LING 5310-15: GENERAL LINGUISTICS

Spring 2017
Department of Classics and Biblical Languages

COURSE DESCRIPTION

An introduction to basic linguistic concepts and applications for biblical languages students as applied to biblical texts.

LING 5310 may fulfill core requirements for the master’s degree in biblical languages. Prerequisite: GREK 5301 and 5302 or permission of the instructor.

INSTRUCTOR INFORMATION

Name: Phillip Marshall
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Office Phone: 281-649-3135
Office Location: Atwood 1, #234
Office Hours: WF 1:00pm-2:00pm; otherwise, we can meet by appointment
Day(s) and Time Course Meets: MWF, 4:00-4:50pm
Day and Time of Final Exam: Fri, May 12, 2:45-4:45pm

LEARNING RESOURCES

Course Text(s):


COURSE OBJECTIVES
Overview / Purpose of the course

This course is a survey of general linguistics (the scientific study of language systems), focusing on the central areas of linguistics—speech production (phonetics), sound patterns (phonology), word formation (morphology), sentence structure (syntax), aspects of meaning (semantics and pragmatics), and language change (historical and comparative linguistics). These areas will be studied with a view to enabling the student to engage in linguistic analyses of Biblical Hebrew and Koine Greek.

Upon completion of this course, students enrolled in LING 5310 should be able to:

1. Demonstrate an ability to employ properly the vocabulary of the main linguistic subfields of phonetics, phonology, morphology, syntax, semantics, and pragmatics.
2. Demonstrate an ability to provide a faithful representation and/or explanation of a linguistic concept, viewpoint, theory, or argument found in an assigned reading.
3. Demonstrate an ability to provide one’s own reasoned, critical opinion of a linguistic concept, viewpoint, theory, or argument found in an assigned reading.
4. Demonstrate an ability to present a small-scale linguistic analysis of data in a particular biblical language.
5. Demonstrate an ability to understand and construct tree diagrams as a means of representing the grammatical structure of words (morphological structure) as well as phrases and sentences (syntactic structure).
6. Demonstrate an understanding of the strengths and weaknesses of 4 major semantic theories.
7. Demonstrate an understanding of the pragmatic principles underlying language use in relation to language structure and the context of language use.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Theology is to provide students with a foundation in the classical theological disciplines, facilitate intellectual and spiritual growth, and equip individuals in skills essential to Christian ministry.

Consistent with the purpose and goals of the Department of Theology, this course provides students with foundational knowledge and skills in linguistic theory and practice so that they can analyze biblical texts using the best grammatical and linguistic tools.

RELATION TO THE SCHOOL OF CHRISTIAN THOUGHT GOALS

The mission of the School of Christian Thought is to serve and equip the Church; to provide students with foundational knowledge in philosophy, theology, and apologetics through reading and engagement with the ideas and languages of classic and biblical texts; to challenge students to display sound reasoning, to communicate clearly, and to demonstrate effective research skills; and to foster both intellectual and spiritual growth as students and faculty alike seek to glorify God in all things.

This course is designed to support the mission of the School of Christian Thought by teaching students how to use modern linguistic tools to read ancient biblical texts well.

RELATION TO THE MISSION OF THE UNIVERSITY

Mission statement: The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”
This course seeks to provide an educational atmosphere which fosters academic excellence, freedom of thought, moral and spiritual development of students, and the enrichment of life through the Christian faith and message.

**TOPICAL OUTLINE**

<table>
<thead>
<tr>
<th>Class Date/Meeting</th>
<th>Topic: Class Assignment</th>
<th>Major Assessments/Notes</th>
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<tbody>
<tr>
<td>W 1/18</td>
<td>Orientation &amp; Introduction to Lx</td>
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<tr>
<td>F 1/20</td>
<td>Introduction to Lx (LLC Ch. 1)</td>
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<tr>
<td>M 1/23</td>
<td>Morphology (LLC Ch. 2)</td>
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<td>W 1/25</td>
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<td>W 2/1</td>
<td>Phonetics &amp; Phonemics (LLC Ch. 3)</td>
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<td>F 2/3</td>
<td>Phonetics &amp; Phonemics (LLC Ch. 3)</td>
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<td>M 2/6</td>
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<td>Phonology (LLC Ch. 4)</td>
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<tr>
<td>W 2/15</td>
<td>Syntax (LLC Ch. 5)</td>
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<td>F 2/17</td>
<td>Syntax (LLC Ch. 5)</td>
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<td>M 2/20</td>
<td>EXAM</td>
<td>Midterm Exam #1</td>
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<tr>
<td>W 2/22</td>
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<tr>
<td>F 2/24</td>
<td>Syntax (LLC Ch. 5)</td>
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<td>M 2/27</td>
<td>Syntax (LLC Ch. 5)</td>
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<tr>
<td>F 3/3</td>
<td>Semantics (LLC Ch. 6)</td>
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<td>M 3/6</td>
<td>Semantics (LLC Ch. 6)</td>
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<td>Mar 13-17: Spring Break</td>
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<td>F 3/24</td>
<td>Language Variation (LLC Ch. 7)</td>
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<td>Language Variation (LLC Ch. 7)</td>
<td>Review #1 Due</td>
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<td>3/29</td>
<td>Lab Day: Problem Set #8 due</td>
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<td>F</td>
<td>3/31</td>
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<td>Pragmatics (LLC Ch. 9)</td>
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<td>4/19</td>
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<td>F</td>
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<td>Psychology of Language (LLC Ch. 10)</td>
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<td>4/24</td>
<td>Psychology of Language (LLC Ch. 10)</td>
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<td>4/26</td>
<td>Lab Day: Problem Set #11 due</td>
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<td>F</td>
<td>4/28</td>
<td>Special Topics/Catch-up</td>
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<td>M</td>
<td>5/1</td>
<td>Special Topics/Catch-up</td>
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<td>Special Topics/Catch-up</td>
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<td>Special Topics/Catch-up</td>
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<tr>
<td>F</td>
<td>5/12</td>
<td>2:45-4:45pm</td>
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**ASSESSMENT OF LEARNING**

1. **Reading Assignments:**
   1.1 All students will read Chapters 1-10 of *Linguistics: An Introduction to Language and Communication* in accordance with the topical schedule in the course outline above.
   1.2 All students will also read *Linguistics and Biblical Interpretation* (Cotterell & Turner).
   1.3 Students with prior or current studies in Greek will read *Linguistics for Students of New Testament Greek* (Black). Students without any Greek studies will read *Word Play* (Farb).
   1.4 MA students will read chapters from *The Structure of Language* (Pavey) along with the corresponding chapters in Akmajian.

2. **Book Reviews:** Students will submit 3-page reviews (double-spaced, 12 point font) of the following books as indicated below:
   2.1 Review #1: Either *Linguistics for Students of New Testament Greek* (Black) or *Word Play* (Farb).
   2.2 Review #2: *Linguistics and Biblical Interpretation* (Cotterell & Turner).

3. **Problem Sets:** Students will complete all Problem Sets by the date indicated on the topical outline and will come prepared to discuss their answers with the rest of the class. Problem Set questions are assigned on Dr. Marshall’s webpage:
This page may be updated over the course of the semester as new Problem Sets are assigned. Note: Problem Sets must be turned in on the day that the discussion takes place. If you do not want to rip pages out of your workbook or textbook, then please complete the assignments on paper that you can submit.

4. Exams: Students will take three major exams this term (2 midterms and 1 final) in which they will demonstrate their knowledge of and ability to apply basic linguistic concepts. The date for the final examination is noted above on the topical outline.

5. Other Written Assignments: MA students will research, write, and submit a paper explaining the principles of Greek word-formation for a particular type of morphologically-derived word class, for ex., how qualitative abstract nouns ending in -ουνι were produced, what declension pattern is followed, what semantic value the formation possesses, other interesting observations, and several examples from the NT and/or Old Greek. The paper will consist of the following: (1) a title page, (2) the body, and (3) a bibliography of sources consulted. The body of the paper will be 1.5 to 4 pages and single-spaced with one-inch margins. Students will consult at least 5 sources (most will be standard Greek reference grammars). Encouragement: If this assignment makes no sense to you right now, you’re absolutely normal! It will become clear once we are past the “morphology” section of the course. I will also provide you with a sample presentation to guide you.

6. The final grade will be determined according to the following percentages:

- a. Completion of Problem Sets 15%
- b. Midterm Exam #1 15%
- c. Midterm Exam #2 15%
- d. Final Exam 20%
- e. Book Review #1 10%
- f. Book Review #2 10%
- g. Written Assignment/Paper 15%

Grading Standards
LING 5310: The grade scale for the School of Christian Thought’s graduate courses is: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), F (72 and below).

CREDIT HOUR DEFINITION
Houston Baptist University defines a credit hour as follows:

At least fifteen (15) contact hours, as well as, a minimum of thirty (30) hours of student homework is required for each semester credit hour.

TEACHING STRATEGIES
The professor will conduct the course by assigning readings, providing lectures, and working through problem sets (that students have completed outside of class) during a one-hour lab session every 1 to 1.5 weeks. Book reviews, problem sets, and written assignments will provide students with an opportunity to demonstrate that they can critically interact with and apply new linguistic concepts.
ATTENDANCE

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of “F” for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. In either case, all applicable attendance policies will be stipulated in the course syllabus.

ABSENCE AND TARDY POLICIES

Please see the catalog currently in use for the University’s policy on classroom absences caused in the course of student representation of the University, such as athletics, chorale, and mock trial activities.

DROPPING A CLASS

Once a student registers for a class, the student will receive a grade for the class unless the drop process is completed through the Registrar’s Office. YOU MUST OFFICIALLY WITHDRAW FROM A CLASS if you intend to drop it. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees.

ACADEMIC ACCOMMODATIONS

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504 for all accommodation policies and procedures.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

In compliance with the Family Educational Rights and Privacy Act (FERPA), HBU cannot release personally identifiable information to any person other than the student, unless written permission is given for the University to do so. Students may give permission for their educational records to be released to designated parties by completing the “FERPA Authorization to Release Education Records” in the Registrar’s Office.

In general, no personally identifiable information from a student’s education records will be disclosed without written consent from the student. This includes, but is not limited to, grade reports, academic schedule information, and transcripts. Two exceptions may, however, be made: (1) directory information may be released unless the student requests that it be withheld, as explained in the section below; (2) records may be disclosed to parents of students who depend upon them as defined by Internal Revenue Code 1986,
Section 152. HBU has designated the following student information as public or “directory information:” name; local and permanent addresses; telephone numbers; e-mail addresses; date and place of birth; classification; major field(s) of study; classification; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; participation in officially recognized sports and activities; weight and height of athletic team members; and photographs.

At its discretion, the institution may disclose such information for any purpose. Any new or currently enrolled student who does not want his/her directory information disclosed should notify the HBU Registrar in writing by using the FERPA Request to Withhold/Release Directory Information form. Such notification must be received by the end of the first full week of classes for any term to ensure that the student’s directory information is not released except to officials with legitimate educational purposes as authorized by FERPA.

The request to withhold directory information will remain in effect as long as the student continues to be enrolled or until the student files a written request with the HBU Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the HBU Registrar during the student’s last term of attendance.

HBU assumes that failure on the part of any student to specifically request the withholding of categories of “directory information” indicates individual approval for disclosure.

**ACADEMIC INTEGRITY POLICY**

Academic integrity is valued at HBU and is at the very heart of the nature of the University as a Christian Liberal Arts Institution. It is the responsibility of all students, faculty, and staff to demonstrate academic integrity. The Academic Integrity policy is designed to promote “the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals” (HBU Preamble).

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered “grace” to allow students to bend rules or act unethically without consequence; to do so violates faculty and staff's obligation to “train the mind, develop the moral character, and enrich the spiritual lives” (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one's own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community.

**Academic Dishonesty Defined**

Academic integrity is violated when academic dishonesty or misconduct has occurred. As a Christian university, HBU views any act of academic dishonesty as a violation of the University’s fundamental principles. Academic dishonesty occurs when a student:

1. submits the work or record of someone else as his/her own;
2. copies another’s quiz or exam answers, laboratory work, or written assignments (e.g., homework);
3. willfully cooperates with or seeks aid from another student during an academic assessment;
4. has special information for use in an evaluation activity that is not available to other students in the same activity;
5. accesses unauthorized materials during an exam (e.g., cell phone, textbook, prohibited calculators)
6. copies, uses, buys, sells, or otherwise shares any part of an academic assessment (e.g., an exam);
7. works together with other students on assignments that are clearly intended to be individual in nature;
8. prepares assignments (e.g., papers) for another student to turn in as his/her own work;
9. submits work as his/her own when it is not (i.e., plagiarism). This includes quoting or paraphrasing another's work or ideas without citing and referencing appropriately;
10. submits work for one class that has largely been prepared for and submitted for a grade in another class;
11. falsifies or fabricates data or information;
12. falsifies or fabricates fieldwork documentation (e.g., internship hours).

Other forms of academic misconduct include:
1. destroying, concealing, stealing, or otherwise abusing resource materials (e.g., library books);
2. computer misuse, including illegal use or destruction of computer software or hardware, downloading, emailing, or otherwise accessing unauthorized material (e.g., pornographic content, gambling programs), accessing any computer through a login that belongs to someone else, or otherwise engaging in inappropriate or illegal activity (e.g., hacking, tampering with network, harassment) including the aforementioned using HBU wi-fi;
3. unauthorized copying or distribution of copyrighted materials;
4. engaging in research activities with human subjects without the approval of the Research and Development Committee;
5. classroom misconduct, i.e., any conduct which is disrespectful, harassing, aggressive, or otherwise substantially disrupts the progress of the class in the judgment of the faculty member.

The faculty member is responsible for notifying students in every class at the beginning of each term about the Academic Integrity Policy by including the policy in every course syllabus. Students are responsible for knowing and following the policy in all cases. The faculty member or academic administrative officer is responsible for establishing clearly whether academic dishonesty or misconduct has occurred.

The process is to be redemptive in nature. As directed by the faculty member, the student could correct and resubmit the assignment in question or receive a failing grade for the assignment in question. At the sole discretion of the faculty member, the student may be directed to resubmit the assignment in question or the student may receive a failing grade for the assignment in question. However, failing the course specifically as a result of the alleged violation is not an option (although when the grade for the assignment is calculated with grades for all assignments in the course, the result could be failing the course). In all cases, the faculty member shall report the incident to the dean of the college.

The student may appeal the action by following the process outlined in the Academic Grievance Policy and Process. Once an investigation into an alleged violation of academic
integrity has begun, the student may not receive a grade of “W” for the course in which the alleged violation occurred. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty or misconduct, including but not limited to a pattern of academic dishonesty or misconduct. A decision to suspend a student is made by the Office of the Provost. Inclusion in the HBU Catalog is considered sufficient notice to all students of University policy and procedures regarding this matter.

ACADEMIC GRIEVANCE POLICY AND PROCESS

A student may file an academic grievance if he or she believes a grade was awarded improperly or for any academic grievance matter. The formal process is described below and must be followed by all parties in order to resolve a dispute.

1. The student should make an appointment with the faculty member in question to discuss the matter in person. The student is advised, but not required, to apprise his or her advisor of the matter. It is appropriate to try to resolve differences amicably and in person if at all possible. This is especially true at a Christian institution. If the student is concerned that a private meeting with the faculty member will create antagonism, the student may skip to Step 2. However, the student must make this concern known in writing to the chair of the department in which the course is located explaining why he or she believes this to be the case.

2. If the student continues to dispute the grade after the face-to-face meeting, the student may bring the matter to the chair of the department. This step requires the student to make a written appeal to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student’s concern and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair’s recommendation and notify the dean.

3. If the student is unsatisfied with the chair’s recommendation, the student may submit a written request to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation nor any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.

4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is unfair; 2) that the student was not treated fairly in the process. The burden will be on the student to demonstrate with facts and
evidence that the process or the treatment was unfair. Depending on the Provost’s findings, the matter may be returned to the Standards Committee for further review.

5. A student is permitted to ask the University Ombudsman to serve as an advisor throughout this process; however, the student must make this known to all parties involved in the academic grievance process. At no time should any HBU employee advise a student anonymously or write an appeal document.

6. If a student questions any grade as recorded in the Registrar’s Office, the student has a period of one (1) year beginning with the end of the term in which the grade was awarded, or six (6) months after the degree is conferred (whichever comes sooner), to challenge the accuracy of the grade.

PLAGIARISM SOFTWARE

Note that the University utilizes “Turn-It-In” and other programs to investigate possible plagiarism activities. Turnitin is now integrated within Blackboard and a class ID and a password is no longer needed.

All major papers for this course will be submitted to the plagiarism prevention software, Turnitin through their blackboard course on or before a paper’s due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process.

In accordance with FERPA, and to best protect the students’ privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. Student names for submission are ignored and not added to the database submissions. This information is used only to assist the faculty member with grading papers for the appropriate student.

CHILDREN IN CLASSROOMS

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. For safety reasons, children are prohibited from all laboratories.

CLASSROOM BEHAVIOR EXPECTATIONS

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.
HBU NAVIGATE

To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented HBU Navigate, a program that gives students and instructors the resources they need to track student progress. Your professor may issue you a kudos such as “Strong Class Participation” or “Outstanding Academic Performance” and may also issue a flag in HBU Navigate if he or she believes you are struggling in their course. You should meet with your advisor and professor to discuss new strategies for successful completion of the course, and follow any recommendations you receive in the flag email.

EMAIL POLICY

All University and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

INCOMPLETE COURSE REQUEST

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

ACADEMIC CALENDAR

Review the Academic Calendar here.

LATE WORK & TEST POLICY

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

STUDENT EVALUATION OF INSTRUCTOR

Students will complete faculty appraisal forms as regularly administered by the University.

Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. I promise to uphold the Academic Integrity Policy at Houston Baptist University and will not tolerate its violation by others.