Instructor Contact

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E-mail	trini.stickle@wku.edu * I make every effort to respond to emails quickly during the work day. However, I am not available via email during the weekends or school holidays. I will get back to you during the next work day. **All course communication will be directed to your WKU student email.

Course Information

Course Name	Psycholinguistics and Sociolinguistics
Course ID & Section	ENG 408/408G 500/ 408 HEEC
Credit Hours	3
Location and Time	CH 0227 5:00-7:45 T

Course Description

The study of developmental psycholinguistics (language acquisition), experimental psycholinguistics (speech production / comprehension), and sociolinguistics (how language varieties are used by families, school systems and multicultural nations).

Course Objectives

Students will
▪ become familiar with central constructs, concepts, and key findings in the field of psycholinguistics and sociolinguistics;
▪ develop the ability to comprehend empirical studies in psycholinguistics and sociolinguistics;
▪ acquire the skills necessary for analyzing variation of language use in different social contexts;
▪ learn to respect the language variation and better address variation in the language classroom;
▪ develop the competence to explore a specific sociolinguistic or psycholinguistic topic in depth;
▪ and, achieve theoretical and practical knowledge of the following:

    * cognitive components and speech and language
    production;

* cognitive components of bilingualism;

* effects of developmental disorders and trauma on language production and what this tells us about the brain and language (L1 and L2); and,

* language variation according to gender, ethnicity, and other social factors, particularly as these elements affect language acquisition, L1 and L2.

Kentucky Teacher Performance Standards (KTPS)	ENG-408	Course Content Connection
Standard 1. Learner development	X	Course Projects 1-6
Standard 2. Learning differences	X	Course Projects 1-6
Standard 3. Learning environments		
Standard 4. Content knowledge	X	Course Projects 1-6, Research Paper
Standard 5. Application of content	X	Course Projects 1-6
Standard 6. Assessment		
Standard 7. Planning for instruction	X	Course Projects 1-6
Standard 8. Instructional strategies	X	Course Projects 1-6
Standard 9. Professional learning and ethical practice	X	Course Projects 1-6
Standard 10. Leadership and collaboration		

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 4. Content knowledge. The teacher shall:
    a.   Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
    b.   Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:
    c.   Take responsibility for student learning;
    d.   Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
    e.   Advance the profession.

TESOL P-K-12 Teacher Preparation Standards		ENG-408	Course Content Connection
		ENG-408	Course Content Connection
STANDARD 1: KNOWLEDGE ABOUT LANGUAGE Candidates demonstrate knowledge of English language structures, English		X	Course Projects 1-6; Research

language use, second language acquisition and development, and language processes to help English language Learners (ELLs) acquire academic language and literacies specific to various content areas.		Paper
STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.	X	Course Projects 1-6
STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.		
STANDARD 4: ASSESSMENT AND EVALUATION Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.		
STANDARD 5: PROFESSIONALISM AND LEADERSHIP Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.	X	Course Projects 1-6

Required Texts

1. *The Study of Language.* George Yule. Cambridge University Press. 2016. 6th edition
2. Other readings as assigned in the course schedule will be made available in PDF format

Other Recommended Sources

1. *Psycholinguistics: Introduction and Applications.* Lise Menn. Plural Publishing. 2011

2. *Linguistics: An Introduction.* William McGregor. Continuum Publishing. 2009.

3. *An Introduction to Sociolinguistics.* Ronald Wardaugh. Wiley Blackwell. 2010.

4. *Diversity and Super-Diversity: Sociocultural Linguistic Perspectives.* Anna De Fina, Didem Ikizoglu, and Jeremy Wegner. Georgetown University Press. 2017.

Evaluation and Grading

	Percentage of Grade
Projects & Homework	30% + 6%

Exam 1	14%
Research paper	25%
Exam 2	25%
Total	100%

Grading Scale

Letter Grade	Points
A	92 - 100
B	82 – 89.99
C	70 – 81.99
D	60 – 69.99
F	59 and below

Late Assignments/Extensions/Excused Absences/Extra Credit

-NO LATE ASSIGNMENTS will be accepted

-Students can utilize ONE EXTENSION during the semester at their discretion. Students can receive an extra 7 days to complete the assignment with an automatic 10-point penalty. **Students must request a late submission by the original due date via email.**

-There is no distinction between EXCUSED and unexcused ABSENCES in this class in terms of participation points. However, students representing the university at athletic or academic events or those who have been admitted to the hospital are entitled to make up assignments with no penalty if they provide appropriate documentation and notice.

-There is no EXTRA CREDIT offered in this course

Attendance and Participation Policy

Much of your learning in this course depends entirely on class attendance and active participation. Logically, if you are not in class, you are not able to participate for that day. More than 3 hours of absences (cumulative, so late arrivals and early departures count) = a 5% reduction in grade. So, this means you can miss 1 class or a cumulative 3 hrs, but more than 3-5.99 hrs =5%; 6-7.99 hrs = 10%; 8+ =20% reduction.

The class relies on your individual and our collective participation. The rubric represents my perspective on participantion. Simply attending class does not = full participation.

	Strong work (3)	Needs development (2)	Unacceptable (1)
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays a lack of interest in comments of others	Projects a lack of interest or can at times be disrespectful of others
Preparation	Arrives fully prepared with all assignments completed, notes on readings or observations	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality and Impact of contributions	Comments are relevant, reflect an understanding of materials and course, and frequently help the class conversation move forward	Comments sometimes irrelevant, betray a lack of preparation, or indicate a lack of attention to previous student comments	Comments reflect little understanding of either assignments or previous course content and remarks. Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates	Participates only when directly called upon
Quality of group participation	Actively engages in group exercises, supports group members, and uses experiences to further content understanding	Participates in group work but sometimes goes off topic.	Contributes the bare minimum to group work and is often observed working off task
Punctuality	Student is always on time	Student occasionally comes to class late	Student is frequently late to class

Class participation deserving of an A grade will be strong in all categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.
Modified from ACS Class Participation Rubric *http://www1.villanova.edu/villanova/artsci/acsp/resources/rubric.html*

Professionalism Policy:

Per university policy and classroom etiquette, mobile phones, iPods, etc. must be silenced during all classroom lectures and activities. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. As future educators, students should think about what they would not tolerate in their own classrooms and behave accordingly.

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Judicial Affairs. See the WKU Academic Integrity statement for further information.

Military Policy

 Students who are either reserve or active duty military personnel and are deployed during this course will need to show the professor their orders. Every effort will be made to help them complete the course via the Internet or mail.

Incompletes

When extenuating circumstances arise—for example, if a student in the military and is deployed, or if a student has a personal or medical crisis that comes up toward the end of the semester—the student must discuss the situation with the instructor if possible and the instructor will consider an incomplete. The instructor will only consider an incomplete for students who are in good standing (C or higher) in the course.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at http://www.wku.edu/handbook/ for additional guidance.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea

Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination,harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement

Western Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Important Dates (other to be added)

February 3: Last day to add a class or to drop a class without a grade
April 5 : 60% point: (Students who stop attending class or participating in online class before this date should be assigned an FN rather than an F.)
April 9: Last day to drop a class with a W
March 9-13: Spring break
May 11-15: Final Exams
May 12th, 6:00p: Our exam

Assignment Descriptions
PROOFREADING: All assignments are to be submitted free of spelling, grammatical, and typographical errors. *Such errors will result in the lowering of the assignment grade; it is impossible to make an 'A' on an assignment that is not well polished and proofread.* Make sure to proof any submitted work or have someone else proof your work before you turn it in. The University Writing Center is located in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus.

> **Homework** expect 3-5 comprehension/application questions on/definitions from the readings/class PPPtx; critical summaries;

Exam 1 **6 week pt (before spring break)—largely comprised from homework**

Exam 2 **Finals week (comprehensive)—largely comprised from homework & Project presentations (I will draw upon your findings as part of our collective knowledge.**

6 projects (I will provide an Online sign-up sheet for topics and presentations)

Select a presentation on each, 408 CHOOSE 3; 408G & 408 HEEC CHOOSE 4

Project 1: DATA collection project (individual to 3 collaborators): Psych experiment/ presentations Deadlines Mar. 31st presentations; Apr. 3rd papers (11:59p)

Based on the research we have covered from psycholinguistic experimentation methods, design a project in which you collect data, write up the results thereof, and expound on the possible import your data has on understanding L1 or L2 acquisition, language change, or language communities. Support your data collection methods with theory and include an application section on how this data can be used in the classroom, within linguistics, within society.

The paper should be ~ 2000-2500 words long (~ 5-6 pp). You'll need to cite at least 6 sources (2 must be peer reviewed that you found on your own); APA format required.

Presentation: 10-15 minute presentation that contextualizes your experiment (e. g., aligned theory(ies), experiment/method, findings, and import on future research or teaching.

Project 2: The Linguistic Big Bang (individual): Papers and presentations: Deadlines Apr. 7th presentations; Apr. 10th papers (11:59p)
Read the following article in the New York Times:

> http://www.nytimes.com/library/magazine/home/19991024mag-sign-language.html

Write a short paper that analyzes Pinker's claim of a language instinct and statistical learning, as described above, using Nicaraguan Sign Language (NSL) as a case study. You'll need to do more research on NSL, language acquisition, Pidgins and Creoles, the language instinct. Draw upon our discussion of psycholinguistics. You can approach this paper many ways; the key element is that it is a critical discussion and analysis. This is not a book report on NSL. This paper puts concepts from our class into real life. From your research, align this case with a cognitive model of L1 language acquisition, modify a model, or create your own model.

Cite any sources that you use. You'll need to cite at least 6 sources (2 must be peer reviewed that you found on your own). They can be a mix of class readings, peer reviewed sources, and other credible sources (like the NY Times article). The paper should be between 1500 and 2000 words in length (4-5 pp); APA format required.

Presentation: A -minute presentation on the most interesting findings of this project with Q & A.

Project 3: The Psycholinguistics of Reading: Teaching application (individual)

Complete either exercise 8.2 or 8.3 from the Menn reading Papers
Deadlines: Apr. 14th presentations; Apr. 17th papers (11:59p)

8.2. As we said in the text, here is no way to predict whether the *ea* combination should be pronounced /eI/ as in *steak* or /i/ as in *streak*. Foreigners just have to look up the pronunciation of these words in the dictionary. Many of the words spelled with /ea/ are common enough to be in the vocabulary of a first-grader, but they might not be familiar to some adult second-language learners of English from other cultures.

What would be different about the way you would teach first-graders and the way you would teach adult L2 learners to deal with figuring out how to recognize words like *break, steak, freak, teach, leak, meat, treat, bead* . . . when they encounter them in a story or a message that they are trying to understand? *Hint:* What kinds of knowledge of English are first-graders likely to have that new speakers of English might not have?

Important: Don't forget about the way our brains make associations whether we want them to or not. I have no empirical evidence for this, but everything I know suggests that, because there is no rule to follow, it would be a bad idea to teach the *ea* = /eI/ and the *ea* = /i/ words on the same day or even in a similar kind of lesson. Why?

8.3. Teaching morphology as part of "word attack skills" is especially useful for L2 learners whose first language does not have similar word formation patterns, such as Chinese.

And L2 learners whose first language is a Romance language should be able to improve both their English reading and their first language reading if they learn to connect the almost identical derivational morphemes in their own languages and in English. Create two parallel morphology lessons, one for speakers of Chinese and one for speakers of a Romance language like Spanish, French, Italian, or Portuguese, explaining how to find and use endings like *–tion, –ian, –ic,–ical, –ize –ology*, and so on, in figuring out the meanings of many long English words. You may want to read some of the articles about morphology in the Sources Consulted for this chapter before you do this. [Obviously, you can teach a lot more in one lesson to the Romance language speakers, who have a head start, than to the Chinese speakers.]

Cite any sources that you use. You'll need to cite at least 4 sources (2 must be peer reviewed that you found on your own). They can be a mix of class readings, peer reviewed sources, and other credible sources (like the NY Times article). The paper should be between 1500 and *2*000 words in length (4-5 pp); APA format required. Your methods need to be supported with theory(ies), research, and methods.

Presentation: 8-10 minute presentation demonstrating your pedagogical intervention and with explication of the theoretical and methodological foundations supporting it.

Project 4: Investigating Nonstandard Varieties (individual, up to 3 collaborators)
Paper/presentation Deadlines Apr. 21st presentations; Apr. 24th papers (11:59p)
You will be (re)creating a "regional" dictionary or community language fieldwork (e.g., Milroy & Milroy; Labov). This is an introduction to linguistic variation fieldwork.

1) Replicate a condensed version of the regional DARE survey and interview 10-12 members of your community of different generations, language communities (e.g., L1s, gender, SEC) in order to report on the language use and variation in this community: Pick one linguistic level on which to focus: lexical, grammatical, or phonological.

2) Create a survey for a localized language population available to you. This could be a professional community (e.g., a specific technology, industry, or class), an immigrant population, a heritage language community (an area that has speakers of the same immigrant language but immigration from that area has ceased for at least one generation), an avocational group that may have a specialized language (e.g., particular sports or hobby aficionados); generational (i.e., survey members of 3 or more generations).)

The paper should be 2000-2500 words long (~5- 6pp). You'll need to cite at least 6 sources (3 must be peer reviewed that you found on your own); APA format required.
Presentation: 12-15 minute presentation that contextualizes your experiment (e.g., aligned theory(ies), experiment/method, findings, and import).

Presentation: A10-12-minute presentation on the most interesting findings of this project with Q & A.

Project 5: The Learner's Experience (individual; other subject individual or pairs)
Deadlines Apr. 28th presentations; May 3rd papers (11:59p)
The narrative is an important tool for understanding human thought and action and has grown in popularity and importance in social science research (Reismann, 2008). In this project, you will reflect on your own network of speech communities and identity **or** explore an L2 English learner's experience in these areas.

Part 1: In a 1500-2000 word paper, (3-4 pp) you will explain the concept of a speech community, a speech network, and identity in relation to self or another. You will describe the development of your or your subject's L2 speech network and include language examples from real life and appropriate demographic information to support your analysis. The description of the subject's speech network must also include narrative passages as evidence (see memoirs, ethnographies, songs, comedy routines, poetry, and/or literature). Finally, you will discuss how the concept of a speech community/speech network and identity connects to second language acquisition and the study of sociolinguistics.

You will draw upon class resources, required readings, and one additional scholarly resource that you find on your own. Your paper will need to use appropriate APA citations and references.

Part 2: Whether your subject is self or other, you will create a digital narrative (mp4) of 10-12 minutes of footage with narrative that serves to illustrate the main points of your findings. Playing this footage can serve as your presentation; an intro, conclusion, and Q & A session will be part of this presentation.

Project 6: Conference proposal (individual or pairs) Paper/Presentation Deadlines
May 5th presentations; May 8th papers (11:59p)

As a graduate student, future teacher, or future linguist, reading scholarly research is an important part of your preparation; however, it is even more important to disseminate new knowledge to peers in an engaging and meaningful manner. Based on what you learned from a research paper or project, for example **from last semester in 407 or 469 or another related course** or through one of your projects, you may write a conference proposal for a local professional organization: details forthcoming and dependent upon conference selected (we will look at models). Spring is a slow time for accepting proposals for conferences because of the yearly conference schedule, but you will be preparing a proposal for the Southeast Regional TESOL Association. You must download the conference proposal form posted on Blackboard and complete it. You may actually submit this proposal if you choose—help from the instructor will be provided if you choose to do this.

> Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and it distinct from more general abilities to process information or behave intelligently (p. 18).

Presentation: A 5-7 minute mini conference presentation with Q & A. All papers should adhere to APA standards: typed, 12-point font with 1.25-inch margins (the default set up), double spaced, with proper headings, and no more than 1500-words (2.5-3 pp)—concision is essential. The page maximum DOES NOT include the cover/title page and reference page.

Research paper (25%): Deadline May 1ᵗst , 11:59p (we will confirm)

Students are required explore a course topic in-depth through a research paper on a topic of your choice. Furthermore, you will be required to connect the research on your topic to the field of linguistics overall, the process of language acquisition, and/or the applications to the classroom and/or society. At the end of each section of study, I will provide a list of appropriate research topics, but students may come up with their own topics and seek approval. We will conference to select an appropriate topic. Students may work in research groups of 2-3. Length and scope will be confirmed after conference and topic approval,

The research paper should be 10-15 pages in length, not included resources.

All papers should adhere to APA standards: typed, 12-point font with 1.25-inch margins (the default set up), double spaced, with proper headings. The page maximum DOES NOT include the cover/title page, references, and any appendices (if you include them).

All papers must contain at least 12 references, 9 of which must be from peer-reviewed journal articles.

Your paper should be 'state-of-the-art'. In other words, the majority of your references must have been published within the past 5-10 years. You may reference 1 to 2 older works that are classic studies in the field (e.g., Chomsky, 1957; Krashen, 1977) One way that you can find out how popular of a source your article is to use Google Scholar. Type in the bibliography of your article and you can see how many times that article has been cited by other researchers. You CANNOT use websites, encyclopedias, newspapers, blogs, or masters or doctoral theses.

APA help

http://www.wku.edu/library/dlps/infolit/writingguides.php

https://owl.english.purdue.edu/owl/resource/560/01/

Quotes no more than 10% of paper. This is an APA guideline. If you use a quote that is longer than 40 words, make sure you use a block quote. In your text, do not include author's first names, the names of articles, or the universities that authors teach at. All this info is irrelevant. Here is an example of what **NOT** to do:

No- Janice Marie Saint, who is a researcher at Ohio University in the department of Linguistics in her article "Where the boys are" written in 1988 for Cambridge University Press, says that gender is significant in determining how people speak.

Ok- According to Saint (1988), gender is significant in determining how people speak.

Remember, you should not rely on conclusions from the studies that you cite. You need to provide background information on each study in order to give weight to its findings. Here are questions to answer regarding each study cited:

      a. What is the central research question?
      b. Who participated in the study?
      c. How did they test their hypothesis? What is the research design?
      d. What did the researcher(s) find? What were the results?
      e. What were the conclusions/implications?
      f. What critique do you have of the article? (Note-this must be the smallest element of your annotated bibliography. It should only be a couple of sentences or so. The emphasis of this assignment is to read and identify the critical elements of a research article.)

You must proofread your papers. Errors in grammar, spelling, and stylistics will lower your grade by 10 points (or 1 letter grade).