 3 Enesi, 2017; Scott 2014
Week 4 <i>September 10</i>	Morphology and Phonology The forms and sounds of words	Read for class: Clark, chapter 4 Namaziandost et al, 2018
Week 5 <i>September 17</i>	Phonology and Spelling	Read for class: Clark, chapter 5 Zhao et al, 2017
Week 6 <i>September 24</i>	Syntax: Basic Phrase Structure Simple Declarative Sentences	Read for class: Clark, chapter 7 Lan et al, 2019
Week 7 <i>October 1</i>	Syntax: More Phrases	Read for class: Clark, chapter 8 Sjolie, 2006
Week 8 <i>October 8</i>	Pragmatics and Semantics How Meaning Arises	Read for class: Clark, chapter 9 Bardovi-Harlig 2018
Week 9 <i>October 15</i>	More on Verbs Tense, Aspect, Modality	Read for class: Clark, chapter 10 Mukundan etal, 2013
Week 10 <i>October 22</i>	Forming more Complex Sentences	Read for class: Clark, chapter 11 Kim, 2013
Week 11 <i>October 29</i>	Variation in English World Englishes	Read for class: Clark, chapter 12 Lewis and Deterding, 2019
Week 12 <i>November 5</i>	Clause Structure Coordination and Subordination	Read for class: Clark, chapter 13 – 14 Mellow 2008
Week 13 <i>November 12</i>	Coherence and Cohesion	Read for class: Clark, chapter 15 Manan and Raslee, 2018
Week 14 <i>November 19</i>	Is punctuation part of Linguistics?	Read for class: Clark, chapter 16 Alnujaidi, 2017
Week 15 <i>November 26</i>	The Grammar of Social Media	Read for class: Clark, chapter 17
Week 16 <i>December 3</i>	Pulling it all Together	Prepare for class: • Brief Project Presentations
Finals Week	Final Project Due Tuesday, December 3, by 11:59pm Extra Credit Submissions must be in by this time as well!	

## **Suggested Readings:**

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- Alnujaidi, Sulaiman. (2017). Social network sites as ESL/EFL learning and teaching tools: A critical review. *International Journal of Applied Linguistics and English Literature* 6(3): 34-42.
- Bardovi-Harlig, Kathleen. (2018). Teaching of Pragmatics. *The TESOL Encyclopedia of English Language Teaching*.
- Enesi, Miranda. (2017). The Effect of Teaching Word Formation Theory to English Students. *European Journal of Language and Literature Studies* 3(1):7-12.
- Fillmore, Lily Wong, and Catherine Snow. (2000). What Teachers Need to Know about Language.
- Kim, Youjin. (2013). Effects of pretask modeling on attention to form and question development. *TESOL Quarterly* 47(1): 8-35.
- Lan, Ge, Kyle Lucas, and Yachao Sun. (2019). Does L2 writing proficiency influence noun phrase complexity? A case analysis of argumentative essays written by Chinese students in a first-year composition course. *System* 85: 1-13.
- Lewis, Christine, and David Deterding. (2019). World Englishes and global communication. *Encyclopedia of Educational Innovation*.
- Manan, Nor Ashikin Ab, and Nor Nadia Raslee. (2018). Explicit discourse marker instruction to improve coherence and cohesion in academic writing. *International Journal of Academic Research in Business and Social Sciences* 8(1): 465-483.
- Mellow, J. Dean. (2008). The emergence of complex syntax: A longitudinal case study of the ESL development of dependency resolution. *Lingua* 118(4): 499-521.
- Mukundan, Jayakaran, Khairil Anuar bin Saullah, Razalina binti Ismail, and Nur Hairunnisa binti Jusoh Zasenawi. (2013). Malaysian ESL students' syntactic accuracy in the usage of English modal verbs in argumentative writing. *English Language Teaching* 6(12): 98-105
- Namaziandost, Ehsan, Fariba Rahimi Esfahani, and Arash Hashemifardnia. (2018). The Effect of Teaching Phonological Rules on English Pronunciation among Iranian Pre-Intermediate EFL Learners. *European Journal of English Language Teaching* 3(3): 81-97.
- Scott, Adam. (2014). Teaching ESL beginners effectively using corpus linguistics and the lexical approach. *Innovation in English Language Teacher Education*. 199-212.
- Sjolie, Dennis. (2006). Phrase and clause grammar tactics for the ESL/ELL writing classroom. *English Journal* 95(5): 35-40.
- Zhao, Jing, R. Malatesha Joshi, L. Quentin Dixon, and Si Chen. (2017). Contribution of phonological, morphological and orthographic awareness to English spelling: A comparison of EL1 and EFL models. *Contemporary Educational Psychology* 49: 185-194.

## **Institution Information**

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UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) page (<http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

## **Additional Information**

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### **Attendance:**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will assign points for engagement each week. These points cannot be fully earned if a student is not physically present in class. Students with planned absences may wish to arrange with a classmate to Zoom or Skype them in so that partial credit may be earned.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty must report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

### **Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#) by appointment, [drop-in tutoring](#), [mentoring](#) (time management, study skills, etc.), [major-based learning centers](#), [counseling](#), and [federally funded programs](#). For individualized referrals, students may call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [Resource Hotline](http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php) (<http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>).

### **IDEAS Center:**

**The IDEAS Center** (<https://www.uta.edu/ideas/>) (2<sup>nd</sup> Floor of Central Library) offers **FREE** [tutoring](#) and [mentoring](#) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

### **The English Writing Center (411LIBR):**

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2<sup>nd</sup> floor [Academic Plaza](http://library.uta.edu/academic-plaza) (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

### **Librarian to Contact:**

Each academic unit has access to [Librarians by Academic Subject](#) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

### **Emergency Phone Numbers**

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In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

### **Library Information**

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#### **Research or General Library Help**

Ask for Help

- [Academic Plaza Consultation Services](http://library.uta.edu/academic-plaza) ([library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza))
- [Ask Us](http://ask.uta.edu/) ([ask.uta.edu/](http://ask.uta.edu/))
- [Research Coaches](http://libguides.uta.edu/researchcoach) (<http://libguides.uta.edu/researchcoach>)

Resources

- [Library Tutorials](http://library.uta.edu/how-to) ([library.uta.edu/how-to](http://library.uta.edu/how-to))
- [Subject and Course Research Guides](http://libguides.uta.edu) ([libguides.uta.edu](http://libguides.uta.edu))
- [Librarians by Subject](http://library.uta.edu/subject-librarians) ([library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians))
- [A to Z List of Library Databases](http://libguides.uta.edu/az.php) ([libguides.uta.edu/az.php](http://libguides.uta.edu/az.php))
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) ([https://uta.summon.serialssolutions.com/#!/course\\_reserves](https://uta.summon.serialssolutions.com/#!/course_reserves))
- [Study Room Reservations](http://openroom.uta.edu/) ([openroom.uta.edu/](http://openroom.uta.edu/))

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