

Miyazaki International College
Course Syllabus

Course Title (Credits)	LL311: English Linguistics 1 (3 credits)
Course Designation for TC	Required
Instructor	Brendan Rodda
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Office/Ext	1-411 / 736
Office hours	Mon, 3.30pm-5.00pm; Tue, 12.30pm-2.00pm

Course Description:

English Linguistics 1 is an introduction to the nature of language, with a focus on the English language. The course aims to develop students' knowledge of the formal features of language and an understanding of the process of acquiring language. The topics that will be covered are: first and second language acquisition, syntax, morphology, phonetics and phonology.

Course Goals/Objectives:

Students will:

- develop an intermediate knowledge of the grammatical features of language
- apply grammatical knowledge to analysis of texts at the sentence, clause and group level
- develop an introductory knowledge of first and second language acquisition
- analyse own second language acquisition experience
- acquire an introductory knowledge of the phonological features of language
- continue to develop their English-language skills
- and continue to develop general thinking skills

Tentative Course Schedule		
Lesson	Topic	Content/Activities
1	Course Introduction	Syllabus; overview of topics
2	First Language Acquisition (FLA)	First language acquisition: 0-2 years of age
3		First language acquisition: 2-10 years of age
4		Theories of first language acquisition
5	Second Language Acquisition (SLA)	Introduction to second language acquisition; good learner studies; critical period hypothesis
6		Comparison of SLA theories
7		Student presentations about own SLA experiences
8		Review of SLA; comparison of FLA and SLA
9	Grammar: Syntax	Introduction to grammar; writing sample
10		Introduction to rank scale of grammar
11		Introduction to nominal groups
12		Introduction to verbal groups
13		Introduction to prepositional phrases and adverb groups
14		Text analysis practice: identifying sentences, clauses, groups and phrases
15		Grammar project: analysis of grammar in own writing
16		Text analysis practice: identifying grammatical patterns at the text level
17		Grammar project: analysis of grammatical patterns at the text level in own writing
18		Stylistics: grammatical analysis of a poem
19		Review
20	Grammar: Morphology	Introduction to morphology
21		Morphology analysis exercises
22	Phonetics	Vocal tract
23		Kinds of speech sounds
24		International Phonetic Alphabet
25	Phonology	Introduction to phonology; minimal pairs
26		Comparison of English and Japanese phonology
27		English syllables: identification and analysis
28		English accents: features and identification
29		Student analysis of own speech
30		Review
	Final Exam	All topics

Required Materials:

Students do not need to purchase a textbook for this course. Handouts will be provided to students in each lesson. Students should bring loose-leaf paper to take notes. Students will need a folder for their handouts and notes.

Course Policies (Attendance, etc.)

A student who misses more than five lessons will not be able to pass the course. If an absence is officially excused (i.e. the student has a doctor's note or some other legitimate reason for being absent), it is not counted as an absence. The maximum number of officially excused absences is three. You should keep in mind that if you are late to class three times, this counts as one absence.

Class Preparation and Review

Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing homework.

Grades and Grading

Tests.....	30%
Homework.....	30%
Project	20%
Essay.....	10%
Participation.....	10%

Notes:

Attendance is not part of the grade.



		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	
	Information Gathering	Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.				
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking		Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.				
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows an understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	I had no idea that this student was even enrolled in my class ← that is how overwhelming this student's performance was!
	Awareness of Current Events & Global Issues					
	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
English Language Ability	Writing					
	Oral Communication					
	Reading					
Japanese Language Ability	Writing	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
	Oral Communication					
	Reading					