

# **LING 3060: Principles of Language Study – 100% Online**

## **Spring 2026**

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### **Welcome to UNT!**

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

### **COURSE DESCRIPTION:**

This is an introductory linguistics course that focuses on the structure of language: phonetics, phonology, morphology, syntax, language acquisition, language change, and language variation. This course is in the Core curriculum Social and Behavioral Sciences.

### **COURSE OBJECTIVES:**

The overall objective of this course is to create awareness and build a knowledge base about language in order to apply it in the field of education, technical communication, foreign language study, and future linguistics study. This knowledge and awareness will enable us to be catalysts for positive change.

### **COURSE REQUIREMENTS:**

- There is no required textbook for this class; all content is in the course in Canvas.
- Students must be consistently present on Canvas in order to keep up with announcements and to prepare for assessments.
- Students must either possess or quickly learn the technology required to navigate this 100 % online course.

### **VERY IMPORTANT:**

Check announcements and Canvas email every time you log in for information about:

- Assignments, quizzes and tests dates

- Schedule changes

## **GRADES:**

Final grades will be determined according to the following distribution:

- 4 Assignments: 20% of grade
- 9 Quizzes, 3 Tests, weighted equally: 50% of grade
- 5 Discussions on Canvas: 10% of grade
- Signature assignment: 100 points; 20% of grade

## **Signature Assignment**

Core Curriculum component: Social and Behavioral Sciences

Core rubrics include: Critical Thinking, Communication, Empirical and Quantitative Skills, and Social Responsibility

[UNT Core Rubrics](#)

### **Project description (20% of final grade)**

In this project, you will analyze a variety of English other than your own. The analysis will be based on a 3-6 minutes media clip of an English variety that has significant differences in pronunciation, word choice, word formation, and/or sentence structure from the variety you speak. Because you want to represent this dialect as authentically as possible, you should find video clips from interviews, documentaries, reality TV, first-person narratives, or instructional videos in which the speaker is using their dialect realistically rather than how this particular dialect is represented in movies and television. You will also include a clip from a movie or TV show in which the actors are authentic users of the dialect. YouTube is a good resource for these clips, but it's not the only source. Remember that UNT disallows the use of TikTok. Sorry!

Some examples of clips:

Cajun Dialect samples:

[Swamp People: Stuff Troy Says | History](#)

[New Orleans Cajun, Justin Wilson](#)

Spanish English samples:

[Sofia Vergara's Unforgettable First Time on The Ellen Show](#)

[Gloria Vs Stella | Modern Family](#)

Scottish Dialect samples:

[Gerard Butler Sent Hilary Swank to the Hospital During "P.S. I Love You" | The Drew Barrymore Show](#)

[Movie: Trainspotting](#)

Using critical thinking skills, you will apply what you have learned about phonetics, syntax, lexical content, and linguistics in general to account for the variation you find in your chosen variety of English. You will use empirical and quantitative methods to support the claims you make. You will also demonstrate intercultural competence and social responsibility in discussion of the prestige or social standing of your chosen language variety. Finally, you will communicate your findings in an essay or other specialized presentation format. In this assignment you will demonstrate mastery of the core objectives for the Social and Behavioral Sciences foundational Core Curriculum area.

### **Points to remember as you craft your project**

Be as specific as possible in describing your English variety. In other words, do not simply say “British English”. You must research and explain the regional or ethnic dialect represented by the speaker(s) in the video.

Find examples of lexical, phonetic, and syntactic differences. If your clip doesn’t have examples of each, choose another clip.

You do not need to address every single dialectal difference that you observe. You are choosing the differences that you consider significant. This is especially true of phonetic differences.

Your essay can take a variety of final formats depending on the content and the way you believe it will be best presented. You may choose from a variety of formats to keep things organized. We will discuss this in detail in class.

## Components of Project

### ***1. Background information***

Discuss the English variety you are analyzing. Where is it spoken? Who are the speakers? Be specific. Don't just say "in the South". Is it a regional or ethnic dialect? Discuss immigration patterns, identity, social class, gender, race, or any other demographic features that might be associated with this dialect.

Discuss the dialect's prestige or lack thereof. What is its social standing? If negative judgment/discrimination is associated with this dialect, discuss possible reasons for this as well as implications for its speakers.

### ***2. Lexical differences***

1. Provide a list of 5 or more lexical differences.
2. Include the context for each.
3. Explain the word YOU would use in the same context. Are there semantic connections between the words in the two varieties? Are there historical reasons for this lexical variation?

### ***3. Phonetic differences***

1. Select a minimum of 5 words. Transcribe how YOU say each word; then transcribe the pronunciation that you hear in your video. Do not simply list words.
2. What generalizations can you make about the sound differences you find? Be sure to take into account where the sound(s) occur in words, where the words occur in sentences, and so forth: i.e. does the sound in question always change? Or, does it change only when it appears in a certain part of a word, or next to a certain other sound in a word?

### ***4. Syntactic Differences***

1. Describe a minimum of 3 sentence structure differences of the variety you are analyzing (e.g. word order variation in different constructions, how questions/interrogatives are formed, use of negation, etc.)
2. Include examples and the context for each.
3. Explain the differences comparing them to your own English variety. Can you think of any reasons/factors that may be triggering the variation in sentence structure?

## Grading rubric

Source: (name of film, television show, etc.)

English Variety: (be specific)

Topic	Score	Comments	
Background information Where?			
Ethnic/Regional Prestige?			
Discussion			
Lexical differences Word list, explanation Usage/Context			
Phonological differences Word list, explanation Transcriptions Process			

Syntactic differences			
List, explanation			
Syntactic tree for your variety and analyzed variety			
<b>Total Score:</b>	<b>/ 100</b>		

## Technical Requirements & Skills

The following are minimum technology requirements for students to attend the course and communicate with the instructor:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements> )

## Computer Skills & Digital Literacy

Course-specific technical skills learners must have to succeed in the course include:

- Using Canvas
- Using email with attachments

## Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in email or any other communication online or face-to-face, even when their opinion differs from your own.
- Always use your professor's proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name.
- Ask for and use the correct name and pronouns for your instructor, TA and classmates.
- Use clear and concise language.
- Remember that all college level communication should have appropriate language (this includes discussion boards).
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.
- Be careful with personal information (both yours and others').
- Do not send confidential information via e-mail
- See also these Engagement Guidelines (<https://clear.unt.edu/online-communication-tips>) for more information.

## **Success in an Online Course**

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. In order to be successful in this course, you will need to:

- Spend 2-3 hours a day working on it.
- Carefully read and re-read course material.
- Plan on logging in at least once a day.
- Check announcements and email regularly.
- Keep up with all posts (reading others' posts and writing your own).
- Keep up with due dates listed on the Syllabus/Weekly Plan.
- Communicate with your peers in this course; you can all learn from each other.

For more tips, check this page: "How to Succeed as an Online Student" (<https://clear.unt.edu/teaching-resources/online-teaching/succeed-online>)

## **Getting Help**

### **Technical Assistance**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

### **UNT IT Help Desk**

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Live Chat: <https://it.unt.edu/helpdesk/chatsupport>

Phone: 940-565-2324

In Person: Sage Hall, Room 330

Hours and Availability: Visit <https://it.unt.edu/helpdesk> for up-to-date hours and availability

## **Student Support Services**

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

Student Health and Wellness Center (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)

Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)

UNT Care Team (<https://studentaffairs.unt.edu/care>)

UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)

Individual Counseling (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include

Registrar (<https://registrar.unt.edu/registration>)

Financial Aid (<https://financialaid.unt.edu/>)

Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)

Career Center (<https://studentaffairs.unt.edu/career-center>)

Multicultural Center (<https://edo.unt.edu/multicultural-center>)

Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)

Pride Alliance (<https://edo.unt.edu/pridealliance>)

UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)

## **Academic Support Services**

Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)

Academic Success Center (<https://success.unt.edu/asc>)

UNT Libraries (<https://library.unt.edu/>)

Writing Lab (<http://writingcenter.unt.edu/>)

MathLab (<https://math.unt.edu/mathlab>)

## **UNT Policies**

### **Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

### **ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (<https://disability.unt.edu/>).

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe

weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

### **Access to Information - Eagle Connect**

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

### **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration

dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

### **Important Notice for F-1 Students taking Distance Education Courses**

#### **Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to

completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### **University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### **Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (<https://policy.unt.edu/policy/07-002>).

### **Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

The work is used only once.

The work is not used in its entirety.

Use of the work does not affect any potential profits from the work.

The student is not identified.

The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

### **Transmission and Recording of Student Images in Electronically-Delivered Courses**

No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.