

ELL505: Language Acquisition and Linguistics

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

Normal processes of development of language in children, growth of language, including structure, comprehension, use of oral and written language, other symbolic behavior.

Course Overview:

This course covers three main aspects of linguistics: language structure, language acquisition and use, and language change and variation. Linguistics is a subject that will seem familiar, yet it will also seem very new and strange. Everyone comes to a linguistics class with a lot of intuitive awareness about language. Unfortunately, for most of us, we don't have a systematic way to talk about language or to separate descriptions of language from attitudes about language, which is why linguistics is important.

Course Learning Outcomes:

1. Demonstrate the basics of linguistic analysis through gaining knowledge of word formation (morphology), the sound system (phonetics and phonology), and grammatical patterns (syntax) of English.
2. Develop a systematic way to talk about and analyze language patterns.
3. Develop the tools to describe language patterns and how they function in society.
4. Discriminate between descriptions of language and attitudes about language.

CDL Standards/TESOL Standards for P-12 Teacher Education Programs.

This course meets CLD Standards 8.22 1(a, b) and TESOL Standards 1.a, 3.b.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

Department of Linguistics. (2016). *Language files: Materials for an introduction to language and linguistics* (12th ed.). Columbus, OH: The Ohio State University Press. ISBN-13: 9780814252703

Shanahan, T. (2005). *The national reading panel report: Practical advice for teachers*. Naperville, IL: Learning Point Associates. Retrieved from <http://files.eric.ed.gov/fulltext/ED489535.pdf>

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none">• Read Chapters 1 (pp. 2-19) and 2 (pp. 40-63; 69-73) in <i>Language files: Materials for an introduction to language and linguistics</i> (12th ed.).• Greenfader, C. M., Brouillette, L., & Farkas, G. (2015). Effect of a performing arts program on the oral language skills of young English learners. <i>Reading Research Quarterly</i>, 50(2), 185-203. Retrieved from	<ul style="list-style-type: none">• Discussion (25 points)• Critical Thinking (75 points)

	<p>http://onlinelibrary.wiley.com.csuglobal.idm.oclc.org/doi/10.1002/rrq.90/epdf</p> <ul style="list-style-type: none"> • Moreno, S., Lee, Y., Janus, M., & Bialystok, E. (2015). Short-term second language and music training induces lasting functional brain changes in early childhood. <i>Child Development, 86</i>(2), 394-406. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=pbh&AN=101735992&site=ehost-live • Stahl, K. A., & Dougherty, A. (2014). New insights about letter learning. <i>Reading Teacher, 68</i>(4), 361-265. Retrieved from http://web.a.ebscohost.com.csuglobal.idm.oclc.org/ehost/detail/detail?vid=8&sid=7d4cf3ce-9357-4d76-bac1-ff0757f24f31%40sessionmgr4010&hid=4112&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=99731698&db=aph 	
<p>2</p>	<ul style="list-style-type: none"> • Read Chapter 3 (pp. 108-111; 114-130) in <i>Language files: Materials for an introduction to language and linguistics</i> (12th ed.). • Beattie, R. L., & Manis, F. R. (2014). The relationship between prosodic perception, phonological awareness and vocabulary in emergent literacy. <i>Journal Of Research In Reading, 37</i>(2), 119-137. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=95398695&site=ehost-live • Haggard, G. L. (2014). Setting the stage for purposeful communication: Fostering emergent literacy. <i>Delta Kappa Gamma Bulletin, 80</i>(3), 45-48. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=95338953&site=ehost-live • WETA. (n.d.) <i>About reading</i>. Retrieved from http://www.readingrockets.org/reading-topics/about-reading • Scholastic Family and Community Engagement (FACE). (2013). <i>Early literacy</i>. Retrieved from http://teacher.scholastic.com/products/face/pdf/research-compendium/early-literacy.pdf • WETA. (n.d.) <i>Phonemic awareness</i>. Retrieved from http://www.readingrockets.org/teaching/reading-basics/phonemic 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (75 points)
<p>3</p>	<ul style="list-style-type: none"> • Read Chapter 4 (pp. 154-170; 176-183) in <i>Language files: Materials for an introduction to language and linguistics</i> (12th ed.). • Bangs, K. E., & Binder, K. S. (2016). Morphological awareness intervention: Improving spelling, vocabulary, and reading comprehension for adult learners. <i>Journal of Research & Practice For Adult Literacy, Secondary & Basic Education, 5</i>(1), 49-56. Retrieved from 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (75 points)

	<p>http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=114124245&site=ehost-live</p> <ul style="list-style-type: none"> • Goodwin, A. P. (2016). Effectiveness of word solving: Integrating morphological problem-solving within comprehension instruction for middle school students. <i>Reading and Writing</i>, 29(1), 91-116. 	
4	<ul style="list-style-type: none"> • Read Chapters 5 (pp. 202-216; 220-235), 6 (pp. 246-256), and 7 (pp. 274-285) in <i>Language files: Materials for an introduction to language and linguistics</i> (12th ed.). • Bell, P., Trofimovich, P., & Collins, L. (2015). Kick the ball or kicked the ball? Perception of the past morpheme –ed by second language learners. <i>Canadian Modern Language Review</i>, 71(1), 26-51. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=100627799&site=ehost-live • Kempson, R., Gregoromichelaki, E., Cann, R., & Chatzikyriakidis, S. (2016). Language as mechanisms for interaction. <i>Theoretical Linguistics</i>, 42(3/4), 203-276. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=118668910&site=ehost-live 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (75points)
5	<ul style="list-style-type: none"> • Read Chapter 8 (pp. 316-347) in <i>Language files: Materials for an introduction to language and linguistics</i> (12th ed.). • Franks, E. (2012). <i>The common core state standards and the WIDA ELD standards for teacher educators</i>. Retrieved from http://www.nj.gov/education/bilingual/pd/eld.pdf • Hoversten, L. J., Brothers, T., Swaab, T. Y., & Traxler, M. J. (2015). Language membership identification precedes semantic access: Suppression during bilingual word recognition. <i>Journal of Cognitive Neuroscience</i>, 27(11), 2108-2116. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=110074432&site=ehost-live • Pacheco, M. B., & Miller, M. E. (2016). Making meaning through translanguaging in the literacy classroom. <i>Reading Teacher</i>, 69(5), 533-537. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=113529577&site=ehost-live • WIDA. (2014). <i>English Language Development Standards</i>. Retrieved from https://www.wida.us/standards/eld.aspx 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (75points)
6	<ul style="list-style-type: none"> • Read Chapter 10 (pp. 416-423; 428-449) in <i>Language files: Materials for an introduction to language and linguistics</i> (12th ed.). • Jozwik, S., Cuenca-Carlino, Y., & Lewis-Pratl, K. (2017). A warm wELLcome for language learners. <i>Illinois Reading Council Journal</i>, 45(2), 74-79. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=121698398&site=ehost-live 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (75points)

7	<ul style="list-style-type: none"> • Read Chapter 11 (pp. 461-466; 476-486) in <i>Language files: Materials for an introduction to language and linguistics</i> (12th ed.). • Bazley, K., White, K., Bobak, M., Pintande, C., & Liles, A. (2016). Broadening cultural horizons of the next generation of classroom teachers: Undergraduate perspectives from "Bush" Alaska. <i>Delta Kappa Gamma Bulletin</i>, 82(5), 11-19. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=117538078&site=ehost-live • Davis, J. L. (2016). Joining hands: Race, social justice, and equal opportunity in your classroom. <i>Education Digest</i>, 82(4), 42-46. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=119210697&site=ehost-live • Gilmore, B. (2017). 10 ways to promote a culture of literacy. <i>Educational Leadership</i>, 74(5), 72-76. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=121192894&site=ehost-live 	<ul style="list-style-type: none"> • Discussion (25 points)
8	<ul style="list-style-type: none"> • Read Chapters 12 (pp. 492-501) and 13 (pp. 528-537; 543-547) in <i>Language files: Materials for an introduction to language and linguistics</i> (12th ed.). • Bailey, C. (2016). Free the sheep: Improvised song and performance in and around a minecraft community. <i>Literacy</i>, 50(2), 62-71. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=114602777&site=ehost-live • Zimmerman, H., Gamrat, C., & Hooper, S. (2014). Connecting out-of-school learning to home: Digital postcards from summer camp. <i>Techtrends: Linking Research & Practice To Improve Learning</i>, 58(2), 87-92. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=94465200&site=ehost-live 	<ul style="list-style-type: none"> • Discussion (25 points) • Portfolio (350 points)

Assignment Details



This course includes the following assignments/projects:

Module 1

Critical Thinking: American English Activity (75 points)

In the course textbook, review pp. 741-742, which provide information regarding the Examples of Phonetic Symbols Found in Standard American English, Consonants of Standard American English, and Vowels of Standard American English.

As a classroom teacher, you will encounter students learning English who may mispronounce words. Mispronunciation is a consequence of second language acquisition. In order to develop full linguistic

competence, ELLs need opportunities to practice in order to master competency and improve performance.

If you are currently a classroom teacher, focus on a word or phrase with which a current or past student has struggled. If you are not currently teaching, identify a word or phrase with which you believe ELLs may struggle. Once a word or phrase is identified, create an activity to help that student improve pronunciation or gain mastery of this particular word.

In your created activity, consider the following question: “How would you help a student remember and read/speak this word correctly?” When creating your activity, ensure that you select the specific consonant or vowel sound that you think would be challenging.

After creating your activity, write a 2- to 3-page reflection describing how you designed this exercise. Explain why this consonant or vowel sound, within the chosen word or phrase, might be challenging to an ELL student. Your reflection should conform to the *CSU-Global Guide to Writing and APA*. Include at least four current, scholarly references (e.g., peer-reviewed articles), in addition to the course textbook. The CSU-Global Library is a good place to find these references.

In order to guide you in your Critical Thinking Assignment, examine the example below. Tongue twisters can be used to help ELL students support the acquisition of the /sh/ (as listed on p. 741 in the textbook), as in in the words shy, mission, nation, glacial, and sure.

Link for Assignment Assistance (Reading Rockets):

<http://www.readingrockets.org/article/how-now-brown-cow-phoneme-awareness-activities>

Module 2

Critical Thinking: Phonemic Awareness Lesson Plan (75 points)

Using the WIDA template, create a lesson plan that focuses on phonemic awareness. Deliver a lesson plan that teaches the content-specific words, which would be tailored for one or more ELL students. Complete your lesson plan according to the lesson plan template (provided below).

After creating your lesson plan, support your strategies with a research-based rationale for how the lesson plan specifically addresses the needs of culturally and linguistically diverse (CLD) students. Note that the descriptions and strategies in your lesson plan should be research-based. You must include four scholarly sources to justify your selected approach. You may base your student population on your current classroom, or you may use the population statistics from your local school district to invent a “typical” classroom with at least one ELL.

Provide your research-based rationale in a 2- to 3-page paper. Your paper should conform to the *CSU-Global Guide to Writing and APA*. Include at least four current, scholarly references (e.g., peer-reviewed articles), in addition to the course textbook. The CSU-Global Library is a good place to find these references.

WIDA Template Lesson Plan:

http://www.canyonsdistrict.org/images/Student_Advocacy_WIDA_Lesson_Files/WIDA_Lesson_Plan_-_Cookie.pdf

Module 3

Critical Thinking: Morphology Activity (75 points)

Examine the resources below and then develop an activity that uses morphology (e.g., prefixes, suffixes, root words) to help students determine the meanings of new words and, thereby, improve reading comprehension and vocabulary acquisition. Include a reflection on how the created activity may help students acquire a strategy, skill, or process to apply in the future, in order to continue to improve their reading skills.

Provide your research-based rationale and reflection in a 2- to 3-page paper. Your paper should conform to the *CSU-Global Guide to Writing and APA*. Include at least four current, scholarly references (e.g., peer-reviewed articles), in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Resources

Colorado Teacher- Authored Instructional Unit Sample. (November 2015). *Unit title: In my opinion*. Retrieved from https://www.cde.state.co.us/coreadingwriting/o4rwc_eeo_inmyopinion_pdf

Hancock, J. *One hundred plus word parts... To make you smarter*. Retrieved from <https://morethanenglish.edublogs.org/files/2016/01/One-Hundred-Plus-Word-Parts-1t1apxi.pdf>

ReadWriteThink. (n. d.) *Common content area roots and affixes*. Retrieved from <http://www.readwritethink.org/classroom-resources/printouts/common-content-area-roots-30842.html>

Module 4

Critical Thinking: CDL Strategies (75 points)

Keeping in mind the WIDA Framework for English Language Development and the Elements of the MPI, such as sociocultural contexts and guiding principles for language development, create an activity that allows students to use turn and talk or similar strategies to foster the appropriate use of semantics, syntax, and pragmatics.

Identify strategies you could use, such as turn and talk, to help culturally diverse students develop their language within multiple contexts. When creating this assignment, consider the WIDA components of language function, content stem, and support.

In your assignment, be sure to include a reflection about what you think would be a challenge for ELL students, using the resource examples below.

Provide your research-based rationale and reflection in a 2- to 3-page paper. Your paper should conform to the *CSU-Global Guide to Writing and APA*. Include at least four current, scholarly references (e.g., peer-reviewed articles), in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Resources

Center for Applied Linguistics. (n. d.). *Activities to promote interaction and communication*. Retrieved from http://www.cal.org/caela/tools/program_development/elltoolkit/Part2-41Interaction&Communication.pdf

Diamond, L., & Gutlohn, L. (n. d.). *Teaching vocabulary*. Retrieved from <http://www.readingrockets.org/article/teaching-vocabulary>

Dukanauskas, T. (n. d.). *Using idioms is a piece of cake*. Retrieved from <http://browardedfoundation.org/wp-content/uploads/2015/01/Idioms-Cake.pdf>

Module 5

Critical Thinking: Second Language Acquisition Reflection (75 points)

For this assignment, reflect on your experiences in learning a second language, which will ultimately lead you to reflecting on how to best serve students who are learning a second language. There are a number of different, but interrelated, parts to this assignment. Ensure that you incorporate all of the requirements.

- Think about your experiences in learning a second language. Were you generally successful at it? If so, what contributed to that success? If not, what made the process of acquiring another language difficult for you?
- Watch the following video on the bilingual brain: <https://youtu.be/MMmOLN5zBLY>
 - Then, compare your experiences to what you observed in the different scenarios depicted in the video above:
 - What kinds of things were similar?
 - What kinds of things were different?
 - Think about the concepts presented in this module about second language learners and the issues they encounter; you may want to use terms like bilingual, acquisition, cognitive, primary language, and secondary language.
 - If you have learned more than one second language, were they equally easy or equally difficult? What could account for the difference? Did your attitude toward the people whose language you were learning influence your success?
 - Finally, create a “top ten” list of strategies that a teacher of ELL students should use on a regular basis. Why would you recommend each strategy so highly? Are there any considerations a teacher should keep in mind when using these methods?
 - Be sure to consider the first standard of WIDA with regard to developing social language for communication purposes.

Provide your reflection in a 5- to 6-page paper. Your paper should conform to the *CSU-Global Guide to Writing and APA*. Include at least four current, scholarly references (e.g., peer-reviewed articles), in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Module 6

Critical Thinking: Language and Identity Assignment (75 points)

Create a lesson plan using the WIDA template, where the objective is centered on culture and/or identity. Consider the school climate, the professional development available to teachers, and the demographics in your community. How can you integrate your students’ culture(s) and issues related to identity, in order to foster an environment where instruction is culturally relevant and welcoming to all students from diverse backgrounds?

Include activities that foster interest from students and create opportunities for students to share aspects of their own culture. Consider practical questions or activities that a teacher who works with diverse learners could use, specifically when working with populations who share different linguistic backgrounds or learning styles.

Upon completion of your lesson activity, provide a reflection on your answers that support the question above (i.e., How can you integrate your students' culture(s) and issues related to identity, in order to foster an environment where instruction is culturally relevant and welcoming to all students from diverse backgrounds?).

Provide your rationale reflection in a 2- to 3-page paper. Your paper should conform to the *CSU-Global Guide to Writing and APA*. Include at least four current, scholarly references (e.g., peer-reviewed articles), in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Below are some useful resources related to this assignment:

Better Lesson. (2016). Free K-12 common core lesson plans and ideas: ELA block. Retrieved from https://betterlesson.com/common_core#show-ela-block

Blair, S. (2017). *Writing my autobiography. A step-by-step lesson plan*. Retrieved from <https://www.scholastic.com/teachers/lesson-plans/teaching-content/writing-autobiography-0/>

National Education Association. (n. d.). *Common core state standards*. Retrieved from <http://www.nea.org/home/46653.htm>

ReadWriteThink. (2017). *Learning about word families with click, clack, moo*. Retrieved from <http://www.readwritethink.org/classroom-resources/lesson-plans/learning-about-word-families-847.html?tab=2>

Module 8

Portfolio Project: Title (350 Points)

The final Portfolio Project gives you the opportunity to apply the knowledge and skills gained throughout ELL505 to do some authentic linguistic research.

For this Portfolio Project, analyze writing from two English Language Learners from the same language background (ideally, from a language background of students in your classroom or school). Categorize and list the lexical (word level) and syntactic (sentence level) development they are experiencing as their language acquisition continues. Explain possible challenges for language learners from this background as they learn a target language. Based on your findings, which strategies would you use to help these students acquire the language, while at the same time, utilizing and implementing the WIDA standards for ELD? What can these students do to develop vocabulary and scaffold the learning? Provide a rationale for your recommendations.

Then, develop a "tool kit" that you could actually provide to these students in various learning situations. What types of resources, strategies, and lesson applications can these students use to tangibly make progress in their language acquisition struggles? Provide specific examples (which could include, for example, sample lesson activities or links to online resources). If possible, employ some of

these resources and gather student response data. Which aspects of these specific tool kit items did or did not work? Why? (If you are unable to implement some of your tool kit resources, hypothesize on their results based on your student populations. Use research to support your hypotheses.)

Provide your written assignment, which accompanies your tool kit, in an 8- to 10-page paper. Your paper should conform to the [CSU-Global Guide to Writing and APA](#). Include at least eight current, scholarly references (e.g., peer-reviewed articles), in addition to the course textbook. The CSU-Global Library is a good place to find these references. When writing your assignment, consider the following questions, which you can address in your paper:

- Describe the students for whom you created the tool kit. What is their language background? What are some challenges these students have faced while learning English? What type of English language development or English language instruction have these students received?
- How did you collect and analyze writing from two English Language Learners from the same language background? What did you look for? Talk about the students from whom you collected language samples, including the types of writing they submitted and the students' backgrounds. What types of errors did you see in your samples? How did you assess the writing?
- How did you test the effectiveness of the strategies selected? How did you analyze the data collected?
- Which modules contained information that was relevant to your project? What other sources were relevant? Explain.

Course Policies



Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating

academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.