



English 270: Introduction to Linguistics CRN 20695

Mon 6:30-9:40 p.m. Rm 2731 Brian McNeece

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Office Hrs: 8:30-9:30 M-Th & before class.

This course introduces students to all aspects of modern linguistics. We'll talk about lexical classes (parts of speech) and word formation (morphology), grammatical structure (syntax), and sound patterns (phonology).

We'll also cover first and second language acquisition and bilingualism.

Semantics and pragmatics include how meaning is found in words, phrases, and the situations when people talk to each other. We will discuss the social aspects of language including dialects, social registers, gender issues in language, language change, language and the brain, the history of English and the history of writing. We will also compare and contrast different languages of the world. You'll find linguistics an intriguing subject and our use of language amazing.

Required Text:

Linguistics for Everyone, An Introduction. Kristin Denham and Anne Lobeck. Wadsworth 2009. 978-1-4130-1589-8

Policies:

Attendance: You need to attend and participate in discussions in class and online or you're not very likely to pass. If you miss two weeks, I'll assume you're not participating and may drop you. However, it's always the student's responsibility to drop a class if they don't plan on finishing.

Punctuality is important. All students are expected to arrive on time and stay for the entire period. If you miss part of a class period you will miss important information. If you do miss class time, make sure you consult with another student in the class to find out what you missed.

Academic honesty is required of all students. Students must not share answers on in-class tests. This is considered cheating, and any student caught cheating will receive an "F" for the course.

Rules for classroom behavior. Students and the teacher are held to the same standards. That means we need to show each other mutual respect. Respect means listening attentively when anyone speaks. Respect means arriving on time and being prepared with homework done. Respect means turning cell phones to vibrate and waiting until class is over to answer them. To preserve a productive learning environment, students who disrupt or interfere with a class may be sent out of the room and told to meet with Sergio Lopez, Campus Disciplinary officer, before returning to continue with coursework. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog.

Some goals of this class:

- To lead you to examine your own linguistic beliefs and attitudes.
- To make you aware of the complexity of language and able to articulate this awareness.
- To provide you with the analytical understanding of the components of language including morphology, syntax, and phonology
- To give you insight into how vital language development is to human development.
- To help you understand the process of second language acquisition for the older learner.
- To provide you an awareness about how social relations govern language use.
- To give you awareness of the various major language families around the world and their historical relationship

Student Learning Outcomes

- Demonstrate understanding of the basic elements of phonology, morphology, semantics, syntax, and sociolinguistics.
- Demonstrate understanding of the nature of human language and language learning.
- Discuss the three major stages of the history of English.
- Identify which of the above areas of study are exemplified in samples of “interesting” or deviant language.

Methodology: I'll use lecture, group work, online discussions, video, and student presentations:

Linguistics journal: To encourage you to become aware of language around you, you will keep a journal of your observations in your daily life of the concepts that we study. You will need at least 3 entries per week. We'll be doing this online via Blackboard. See samples on following page:

Presentations: The best way to learn something is to explain it to someone else. So from time to time during the class, each student will be asked to make a brief presentation of an exercise or concept using the chalkboard, overhead projector, or other means of presentation.

Tests: We'll mostly use multiple-choice tests, but also some short answer. In syntax, you need to make some drawings of sentence diagrams.

Student-led Review: Because regular review is an extremely important component of the learning process, we will begin each class with a brief (10-15 minute) review of the previous weeks' lessons. At the fourth meeting of the class, students will begin to participate in this review process (see Presentations above).

The following is subject to change based on the need to improve student learning.

Grading:	100	points for participation (attendance, homework, presentations, discussion)
	100	points linguistics journal on Blackboard
	100	points: test #1 Chapters 1-2
	100	points: test #2 Chapters 3-4
	100	points: test #3 Chapters 5-6
	100	points test #4 Chapters 7-8
	100	points test #5 Chapters 9-10
	100	points test #6 Chapters 11-12
	200	points test #7 Chapters 13-14+ cumulative
total:	1000	points



Disabled Student Programs and Services

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. DSP&S Health Sciences Building, Room 2117 (760) 355-6312.

These should be posted as Discussions week by week on Blackboard.

You will keep a journal of your observations in daily life of the concepts we study. The minimum number of entries is 3 per week. To get all possible points, write 5 entries per week. Remember to list the interesting piece of language, and add a comment about it as I have done. They don't have to be long. Here are some examples:

Sunday January 21.

Angie said "stoled" for "stole." That's trying to make an irregular verb like a regular one. That's a form of overgeneralization.

Monday, January 22

Doug says, "I've never tooken any class like that one." The correct form is "taken." But Doug has tried to make it like break, broke, broken. His rule is to use the past tense and add +en.

Tuesday, January 23 Doug says "anomynous" for "anonymous." He is reversing the "m" and "n" sounds.

Wednesday January 24

One of my students wrote, "I was race in Mexicali." She should have written raised in Mexicali. The sound in the word "raise" is the phoneme /z/ not /s/. But because there is no phoneme /z/ in Spanish, this speaker can't hear it well, can't perceive it. She hears /s/ and writes it with a "c."

Thursday January 25,

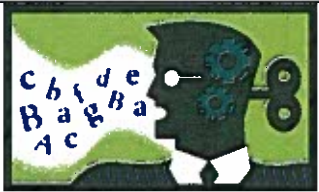
My student asks, "What means 'clumsy'?" She should say, "What does 'clumsy' mean?"

She doesn't understand the rule of question formation in English that says, insert "'does' and leave off the -s from the third person singular verb."



SPRING 2013 COURSE SCHEDULE (SUBJECT TO CHANGE)

week	DATES	DISCUSSION TOPIC	READING/TESTS
1	1/14	<p>Chapter 1: What is Language and How do we Study it? http://www.youtube.com/watch?v=OuUAPVFFCRO&feature=Playlist&p=1F11C8B471F66ACF&index=0&playnext=1</p> <p>What is Grammar? Knowledge v. Performance, Language Universals, Descriptive and Prescriptive Grammars</p>	<p>Chapter 1</p> <p>preview Chapter 2</p>
2	1/21	<p>Martin Luther King Day: Class doesn't meet</p> <p>Students still responsible to read Chapter 2 and discuss online through Blackboard.</p> <p>Chapter 2: The Human Capacity for Language</p> <p>First and Second Language Acquisition Language and the Brain-Aphasias</p> <p>Language Savants—Christopher</p> <p>Language Acquisition: First and Second Language Acquisition, Toddlers ask certain types of questions: http://www.uga.edu/lsava/Crain/Crain.html A champion babblers: http://www.collegehumor.com/video:1911844</p>	<p>Chapter 2</p> <p>This means you need to have read Chapter 2 prior to January 21.</p> <p>We'll follow this pattern all the way through: readings listed here are to be read before the date in the date column.</p> <p>Preview Chapter 3</p>
3	1/28	<p>Chapter 3 Phonetics: Describing Sounds</p> <p>Articulation, consonants and vowels. Charting the sounds. The International Phonetic Alphabet. Phonemes and Allophones Spanish and English phonetics</p> <p>Go to Speech Accent Archive: http://accent.gmu.edu/ Go to insertable IPA chart of symbols.</p>	<p>Chapter 3</p> <p>Quiz Chapter 1-2</p> <p>preview Chapter 4</p>
4	2/4	<p>Chapter 4 Phonology: Sound Patterns of Language</p> <p>Phonology what's a phoneme; rules of phonology Spanish and English phonemes. Handouts from workbook</p> <p>Phonological Rules, Syllable Structure Stress patterns in English</p>	<p>Chapter 4</p> <p>Preview Chapter 5</p>
5	2/11	<p>Holiday –Presidents' Day : Class doesn't meet, but students are still responsible to do the reading and discussions via Blackboard online.</p>	<p>Chapter 5</p> <p>Quiz on Chapters 3 and 4.</p>

		<p>Chapter 5 Morphology: Words and Their Parts</p> <p>Content and function words, derivation, inflection, free and bound morphemes. Parts-of- Speech Game</p>	
6	2/18	<p>Chapter 6: Morphology: Typology and Word Formation</p> <p>Borrowing, Coining, compounding, back-formation, acronyms, initialisms, taboo words, slang, jargon.</p> <p>http://www.macmillandictionary.com/ See online for new words for 2012.</p>	Chapter 6
7	2/25	<p>Chapter 7 Syntax : Heads and Phrases</p> <p>Noun phrase+ verb phrase, modals, aux, do-insertion</p>	<p>Chapter 7</p> <p>Test on Chapters 5 and 6.</p>
8	3/4	<p>Chapter 8 Syntax : Phrase Structure and Syntactic Rules</p> <p>Evidence for phrases and clauses. What is a constituent? Deep and Surface Structure, Movement and Deletion</p>	Chapter 8
9	3/11	<p>Chapter 8 Syntax: More practice and discussion of Chapters 7 and 8</p>	<p>Chapter 8</p> <p>Preview Chapter 9</p>
10	3/18	<p>Chapter 9 Semantics: Making Meaning with Words</p> <p>Semantic Features, Fields, and Meaning Relationships. Shifts in Meaning. Jokes. Metaphor.</p>	<p>Chapter 9</p> <p>Test on Chapters 7-8</p>
11	3/25	<p>Chapter 10 Semantics and Pragmatics: Making Meaning with Sentences</p> <p>Presupposition, entailment, deixis, speech acts, Gricean Maxims, Sapir-Whorf Hypothesis.</p>	Chapter 10
	4/1	Spring Recess Easter Break	
12	4/8	<p>Chapter 11: The Early Story of English</p> <p>Indo European, Three Stages in History of English,</p>	<p>Chapter 11</p> <p>Test on Chapters 9-10</p>
13	4/15	<p>Chapter 12 English Goes Global</p> <p>Sociolinguistics: pidgin, creoles, Dialects, Standard English, Black English</p> <p>http://www.youtube.com/watch?v=7ubbWDICnf0</p>	Chapter 12

		<p>Latino English: Language Change Labov: Northern Cities Vowel Shift http://www.youtube.com/watch?v=9UoJl-ZGblw</p> <p>Language Change in Philadelphia http://www.youtube.com/watch?v=z29aI75H14k</p>	
14	4/22	<p>Chapter 13 Representing Language: The Written Word</p> <p>Writing: The history of writing Sumerian cuneiform, Egyptian hieroglyphics, syllabaries, (shift from pictogram to logograms to sound based writing system) Phoenician consonant alphabet, Etruscan and Greek, Romans,</p> <p>English Spelling and punctuation</p>	<p>Chapter 13</p> <p>Test Chapters 11-12</p>
15	4/29	<p>Chapter 14 The Life Cycle of Language</p> <p>Language Origins – A linguistic Big Bang?</p> <p>English only? Language Planning</p>	<p>Chapter 14</p>
16	5/6	<p>Last Day of Class—Final Exam</p>	<p>Test Chapters 13-14 and cumulative</p>