

**English/Linguistics 111: Introduction to Linguistics (Fall 2006)**

T/TH 11:00am-12:15pm, HHRA 3208

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**Scope of course:** This course provides introductory study of the science of language: principles of sound, meaning, structure, and use, and the interactions of language and society. Topics include related to structure include semantics, phonology, morphology, syntax, and discourse; those related to use focus on language in its social context: regional and social dialects, language acquisition, and English as an international language.

**Required texts:**

- Yule, George. 2006. *The Study of Language*, 3<sup>rd</sup> Edition. Cambridge University Press.
- *The Language Files*, 9<sup>th</sup> Edition. Ohio State Press.
- Selected readings on reserve on Blackboard and in the Jackson library.

**Grading:**

|                        |     |
|------------------------|-----|
| Short assignments      | 15% |
| Literacy autobiography | 15% |
| Group Research Project | 20% |
| Quizzes                | 20% |
| Exam                   | 15% |
| Term Paper             | 15% |

**Learning Goals:**

Through the readings, assignments, and class activities in this course, you will

1. Examine your own beliefs and attitudes about language and language use in written assignments and class discussions
2. Gain basic knowledge of the major subfields of linguistics (see “scope of course”)
3. Learn and use different methods of linguistic analysis

*Overview of Assignments:* All work must be turned in on the date due to receive full credit. No late assignments will receive full credit, and none will be accepted more than one week after the due date unless an extension is arranged with the instructor prior to the due date.

**Short Assignments:** Short assignments are designed to reinforce concepts discussed in class and the readings by applying them to everyday situations and contexts. There are three basic types of short assignments: reflective writing, research writing, and short exercise sets. You have some choice in the short assignments you complete, but must *complete a total of ten short assignments*, including at least two of each type (listed below), two required assignments(\*), and one of your own choosing. You may complete additional short assignments for extra credit. Grading criteria for short assignments are accuracy, completeness, and timeliness. A complete list of short assignments is available in the Assignments folder on Blackboard.

|                     | <i>Reflective Writing</i> | <i>Research Writing</i> | <i>Exercise Sets</i> |
|---------------------|---------------------------|-------------------------|----------------------|
| <i>Assignment #</i> | 1, 5, 10, 11, 14*, 15*    | 7, 8, 9, 12, 13         | 2, 3, 4, 6,          |

**Literacy Autobiography:** In a paper of about 750 words, you will describe and analyze an important event, person, or practice that contributed to your language learning and development. Your analysis of this experience should highlight key principles about language and learning.

**Group Research Project:** In groups of 3-4, you will research and report on a linguistics topic. The project has two parts, an oral presentation and written annotated bibliography, which are weighted equally in your grade for the project. We will brainstorm topics, organize groups, and visit Jackson library to help you get started on the projects.

**Quizzes & Exam:** Quizzes will consist of definitions, examples, short answers, and essay questions covering reading, lectures, and assignments. The final exam will be cumulative and similar to the quizzes in format.

**Term Paper:** As the last paper for this course, you will write a *position/opinion statement* about some aspect/issue of language, linguistics, or literacy. It should be between four-to-six pages, double-spaced with one-inch margins. A personal position/opinion is a synthesis of learning, so cite your sources - both internally and in a Works Cited according to the MLA or APA style guide -- when referring to the theories, ideas, and words of others. This assignment asks that you draw on what you already know or have learned in this course and others.

**Absence Policy:** *Regular attendance is required.* If you miss three class sessions, your grade will be lowered one letter grade. If you miss more than five classes, you may be dropped from the class with a failing grade. If you do miss a class, you are responsible for finding out about and making up any missed assignments.

**Academic Dishonesty and Plagiarism:** All UNCG students are responsible for upholding the Academic Integrity Policy, available through the Office of Student Conduct. Collaboration and research are encouraged in completing assignments, but you must credit your outside sources of information appropriately and compose your responses individually. If you have any questions about whether you have plagiarized something, ask me.

**Tentative schedule:** Assignments may change, so pay attention to updates given in class. You should be prepared to discuss the readings on the date indicated.

SOL = *The Study of Language*; LF = *Language Files*; RR = Reserve Readings

| DATES  | TOPIC   | READING                           | PAGES              | DUE       |
|--------|---|-----------------------------------|--------------------|-----------|
| T 8/15 | Introduction & Course Overview  |                                   |                    |           |
| R 8/17 | <b>What is Language &amp; Linguistics?</b>  | SOL 1-3<br>(LF 2.1-2.4)<br>RR 1-2 | 1-28;<br>(21-38)   |           |
| T 8/22 | <b>The Structure of English</b><br>Phonetics; introduce Literacy<br>Autobiography Paper | SOL 4<br>(LF 3.1-3.4)             | 29-42<br>(41-60)   | Assign. 1 |
| R 8/24 | Phonology   | SOL 5<br>(LF 4.1-4.4)             | 43-51<br>(100-123) | Assign. 2 |
| T 8/29 | Review & <b>Quiz #1</b>   |                                   |                    | Assign. 3 |
| R 8/31 | Word Formation  | SOL 6                             | 52-61              |           |

| <b>DATES</b> | <b>TOPIC</b>   | <b>READING</b>                      | <b>PAGES</b>                     | <b>DUE</b>                              |
|--------------|--|-------------------------------------|----------------------------------|---|
| T 9/5        | Morphology   | SOL 7<br>(LF 5.1-5.3)               | 62-71<br>(145-155)               | Assign. 4                               |
| R 9/7        | Prescriptive & Descriptive Grammar                                 | SOL 8<br>(LF 1.3)<br>RR 3-4         | 73-85<br>(8-13)                  |   |
| T 9/12       | Syntax: Sentence structure   | SOL 9<br>LF 6.1-6.5                 | 86-99<br>185-208                 | Assign. 5                               |
| R 9/14       | <b>The Interpretation of English</b><br>Semantics                  | SOL 10<br>(LF 15.3-4)<br>RR5-6      | 100-111<br>(505-510)             | Assign. 6<br>(Assign 15,<br>optionally) |
| T 9/19       | Review & <b>Quiz 2</b>   |                                     |                                  |   |
| R 9/21       | Pragmatics & Discourse Analysis<br>Literacy Autobiography due      | SOL 11-12<br>(LF 8.1-8.6)           | 112-136<br>(239-267)             | Assign. 7                               |
| T 9/26       | <b>English Variation &amp; Change</b><br>Language history & change | SOL 17<br>(LF 12.1-2 &<br>12.9)     | 182-193<br>(401-409;<br>440-449) | Assign. 8                               |
| R 9/28       | Language Variation: Regional<br>dialects & language contact        | SOL 18<br>(LF 10.1-2, 4;<br>11.1-5) | 194-204<br>(various)             | Assign. 9                               |
| T 10/3       | Video: <i>American Tongues</i>                                     |                                     |                                  | Assign. 10                              |
| R 10/5       | Language Variation: Social Dialects                                | SOL 19<br>(LF10.3, 5-9)             | 205-215<br>(335-372)             | Assign. 11                              |
| T 10/10      | Fall Break   |                                     |                                  |   |
| R 10/12      | Introduce Group Project  |                                     |                                  |   |
| T 10/17      | <b>Psycholinguistics</b><br>Language, thought, and society         | SOL 20                              | 216-227<br>(505-510;<br>356-364) |   |
| R 10/19      | Language and the brain   | SOL 13<br>(LF 9.1-2, 8-<br>9) RR 7  | 137-148<br>(271-279;<br>314-325) | Assign. 12                              |
| T 10/24      | Meet in Jackson Library's Citi                                     |                                     |                                  |   |
| R 10/26      | <b>Applied Linguistics</b><br>First Language Acquisition           | SOL 14<br>(LF 9.3-7)<br>RR 8-9      | 149-161<br>(283-313)             | Assign. 13                              |
| T 10/31      | Second language acquisition &<br>Annotated Bibliography workshop   | SOL 15<br>RR 10                     | 162-171                          |   |
| R 11/2       | Sign Language; Discuss Term Paper                                  | SOL 16<br>(LF 13.1-3)               | 172-181<br>(449-464)             | Assign. 14                              |
| T 11/7       | Group Work   |                                     |                                  |   |
| R 11/9       | Group Presentations  |                                     |                                  |   |
| T 11/14      | Group Presentations  |                                     |                                  |   |
| R 11/16      | Group Presentations  |                                     |                                  |   |
| T 11/21      | Term Paper Writing Conferences                                     |                                     |                                  | Assign. 15                              |
| R 11/23      | Thanksgiving Break   |                                     |                                  |   |
| T 11/28      | Review; Course Evaluations   |                                     |                                  |   |
| R 11/30      | Final Examination; Term Papers due                                 |                                     |                                  |   |

**Reserve Readings**

| <b>AUTHOR</b>                     | <b>TITLE</b>   | <b>RR # in Syllabus</b> |
|-----------------------------------|--|-------------------------|
| Aitchison, Jean                   | Bad birds and better birds: Prototype theories   | Reserve 5               |
| Bullock et al.                    | Annotated bibliography: Identifying, teaching, and mainstreaming children with learning disabilities                     | FYI                     |
| Clark, Mary M.                    | The Structure of English   | See S.A. 9              |
| Freeman, D.E. & Freeman, Y.E.     | Written & Second Language Acquisition  | Reserve 10              |
| Fromkin, et al.                   | The development of language in Genie: A case of language acquisition beyond the "Critical Period;" & Genie: A postscript | Reserve 7 & 8           |
| Patterson, F.                     | Conversations with a gorilla   | Reserve 1               |
| Seymour, D. Z.                    | Black children, Black Language   | Reserve 3               |
| Terrance, H. S.                   | What I learned from Nim Chimpsky   | Reserve 2               |
| Tserdanelis, G., & Wong, W. Y. P. | Language files: Materials for an introduction to language and linguistics (9 <sup>th</sup> ed.)                          | On-going                |
| Wade, N.                          | Language gene is traced to emergence of humans   | Reserve 9               |
| Webb, K.                          | Black English: A discussion  | Reserve 4               |
| Wurr, A.                          | Cosmic consciousness in the Grateful Dead's "Eyes of the World"  | Reserve 6               |
| Yule, G.                          | The study of language, 2 <sup>nd</sup> edition   | On-going                |