

LING 2301-002: Introduction to the Study of Human Language

Fall 2010

Tuesdays & Thursdays, 11:00 a.m. – 12:20 p.m., Trimble Hall 215

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Prerequisites: A desire (or need) to learn about the nature of human language.

Required Text: Clark, Virginia P., Paul A. Eschholz, Alfred F. Rosa, and Beth Lee Simon. 2008. *Language: Introductory Readings*, 7th edition. Bedford / St. Martin's. ISBN: 0-312-45018-4

Course Description: LING 2301 provides an overview of an inarguably fundamental human capacity: language. Students will consider a variety of language-related topics in the context of the social sciences, from anthropology to history to psychology. Course readings provide students with exposure to many of the basic concepts and terms used in the study of language and linguistics. Class meetings complement the readings by providing students with opportunities to analyze, apply and synthesize key concepts with a particular focus on applying linguistic ideas to understand and solve contemporary, real-world problems.

Course Objectives: The goal of LING 2301 is to change students' relationship with language by challenging and enriching thinking about language and raising consciousness of the role that language plays in the minds and communities of humans. As the semester progresses, students should be increasingly prepared to enter into well-informed discussions about the primary themes of the course:

1. Language is a fundamental and defining attribute of all human beings;
2. All languages are systematic, manifesting the complementary properties of rule-governance and creativity;
3. Language acquisition and use are rooted in both cognitive (internal) and social (external) factors;
4. Languages reflect both our collective humanity and our socio-historical diversity; as such, all languages are worthy of study and respect.

These course themes are supported by reference to specific topics as covered in the readings, lectures, and class discussions.

Student Learning Objectives: Upon successfully completing this course, students should be able to:

- identify and explain many of the basic questions investigated by linguists, in order to situate the discipline of linguistics in the broader intellectual landscape;
- describe and illustrate the features shared by all languages, in order to distinguish those aspects of human language attributable to genetics/biology from those that are socially conditioned;
- analyze communicative signs (icons, words, sentences), in order to differentiate form, meaning, and function within a sign and to justify the use of a particular form in a specific context;
- compare the characteristics of normative and non-normative/developing language behaviors in order to recommend appropriate measures when interacting with language-limited individuals (especially children and aphasic adults);
- analyze the structure of interpersonal interactions, in order to assess the ways in which language both reflects and creates social relationships;
- evaluate contemporary linguistic issues with an eye toward presenting viable solutions to issues of concern in contemporary American society;

- identify major historical events that have shaped modern (American) English, in order to explain contemporary patterns of language use and sociolinguistic attitudes; and
- debate the relative merits of monolingualism vs. multilingualism, in order to make more informed decisions about relevant social, educational, and legal policies.

Course Requirements – Regular Option:

1. CLASS PREPARATION QUIZZES 10%
 - During the semester, there will be a series of brief in-class quizzes to be given on days when no exam is scheduled.
 - Quizzes will be given during the first five minutes at the beginning of lecture.
 - The format of each quiz may vary: multiple choice, fill-in-the-blank, short answer, and/or true/false.
 - The material covered on any given quiz will come from the course reading(s) assigned for that day.
 - Under **NO CIRCUMSTANCES** will there be any make-up quizzes; instead, each student will be allowed to drop his/her lowest several quiz grades (depending on how many are actually given).
2. ASSIGNMENTS 30%
 - There will be six assignments. The specific content of each assignment will be announced in class; due dates are noted in the schedule. If you complete all six assignments, your lowest assignment grade will be dropped.
 - Assignments will be collected at the beginning of the class on which they are due.
 - Under **VERY FEW CIRCUMSTANCES** will any assignments be accepted late without penalty. If you know you will be gone the day an assignment is due, make arrangements to turn it in ahead of time. Late assignments will only be accepted up until a week past the due date and will be penalized one letter grade per class day late.
 - All assignments will be posted on the course website or emailed.
3. IN-CLASS EXAMINATIONS 50%
 - There will be four in-class exams, dates noted on syllabus. Each is worth 12.5% of the total grade.
 - Exams will cover material from course readings, class lectures, and any videos shown in class. Be sure to review assignments and quizzes as well.
 - The exam format may include multiple choice, fill-in-the-blank, short answer, and essay questions. Exam review information will be distributed a week prior to each exam.
 - The final exam will be comprehensive.
4. CLASS PARTICIPATION 10%
 - The class participation grade is based in part on attendance and in part on participation in class discussion. If you miss more than 3 classes, your participation grade will be lowered half a letter grade per absence.

Attendance: While attending lectures is not a requirement for this course, students are strongly discouraged from missing class. Students assume responsibility for completing all work and for acquiring class materials they might not have received because of an absence. While powerpoints from some class lectures will be placed on the class website, the powerpoints do NOT include all the information you will need to do well in the course. Get notes from a classmate as well.

If you are unable to attend an exam . . .

... you will be allowed to take a make-up only if your absence occurs as the result of an extreme and reasonably unforeseeable circumstance (e.g. sudden serious illness, major family crisis). Should you find yourself in such a predicament, you must contact the professor by phone or e-mail before 8:00 PM of the exam date to request a make-up. Students who miss an exam but do not notify the professor as specified herein will receive a grade of zero (0).

Course Requirements – Service Learning Option:

1. CLASS PREPARATION QUIZZES 10%
 - Same as Regular Option.
2. ASSIGNMENTS 20%
 - Students complete five assignments (Assignments 1, 2, 3, 5, 6 – NOT 4). If you complete all 5 assignments, your lowest assignment grade will be dropped.
3. IN-CLASS EXAMINATIONS 40%
 - The 4 exams are each worth 10%.
4. CLASS PARTICIPATION 10%
 - Same as Regular Option.
5. Service Learning 20%
 - If you wish to participate in the Service Learning Option, you must email me by Friday, September 3, to let me know. Students choosing the Service Learning Option will complete 10 volunteer hours with Arlington Reads tutoring ESL

learners. Hours must be completed by November 30 and may not be longer than 2 hour sessions. (Students may partner with another student if they choose.) Students will keep a journal (worth 10%) in which they will write a reflection paragraph following each tutoring session and will present their experience to the class on December 9 (worth 10%). More details will follow for those who choose this option.

Final Grade Scale

A	90 – 100%	D	60 – 69%
B	80 – 89%	F	0 – 59%
C	70 – 79%		

Students who are within 2% of a higher grade and have 3 absences or fewer with all homeworks turned in will automatically be bumped up to the higher grade. For example, if a student has an 88% (normally a B), has turned in all homeworks, and has 3 absences, his/her grade will be raised to a 90% (receiving an A).

Classroom Policies

The following policies have been instituted to ensure an optimal learning experience for all students.

- Please arrive on time. If you arrive after class has begun, please enter as unobtrusively as possible.
- Please plan to stay for the entire class meeting. If you need to leave early, please let me know beforehand and sit near the door and exit as unobtrusively as possible.
- Please prepare for each class meeting by completing all writing / reading assignments beforehand.
- Please come to class prepared to engage your mind as fully as possible. To this end, I respectfully insist that you:
 - leave your cell phone off at all times;
 - use a laptop computer only for taking course notes – no surfing the net, IM-ing, etc.; and
 - limit conversation to class-related topics.
- Please feel free to engage in classroom discussions. In doing so, keep your comments relevant and respectful to me, your colleagues, and the learning process.

A Few Other Matters

Please communicate with me. If you are struggling in the course because of family difficulties, sickness, or simply because the material is difficult, let me know what is going on. If you do not communicate about why an assignment was late, etc., I will assume I should count off for it.

Please do come see me if you are having trouble or simply wish to discuss what you are learning. Feel free to ask for an appointment if my office hours are not convenient for you. That said, remember to check the class website for any handouts you may need.

If you must miss class on the day an assignment is due, either drop it off early during my office hours, turn it into the Linguistics Office (403 Hammond Hall) for them to put in my box and send me an email to say you have done so, or else email me the assignment by the due date & our class time.

Summary of Links – See Course Schedule

L-0907-1<http://www.babynamestats.com>

L-0907-2<http://www.entrepreneur.com/startupbusiness/startupbasics/namingyourbusiness/article21774.html>

L-0907-3<http://www.entrepreneur.com/startupbusiness/startupbasics/namingyourbusiness/article76958.html>

L-0916.....<http://www.resort.com/~prime8/Orwell/patee.html> (other versions of this essay can be found online, too)

- L-1005-1<http://homepage.ntlworld.com/vivian.c/SLA/L1%20and%20L2.htm>
- L-1005-2<http://www.kidsource.com/kidsource/content3/second.language.p.k12.2.html>
- L-1012.....http://highschoolbioethics.georgetown.edu/units/cases/unit3_4.html
- L-1014-1http://www.aphasia.org/Aphasia%20Facts/aphasia_faq.html
- L-1014-2http://www.aphasia.org/Aphasia%20Facts/aphasia_quiz.html
- L-1014-3<http://www.aphasia.org/docs/Melba%20Ashburn%20Account.doc> (doc will download to your computer)
- L-1014-4http://www.aphasia.org/Aphasia%20Facts/communicating_with_people_who_have_aphasia.html
- L-1019-1<http://www.youtube.com/watch?v=2Dhc2zePJFE>
- L-1019-2<http://www.youtube.com/watch?v=wRM7vTrIIs>
- L-1019-3<http://www.youtube.com/watch?v=2Dhc2zePJFE>
- L-1028.....http://www.cnam.com/downloads/amt_sg.html
- L-1104.....<http://www.englishfirst.org/ebonics/ebonsfjb.htm>
- L-1109.....<http://www.npr.org/templates/story/story.php?storyId=1438900> (then click on “listen” to hear the story)
- L-1111-1http://en.wikisource.org/wiki/Spanish_Constitution_of_1978/Preliminary_Title
- L-1111-2<http://www.washingtonpost.com/wp-dyn/content/article/2005/10/12/AR2005101201450.html> (article 4)
- L-1111-3<http://www.assemblee-nationale.fr/english/8ab.asp> (title 1, article 2)
- L-1111-4<http://www.info.gov.za/documents/constitution/1996/96cons1.htm#6>
- L-1111-5<http://www.worldandi.com/newhome/public/2003/december/cipub2.asp>
- L-1111-6<http://www.languagepolicy.net/archives/engplus.htm>
- L-1111-7<http://www.languagepolicy.net/archives/langpol.htm>
- L-1202-1http://www.ethnologue.org/ethno_docs/distribution.asp?by=size#3
- L-1202-2http://www.ethnologue.org/ethno_docs/distribution.asp?by=country#7
- L-1207.....<http://www.archives.gov/publications/prologue/2001/winter/navajo-code-talkers.html>

Important Academic and Administrative Policies

Attendance Policy: Students are expected to attend all class meetings. Attendance factors into their participation grade which counts for 10% of the course grade.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

Academic Dishonesty: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.

According to the UT System Regents' Rules and Regulations, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

Student Support Services Available: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy, with one exception. With instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL degree program may be able to audit a course. Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.

Projected Course Schedule

The following table presents the anticipated schedule for course topics, reading, homework assignments, and exams. Please complete the reading for each lecture *prior* to arriving at class. I reserve the right to alter the course schedule at any time; that said, I will do my best to announce any changes in advance.

“L-#” items are electronic Links that you must access on-line. Consider these an integral part of the course.

Wk		Tuesday	Thursday
0	August/September		26: What is linguistics anyhow? Why does language matter?
1		31: Properties of Language Chapters 1, 2 (pp. 21-24, 30-33) & 51	2: Morphology: Minimal Units of Meaning Chapters 9 & 11
2		7: What's in a Name? Chapter 12, L-0907-1, L-0907-2 & L-0907-3	9: Semantics: Lexical Meaning Chapters 15 & 16,
3		14: Pragmatics: Meaning in Context Chapters 17 & 18, Assignment 1	16: Politics and Language L-0916
4		21: Catch-up/Exam review, Assignment 2	23: Exam 1
5		28: First Language Acquisition (Baby-Talk) Chapters 42, 43, 44	30: Building Vocabulary Chapter 44
6	October	5: Second Language Learning L-1005-1, L-1005-2	7: Brain and Language Chapter 40
7		12: The Case of Genie (Secrets of a Wild Child) Chapter 45, L-1012	14: Aphasia: Language Breakdown, L-1014-1, L-1014-2 and L-1014-3, L-1014-4
8		19: Is Language Exclusively Ours? Assignment 3 Chapters 5, 41, L-1019-1, L-1019-2 and L-1019-3	21: Exam 2
9		26: Language & Identity: Gender, Ethnicity, Social Class, Chapters 24, 25, 38	28: Language & Identity, cont. (American Tongues), Chapter 22, 26, L-1028
10	November	2: Languages in Contact: Pidgins and Creoles Chapter 30	4: The Ebonics Debate Assignment 4 Chapters 27, 28, L-1104
11		9: Bilingualism Chapters 33, 54 (pp.842-853), L-1109 (click 'listen')	11: Language Policy and “English Only” L-1111-1 , L-1111-2 , L-1111-3 , L-1111-4 , L-1111-5 , L-1111-6 , L-1111-7
12		16: Exam 3	18: Historical Linguistics (The Story of English) Chapters 19 & 20
13		23: A Brief History of English Chapter 21	25: Thanksgiving – No Class
14		30: Language Ecology: Language Death (The Linguists), Chapter 29, Assignment 5	2: Language Ecology, cont. L-1202-1 & L-1202-2
15	December	7: Language Myths Chapter 32, L-1207, Assignment 6	9: Service Learning Presentations , Wrap-up & Student Feedback
*		14: Final Exam - Comprehensive 11 a.m. – 1:30 p.m.	

Last Day to Drop: Friday, November 5, 2010