Teaching Philosophy
by Professor Bolin

I am wildly passionate about teaching! For me, teaching is a way to give back to my community and empower others to break through barriers they thought they couldn’t. My passion and core beliefs guide me as an instructor of higher education. For me, learning is part of the process of improving ourselves in the hopes of creating a better environment for others. In my classes, students learn about the importance of working together to solve difficult problems and understand abstract concepts presented in class. Students can expect to do a lot of groupwork both inside and outside of the classroom.

Student identity and background are important for both myself and other students since it offers us different viewpoints into other people’s thoughts. It is in fact the diversity in the classroom that affects my teaching style and how it is modified.

The thing that I enjoy most about teaching is watching students progress from the first day in my classroom. This leads me to my expectations for students: I expect all my students to take responsibility for their educational goals and to improve in some way by the end of the semester. The expectation of passing is ideal; however, my expectations are that my students will take something from the class and apply it to their everyday lives.

If this class ever feels overwhelming or your personal obligations are becoming a distraction, please reach out to me. My goal is for you all to be successful.

Course Requirements
Throughout our 16-week journey, you will be asked to complete many different learning activities. Become familiar with each type of activity and the expectations by reviewing this section.

Course Outline
The life of a student is not an easy one. Most of you have many other obligations outside this class. This section will help you plan ahead and stay on track in English 105.
Course Description

This course provides a comprehensive introduction to the questions that are raised in the major subfields of Linguistics and to the prevailing scientific approaches that are applied to answer those questions. Students will learn foundational concepts of the field and learn to analyze linguistic data.

Student Learning Outcomes

Upon completion of English 105, students will be able to:

- distinguish the nature, definition(s), and function of language, and to recognize the history, development, and properties of English.
- examine grammar and usage, and to describe how language functions in society to shape our ideas, belief, and thinking.

If there comes a point during the semester where you feel as though you are not meeting these learning outcomes, please reach out to me. Together we can figure it out!
LEARNING ACTIVITIES

Raising Questions
We all have questions after reading about an abstract concept. I do not expect you to come up with “the best” question; I am more interested in your thought process (i.e., I want to know how you arrived at your questions).

Data Analysis
Data Analysis assignments will utilize all the knowledge you have accumulated and ask you to apply it to real-world scenarios. This is an exercise in critical thinking, so be sure to allot sufficient time for it.

Course Requirements

This course requires the following learning activities from you:

Readings and Lectures:
Each week you will receive a reading assignment from the textbook. In addition, depending on the week, there will be one or two lectures to help you with the more technical aspects of the reading or to complement the readings in other ways.

Raising Questions:
At various times during the semester you will be asked to submit a question about the course material. Doing so will help you evaluate what you do and do not understand and will help me troubleshoot. You will submit your question in the “Discussion” section of Canvas.

Data Analysis:
During most weeks you will be required to analyze data that relate to the topic at hand. Sometimes the data will be introduced in the classroom and you will write up your analysis after the fact. At other times, the prompts will be provided exclusively online. You must submit your response on Canvas in the form of an essay (no bullet point style outlines). Develop your paragraphs so your analysis is organized and clear. Be sure to check the online rubric before submitting the assignment.

Practice Quizzes:
Practice quizzes are intended to help you understand and apply newly learned concepts and terminology. They are especially useful for the subject matter in the first half of the semester during which most of them will be assigned. You may take these quizzes as often as you’d like. The highest grade by the due date will be entered in your grade book.

Midterm and Final Exam:
There will be a midterm given during week 8 and a cumulative final exam during exam week. A detailed test preparation document will be posted on Canvas for the midterm exam.

FUN FACT
43%
Percentage of people who are bilingual.

PRACTICE QUIZZES
Practice quizzes will be available for the entire semester. They are a great way to study before any of our exams!

Be sure to attempt them as many times as possible before the due date to ensure you earn the maximum amount of points!
Required Textbook
ISBN# 9781111344382

Attendance
To successfully complete this course, attendance and participation are essential. You are expected to attend class and to arrive on time. Three (3) late arrivals will count as one (1) absence. Having more than four (4) absences may result in being dropped from the class. You are responsible for all class work assigned in your absence.

Letter Grade Allocation
Raising Questions: 10%
Practice Quizzes: 15%
Data Analysis: 20%
Poster Session: 10%
Midterm Exam: 20%
Final Exam: 25%

100% - 90% = A
89% - 80% = B
79% - 70% = C
69% - 60% = D
59% - 0% = F

Grading Criteria
Timely submission of all materials is expected. Late submissions will not be accepted for credit except under extreme circumstances. Please contact me ASAP if there are serious circumstances that prevent you from meeting a given deadline on any assignment.

In grading your “Data Analysis” submissions, I look for thoughtful, thorough responses that reflect an excellent understanding of the related readings and concepts and addresses all the issues raised in the prompt. The postings must meet college level requirements in terms of writing. Do not over-rely on direct quotes and definitely no cut-and-pastes from other sources. When I am asking for an opinion, I won’t grade you based on whether I agree with your opinion, but I will evaluate how well you support your position.

Please do not hesitate to contact me if you have questions about how I graded a particular assignment or if you are concerned about whether you understand what is expected of you on an assignment.

ACADEMIC DISHONESTY
Any students caught cheating on an exam, plagiarizing a paper, or falsifying work will be severely dealt with per the student code of conduct.
Course Outline

**Week 1**  
02/05 & 02/07  
Introduction  
What is language?  

**Week 2**  
02/12 & 02/14  
Human Capacity for Language  

**Week 3**  
02/19 & 02/21  
Presidents’ Day (No Class)  
Phonetics (part 1)  

**Week 4**  
02/26 & 02/28  
Phonetics (part 2)  
Phonology (part 1)  

**Week 5**  
03/05 & 03/07  
Phonology (part 2)  
Morphology (part 1)  

**Week 6**  
03/12 & 03/14  
Morphology (part 2)  
Word Formation (part 1)  

**Week 7**  
03/19 & 03/21  
Word Formation (part 2)  
Midterm Review  

**Week 8**  
03/26 & 03/28  
Midterm  
SB Noticing Activity  

**Week 9**  
04/02 & 04/04  
SPRING BREAK!!!!  

**Week 10**  
04/09 & 04/11  
Syntax Heads & Phrases  

**Week 11**  
04/16 & 04/18  
Syntax Phrase Structure  

**Week 12**  
04/23 & 04/25  
Semantics  

**Week 13**  
04/30 & 05/02  
Pragmatics  

**Week 14**  
05/07 & 05/09  
Early Story English  

**Week 15**  
05/14 & 05/16  
English Goes Global  

**Week 16**  
05/21 & 05/23  
Poster Sessions  
Final Review  

**FINAL EXAM 05/30**

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**COURSE SCHEDULE**

**Poster Session**
After the midterm, you will be placed into groups of 3 or 4 and be assigned a chapter from our textbook. You will then be asked to do a 3-page data analysis and present your project to the class in the form of a poster session.

**Midterm**
The midterm exam will be on Monday, March 26, 2018. We will have a review day the week before the exam where you will be able to complete your study guide and ask any questions about the exam.

**Final**
The final is scheduled to be in our classroom on Wednesday, May 30, 2018 from 10:30 – 12:30
Important Information

✓ The last day to drop without the grade of “W” is February 19, 2018

✓ The last day to drop with the grade of “W” is May 6, 2018

✓ Spring Break is March 31st through April 6th

✓ Please be sure that you have access to your student email since that will be used as your main point of communication.

✓ Check our Canvas webpage regularly, for I upload the material we cover in class as well as quizzes and data analysis assignments.

Make the most of your time at Los Angeles Valley College and check out:

• Career/Transfer Center
• Child Development Center
• College Success
• Counseling
• Financial Aid
• Health Center
• Tutoring Center
• Workforce Training
• And more...

I DO allow the use of Internet-ready devices in my classroom to check for comprehension as well as basic research in the field of linguistics. Please do not take advantage of this by not being present in the class.

SERVICES FOR STUDENTS WITH DISABILITIES

All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Services for Students with Disabilities Office. (818) 947-2681