



OUTCOMES-BASED EDUCATION (OBE) COURSE SYLLABUS

LTNG 207 -- Introductory Linguistics

First Semester, A.Y. 2021 - 2022

I. UNIVERSITY INFORMATION

1. Vision of the University

A globally competitive university for science, technology, and environmental conservation

2. Mission of the University

Development of a highly competitive human resource, cutting-edge scientific knowledge and innovative technologies for sustainable communities and environment.

3. VSU Quality Policy Statement

The Visayas State University (VSU) is a higher education institution created by law to provide excellent instruction, conduct relevant research and foster community engagement that produce highly competent graduates necessary for the development of the country. Toward this end, we, at the Visayas State University, commit to:

- produce highly competent, quality and world-class manpower in science and technology (S&T), especially for agriculture, environmental management and industry who are proficient in communication skills, critical thinking and analytical abilities
- generate and disseminate relevant knowledge and technology that lead to improved productivity, profitability and sustainability in agriculture, environment and industry,
- satisfy the needs of the industry, the community and government sector who are in need of quality graduates and technology ready for commercialization through the establishment, operation, maintenance and continuous improvement of a Quality Management System which is aligned with the requirements of ISO 9001:2008.


EDGARDO E. TULIN
President
v0 07-16-2019

4. Goal and Objectives of Graduate School

- Goal.

Produce high quality manpower in agriculture and its allied fields through graduate education to serve the development needs of the region.

- General Objective.

To strive for excellence in graduate education for regional growth and rural development.

● Specific Objectives

1. To offer graduate courses to teachers, researchers, extension workers, administrators and other professionals.
2. To train and guide graduate students in conducting productive and independent research studies relevant to agriculture and its allied fields.
3. To design and implement innovative strategies for the enhancement of managerial and leadership skills of professional and development workers.
4. To strengthen personal discipline and moral character of graduate students to better serve their clientele.

II. PROGRAM INFORMATION

1. Name of the Program	Master of Science in Language Teaching (MS-LT)
2. CHED CMO Reference	CMO no.36, s. 1998 (Policies and Standards on Graduate Education)
3. BOR Approval	BOT Resolution No. 6, s. 1992 (January 21, 1992)

6. Program Educational Objectives and Relationship to Institution Mission

Program Educational Objectives	Mission*		
	a	B	c
a. To provide a focused study for English language professionals in pursuing their advanced knowledge and skills of English language teaching across professions.	/	/	/
b. To enhance the graduate students' English language proficiency as well as deepen their understanding of the theory and practice of language teaching as a discipline.	/	/	/
c. To present appropriate approaches, methods, strategies, and techniques required to challenge the different phases of the academe and stakeholders in areas of instruction, research, extension and production in relation to professional practice, trainings, conferences, arts, and leadership roles in language teaching in local or international setting.	/	/	/

*a - development of a highly competitive human resource, b - cutting-edge scientific knowledge, c - innovative technologies for sustainable communities and environment

III. COURSE INFORMATION

1. Course Code	LTNG 207
2. Course Title	Introductory Linguistics
3. Pre-requisite	COI (Consent of Instructor)
4. Co-requisite	None
5. Credit	3 units
6. Semester Offered	First Semester AY 2021-2022
7. Number of hours	3 hours per week
8. Course Description	The course explores the different Subfields of Linguistics, the complex nature of the English language, and language as a structured system of form and meaning.

7. Program Outcomes (POs) in relation to the Program Educational Objectives (POEs)	
Program Outcomes (POs)	Program Educational Objectives

		1	2	3	4	5
a.	Articulate a substantive and pragmatic view of the English language as a discipline and across all professions;	/	/	/	/	/
b.	Communicate in English (both oral and written) as well as foster a critical and analytical perspective on the theory and practice of language teaching in the academe as applied in professional settings and in the corporate world;	/	/	/	/	/
c.	Facilitate the use of the English language to promote cultural understanding;	/	/	/	/	/
d.	Teach English communication skills in a high-level state-of-the-art instruction for every day communication, leadership, supervision, and to pursue research in English language studies;	/	/	/	/	/
e.	Enhance creativity, resourcefulness, and critical thinking among graduate students through interpreting and evaluating critical ideas, values, and themes that appear in literary and cultural texts as well as in the modes of communication; and	/	/	/	/	/
f.	Engage in English language extension and production blending knowledge of the different subfields of linguistics and linguistics updates in the digital world.	/	/	/	/	/

8. Course Outcomes (COs) and Relationship to Program Outcomes (POs)

After completing this course, the student must be able to perform the following COs:	Program Outcomes Code												
	a	b	c	d	e	f	g	h	i	j	k	L	m
CO1 To deepen understanding about the Subfields of Linguistics, grammatical functions, and speech transactions.	I	E	D	I	E	D							
CO2 To demonstrate knowledge on the different kinds of statements, meaningful customized composition, and text analysis based on some sociolinguistic factors.	E	E	D	I	E	D							
CO3 To discuss other fields related to Linguistics (Semiotics, Anthropological Linguistics, Mythology and Folklore) as well as update awareness on the existence of the newly coined words and expressions.	D	E	D	I	E	D							

Legend: I – Introductory, E – Enabling, D – Demonstrative

Each letter indicates the expected level of competency that each CO should provide for each PO.

9. Course Content and Plan

Week	Topics	Learning Outcomes	Teaching and Learning Activities		Assessment Tasks
			Teaching Activities	Learning Activities	
CO1: To deepen understanding about the Subfields of Linguistics, grammatical functions and speech transactions.					
CO2: To demonstrate knowledge on the different kinds of statements, meaningful					

customized composition, and text analysis based on some sociolinguistic factors.

1-5	<p>*Class Orientation *Values Reorientation (character values, work values, personal values) -----</p> <p>Module No. 1 (Language, Linguistics Subfields and Related Fields)</p> <p>Lesson 1.1 (Language, Major Subfields of Linguistics, and Linguistics Terms)</p> <p>Topics: *Language *Dialect *Slang, Jargon, and Argot *Lingua Franca, Pidgin, and Creole *Sign Language *Paralanguage and Paralinguistics *Symbolic Language and Emoticons *Nature of Linguistics *Major Subfields of Linguistics *Linguistic Terms</p> <p>Figures -- Figure 1: Key Words Figure 2: Mode Expressed Figure 3: Within Us and Toward Us Figure 4: Fast Fact Figure 5: "Go To" and "To Go" Figure 6: If You Fall, I'm Here</p>	<ol style="list-style-type: none"> To deepen understanding about the Subfields of Linguistics through translation with reference to the students' knowledge in Cognitive Linguistics. To apply knowledge in pragmatics linking it to some other subfields in Linguistics. To analyze texts based on the word's grammatical functions and contextual meaning. To create scenarios exhibiting speech transactions for experiential learning of the English language. 	<p>1. Printed Modules/ Online Classes</p> <ul style="list-style-type: none"> ● Lecture ● Digital Media ● Open Educational Resources (OERs) ● PowerPoint presentation ● Apps ● Demonstrations <p>2. Blended Learning (BL)</p> <ul style="list-style-type: none"> ● Enriched Virtual BL ● Project-based BL ● Self-directed BL ● Supplemental BL ● The Flex Model BL ● The Online Driver Model BL ● Master-based BL 	<ul style="list-style-type: none"> ● Podcasts ● Web quests ● Blogging ● Vlogging ● Journal writing ● Focus listing ● Peer quizzes ● Talk-it-out ● Daring Doodles ● Oral recitations ● Seatwork <p>***Learning Tasks/ Activities</p> <p>A. Read the selection below and do the following tasks as indicated. (Note: "Men" here refers to men and women.)</p> <p><i>"Then body is the servant of the mind. It obeys the operations of the mind, whether they be deliberately chosen or automatically expressed. At the bidding of unlawful thoughts, the body sinks rapidly into disease and decay; at the command of glad and beautiful thoughts, it becomes clothed with youthfulness and beauty."</i> ---James Allen</p> <ol style="list-style-type: none"> Translate (not transliterate) the selection using the Cebuano language. Establish a relationship between the above selection and to our study in Cognitive Linguistics. Write your answer in not less than 250 words. <p>B. Submit copies of the lyrics of the songs "More Than Yesterday" (by Spiral Staircase) and "Ngayon at Kailanman" (by Basil Valdez).</p> <ol style="list-style-type: none"> Write the synonyms (or word 	<p>***Module 1 Pretest</p> <ul style="list-style-type: none"> ● Summarizing ● Probing ● Memory matrix ● Quizzes ● Projects ● Researches ● Concept maps ● Dramatization ● Role playing ● Play production ● Quiz show ● Talk show ● Twitter board <p>***Assessment</p> <p>Submit a poster (about the size of 1 whole cartolina) depicting your own presentation of a student or students taking the Linguistics course. Write your own title.</p> <p>***Due date: September 2021</p>
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	<p>Values integration: Sincerity, Zest, Diligence, Eloquence, Trustworthiness</p>			<p>meanings) of the following words as they are used (word functions) in the song (contextual meaning). a. dreams b. spending time c. wander d. springtime e. Cupid f. Oh, I love you more today than yesterday but Darling, not as much as tomorrow.</p> <p>2. The song "More Today Than Yesterday" is something like enjoying the relationship while making a promise for a more loving relationship in the future. The Tagalog song "Ngayon at Kailanman" is merely describing the feelings ranging from yesterday, today, tomorrow, forever, and a day. There might be a relationship taking place but we don't know what's going on. Now, (after reviewing your lessons in pragmatics), explain the song based on your imaginative context to make it more meaningful to the listeners.</p> <p>C. Analyze Figure 2 and Figure 3.</p> <p>1. What is the role of code-switching in English communications? Why do speakers do code-switching? (Refer to Figure 2.)</p> <p>2. Refer to Figure 3.</p> <p>2.1 Based on their functions, identify whether the following word is a noun, a verb, or an adjective.</p> <p>a. romance b. dream c. assured d. returns e. wander</p> <p>2. 2 Use the 5 words written in 2.1 in a sentence, but based on their</p>	
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				<p>correct grammatical function (noun, verb, adjective).</p> <p>D. Examine Figure 4, Figure 5, and Figure 6.</p> <ol style="list-style-type: none"> What is the difference between phonetics and phonology? Refer to Figure 4, what is the importance of knowing how to pronounce and enunciate words appropriately? Go to a fast food or restaurant of your choice and take your order in English. You are to "dine-in" then the remaining food (a must) is for "take-out". Speak in English as you address the waiter/waitress. Write your report in not less than 300 words written in A4 bond paper. Watch "Alladin" (any version, the original is preferred) and jot down 3 sets of dialog. After each dialog, write what happened next in one sentence only. For example: Alladin: Do you trust me? Jasmine: I don't know why... but yes! Then they had their magic carpet ride. 	
6-10	<p>Lesson 1.2 (Linguistic and Nonlinguistic Subfields, and Related Fields)</p> <p>Topics: *Linguistic and Nonlinguistic Subfields of Linguistics *Related Fields</p> <p>Figures -- Figure 7: Whatever! Figure 8: Scribble Fun</p>	<ol style="list-style-type: none"> To explicate the significance of identifying sample statements that fall under Implicature, entailment, and presupposition. To exhibit understanding about Morphology and 	<p>1. Printed Modules/ Online Classes</p> <ul style="list-style-type: none"> ● Lecture ● Digital Media ● Open Educational Resources (OERs) ● PowerPoint presentation ● Apps ● Demonstrations <p>2. Blended Learning (BL)</p> <ul style="list-style-type: none"> ● Enriched Virtual BL ● Project-based BL ● Self-directed BL ● Supplemental 	<ul style="list-style-type: none"> ● Podcasts ● Web quests ● Blogging ● Vlogging ● Journal writing ● Focus listing ● Peer quizzes ● Talk-it-out ● Daring Doodles ● Oral recitations ● Seatwork <p>***Learning Tasks/Activities</p> <p>A. Have a Google search about Presuppositions, Entailments, and Implicatures.</p> <ol style="list-style-type: none"> Write 10 examples of Implicatures, 8 examples of Entailments, and 	<ul style="list-style-type: none"> ● Summarizing ● Probing ● Memory matrix ● Quizzes ● Projects ● Researches ● Concept maps ● Dramatization ● Role playing ● Play production ● Quiz show ● Talk show ● Twitter board <p>***Assessment</p>

	<p>Figure 9: Don't Know Why Figure 10: Tenacity Shrug</p> <p>Values integration: <i>Will Power, Dignity, Independence, Punctuality, Efficiency</i></p>	<p>Psycholinguistics through text analysis.</p> <p>3. To produce a meaningful customized composition without the letter "a" in it.</p> <p>4. To analyze texts based on some sociolinguistic factors.</p>	<p>BL</p> <ul style="list-style-type: none"> ● The Flex Model BL ● The Online Driver Model BL <p>Master-based BL</p>	<p>5 examples of Presuppositions.</p> <p>2. Discuss each example based on clear interpretation.</p> <p>B. Refer to Figure 7.</p> <ol style="list-style-type: none"> 1. Explain the 3 texts psychologically. 2. Divide and indicate the number of morphemes in the following words: <ul style="list-style-type: none"> a. mistakes b. probably c. something d. anticipated e. traffic <p>Do it this way: undescribability un + describe + able + ity = 4 morphemes</p> <p>C. Refer to Figure 8.</p> <ol style="list-style-type: none"> 1. Write your own entry (in not less than 20 words) of quote-message without the letter "a". 2. Even if there's no letter "a" in the sample quote-message, we can still hear its sound in the word "fire". What about in your quote-message? Explain how they are being pronounced and enunciated. <p>D. Refer to Figure 9 and Figure 10.</p> <ol style="list-style-type: none"> 1. List down 10 words related to the text in Figure 9 and another 10 words related to the text in Figure 10. 2. Explain the two Figures (9 and 10) from a sociolinguistics point of view with the presence of the words you have listed in #1. 	<p>Make a 7-10 minute PowerPoint presentation about the relationship between Neurolinguistics and Forensic Linguistics.</p> <p>***Module 1 Posttest</p> <p>***Midterm Exam</p> <p>***Due date: October 2021</p>
<p>CO3: To discuss other fields related to Linguistics (Semiotics, Anthropological Linguistics, Mythology and Folklore) as well as update awareness on the existence of the newly coined words and expressions.</p>					
11-14	<p>Module No. 2 (Other Subfields of Linguistics, Coined Words, and Social Media)</p>	<p>1. To present the different meanings of some</p>	<p>1. Printed Modules/ Online Classes</p> <ul style="list-style-type: none"> ● Lecture ● Digital Media ● Open 	<ul style="list-style-type: none"> ● Podcasts ● Web quests ● Blogging ● Vlogging ● Journal writing ● Focus listing 	<p>***Module 2 Pretest</p> <ul style="list-style-type: none"> ● Summarizing ● Probing

	<p>Expressions)</p> <p>Lesson 2.1 (Other Subfields of Linguistics and Miscellaneous Terms)</p> <p>Topics: *Other Subfields of Linguistics *Miscellaneous Terms</p> <p>Figures -- Figure 11: Sweetness Overload Figure 12: Food Fortune</p> <p>Values integration: <i>Empathy, Happiness, Financial Well-being, Maturity, Resourcefulness</i></p>	<p>English words which have alternative meanings in the Philippines.</p> <p>2. To discuss the relationship between Semiotics and Anthropological Linguistics.</p> <p>3. To illustrate the advantage of having a background knowledge in Mythology and Folklore in learning the English language.</p>	<p>Educational Resources (OERs)</p> <ul style="list-style-type: none"> ● PowerPoint presentation ● Apps ● Demonstrations 2. Blended Learning (BL) ● Enriched Virtual BL ● Project-based BL ● Self-directed BL ● Supplemental BL ● The Flex Model BL ● The Online Driver Model BL ● Master-based BL 	<ul style="list-style-type: none"> ● Peer quizzes ● Talk-it-out ● Daring Doodles ● Oral recitation ● Seatwork <p>***Learning Tasks/Activities</p> <p>A. Have a Google search on the dictionary meanings of some English which have their own version of meaning in the Philippines.</p> <p>1. Make a Table of the 10 English words which have two meanings.</p> <p>English * Phil. Engl. *</p> <p>Dictionary Meaning</p> <p>2. Explain why those words in #1 have such kind of meaning in Philippine English.</p> <p>B. Have a Google search on Semiotics Anthropological Linguistics.</p> <p>1. Discuss the connection of Semiotics to Anthropological Linguistics</p> <p>Relate Semiotics to some beliefs, magic, and Fortune. Cite at least 10 examples.</p> <p>C. Examine to Figure 11 and Figure 12.</p> <p>1. Refer to Roman Mythology about the existence of Fortune. Relate it to Figure 11.</p> <p>2. Enumerate 10 terms of endearment. Why do lovers resort to having a term of endearment to each other?</p> <p>3. Explain the power of words in Figure 11 and Figure 12 based on your knowledge in Discourse Analysis.</p>	<ul style="list-style-type: none"> ● Memory matrix ● Quizzes ● Projects ● Researches ● Concept maps ● Dramatization ● Role playing ● Play production ● Quiz show ● Talk show ● Twitter board <p>***Assessment</p> <p>Pass a portfolio featuring different (50) signs and symbols with English descriptions or interpretations.</p> <p>***Due date: November 2021</p>
15-18	<p>Lesson 2.2 (Coined Words and Social Media Expressions)</p> <p>Topics:</p>	<p>1. To evaluate the existence of coined words and expressions</p>	<p>1. Printed Modules/ Online Classes</p> <ul style="list-style-type: none"> ● Lecture ● Digital Media ● Open Educational Resources 	<ul style="list-style-type: none"> ● Podcasts ● Web quests ● Blogging ● Vlogging ● Journal writing ● Focus listing ● Peer quizzes 	<ul style="list-style-type: none"> ● Summarizing ● Probing ● Memory matrix ● Quizzes ● Projects

	<p>*Word Coinage *Words from Names *Words/New Words with Updated Meanings *Social Media Terminology Updates *Neologisms *New Words in 2019-2020</p> <p>Figures -- Figure 13: Battle Better Figure 14: Word Trends Figure 15: Starflix</p> <p>Values integration: <i>Vitality, Poise, Creativity, Inspiration, Orderliness</i></p>	<p>with reference to their respective meanings.</p> <p>2. To develop social language awareness through analyzing texts from the sociolinguistic point of view.</p> <p>3. To determine the importance of having a language update especially with matters of extended meanings and cultural understanding.</p>	<p>(OERs)</p> <ul style="list-style-type: none"> ● PowerPoint presentation ● Apps ● Demonstrations 2. Blended Learning (BL) ● Enriched Virtual BL ● Project-based BL ● Self-directed BL ● Supplemental BL ● The Flex Model BL ● The Online Driver Model BL ● Master-based BL 	<ul style="list-style-type: none"> ● Talk-it-out ● Daring Doodles ● Oral recitations ● Seatwork <p>***Learning Tasks/Activities</p> <p>A. Make a Table on the (50) different words that were coined from proper names of persons places, events, etc., along with their origins and meanings. <i>Coined Word * Origin * Meaning</i></p> <ol style="list-style-type: none"> 1. What are the common characteristics of these eponyms? 2. What eponyms do you know that are of Philippine origin (like imeldific)? Enumerate a least 10 then write their origins and meanings. <p>B. Refer to Figure 13.</p> <ol style="list-style-type: none"> 1. What do we mean by "choose your battle"? 2. What are some social media trending words that relate to life survival and enjoyment? Enumerate at least 10 and explain each. <p>C. Refer to Figure 14 and Figure 15.</p> <ol style="list-style-type: none"> 1. Explain the following phrases: <ol style="list-style-type: none"> a. move out b. move in c. move away d. move over e. move on f. move up 2. Relate the phrases in #1 to Figure 14 and Figure 15. After which, use each phrase in a sentence featuring neologisms or 	<ul style="list-style-type: none"> ● Researches ● Concept maps ● Dramatization ● Role playing ● Play production ● Quiz show ● Talk show ● Twitter board <p>***Assessment</p> <p>Submit a written report in booklet form with illustrations on how you answered the Learning tasks/activities found in this Learning Guide in LTNG 207 (Introductory Linguistics).</p> <p>***Module 2 Posttest</p> <p>***Final Exam</p> <p>***Due date: December 2021</p>
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				<p>coined words and social media expressions.</p> <p>D. Submit a photo of you wearing a shirt with original text related to Linguistics or Language Teaching. Refer to Figure 15 for text samples.</p> <p>1. What were your challenges in writing such message? Did you have a mental block? Why?</p> <p>Discuss your text/message with reference to semantics, pragmatics, and cultural understanding. *</p>	
10. Life-long Learning Opportunities					
<p>a. Creativity: Emotional, cognitive, deliberate, spontaneous</p> <p>b. Problem-solving: Trial and error, algorithm, heuristic</p> <p>c. Critical thinking: Clarity, precision, accuracy, relevance, depth, breadth, logicalness, significance, fairness</p> <p>d. Leadership: Clarity, decisiveness, courage, passion, humility</p> <p>e. Communication: Clarity, attention, feedback, informality, consistency, timeliness, adequacy</p> <p>f. Collaboration: Cooperation, assertiveness, autonomy, responsibility, accountability, communication, coordination, mutual trust and respect</p> <p>g. Information management: Design, develop, manage, use information with insight and innovation</p> <p>h. Adaptability: Perpetual optimism, showing extraordinary resilience</p> <p>i. Curiosity: Diverse, epistemic, emphatic</p> <p>j. Reflection: Technological, situational, deliberate, dialectal</p>					
11. Contribution of Course to Meeting the Professional Component (%)					
<p>General Education: 100%</p> <p>Core Courses: 100 %</p> <p>Field of Specialization (MS-Language Teaching): 100 %</p>					
12. References and Other Learning Resources					
<p>Al-Thamery, A. (2020). Cognitive Linguistics: An Overview. Retrieved from Slideshare.</p> <p>Allen, James, 1864-1912. (1951). As A Man Thinketh. Mount Vernon, N.Y.: Peter Pauper Press.</p> <p>Anderson, Sr. (1992). A-morphous morphology. Cambridge University Press.</p> <p>Anderson, John, M., and Ewen, Colin J. (1987). Principles of dependency phonology. Cambridge University Press.</p> <p>Archived Collection: Leeds Archive of Vernacular Culture, (Survey of English Dialects, and the Institute of Dialect and Folk Life Studies). Retrieved 15 June 2019.</p> <p>An Introduction to forensic linguistics: Language in evidence written by Malcolm Coulthard, and Alison Johnson.</p> <p>Ariel, Mira (2010). Defining Pragmatics. Cambridge University Press. ISBN 978-0-521-73203-1.</p> <p>Aristotle's Rhetoric, Book I, Chapter 2, Section 1359 (trans. W. Rhys Roberts)</p> <p>[https://web.archive.org/web/20080916083515/http://www.public.iastate.edu/~honeyl/Rhetoric/rhet1-4.html Archived 16 September 2008 at the Wayback Machine; Aristotle, Rhetoric 1.2.1, "Archived copy". Archived from the original on 15 April 2012. Retrieved 19 October 2011.</p> <p>Aronof, M. (1976). Word Formation in generative grammar. Cambridge, MA: MIT Press.</p> <p>Aronow, R. & Bannar, K. (2020). The Basics About Acoustic Phonetics. Retrieved from linguisticsnetwork.com</p> <p>Ayer, A., K., & O'Grady, J. (1992). A Dictionary of Philosophical Quotations. Oxford, UK: Blackwell Publishers. P.484.</p> <p>Bartell, M. (2003). Internationalization of universities: A universityculture-based framework. Higher Education, 45(1), 44, 46, 48, 49.</p> <p>Basturkmen, H. & Elder, C. (2004). "The Practice of LSP" in The Handbook of Applied Linguistics ed. by A. Davies & C. Elder, Oxford:</p>					

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Stated in a less abbreviatory fashion: pressure₁ x volume= pressure₂ x volume₂

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13. Course Assessment and Evaluation

The performance of students will be assessed and evaluated based on the following:

A. Midterm Grade (MG)

1. Learning tasks/activities, assessments, orals, projects, assignments, etc. 70%

2. Midterm Exam

30%
100%

B. Grade After Midterm (GAM)

1. Learning tasks/activities, assessments, orals, projects, assignments, etc. 70%
2. Final Exam 30%
100%

C. Final Grade (FG)

FG = GAM (2/3) + MG (1/3)

Grading System (60% Passing)

Range	Grade	Range	Grade	Range
96-100	1.00	68 - 71	2.50	96-100
92-95	1.25	64 - 67	2.75	92-95
88-91	1.50	60 - 63	3.00	88-91
84-87	1.75	50 - 59	3.25	84-87

14. Course Policies

- a. The official virtual classroom is VSU E-Learning Portal (<https://elearning.vsu.edu.ph>). A class orientation will be done in relation to the use and navigation of the platform.
- b. ZOOM or Google Meet will be used for web-conferencing and real-time class meetings. Username and password link will be posted in VSU E-Learning Portal.
Attending the virtual meeting is highly encouraged but not compulsory. If you cannot attend due to internet connection limitation, there is no problem. Just keep up with the lessons and do all the necessary exercises required of you.
The virtual meeting is our avenue for synchronous learning. Class interaction and participation is encouraged. Sharing of ideas, giving feedback about your outputs, and other related concerns in the subject will be done during this time.
- c. All requirements will be submitted in this address: parmis.annie@gmail.com.
- d. The **LTNG 207 -- Introductory Linguistics** Study Guide is our official instructional material in this subject. It will serve as your guide for the whole semester. Whether you have internet connection or not, use it.
- e. There are no deductions for late submissions of requirements or exercises.
- f. Term Examinations are given twice: Midterm and Final.
- g. If you have any inquiries/clarifications, you may contact the course instructor during official class schedule; Monday through Friday only.
- h. Lastly, as we embark in this "new normal", let us have an open mind and heart as we adjust in this new way of delivering the teaching-learning process and still continue to aim for quality in education.

These course policies serve as our written agreement for the whole semester. If there are any changes to enhance the class learning opportunity within the semester, it will be communicated accordingly.

***Classroom Policies:**

1. Following instruction is a must.
2. Cheating is strictly prohibited.
3. Take home quizzes, assignments, and projects must be passed on time.
4. Criteria are set for evaluating performance. Students must satisfy each criterion to pass the course.
5. Non-compliance of any requirement would mean an incomplete grade.

15. Course Materials and Facilities Available

Instructional Modules, PowerPoint presentations, Lecture notes, Laptop, Handouts, etc.

16. Revision History

Revision	Date of	Date of implementation	Highlights of Revision
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number	Revision		
2	September 2021	- Onwards -	

17. Preparation

	Name	Signature	Date Signed
Prepared by	ANNIE A. PARMIS		

III. INSTRUCTOR/PROFESSOR INFORMATION

1. Name of Instructor/Professor	Annie A. Parmis
2. Office and Department	Department of Liberal Arts and Behavioral Sciences (DLABS)
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5. Consultation Time	4:00 to 5:00 pm MW/ThS

18. Department Instructional Materials Review Committee:

Committee	Name	Signature	Date Signed
Member	Cherry N. Rola		
Member:	Maria Vanessa E. Gabunada		
Chairperson:	Jett C. Quebec		

	Name	Signature	Date Signed
Verified by:	ANABELLA B. TULIN Dean, Graduate School		
Validated by:	NANCY D. ABUNDA Head, IMD		

Note:

- 1) The number of POs will depend on each degree program offered
- 2) COs and Relationship to POs
 - a. (I) - **Introductory** – an Introductory Course to an outcome
 - b. (E) - **Enabling** – an Enabling Course or a course that strengthens the outcome
 - c. (D) - **Demonstrated** – a Demonstrative Course or a course demonstrating an outcome.

Note: A copy of the test paper with answer key shall be attached to the TOS for review of the DIMRC. After approval the test paper will be returned to the concerned faculty and will not be attached to the TOS when submitted to the College Dean and OHIMD.

Distribution of copies: OIMD, Department, Faculty