

proval and the withdrawal (W) will not be noted on your academic record. When students leave the University during a semester and do not complete the withdrawal process, they become liable for grades of “F” in their courses, even though they may have been passing at the time of leaving.

Incomplete

A grade of “Incomplete” is given only when circumstances beyond the student’s control have prevented completion of the work of a course within the official dates of the semester or session. Students are responsible for making arrangements with the instructor for resolving an incomplete grade. If you receive an incomplete, it must be completed within one year from the published end day of the semester in which the grade was assigned. If the work is not finished in the allotted time period, the grade changes to an “F”.

ADA Accessibility

In compliance with the Americans with Disabilities Act, the University of New Mexico takes appropriate action to ensure that the university’s programs and services are accessible to students with disabilities. If you are in need of special accommodations due to disability, please inform the Equal Access Services and the instructor within the first week of the semester so that necessary accommodations may be arranged.

Diversity

This course encourages different perspectives related to such factors as gender, race, ethnicity, nationality, sexual orientation, religion and other relevant cultural identities. This course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg. 15 -<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination, which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA, must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Tutoring

UNM-Valencia’s Learning Center and Writing Center offer free tutoring in a number of subjects. Please visit <http://www.unm.edu/~tutor/> for more information. Also, you are able to use the free online services offered by the Center for Academic Program Support (CAPS) at the UNM main campus. Please visit <http://caps.unm.edu/programs/online-tutoring/> for more information about the services offered by CAPS.

Attendance and Readings

Attendance in this class is mandatory. Any student with 3 absences will be dropped from the class. Given that this class meets only once per week, it is extremely important that you attend each class and keep up with course readings and assignments. It will be very difficult to catch up if you fall behind! All course readings are to be completed for the following class. For example, readings listed for week 1 should be completed for week 2.

Grading Scale

100%-97%	A+	89%-87%	B+	79%-77%	C+	69%-67%	D+	59% > F
96%-93%	A	86%-83%	B	76%-73%	C	66%-63%	D	
92%-90%	A-	82%-80%	B-	72%-70%	C-	62%-60%	D-	

Schedule*

<i>Week</i>	<i>Dates</i>	<i>Topics</i>	<i>Readings</i>
1	1/19	Go over syllabus, descriptivism vs. prescriptivism, animal communication vs. human language	Chs. 2 & 7
2	1/26	Homework #1 due , phonetics	Ch. 3
3	2/2	Phonetics (cont'd), phonology	Ch. 4
4	2/9	Quiz #1 , phonology continued	
5	2/16	Morphology	Chs. 5 & 6
6	2/23	Homework #2 due , syntax	Ch. 8
7	3/2	Quiz #2 , semantics	Ch. 9
8	3/9	Semantics (cont'd), pragmatics, discourse analysis	Chs. 10 & 11
	3/16	NO CLASS - SPRING BREAK	
9	3/23	Homework #3 due , sociolinguistics	Chs. 18 & 19
10	3/30	Writing systems	Ch. 16
11	4/6	Quiz #3 , language history & language change	Ch. 17

12	4/13	Homework #4 due , language & the brain, first-language acquisition	Chs. 12 & 13
13	4/20	Language, culture, & cognition, Languages of New Mexico, language endangerment, preservation, & revitalization, Homework #5 due	Ch. 20
14	4/27	Project Presentations	
15	5/4	Quiz #4 , course evaluations	

* This schedule is tentative and subject to change

NOTE: THERE WILL NOT BE A FINAL IN THIS CLASS

HOMEWORK #1 – LINGUISTIC AUTOBIOGRAPHY

For this assignment, you are asked to write a brief outline of your own linguistic experiences and heritage. The essay should be around 1 -2 typewritten pages, double-spaced (12-pt. Times New Roman, 1”-margins) and is due in class on Friday, January 26. In this linguistic autobiography discuss some or all of the following (starred items *must* be included):

***Your home language(s):** The language(s) you learned or heard spoken in your household. Do you speak these languages fluently? If not, how well do you speak them? Might you just use a few words? When do you use these languages? What members of your family speak these languages?

***Other languages you learned as a child:** Did you learn (either just a few words or fluently) languages from your playmates as a child? Did you learn a new language when you became old enough to go to school? (For some of you, that might be the time you first learned English; for others, English might be your home language, but perhaps you lived in another country when you were school aged, or went to a bilingual school here.)

***Foreign languages:** This can include languages you took in school as foreign languages. How well do you speak all these languages? Have you gone to a country where they are spoken? (Do you plan to?)

***Written Language:** Of the above languages, which ones do you read and write as well as speak? Are there languages you feel you read or write better than you speak?

***Feelings About Languages:** Of the languages you speak or write, which ones do you think you speak/write best? Which ones do you most enjoy using? Are there any you feel particularly proud of using? Embarrassed to use?

Ancestral language(s): There may be languages in your background that haven't been spoken for several generations. What languages are these? Are there any words, names, phrases, songs, etc., from those languages that have been passed down in your family?

Dialects of English: For people who have nothing but English in their background, it may be hard to figure out a good angle on this project. You can think about different dialects of English in your background. What part of the country do you come from? Did your parents come from a different part of the country? Are there any regional traits to your speech or your relatives' speech that you could remark on? As a college student, you speak standard English of some kind, but might you also command a “nonstandard” form of English that you speak with your peers or family? Do you use a lot of slang?

Linguistic adventures and misadventures: Interesting topics relating to your linguistic experiences not covered above. Things you might include: prejudice you have experienced because of your linguistic background; experiences that you have had in learning a foreign language; or misadventures due to not knowing a language; your thoughts about the usefulness or the uselessness of your ancestral languages in your life; future plans that are relevant to your knowledge of languages; what you want for your children in the way of language experience; etc.

Due in class on Friday, January 26th