

**LING 2301, Section 001:**  
**Introduction to the Study of Human Language**  
**Fall 2014**

**Instructor:** Daniel Amy

**Office Number:** Trimble Hall 217C

**Office Hours:** Mondays & Tuesdays, 1:00 p.m. – 2:00 p.m., and by appointment.

**Email Address:** [daniel.amy@mavs.uta.edu](mailto:daniel.amy@mavs.uta.edu) (Please start subject line “LING 2301: ...”)

**Research Profile:** <https://www.uta.edu/profiles/daniel-amy>

**Office Telephone Number:** 817-272-3133 (Department of Linguistics and TESOL Main Office—messages only)

**Time and Location of Class:** M/W/F 10:00 a.m. – 10:50 a.m., Geoscience 109

---

**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

**Description of Course Content:** 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 physical sciences, cognitive sciences, social sciences, and humanities. Course readings provide students with exposure to many of the basic concepts and terms used in the study of language and linguistics. Lectures complement the readings by further elucidating key concepts and exemplifying these notions. This course satisfies the University of Texas at Arlington core curriculum requirement in Social and Behavioral Sciences.

**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. All languages are systematic, manifesting the complementary properties of rule-governance and creativity;
2. Language acquisition and use are rooted in both cognitive (internal) and social (external) factors;
3. 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 Outcomes:** 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 [Critical Thinking Skills objective]
- 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 landscape [Critical Thinking Skills objective]
- 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 [Communication Skills objective]
- 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) [Empirical and Quantitative Skills objective]
- analyze the structure of interpersonal interactions, in order to assess the ways in which language both reflects and creates social relationships [Social Responsibility objective]
- identify major historical events that have shaped modern (American) English, in order to explain contemporary patterns of language use and sociolinguistic attitudes [Empirical and Quantitative Skills objective] and
- debate the relative merits of monolingualism vs. multilingualism, in order to make more informed decisions about relevant social, educational, and legal policies. [Social responsibility objective]

These student learning outcomes align with the following four Texas Higher Education Coordinating Board objectives:

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.)

- **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance and will factor attendance into the grade as noted above in the course requirements below.

## Course Requirements

### 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. They will be announced at least one class day in advance.
- Quizzes will be given during the first five minutes at the beginning of lecture.
- The format of each quiz may vary: generally, they will be multiple choice 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. HOMEWORK ASSIGNMENTS (35%)

- There will be six homework assignments. The specific content of each assignment will be announced in class; due dates are noted in the schedule. If you complete all six homework assignments, your lowest homework grade will be dropped.
- Homework 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 (45%)

- There will be three in-class exams, including the final exam. Dates are noted on the syllabus. Each is worth 15% of the total grade.
- Exams will cover material from course readings, class lectures, and any videos shown in class. Be sure to review homework 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 (5%)

- Class participation is based on the student's participation in class discussion and activities.

#### 5. ATTENDANCE (5%)

- Class attendance will be recorded. The attendance grade will be calculated as follows:

Absences	Attendance Grade	Effect on Final Grade
3 or fewer	100%	-0%
4 to 6	80%	-1%
7 to 8	60%	-2%
9 to 10	40%	-3%
11 to 12	20%	-4%
12 or more	0%	-5%

**Make-up Exams:** Students will be allowed to take a make-up exam only if the absence occurs as the result of an extreme and reasonably unforeseeable circumstance (e.g. sudden serious illness, major family crisis). Should the student find himself/herself in such a predicament, he/she must contact the instructor by phone or e-mail before 5:00 p.m. of the exam date to request a make-up. Students who miss an exam but do not notify the instructor as specified herein will receive a grade of zero (0).

### Extra Credit:

#### 1. REFLECTION ESSAYS (2)

- The reflection essay is a short essay (200 words) reflecting the student's thoughts on a particular subject covered in the course. Topics for reflection essays will be listed in the study guide for each exam.
- The first reflection essay is due at the beginning of class when Exam #1 is administered. The second essay is due at the beginning of class when Exam #2 is administered.
- A reflection essay is worth 10 bonus points. These bonus points will be applied to the respective exam grade.
- No reflective essays will be accepted late. Only one reflective essay can be turned in per exam.

#### 2. SIXTH HOMEWORK ASSIGNMENT

- Students who complete all six homework assignments will not only have their lowest homework assignment dropped, but it will be converted into a bonus.

- 15% of the grade received on the lowest homework assignment will be applied to the final exam grade.
- Students who do not complete all six homeworks will not receive a final exam bonus.

### 3. ADDITIONAL EXTRA CREDIT

- Addition extra credit may be added at the instructor's discretion throughout the semester. Such forms of extra credit and the details thereof will be announced both in class and through email.

**Grading:** The final grade will be calculated according to the weights listed in the course requirements. Final Grades will be assessed on the following scale:

A	90-100%
B	80-89%
C	70-79%

D	60-69%
F	0-59%

Students who are within 2% of a higher grade and have 3 absences or fewer with all homeworks (6) 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).

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

## Classroom Policies

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

- Please reserve the two seats nearest the door for students arriving late or leaving early.
- Please arrive on time. If you arrive after class has begun, please enter as unobtrusively as possible and sit near the door.
- 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.
- 

## **Important Academic and Administrative Policies**

**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. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**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](http://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.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to

discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

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 as laid out for faculty (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

**Student Support Services:** UT 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. Resources include tutoring, major-based learning centers, developmental education,

advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**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 class 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. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Auditors:** The Department of Linguistics and TESOL has a “no audit” policy. However, with instructor permission, Department of Linguistics and TESOL faculty, staff, and students current enrolled in a linguistics/TESOL program may be able to sit in on a course. These courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive credit) be granted.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.



**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located down the hallway to the left when exiting the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Librarian to Contact:** Jody Bailey ([jbailey@uta.edu](mailto:jbailey@uta.edu)) and Derek Reece ([dreece@uta.edu](mailto:dreece@uta.edu))

### **Helpful Library Links:**

Library Home Page .....	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides.....	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians .....	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List.....	<a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>
Course Reserves.....	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Tutorials .....	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus.....	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian.....	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

<p><b>Emergency Phone Numbers:</b> In case of an on-campus emergency, call the UT Arlington Police Department at <b>817-272-3003</b> (non-campus phone), <b>2-3003</b> (campus phone). You may also dial 911.</p>
---

## PROJECTED COURSE SCHEDULE

The table below presents the anticipated schedule for course topics, reading, homework assignments, and exams. Please complete the reading for each lecture prior to arriving at class. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

-Daniel G. Amy

Wk	Mth	Monday	Wednesday	Friday
1	August			<b>22</b> Introduction
2		<b>25</b> Properties of Language  <i>Ch. 1, 2 (pp.21-24, 30-33), 51</i>	<b>27</b> Phonetics and Phonology: Sounds of Language  <i>Ch. 6, 8</i>	<b>29</b> Phonetics and Phonology, cont. Intro to Morphology
3	September	<b>1</b> Labor Day - No Class	<b>3</b> Morphology: Minimal Units of Meaning <i>Ch. 9, 10, 11</i>	<b>5</b> Syntax: The Structure of Sentences <i>Ch. 13 (to p. 214)</i> <b>Assignment #1 DUE</b>
4		<b>8</b> Syntax: The Structure of Sentences, cont. <i>Ch. 13 (pp. 214-228)</i>	<b>10</b> Semantics: Lexical Meaning <i>Ch. 15, 16</i>	<b>12</b> Pragmatics: Meaning in Context <i>Ch. 17</i>
5		<b>15</b> Pragmatics: Meaning in Context, cont. <i>Ch. 18</i> <b>Assignment #2 DUE</b>	<b>17</b> Catch-up/Exam #1 Review	<b>19</b> <b>Exam #1</b>  <i>Covers material through 9/17</i>
6		<b>22</b> Brain and Language <i>Ch. 40 (first half)</i>	<b>24</b> Brain and Language, cont. <i>Chapter 40 (second half)</i>	<b>26</b> Aphasia: Language Breakdown <i>L-0926a, L-0926b, L-0926c</i>
7		<b>29</b> Is Language Exclusively Ours?  <i>Ch. 5, 41, L-0929a, L-0929b</i>	<b>1</b> First Language Acquisition (Baby-Talk) <i>Ch. 42, 43</i>	<b>3</b> Building Vocabulary  <i>Ch. 44</i>
8	October	<b>6</b> The Case of Genie (Secrets of a Wild Child)  <i>Ch. 45, L-1006</i>	<b>8</b> Second Language Acquisition  <i>L-1008a, L-1008b</i>	<b>10</b> Second Language Learning and TESOL <b>Assignment #3 DUE</b>

9		<b>13</b> American Sign Language <i>Ch. 3, 46</i>	<b>15</b> Catch-up/Exam #2 Review	<b>17</b> Exam #2  <b><i>Covers material 9/22-10/15</i></b>
10		<b>20</b> Language and Identity: Gender, Ethnicity, Social Class  <i>Ch. 36, 37</i>	<b>22</b> Language, Identity, cont.  <i>Ch. 38</i>	<b>24</b> Language, Identity, cont. (American Tongues) <i>Ch. 22, 26, L-1024</i>
11		<b>27</b> Dialects and Social Class  <i>Ch. 22, 25</i>	<b>29</b> Standard and Vernaculars <i>Ch. 26</i>	<b>31</b> The Ebonics Debate <i>Ch. 27, 28, L-1031</i> <b>Assignment #4 DUE</b>
12	November	<b>3</b> Languages in Contact: Pidgins and Creoles <i>Ch. 30</i>	<b>5</b> Bilingualism  <i>Ch. 33, 54 (p. 842- 853)</i>	<b>7</b> The Linguistics Melting Pot <i>Ch. 49</i>
13		<b>10</b> Language Policy and "English Only"  <i>L-1110a, L-1110b, L- 1110c, L-1110d, L-1110e</i>	<b>12</b> Historical Linguistics (The Story of English) <i>Ch. 19, 20</i>	<b>14</b> A Brief History of English  <i>Ch. 21</i> <b>Assignment #5 DUE</b>
14		<b>17</b> Historical Linguistics: Proto-Languages and Reconstruction <i>TBA</i>	<b>19</b> Is Change Good or Bad  <i>TBA</i>	<b>21</b> Language Ecology: Language Death (The Linguists) <i>Ch. 29</i>
15		<b>24</b> Language Ecology, cont.  <i>L-1124a, L-1124b</i>	<b>26</b> Language Myths  <i>Ch. 32, L-1126</i>	<b>28</b> Thanksgiving Break - No Class
16	December	<b>1</b> Wrap-up, Review for Final Exam <b>Assignment #6 DUE</b>	<b>3</b> Review for Final Exam	<b>5</b> Study Period - No Class
Finals		<b>8</b> Final Exam 8:00 a.m. - 10:30 a.m.	<b>End of Semester. Have a great break!</b>	